IIED External Review 2017-2022

ANNEXES
July 2022

CONTENTS

ANNEX 1. REVIEW MATRIX

Review Area	Evaluation Questions	Sub-Questions	Sources of Evidence
A. Key influences on IIED's positioning and impact	1. To what extent has IIED's **strategy and implementation** approach been fit for purpose?	1.1 How, and how well has IIED taken account of the findings and recommendations 2017 External Review? 1.2 How, and how well have the Group strategies and initiatives been aligned with the organisational strategy? Is there sufficient coherence between the organisational components? 1.3 Are there (i) change pathways and (ii) ways of working that have been particularly effective in contributing to progress and achievement? Any that have been much less effective or counter-productive? Are the "pathways to impact" used by IIED still suitable? 1.4 How significant are any tensions and/or trade-offs apparent among the strategy components? And in the approach to strategy implementation?	▪ Document and data review: strategy and programming documents; management / progress reports; evaluation reports & management responses; case studies; self-reflections / strategy refresh efforts; LIF reports. ▪ Key informant interviews with current and ex staff members ▪ (Focus) group discussions and/or participatory mapping with selected (i) researchers and (ii) other functions ▪ Interview with lead of the 2016 – 2017 external review
	2. To what extent has IIED's performance been influenced by **'internal' dynamics**?	2.1 To what extent are IIED's practices consistent with its own principles and commitments? 2.2 How well suited are (i) organisational capacities and (ii) ways of working to IIED's mission, strategy and its implementation? 2.3 Which management and decision-making systems and aspects of the organisational culture have had a particularly (i) positive and (ii) negative influence on organisational performance? 2.4 How well has the approach of 'distributed change' been implemented, and how well is it working?	▪ Document and data review ▪ Key informant interviews with current and ex staff members ▪ (Focus) group discussions with selected staff groupings ▪ Key informant interviews with representatives in relevant organisations

Review Area	Evaluation Questions	Sub-Questions	Sources of Evidence
		2.5 How useful and effective is the LIF? Is it an adequate mechanism for accountability, is it contributing to the definition of strategic directions, and does it provide means and opportunities to leverage partnerships and support? What has been / is the value of a unified MEL framework, if any? Any negative consequences? 2.6 What have been, and/or continue to be, main internal risks to IIED's positioning and efforts to make a difference?	
	3. To what extent is IIED's approach to **partnerships and collaboration** (its wider ecosystem) fit for purpose?	3.1 How much do partners value their partnership with IIED? Which aspects are considered (i) particularly valuable, and/or (ii) less valuable, and/or (iii) have negative aspects or consequences? 3.2 To what extent do current partnership arrangements (i) help reproduce, and/or (ii) contribute to the elimination of discrimination, racism and colonised relationships? 3.3 To what extent has IIED's implemented efforts to decolonise development research? How effective have such efforts been? 3.4 Which modalities of collaboration and partnering appear to be particularly (i) valued and/or (ii) are found to be of little value? 3.5 Is there sufficient distinction between the roles of staff and partners? How have these roles been evolving? 3.6 To what extent does IIED have the "right" partners to achieve its mission and strategy goals?	▪ Document and data review ▪ Mapping of collaboration approaches ▪ Key informant interviews with selected staff ▪ Key informant interviews, participatory mapping and/or workshops with selected collaborators and partners in the (i) Global South and (ii) Global North ▪ Key informant interviews with (i) core and (ii) selected project funders (or group of funders if appropriate and feasible) ▪ Partner survey (to be decided at later stage)
	4. To what extent has IIED's performance been influenced by **'external' dynamics**?	4.1 Which external dynamics, developments and/or shifts in consciousness have had the greatest influence on IIED during the period under review? 4.2 To what extent has IIED been affected by the evolving financing landscape and funding trends? 4.3 What have been, and/or continue to be, main external risks to IIED's positioning and efforts to make a difference?	▪ Document and data review ▪ Key informant interviews with selected (i) current and ex staff members, and (ii) partners ▪ Key informant interviews with relevant organisations working in the same domain

Review Area	Evaluation Questions	Sub-Questions	Sources of Evidence
			▪ Key informant interviews with (i) core and (ii) selected project funders

B. IIED's position in the landscape	5. How **well positioned** is IIED for fulfilment of its mission and strategy? How **visible** is it in this role?	5.1 Based on perceptions and its own strategic positioning, where does IIED currently fit in the landscape of sustainable development thinking and action (i) globally; (ii) in the themes/sectors/issues in which it is involved; (iii) in regions?
		
		5.2 How do (i) partners and (ii) other actors in sustainable development thinking and action perceive the relevance of IIED's mission, strategy and approach, and of its offer and products?
		
		5.3 From various perspectives, what is the (i) niche, (ii) comparative advantage and (iii) added value or value proposition of IIED?
		
		5.4 How well has IIED succeeded in positioning itself as a 'boundary organisation' - from research to application?
		
		5.4 How well is IIED using and contributing to collective knowledge and action in the spheres in which it is engaged?
		
		5.4 How well has IIED's communications supported its positioning and visibility?
			▪ Document and data review
			▪ Participatory mapping, key informant interviews and/or focus group discussions with selected
			  o current and ex staff members
			  o partners
			  o other boundary organisation representatives
			  o academics and activists not currently engaged with IIED
			▪ Analysis of results of staff surveys 2016 – 2020 and engagement survey results

C. IIED's responsiveness and adaptability	6. How well has IIED responded and adjusted to changes in context and risk?	6.1 How well has IIED adjusted to the impact of the COVID-19 pandemic? 6.2 How well have IIED's strategic approach and ways of working responded to relevant shifts and lessons learnt during implementation, including (i) within its ecosystem, and (ii) with respect to global debates and shifts in consciousness?	▪ Document and data review ▪ Key informant interviews with selected (i) current and ex staff members, and (ii) partners ▪ Key informant interviews with relevant organisations working in the same domain

Review Area	Evaluation Questions	Sub-Questions	Sources of Evidence
		6.3 How effective have IIED's MEL approach and system been for learning, trajectory thinking and adaptive (risk) management?	
D. IIED's partnership with institutional donors	7. How beneficial is frame funding for IIED? What are the impacts and benefits of core funding? Any negative consequences?	7.1 What are the activities, partnerships, processes and capacities that would not be possible or available or in the absence of frame funding? 7.2 Does the availability of core funding contribute to strategic coherence? If yes, how? If no, why not? 7.3 How do the Impact and Learning Exercises (ILE) contribute to IIED's ToC and programming, and to what extent do they leverage new or stronger partnerships and support? 7.4 Are there ways to increase / optimise any impacts and benefits, or limit any negative consequences?	▪ Review of the LIF and the overall MEL frameworks ▪ Review of financing trends ▪ Interviews with staff and review of instruments and processes used in MEL ▪ Review of past and current ILEs
E. IIED's impact	8. To what extent has IIED managed to make a difference in line with its intent?	8.1 How does IIED define 'success'? According to its own perceptions, to what extent has it been successful in what it wanted to achieve? 8.2 To what extent has IIED "made change happen", or contributed to change? In what context, for whom, at what level, where and how? [Is there a good chance that these changes will sustain, where desirable?] 8.3 Are there any negative consequences or impacts as a result of IIED (supported) actions? 8.4 How well has IIED made use of opportunities for synergy to increase the chance of impact? 8.5 Beyond "decolonising development research", what has been the contribution of IIED in research that supports the decolonisation of development? How different is this from a focus on inequality?	▪ Review and comparative analysis of available reports on external and independent evaluations

Review Area	Evaluation Questions	Sub-Questions	Sources of Evidence
		8.6 What appear to be success factors in enabling or contributing to change in different contexts?	
F. The future	9. What are the implications of the Review findings and conclusions for IIED's future positioning and programming?	9.1 In the light of all the Review findings and contextual factors that are likely to influence its work in future - including the consequences of the COVID-19 pandemic and evolving financing strategies - how can IIED best position itself for impact during the update of its five-year plan (and beyond)? What are the most attractive future options? 9.2 How can IIED operate differently to respond in the best possible way to emerging opportunities for positive change? 9.3 To what extent should IIED operate differently to respond to the current discourse on discrimination and racism? How can IIED communications and ways of working contribute to stop perpetrating racism and discrimination in its operating countries? 9.4 To what extent should IIED adjust its strategic approach, if at all, to focus explicitly on inspiring or supporting transformational change? 9.5 If funding or other factors require greater focus, are there recent or current areas of work that could or should be changed or eliminated, without putting into question IIED's mission and strategy? 9.6 To what extent should IIED itself be transformed in the coming years, if at all?	▪ Visioning of scenarios and possible futures (individual interviews and group exercises) ▪ Participatory analysis and validation of findings

ANNEX 2. DETAILS OF THE REVIEW APPROACH AND METHODOLOGY

As per convention, the Review was focused by its purpose and the key review questions (Table 1). Bounded by the *2019-2024 Make Change Happen* strategy and developments in the external landscape, it required assessments of IIED's (i) achievements and contributions to impact since 2017; (ii) positioning for visibility and the best chance of success; (iii) ways of working (especially its approach to evolving circumstances, strategy implementation, partnerships and financing), and (iv) the external and internal influences on its position and outcomes.

These analyses were then used to consider the implications for the future, and recommendations and options and/or scenarios, including with respect to the need and potential for transformational change. Figure 1 captures in detail the elements studied to make these assessments.
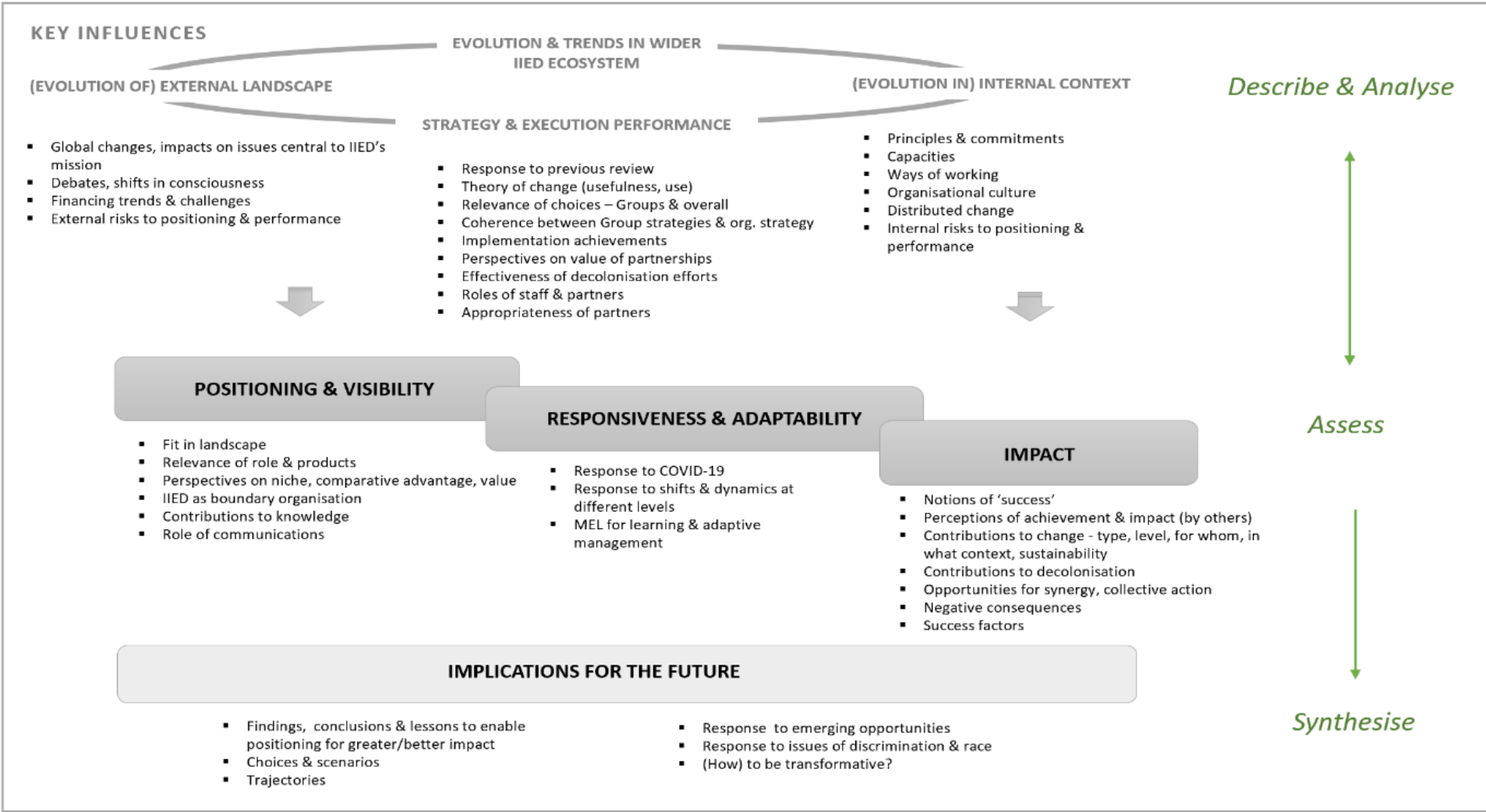
1.1 The Review approach

This Review covered a remarkable period in the illustrious 50-year history of IIED. Since the previous five-year strategy review conducted in 2017, the organisation has implemented its *Make Change Happen Strategy 2019-2024*, building on its impressive experience over decades at the forefront of sustainable development. Global agreements such as the 2030 Agenda for Sustainable Development with its Sustainable Development Goals (SDGs) and the Paris Climate Agreement provided new foci and opportunities for collaboration and concentrating environment and development energies, while the world continued to amble towards global destruction brought about by a confluence of accelerating global crises. Then the COVID-19 pandemic struck. COVID has brought us tragedy, and at the same time the pandemic has reinforced and made very visible the meaning of 'transformation', bringing unique opportunities to reshape a world in crisis.

The Review placed a robust emphasis on how well IIED is now positioned for the future. The Review team focussed on how IIED can fulfil a crucially important and effective role in a transforming world that is under severe strain. In other words, we did not focus on "the future" from an incremental, linear change perspective, as is normally the case in institutional reviews. Instead, we structured our study, and the report, as follows, guided by the Review questions:

i. *The difference IIED has made in the world* – A scan of IIED achievements over the past few years systematically captured in the LIF reports and complemented by staff and partner perspectives;

ii. *The reasons for these achievements, or lack thereof* – in other words, the influences on IIED's efforts to make their intended difference in the world;

iii. *What all of this means for IIED's position and potential to perform in future*, given some of the key transformative shifts in the landscape in which it works - Using a 'light-touch', adapted Three Horizons conceptual framework to guide key aspects of data collection and analysis.; and

iv. *Possible foci for change* to its strategy and tactics in future, given several potential future pathways that could allow IIED to be best it can be for this decisive time in history – Analysis of IIED's landscape and synthesis of IIED's strengths and weaknesses based on literature review and IIED staff and partners views.

We considered path-dependence. While recognising needs for pragmatic adaptation to a changing context, an organisation with a long history and track record of solid performance should not be uprooted and transformed unless significant issues require these actions. It is likely that IIED's niche, comparative advantages and value proposition may have to be updated and refined to reflect current and likely future challenges, but we believe IIED has solid strengths and foundations to build upon to do this. We crafted our findings to reflect the most important issues for attention in future (the avid reader of the report may identify several 'sub- findings' within each).

Figure 1. Review framework

KEY INFLUENCES

EVOLUTION & TRENDS IN WIDER IIED ECOSYSTEM

(EVOLUTION OF) EXTERNAL LANDSCAPE

STRATEGY & EXECUTION PERFORMANCE

(EVOLUTION IN) INTERNAL CONTEXT

Describe & Analyse

- Global changes, impacts on issues central to IIED's mission
- Debates, shifts in consciousness
- Financing trends & challenges
- External risks to positioning & performance

- Response to previous review
- Theory of change (usefulness, use)
- Relevance of choices – Groups & overall
- Coherence between Group strategies & org. strategy
- Implementation achievements
- Perspectives on value of partnerships
- Effectiveness of decolonisation efforts
- Roles of staff & partners
- Appropriateness of partners

- Principles & commitments
- Capacities
- Ways of working
- Organisational culture
- Distributed change
- Internal risks to positioning & performance

POSITIONING & VISIBILITY

RESPONSIVENESS & ADAPTABILITY

IMPACT

Assess

- Fit in landscape
- Relevance of role & products
- Perspectives on niche, comparative advantage, value
- IIED as boundary organisation
- Contributions to knowledge
- Role of communications

- Response to COVID-19
- Response to shifts & dynamics at different levels
- MEL for learning & adaptive management

- Notions of 'success'
- Perceptions of achievement & impact (by others)
- Contributions to change - type, level, for whom, in what context, sustainability
- Contributions to decolonisation
- Opportunities for synergy, collective action
- Negative consequences
- Success factors

IMPLICATIONS FOR THE FUTURE

Synthesise

- Findings, conclusions & lessons to enable positioning for greater/better impact
- Choices & scenarios
- Trajectories

- Response to emerging opportunities
- Response to issues of discrimination & race
- (How) to be transformative?

We took a systems perspective. It was necessary to take a systems lens on IIED's strategy and actions given the institutional complexity as well as the organisational mission to 'make change happen' for systems change outcomes required by the goals of sustainability, resilience and wellbeing for all. We considered 'IIED' as an ecosystem together with its partners – one whose position, character, achievements and actions are influenced by multiple evolving contexts, perceptions, relationships, power dynamics, interdependencies, and a diversity of mental models about how evidence-informed change and capacities come about. We gathered and analysed data and information in order to identify patterns across its groups and interconnected levels, drawing from individual, group, organisational and 'ecosystem' (*i.e.* including partners) perspectives. We recognised that strategy design and how it is orchestrated during implementation ideally require tailoring to these dynamics to enhance the chance of impact, and that theories of change and learning approaches might change as experience grows. We tried to get information on both positive contributions and outcomes, and any potentially negative consequences of IIED's approach. We also considered the extent to which IIED's position and work may have contributed to systems shifts, and what this implies for its strategy in future.

We focused on credibility and use. We did not follow a full-fledged utilisation-focused approach, but consulted from the start with the core donors and selected IIED Board members, partners and staff to help ensure that we could address their priority needs and concerns. We included an open approach in which staff were invited to contact us and/or participate in open peer discussion sessions on multiple topics that emerged as priorities during the review. We were in regular contact with key representatives from the Strategy and Learning Group to discuss progress and consider ways to overcome constraints. At the same time, we made sure that we used our experience to maintain our integrity as external review team. We never experienced any pressure from anyone to project a particular point of view or make an unwarranted positive assessment.

We aimed for a balanced assessment, with a strong focus on details for improvement and change. The Review recognises the excellent performance of IIED, the very impressive work it is doing, and its multiple outstanding contributions towards societal and ecological impacts. However, for the sake of helping it to be even better, especially amidst extraordinary times, there is an emphasis in the findings on areas for improvement and change.

1.2   Methodology

The systems lens on the work of IIED required a **phased, integrated mixed-methods approach** that could give the rich qualitative information and, where available, quantitative data necessary to trace patterns, inform nuanced assessments and support triangulation between multiple sources of data and information, and between multiple methods.

Our systems perspective meant that we were conscious and critical of boundaries drawn for the review. We therefore applied **boundary critique**[1], checking who and what should be included, who and what have been left out, and the implications for our findings. The boundaries for the review were drawn by its purpose, by IIED's 2019-2024 Strategic Framework, *Making Change Happen*, the review questions, and the availability of stakeholders during open invitations or based on purposive sampling strategies.

A modified **Three Horizons framework**[2] was used to structure and inform the assessments where relevant, and served as robust guidance during a series of open-invitation peer discussions held with IIED staff.

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[1] Ulrich, W. (2005). *A mini-primer of boundary critique. Rev. version of "Boundary critique,"* in H.G. Daellenbach and R.L. Flood (eds.), The Informed Student Guide to Management Science, London: Thomson Learning, 2002, p. 41f; Williams, B. and Imam, I. (Eds.) (2007). In *Systems Concepts in Evaluation: An expert anthology*, EdgePress of Inverness, Point Reyes, CA.

[2] Sharpe, B., Hodgson, A., Leicester, G., Lyon, A., & Fazey, I. (2016). *Three horizons: A pathways practice for transformation*. Ecology and Society, 21(2), art 47.

Rather than draw on specific cases, we focused on obtaining well-triangulated qualitative information in order to detect relevant patterns that illuminate IIED's position, the different dimensions of its work, and the internal and external influences on these. Throughout the combination of methods we applied where appropriate (i) an **'inside view'**[3] specifically structured to analyse contexts, surface assumptions and understand different perspectives among staff who have been with IIED for some time, and (ii) an '**outside view'**[4] that considered perspectives of new staff, staff members external to the UK, and partners – both closely linked and at a distance from IIED - as well as observations from selected comparable organisations' positioning, approach to their policy work and practices, and view of the future.

The generous period available for the review allowed for **sequencing of methods and systematic integration** of the emerging results in four phases:

Phase 1. Inception and scoping. Broad gathering of views, experiences and data, based on document review and selected key informant interviews.

Phase 2. Initial data collection and assessment. Selecting appropriate methods, sharpening instruments on the basis of the initial assessment, and collecting data from a range of stakeholders.

Phase 3. In-depth inquiry. Developing frameworks for analyses, exploring critical issues that emerged, and using additional primary data and document review to triangulate initial findings and deepen insight.

Phase 4. Synthesis and validation. Putting all observations together in draft assessment findings, conclusions and options for the future, testing these with staff before finalisation and for management consideration and response.[5]

Our reach was determined by the boundaries we drew as well as by the constraints noted in section 1.5.

A significant amount of **our analyses** drew from secondary data sources, in particular to understand what IIED considered as its major impacts. Case studies were not conducted; instead, insights about impacts and portfolio trends were deepened through peer discussions, interviews and surveys. Staff contributions were invited from all different units and levels of the organisations for the survey, which was anonymous unless respondents indicated their willingness to be contacted, and an open invitation was issued to all staff to provide input to the review team via email or in person survey. The surveys were self-selected and -completed, and done on-line. They were supplemented by insights from the stakeholder surveys conducted by IIED over the past few years.

The interviews to deepen understanding on specific issues were semi-structured, on-line, and based on purposive sampling that targeted the IIED leadership including group and some programme heads, and the partners of each group, drawing from both the Global South and Global North, and from emphases on research, on advocacy, and a combination of both. These methods made it possible to ensure diversity in perspectives.

Peer discussions were held between IIED staff members on six different topics in 17 discussion sessions. The aims were to: (i) identify critical issues related to IIED's positioning, strategies and ways of working in the changing landscape from the IIED staff perspective; (ii) test / verify preliminary eternal review findings and collect further information relevant to the key review questions (impact examples, triangulation with other data, issues on ways of working), and (iii) facilitate a participatory element of review to co-create key observations and recommendations.

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[3] See Theory Building Through Praxis Discourse: A Theory-And Practice-Informed Model Of Transformative Participatory Evaluation

[4] Lovallo, D., Clarke, C., & Camerer, C. (2012). Robust analogizing and the outside view: Two empirical tests of case-based decision making. Strategic Management Journal, 33(5), 496–512;

Kahneman, D., Lovallo, D., & Sibony, O. (2011, June). Before You Make that Big Decision. Harvard Business Review, 51–60

[5] Note: We curtailed the initial idea of final validation during a fifth phase for reasons noted in section 1.5

A landscape analysis was completed, informed by the politicised Institutional Analysis and Design (IAD) framework (Ostrom, 2011) and (i) by a rapid search and synthesis of current trends by leading sustainability thinkers and institutions in the academic and grey literature since 2020, in public information available on other relevant organisations, as well as (ii) reflections by IIED staff and their partners during the surveys and staff discussion series.

A light-touch peer organisation comparison study was done using web-based and documented information with limited interview input - while recognising that it will at best provide an indication of issues for attention. Benchmarking was not done; in this domain the differences between organisations and the lack of nuance in a too-rapid study might lead to misleading or inconclusive results.

Analysis of IIED's progress towards outcomes and impacts was based on an analysis of 44 randomly selected outcomes recorded in the Learning and Impact Framework (LIF) reports, rated on the following criteria: (i) Extent to which their work helps to highlight underserved voices and interests. (ii) Extent to which outcomes go beyond research outputs. (iii) Scale of the outcomes (highest score for cross-scale outcomes). (iv) Quality of the evidence. Where appropriate, limited triangulation was done with partners and 'non-partners' (specialists in the field working at some distance from IIED). The agreement from the beginning was that the review team would not conduct primary research to trace and confirm the outcomes and impacts that IIED has achieved since 2018; this will require a special outcomes tracing type impact evaluation. It is therefore particularly fortunate that IIED has significantly strengthened its useful MEL (LIF) system during the support period.

1.3   Limitations of the Review

Limitation	Mitigating measures	Implications for the review
Challenges in the review team	The review team faced several unexpected challenges, one of which was severe enough to cause a six-month pause in the review process. The adjusted timescale led to a further unforeseen scheduling challenges – typically domino effects that could not be foreseen. This led to submission of the draft three months later than envisaged in the initial schedule, sacrificing some of the utilisation-focused intent of the review.	When the confluence of team challenges became clear, an experienced scientist / evaluation specialist was brought into the team rather than the junior support envisaged for Phase 3 of the review. This proved to be an invaluable solution for the quick remedial and additional work that was required over the last few months. We are also grateful that IIED graciously agreed to an extension in the submission deadline.
Restrictions to in-person meetings coupled to 'zoom-fatigue'	Used on-line facilitation in multiple short sessions, occasionally supported by whiteboard visual engagements to gather as many inputs as possible.	Impossible to completely overcome the benefit of hours-long workshops where trust, understanding and active engagement could be developed, but smaller group work as well as individual interviews provided rich information – in part the result of how the review was positioned, *i.e.* not focused on assessing any particular person or group, but rather at a more strategic level.

Noted in inception report that assessment of impact would be done primarily via secondary information rather than primary case studies	Cross-checked secondary information using LIF reports, external evaluation results, and several primary data collection methods (interviews and surveys) that allowed ample triangulation between sources. Compared the logic of the impact pathways in use, the underlying assumptions about how change happens (compared to review team experience) and the patterns that emerged from primary input.	Confirmed the potential over-dependence on self-reporting that might overestimate or overstate notions of IIED impact. However, the mitigating measures helped to strengthen trust in the relevant findings. Expansion of IIED's outcomes harvesting approach and special evaluations focused on impact will help eliminate this particular challenge.
Limited reach beyond those closely connected to IIED, with potential biases in respondents' input	Engaged a diversity of staff and partners, with an 'inside' and 'outside' perspective. Made special efforts to connect where we were informed of critical voices or perspectives that could be of value. Several partners (or persons/organisations with relations with IIED) as well as peer interviewees were selected due to their distance from IIED, yet who were well enough informed to provide valuable insights. Partner survey stakeholder response rate was low; the results were therefore considered indicative, and for key findings, triangulated with other sources and methods including stakeholder surveys with hundreds of respondents in 2020 and 2021.	We found great openness among staff, peers and partners to reflect on both positive and negative aspects of IIED's strategy, position, approaches and practices. We also confirmed confidentiality in interviews and anonymity in surveys, and invited open email responses to encourage critical engagement. Solid patterns frequently strengthened the credibility of the findings.
Insufficient connection with core support teams	Since this was not an organisational (systems) review, the team planned to focus only on those operational support systems that appeared as important influences on strategy design and implementation. The review reinforced the interconnected and interdependent nature of the all IIED units, and more work on the operational units would have enriched the results. The unexpected pause in the activities of the review team and the unexpectedly severe domino effect led to this unfortunate omission.	Where significant gaps are pointed out during findings verification, the team will, if there is time, address these before finalisation of the report.

ANNEX 3. MODIFIED THREE HORIZONS FRAMEWORK

ANNEX 4. DOCUMENTS CONSULTED

The Review team consulted the following documents in addition to information and documents on the IIED website and in blog posts and other IIED communications materials.

IIED STRATEGY DOCUMENTS

Make Change Happen. IIED Strategy 2019-2024

IIED Theories of Change TOC compendium. April 2020

Human Settlements Group Strategy Refresh 2021

IIED Results Framework 2017/2018

Four-year retrospective and results report 2014-18

IIED LEARNING AND IMPACT FRAMEWORK DOCUMENTS

Introducing IIED's Learning and Impact Framework for 2019–2024. March 2019-

IIED learning and impact framework, annual plans 2022/23. April 2022

LIF Work Programme Annual Plans 202/2021. April 2020 (Food Systems; Gender Equality, Voice and Power; LIFE-AR; Working with the LDCs for Climate Ambition; MEL)

LIF Annual Reports 2020, 2021 and 2022, with annexes:

- Global Engagement Themes
- Comms Reports
- Outcome Statements
- Stakeholder Surveys

IIED EVALUATIONS

IIED External Review 2012-2016. Final Report, 2 March 2017

IIED External Review Management Response (April 2017)

The use of dialogue within IIED's work. What works and why. Evaluation Case Study, Bernardo Monzani, May 2020

IIED support to the Least Developed Countries Group. Influencing global climate change negotiations. Evaluation Case Study, Bernardo Monzani, May 2020

Influencing policy change in Uganda. An impact evaluation of the Uganda Poverty and Conservation Learning Group's work. Stefano D'Errico, Barbara Befani, Francesca Booker and Alessandra Guiliani. Undated

A formative evaluation of IIED's partnerships in Nepal 2010-2015: from theory to practice. Kate Lines and Susannah Fisher. 11 December 2016

Final evaluation report on the DCF project in Mali & Senegal. Jean-Martial Bonis Charancle, Vanessa Laubin and Bruno Rebelle. Final report, 28 February 2018

IIED REPORTS

Climate, Nature and Development: Delivering people-centred solutions for 2021. Narrative report for SIDA: April   September 2021

Fundraising Update. Paper 13. IIED Board, December 2021

Results of the stakeholder surveys, 2017 / 2018 / 2019

IIED Results Framework, 2018/2019

IIED Results Report, 2017/18, and June 2019

Trustees' report and accounts for the year ended 31 March 2020 / 31 March 2021

IIED SPECIAL INTERNAL REPORTS

Draft IIED Workplan on Anti-Racism - April 2021-March 2022. Drafted by the Anti-Racism Working Group

Towards an operational strategy on distributed change. Background for workshop on 24 March 2020. Tom Bigg, Halina Ward, March 2020

An 'IIED and partnership' stocktake for the distributed change leadership strategy. Halina Ward, January 2020

Gender justice in IIED. GECN backgrounder. March 2022

IIED Gender Equality Research Ambition Review. Dr Cathy Rozel Farnworth, January 2020

IIED – Cultural Change Beyond the Move; 13th November 2020, background paper, Andrew Norton

IIED Cost Recovery Guidance

IIED BLOG POSTS, BRIEFINGS AND OTHER COMMUNICATIONS MATERIALS

Rethinking research and development approaches from a decolonisation perspective, Tracy Kajumba and Daniela Nemeti Baba, 15 July 2021

PUBLISHED LITERATURE

In addition to the references hyperlinked in the report, more than 200 papers in the published literature informed aspects of the work of the Review team, in particular the analysis of the shifts in Chapter 5.

ANNEX 5A. LIST OF IIED STAFF MEMBERS CONSULTED

Addison	Simon Addison	Principal Researcher	London	Governance and Finance Team	Climate Change Group	Research Un
Adolph	Barbara Adolph	Principal Researcher	London	Agroecology Team	Natural Resources Group	Research Un
Anderson	Simon Anderson	Senior Fellow CCG	Edinburgh	Governance and Finance Team	Climate Change Group	Research Un
Asamoah	Charlene Asamoah	Bid Support Manager	London	Business Development team	Strategy & Learning Group	Support Unit
Barban	Brian Barban	Project Accountant	London	Finance Team	Finance Group	Support Unit
Beauchamp	Emilie Beauchamp	Senior Researcher	London	Strategy & Learning Team	Strategy & Learning Group	Support Unit
Benson	Nadine Benson	Coordinator	London	Strategy & Learning Team	Strategy & Learning Group	Support Unit
Bigg	Tom Bigg	Director of Strategy and Learning	London	Strategy & Learning Team	Strategy & Learning Group	Support Unit
Buxton	Abbi Buxton	Associate NRG		Legal Tools Team	Natural Resources Group	Research Un
Carlile	Liz Carlile	Director of Communications	London	Communications Team	Communications Group	Support Unit
Carthy	Anna Carthy	Researcher	London	Governance and Finance Team	Climate Change Group	Research Un
Cimmino	Cinzia Cimmino	Programme Manager	London	Shaping Sustainable Markets Team	Shaping Sustainable Markets Grc	Research Un
Cotula	Lorenzo Cotula	Principal Researcher	Edinburgh	Legal Tools Team	Natural Resources Group	Research Un
Crick	Flo Crick	Senior Researcher	London	Governance and Finance Team	Climate Change Group	Research Un
D'Errico	Stefano D'Errico	Head of MEL	London	Monitoring & Evaluation Team	Strategy & Learning Group	Support Unit
Dodman	David Dodman	Director of Human Settlements	London	Human Settlements Team	Human Settlements Group	Research Un
Fazal	Leila Fazal	Head of Business Development	London	Business Development team	Strategy & Learning Group	Support Unit
Frediani	Alexandre Frediani	Principal Researcher	London	Human Settlements Team	Human Settlements Group	Research Un
Goodrich	Rosalind Goodrich	Head of Research Communications	London	Communications Team	Communications Group	Support Unit
Grainger	Sarah Grainger	Media Manager	London	Communications Team	Communications Group	Support Unit
Hesse	Ced Hesse	Senior Fellow	Edinburgh	Governance and Finance Team	Climate Change Group	Research Un
Holland	Ebony Holland	Senior Researcher- Nature Climate policy lead	London	Biodiversity Team	Natural Resources Group	Research Un
Kajumba	Tracy Consolate Kajumba	Principal Researcher	Edinburgh	Strengthening local to global partnerships T	Climate Change Group	Research Un
Kelly	Laura Kelly	Director of Shaping Sustainable Markets	London	Shaping Sustainable Markets Team	Shaping Sustainable Markets Grc	Research Un
Landesman	Tucker Landesman	Researcher	Berlin	Human Settlements Team	Human Settlements Group	Research Un
Lim	David Lim	Intranet and Collaboration Manager	London	Communications Team	Communications Group	Support Unit
Mayers	James Mayers	Director of Natural Resources	Edinburgh	Natural Resources Team	Natural Resources Group	Research Un
McIvor	Sarah McIvor	Senior Researcher	Edinburgh	Strengthening local to global partnerships T	Climate Change Group	Research Un
Nicolini	Giulia Nicolini	Researcher	London	Food Team	Shaping Sustainable Markets Grc	Research Un
Norton	Andrew Norton	Director	London	Director's Team	Director	Directorate
Patel	Sejal Patel	Researcher (Economist)	London	Shaping Sustainable Markets Team	Shaping Sustainable Markets Grc	Research Un
Reynolds	Frances Reynolds	Group Manager	London	Shaping Sustainable Markets Team	Shaping Sustainable Markets Grc	Research Un
Shakya	Clare Shakya	Director of Climate Change	London	Strengthening local to global partnerships T	Climate Change Group	Research Un
Shepherd	Katherine Shepherd	Coordinator	London	Strengthening local to global partnerships T	Climate Change Group	Research Un
Steele	Paul Steele	Chief Economist	London	Inclusive Green Economy	Shaping Sustainable Markets Grc	Research Un
Swiderska	Krystyna Swiderska	Principal Researcher	London	Agroecology Team	Natural Resources Group	Research Un
Williams	Morgan Williams	Programme Manager	London	Strengthening local to global partnerships T	Climate Change Group	Research Un
Wright	Matt Wright	Web Planning and Content Manager	London	Communications Team	Communications Group	Support Unit
Zengeni	Tarisirai Zengeni	MEL Advisor (Gender & Sustainable Development	London	Monitoring & Evaluation Team	Strategy & Learning Group	Support Unit

ANNEX 5B. LIST OF IIED PARTNERS AND STAKEHOLDERS INTERVIEWED

Surname	Name	Position	Organisation	Country
Anand	Anupam	Senior Evaluation Officer	Global Environment Fund-- IEO	USA
Campbell	Les	Director	Department for International Development (DFID)	UK
Charveriat	Celine	Executive Director	Institute for European Environmental Policy (IEEP)	Belgium
Chitekwe-Biti	Beth	Acting Managing Director	Slum Dwellers International (SDI)	Zimbabwe
Denton	Fatima	Director-General	United Nations University Institute for Natural Resources in Africa (UNU-INRA)	Ghana
Dolcemascolo	Glenn	Director of Programmes	Huairou Commission	USA
Fakir	Saliem	Executive Director	African Climate Foundation (ACF)	South Africa
Gueye	Bara	Consultant / Director	Independent / ex IED Afrique	Senegal
Huq	Salumeel	Founder and Director	International Centre for Climate Change and Development (ICCCAD)	Bangladesh
Kimani	Joseph	Practitioner: Community Development, Human Rights and Governance	Slum Dwellers International Kenya (SDI-Kenya)	Kenya
McGray	Heather	Director	Climate Justice Resilience Fund (CJRF)	USA
Milner-Gulland	Ej	Professor and Head of Department	Oxford University	UK
Mitlin	Diana	Professor of Global Urbanism	Global Development Institute, University of Manchester	UK
Noora	Simola	Climate and Forestry Specialist	Food and Forest Development Finland (FFD)	Finland
Palmberg	Johanna	Senior Policy Specialist	Swedish International Development Cooperation Agency (Sida)	Sweden
Patel	Sheela	Founder and Director	Society for the Promotion of Area Resource Centres (SPARC)	India
Rawoot	Smita	Urban Resilience Lead	World Resources Institute	USA
Rifai	Ahmad	Co-Founder and Executive Director	Kota Kita Foundation	Indonesia
Rossbach	Anaclaudia	Expert and Advisor in Housing and Urban Policies	N/A	Brazil
Saxen	Anu	Director, Evaluation Unit	Ministry of Foreign Affairs	Finland
Shine	Tara	Director and Co-Founder	Change by Degrees	Ireland
Siddle	Ben	Development Specialist	Irish Aid	Ireland
Taylor	Peter	Director of Research	Institute for Development Studies (IDS)	UK
Umi	Daniel	Regional Head, Migration	Aide et Action South Asia	India
Vidar	Margret	Legal Officer	Food and Agriculture Organisation (FAO)	Italy

ANNEX 6.   EXAMPLES OF INTERVIEW GUIDES

Interview with external partner (Global South and Global North)

- *Interview questions shared a few days in advance.*
- *Appreciation for the interview.*
- *Interview purpose and context confirmed.*
- *Confidentiality of the interview, with only review team access.*
- *Freedom to respond only to what they feel comfortable discussing.*
- *List of generic issues emphasised as indicative; interview to include specific issues.*

1. **Context**. Please give a short summary of your partnership with IIED over the last few years, how it has evolved, and why. How would you characterise the nature of your partnership? How did you decide on, or prioritise your foci?

2. **IIED as partner**. Does anything– positive or negative - about IIED stand out in comparison with other similar organisations? In your view, to what extent has your relationship adhered to IIED's partnership principles? Have the roles of each organisation been clear throughout?

3. **Valuing the partnership.** How, and how much, do you value the partnership with IIED, and how it works? Will you choose IIED as partner again? Why/why not? Did you do anything, or did your partnership lead to anything, that would not have been possible without IIED?

4. **Impact of the partnership.** What difference has this partnership made, if any, for example on your and/or others' thinking, visibility, capabilities, connections? How has it affected power dynamics, empowering marginalised voices, systems change and/or other impacts you wish(ed) to have? And have there been (potentially) any negative consequences from the collaboration?

5. **Biggest achievements and setbacks.** What do you see as the partnership's (i) biggest achievement and (ii) biggest disappointment? What were the key influences that led to success or setbacks?

6. **Reaching scale.** How have you approached ensuring wide reach and influence of the partnership's initiatives? Do you have a systematic way of approaching this?

7. **Decolonisation.** Have you discussed decolonising the work in which you are jointly engaged. Or decolonising the partnership itself? What does this concept mean to you, and how satisfied are you with how it has been handled within the partnership? What should IIED do to ensure it is not a 'colonising' entity?

8. **Accountability and learning system**. What mechanisms have you used for joint accountability and learning? How useful have these been?

9. **Effect of COVID-19.** How has COVID-19 changed how you have worked, and intend to work in the long term, in partnerships such as IIED?

10. **The future.** What trends, opportunities and risks do you see unfolding in future as far as this type of partnership is concerned? Can you suggest something 'big' that IIED can and should do to contribute as well as possible during this time of transformation? What other recommendations do you have?

11.   **Other.** Any other issue we have not addressed? Any resources or persons to interview you would like to suggest?

Interview with research group staff member

- *Interview questions shared a few days in advance.*
- *Appreciation for the interview.*
- *Interview purpose and context confirmed.*
- *Confidentiality of the interview, with only review team access.*
- *Freedom to respond only to what they feel comfortable discussing.*
- *List of generic issues emphasised as indicative; interview to include specific issues.*

1. **Introduction.** What have been your main foci over the last few years? How well have these been going?

2. **Strategy and coherence.** How, and how well does your work fit with IIED's current Strategic Framework and ToC – and has much changed since the new strategy was implemented? How important, and how good is the alignment of your and your group's work and ToC with that of other groups?

3. **Business model.** How do you decide on specific areas of work? What is "old" and hence should be dropped, and how do you exit in such cases? How important is core and frame donor funding for your work and what has it helped you to achieve – or not? What is the value of each? If IIED focuses on the "next big thing" rather than on more scattered efforts, what will be sacrificed?

4. **Contributions**

   - Given your foci in IIED, how do you define "success" in your work? What have been your own main (i) achievements and (ii) disappointments over the past few years? And the reasons for these? Internal and external factors that have facilitated or hindered progress and success?

   - Looking back, how significant is the work that was done and the achievements – and from whose perspective?

5. **Qualities of IIED ways of working**

   - **Partnerships.** What can you tell us about the evolution of partnerships in IIED? How are they selected and has this changed over time? Are the partnerships fit for the future? What qualities define good partnerships and how do these relate to the explicit partnership principles of IIED? How well does IIED manage its partnerships?

   - **Decolonisation, racism and discrimination.** How (well) do you deal with these issues in IIED? How much is rhetoric versus reality? What difference has your work on this made, or will it make? How do you think this will impact IIED's position in the world?

   - **LIF and Learning.** How (well) does IIED learn and share across the organisation, and with partners? How useful is the LIF process, and the learning that can be derived from that?

   - **Quality work.** How do you define "quality research" and "quality contributions" in IIED? How solid is the evidence that the work is of high quality?

6. **Influencing factors.** What key internal and external dynamics are influencing the issues affecting IIED's performance on the issues above, and its positioning in the world? Any particular risks?

7. **Considering the future**

   - What can be, or has to be improved?

- Considering all of the above and what you know of IIED more broadly, what does it say about IIED's (i) positioning today and into the future, and (ii) how it conducts its work in this area? The implications for its future?

- How do you see this area of work change over the next 5-10 years in a fast-transforming world? What kind of people will be needed and how will this be different from today? What could be the "next big thing" for IIED?

8. **Other.** What suggestions do you have for our Review that you have not yet shared?

Interview with research group lead or senior staff

- *Interview questions shared a few days in advance.*
- *Appreciation for the interview.*
- *Interview purpose and context confirmed.*
- *Confidentiality of the interview, with only review team access.*
- *Freedom to respond only to what they feel comfortable discussing.*
- *List of generic issues emphasised as indicative; interview to include specific issues.*

1. **Focus and evolution.** What influences or dynamics have shaped this area of work in IIED since 2017? How did this area of work evolve and why? Among others -

   - How well suited is the **IIED Strategic Framework** for this time?

   - How good is the **alignment** of your group's work with it? Please refer to IIED's and your theories of change (Can you please make sure that we have your group's TOC(s) in hand?)

   - How, and to what extent, did you **respond to the 2017 Strategy evaluation** and recommendations?

   - How do you **initiate and also exit specific areas of work** within the theme? What is already "old" – i.e., was or should be dropped - and how do you do that?

   - Do you have fresh notions of how this area of work should or will **evolve in future**?

2. **Contributions to impact**

   - Did this area of work in **IIED achieve what it set out to do** - and could do - over the past five years? What were the main achievements and disappointments? Which projects were the most exciting and successful, and the most disappointing? Any negative consequences from the work done?

   - Is there a pattern in how the group **positions its contributions for use**, both within IIED and externally? How (well) does IIED and your group learn?

   - What mechanisms do you use to **achieve scale**? How does systems thinking feature in these efforts?

   - What were the most important **internal and/or external reasons for success** in this area of work? And for disappointments? Challenges or risks that were not foreseen?

   - Looking back, how **significant** is the work that was done, and from whose/which perspective? How has your contributions related to efforts to change or transform systems?

3. **Qualities of the approach**

    i.   **Coherence**. How coherent is your group's approach between teams, between IIED groups and with other relevant organisations? Is sufficient cohesion in impact pathways and patterns of working across the group? How (often) do you create synergies or alignment? What other ways of working help you to scale - to accelerate or amplify what you do and achieve?

    ii.   **Partnerships.** How do you generally identify your project partners, and assign roles for each organisation involved? What qualities define good partnerships in your experience and how do these relate to the explicit partnership principles of IIED? Is there a pattern in how the inevitable power asymmetries have been handled?

    iii.   **Decolonisation.** Was work in this field in IIED sufficiently "decolonised" – using a definition from your perspective?

    iv.   **Quality work.** How sure are you that your work is of high quality? What is the evidence? And the systems that enable this? Among others, has IIED had the right type of expertise to conduct its work?

4. **Business model**

- How important is **core and frame donor funding** for your work and what has it helped you to achieve – or not? What is the value of each? What is the chance that IIED's business model can/will/should change in future, given your observation of trends in IIED and in this area of work? If your group or IIED focuses on the "next big thing" rather than on more scattered efforts, what will be sacrificed?

5. **Considering the future**

- Considering all of the above and what you know of IIED more broadly, what does it say about IIED's (i) positioning today and into the future, and (ii) how it conducts its work in this area? The implications for its future?

- How should this area of work change over the next 5-10 years in a fast-transforming world? What kind of people will be needed and how will this be different from today? Does IIED have the potential in this space to work on the "next big thing" – and what could that be?

6. **Other.** What observations or suggestions do you have in general for IIED that you have not yet shared with us?

ANNEX 7. STAFF SURVEY RESULTS

Default Report
May 9th 2022, 10:40 am CEST
76 complete responses; 158 invites; 0 bounced emails. Response rate: 48%

Q1 - Where do you work most often?
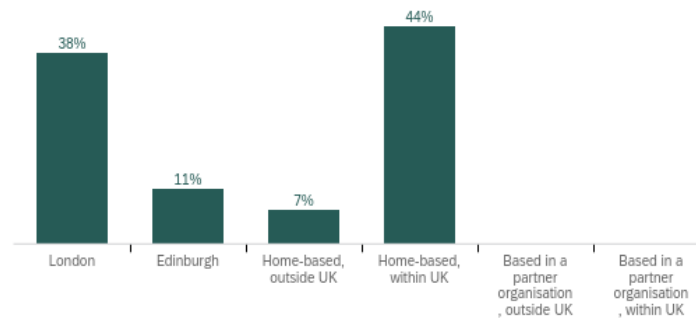
#	Answer	%	Count
1	London	38.36%	28
2	Edinburgh	10.96%	8
3	Home-based, outside UK	6.85%	5
4	Home-based, within UK	43.84%	32
5	Based in a partner organisation, outside UK	0.00%	0
6	Based in a partner organisation, within UK	0.00%	0
	Total	100%	73

Where do different IIED group members work most often? (n>5, Group membership responses)

Legend: London — Edinburgh — Home-based, outside UK — Home-based, within UK — Based in a partner organisation, outside UK — Based in a partner organisation, within UK
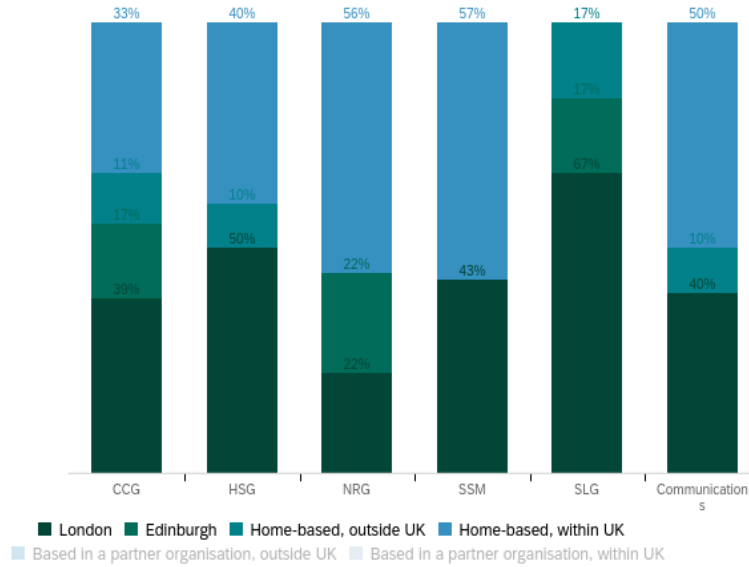
Q2 - How do you describe yourself?
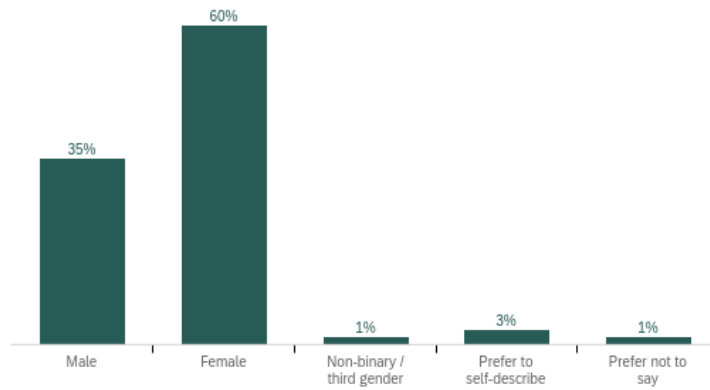
Q3 - Which IIED group(s) are you part of?

#	Answer	%	Count
1	CCG	24.32%	18
2	HSG	13.51%	10
3	NRG	24.32%	18
4	SSM	9.46%	7
5	SLG	8.11%	6
6	Communications	13.51%	10
7	People/Facilities	2.70%	2
8	Finance	2.70%	2
9	Directors	1.35%	1
	Total	100%	74
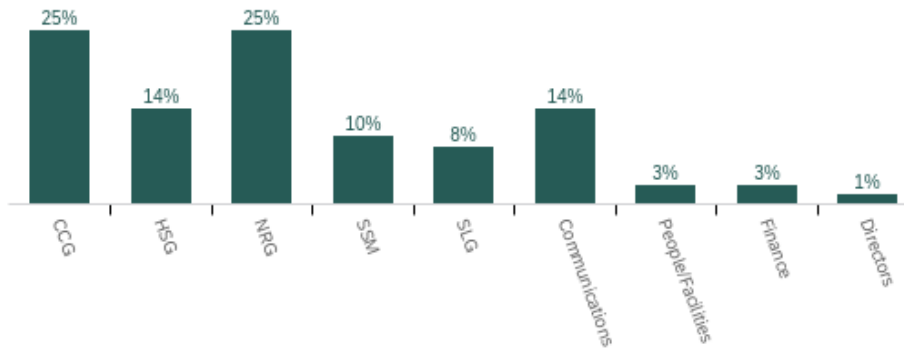
Q4 - How long have you worked with IIED?
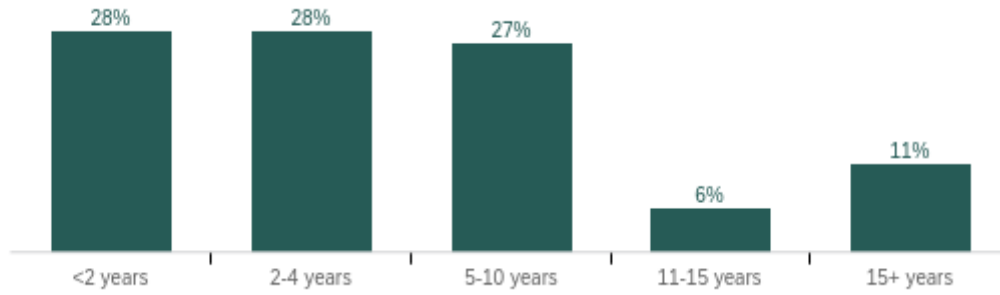
What is the mix of staff tenure by IIED group in the staff survey responses? (Group member responses, n>5)
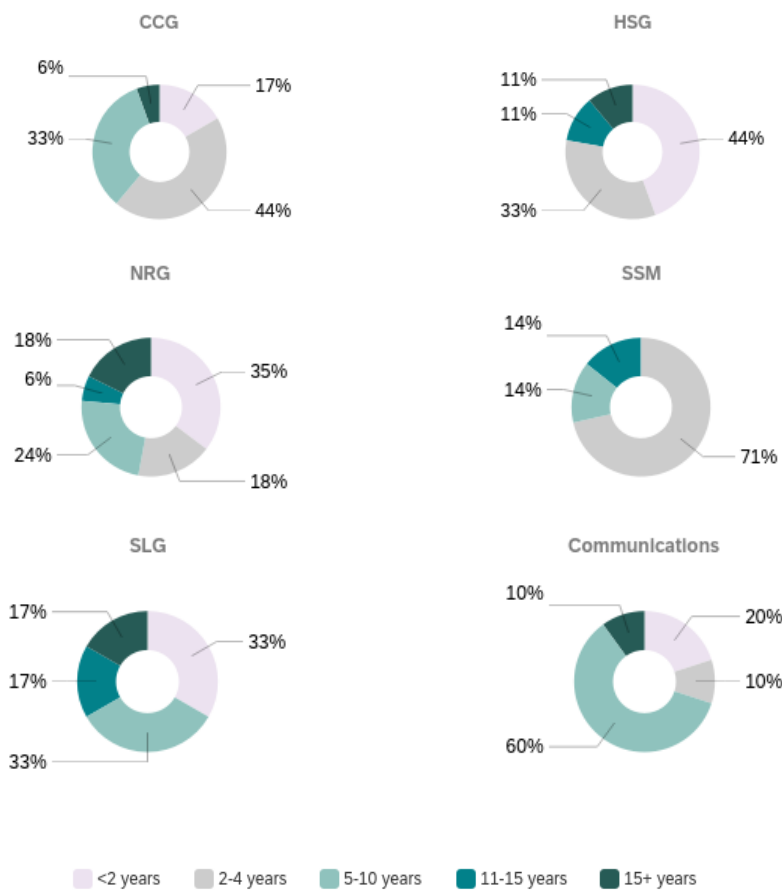
Q5 - How likely is it that you will still be working with IIED when the new strategy implementation begins in 2024, 2 years from now?
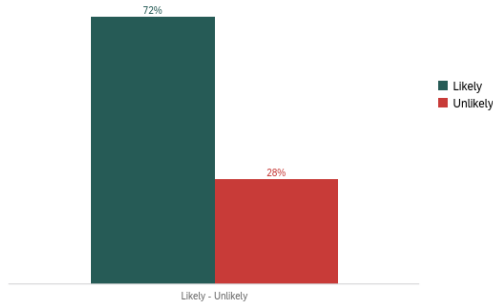
Does time with the organisation explain respondent beliefs about their likely involvement in the next IIED strategy period?
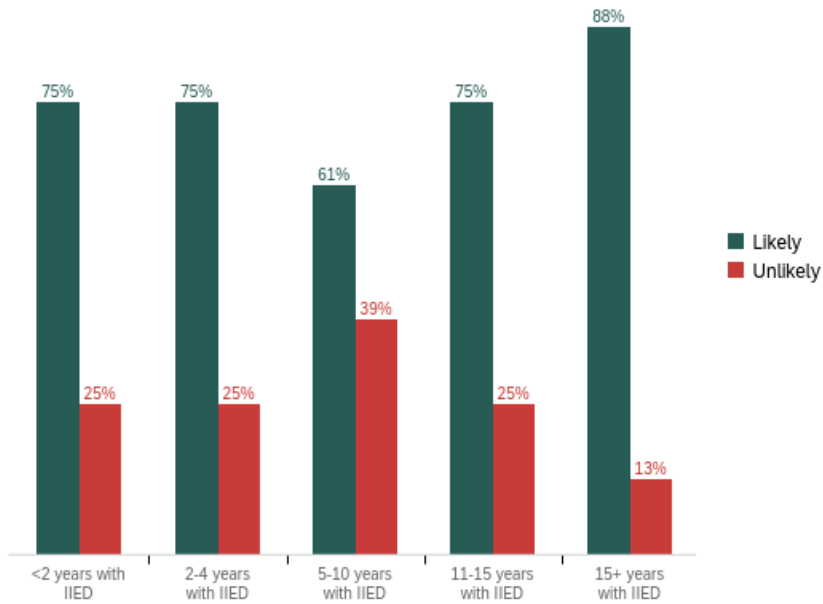
Q5a - Please explain your response to Q5.

[Responses held back for reasons of confidentiality]

Q6 - A range of issues has emerged in the review regarding INTERNAL WAYS OF WORKING that are important for IIED in the near term.   Please select responses that best reflect your level of disagreement or agreement with the following statements, based on your personal perceptions and experiences of how your IIED group functions. Where statements are not relevant to your work or you cannot answer, please select 'don't know'.

IIED staff survey respondent responses to some issues for IIED ways of working

| #	Question	Disagree		Neutral		Agree		Don't know		Total
1	1) My IIED group is encouraged and enabled to work across organisational silos when needed.	18%	12	18%	12	59%	39	5%	3	66
2	2) My IIED group strategy and work programmes are adequately aligned with the IIED organisational strategy 2019-2024.	2%	1	17%	11	62%	41	20%	13	66
3	3) My IIED group implemented important changes to adapt to the 2019-2024 'Making Change Happen' strategy.	10%	7	16%	11	34%	23	39%	26	67
4	4) I have clear guidance on how to integrate gender issues appropriately in my IIED activities.	21%	14	39%	26	33%	22	6%	4	66
5	5) I have clear guidance on how to identify and minimise any potentially negative consequences of my IIED group's actions.	47%	31	20%	13	17%	11	17%	11	66
6	6) Decolonisation of IIED will require significant change to IIED's current structure and culture.	2%	1	3%	2	92%	61	3%	2	66
7	7) Functional elements (ToCs, budgets, staffing) are flexible and allow for adaptive management in my IIED group.	35%	23	33%	22	26%	17	6%	4	66
8	8) Intended audiences and users are always well defined in IIED's research and policy influencing efforts across all groups.	27%	18	33%	22	18%	12	21%	14	66
9	9) I feel adequately equipped to conduct my work to the highest standards.	26%	17	33%	22	41%	27	0%	0	66
10	10) My IIED group has mechanisms in place that adequately support learning about what is working, and what is not.	33%	22	35%	23	30%	20	2%	1	66

IIED staff survey respondent responses to some issues for IIED ways of working
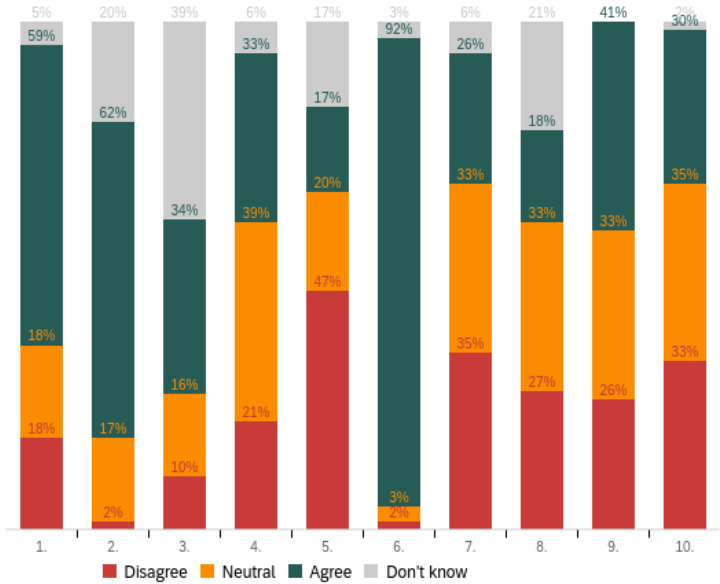
1) My IIED group is encouraged and enabled to work across organisational silos when needed
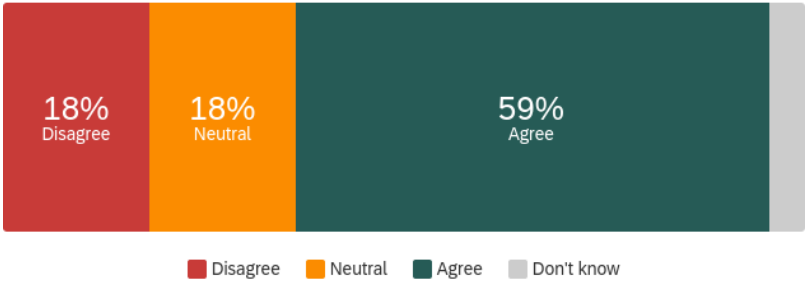
1) By group: My IIED group is encouraged and enabled to work across organisational silos (Group membership, n>5)
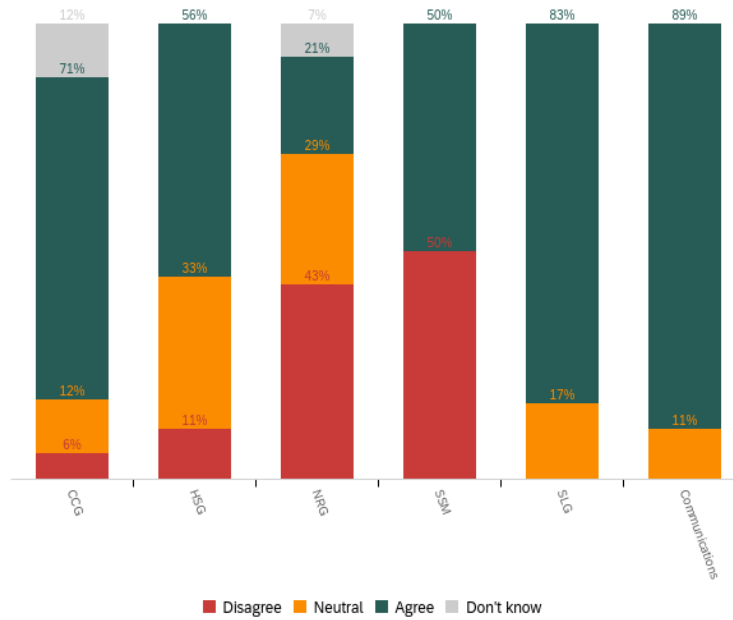

2) My IIED group strategy and work programmes are adequately aligned with the IIED organisational strategy 2019-2024


| 17%
Neutral | 62%
Agree | 20%
Don't know |

Disagree | Neutral | Agree | Don't know
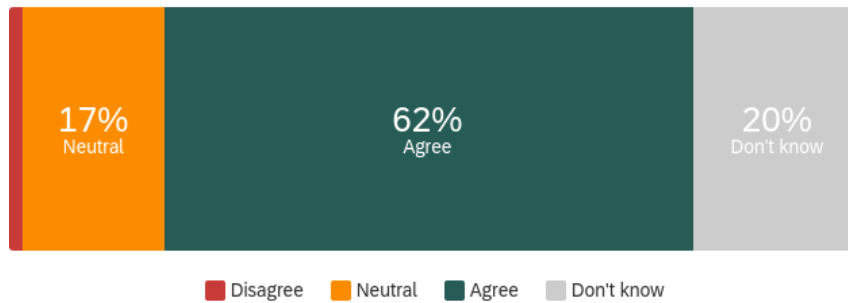
2) By group: My IIED group strategy and work programmes are adequately aligned with the IIED organisational strategy 2019-2024 (Group membership, n>5)
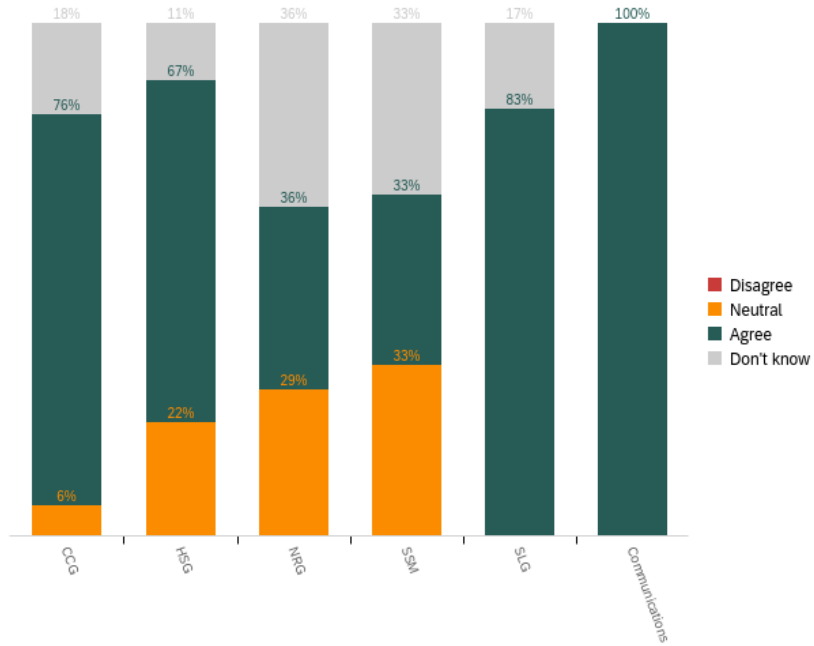
3) My IIED group implemented important changes to adapt to the 2019-2024 'Making Change Happen' strategy
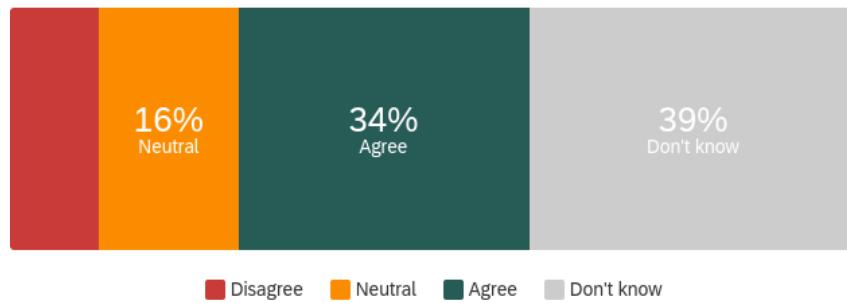
3) By group: My IIED group implemented important changes to adapt to the 2019-2024
'Making Change Happen' strategy (Group membership, n>5)
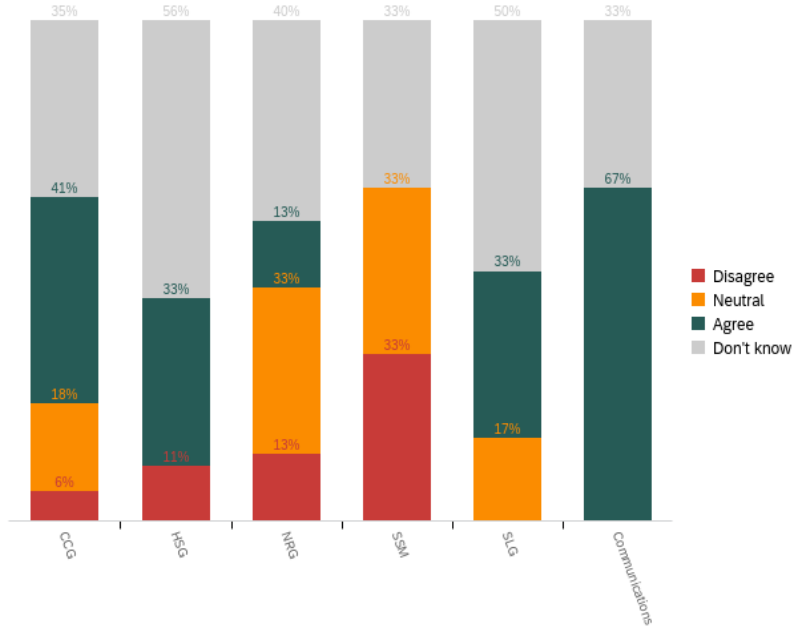
4) I have clear guidance on how to integrate gender issues appropriately in my IIED
activities
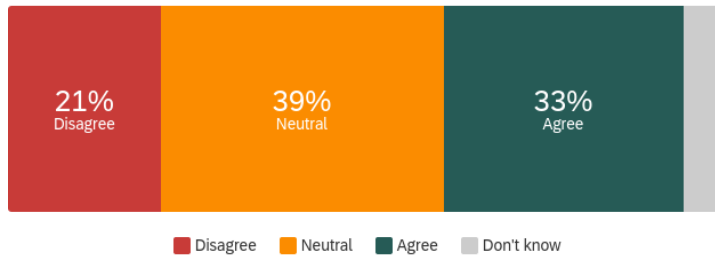
4) By group: I have clear guidance on how to integrate gender issues appropriately in my IIED activities (Group membership, n>5))
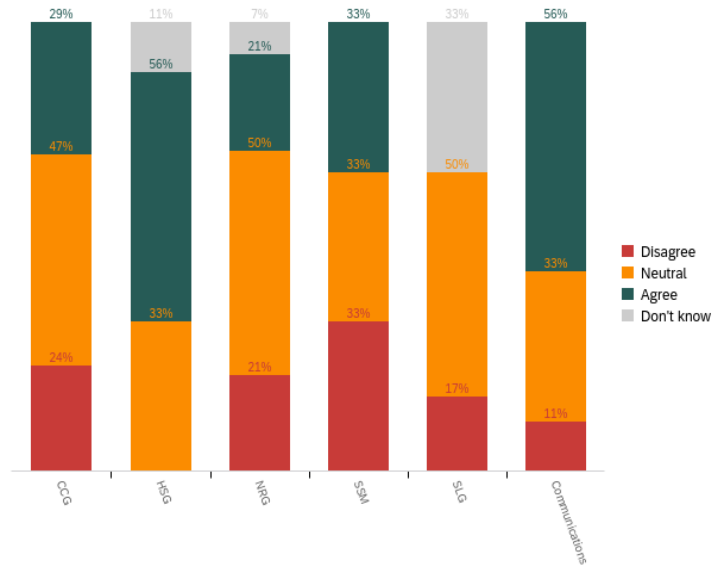

5) I have clear guidance on how to identify and minimise any potentially negative consequences of my IIED group's actions
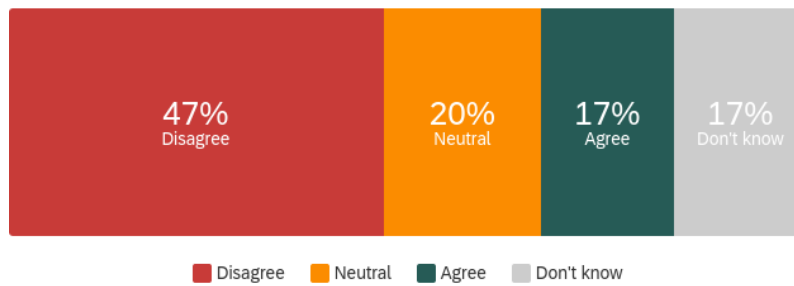
5) By group: I have clear guidance on how to identify and minimise any potentially negative consequences of my IIED group's actions (Group membership, n>5)
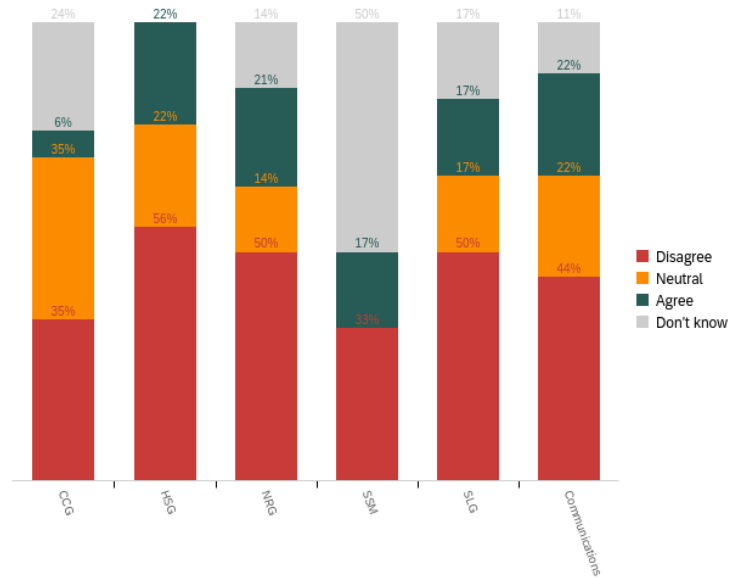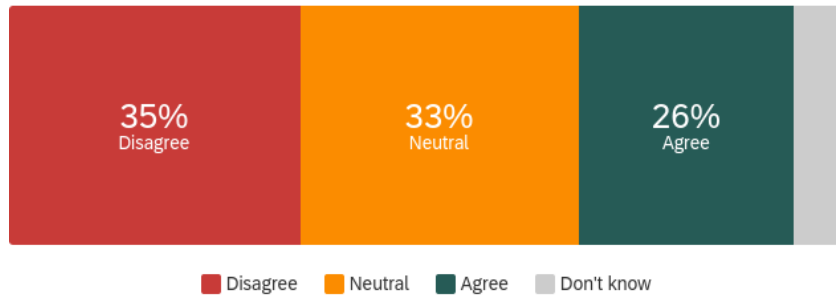

6) Decolonisation of IIED will require significant change to IIED's current structure and culture
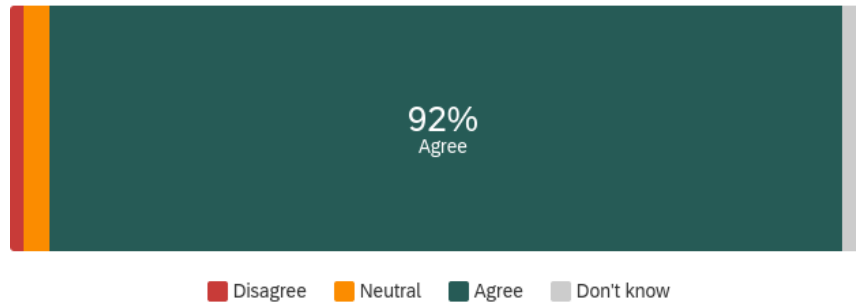
6) By group: Decolonisation of IIED will require significant change to IIED's current structure and culture (Group membership, n>5)
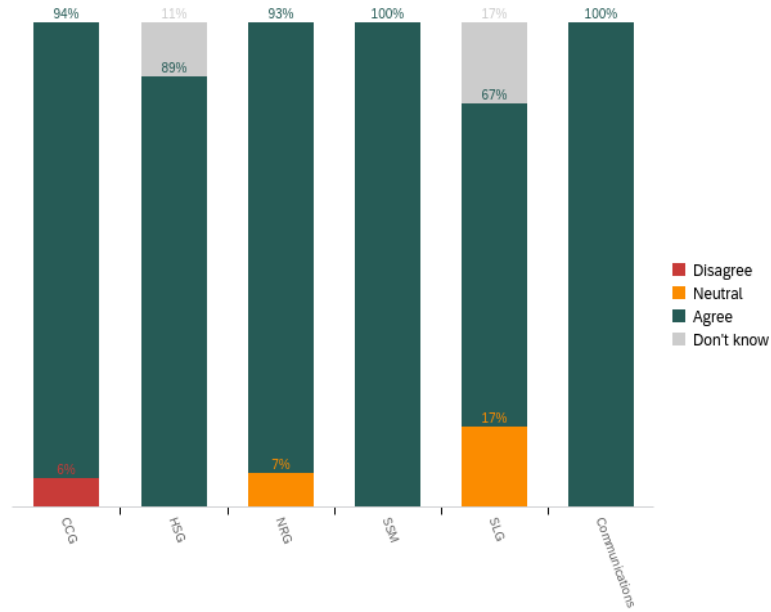

7) Functional elements (ToCs, budgets, staffing) are flexible and allow for adaptive management in my IIED group
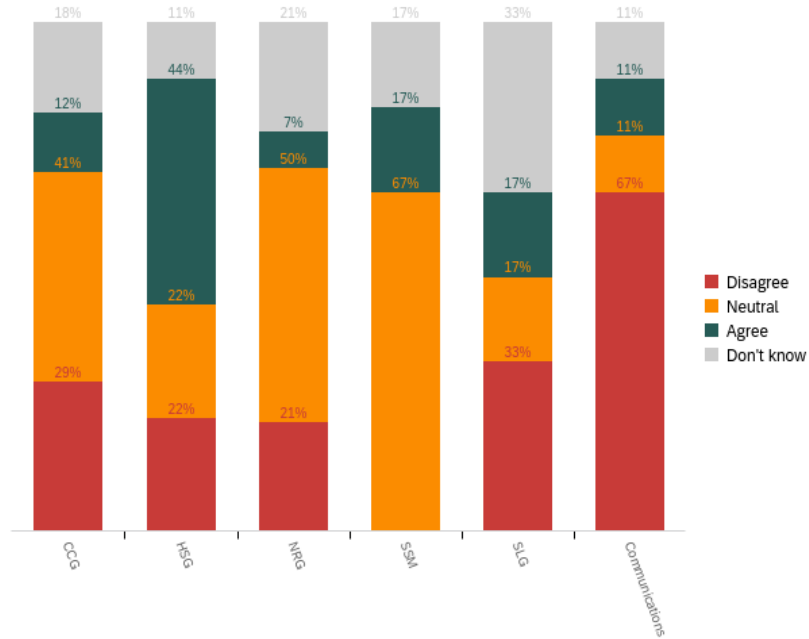
7) By group: Functional elements (ToCs, budgets, staffing) are flexible and allow for
adaptive management in my IIED group (Group membership, n>5)
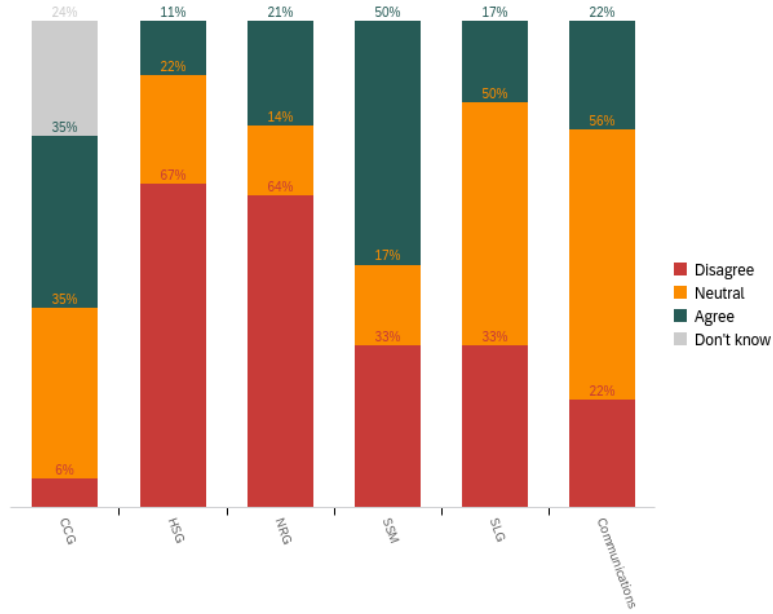
8) Intended audiences and users are always well defined in IIED's research and policy
influencing efforts across all groups
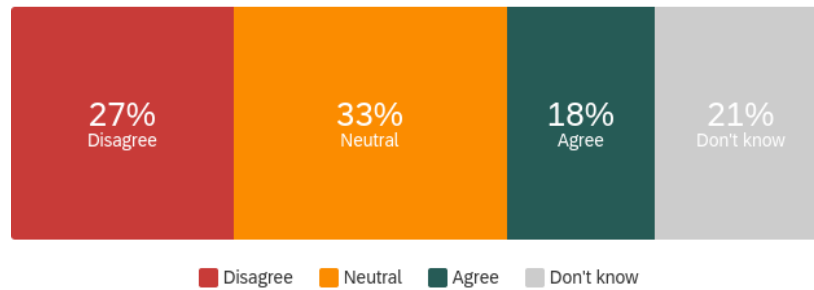
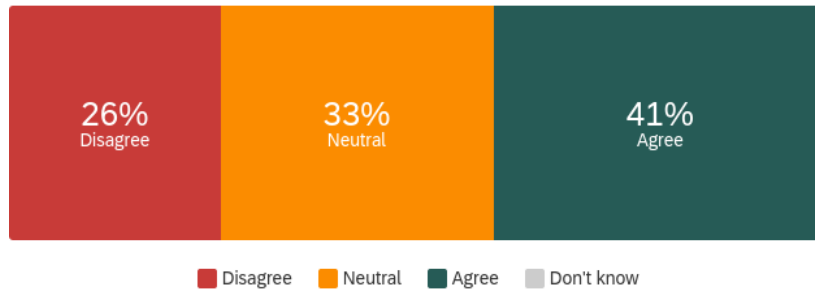8) By group: Intended audiences and users are always well defined in IIED's research and policy influencing efforts across all groups (Group membership, n>5)

9) I feel adequately equipped to conduct my work to the highest standards

26% Disagree	33% Neutral	41% Agree

Disagree   Neutral   Agree   Don't know

9) By group: I feel adequately equipped to conduct my work to the highest standards
(Group membership, n>5)
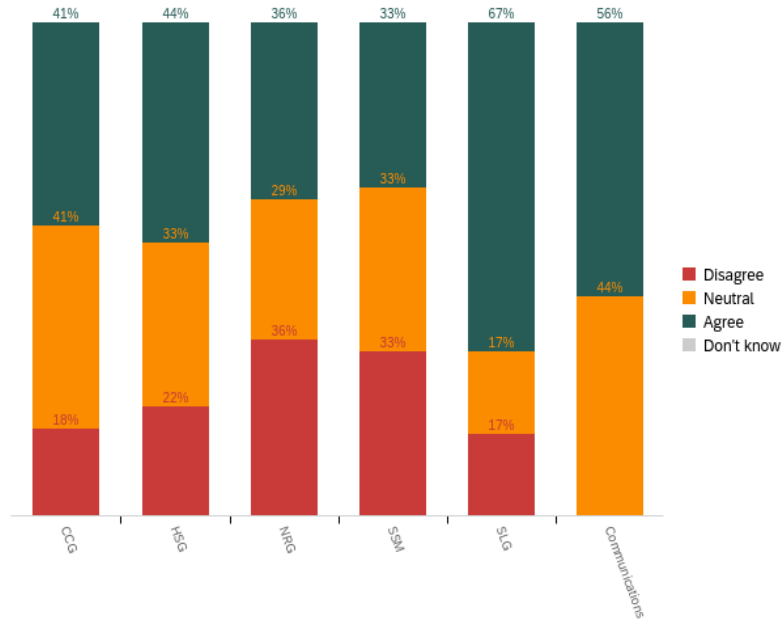
	Disagree
■	Disagree
■	Neutral
■	Agree
■	Don't know

10) My IIED group has mechanisms in place that adequately support learning about what is working, and what is not

33% Disagree	35% Neutral	30% Agree	

■ Disagree   ■ Neutral   ■ Agree   ■ Don't know
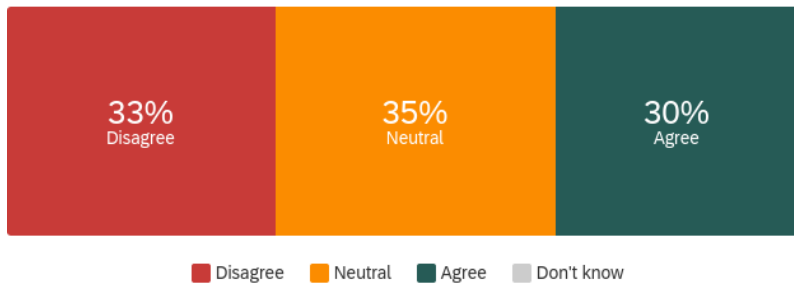
10) By group: My IIED group has mechanisms in place that adequately support learning about what is working, and what is not (Group membership, n>5)
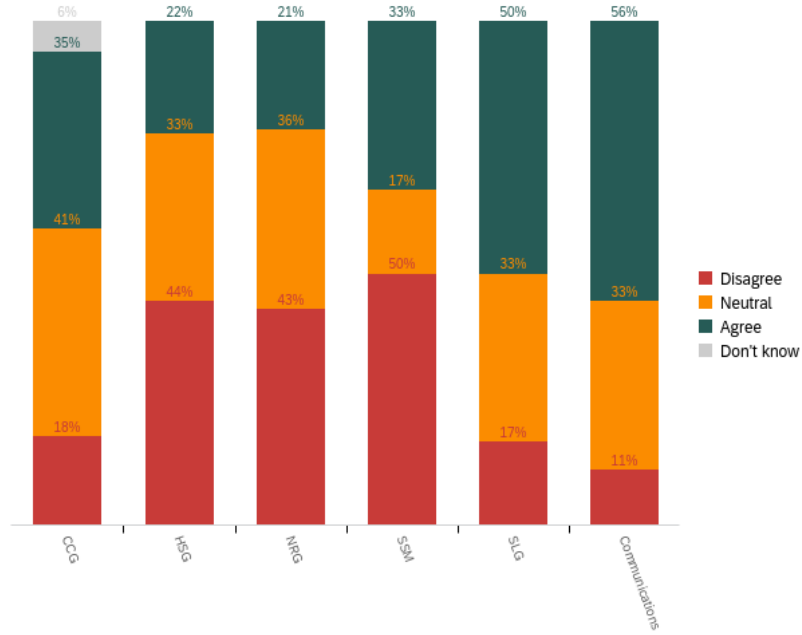
Q7 - A range of issues has emerged so far in the review regarding PARTNERSHIPS that are important for IIED in the short term

IIED staff survey respondent responses to some issues for IIED partnerships

1) My IIED group can increase engagement and investment in partner capacity development when good opportunities arise

20% Neutral   **55%** Agree

Disagree   Neutral   Agree   Don't know

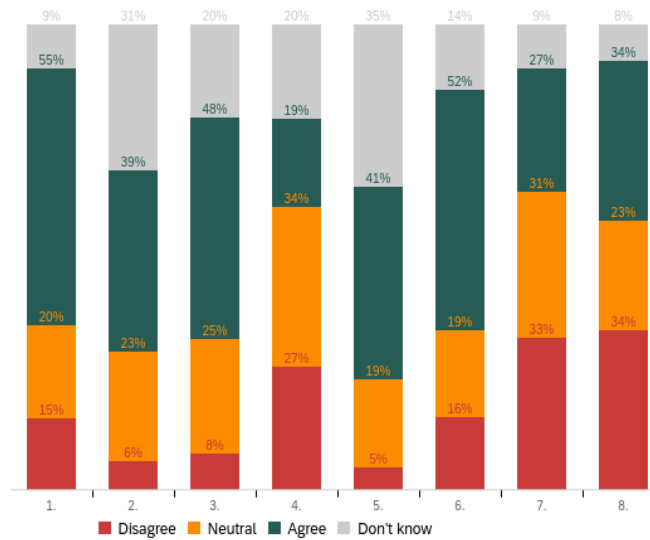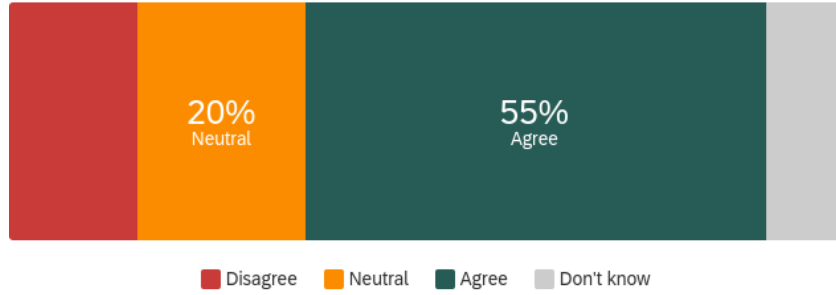1) By group: My IIED group can increase engagement and investment in partner capacity development when good opportunities arise (Group membership, n>5)
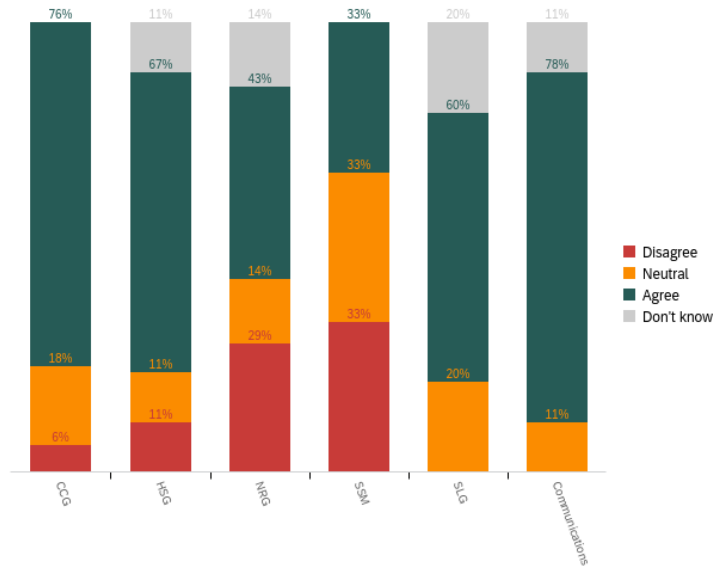
Group	Disagree	Neutral	Agree	Don't know
CCG	6%	18%	76%	
HSG	11%	11%	67%	11%
NRG	29%	14%	43%	14%
SSM	33%	33%	33%	
SLG		20%	60%	20%
Communications		11%	78%	11%

Disagree   Neutral   Agree   Don't know

2) My IIED group deliberately implements IIED's core partnership principles

23% Neutral   **39%** Agree   **31%** Don't know

Disagree   Neutral   Agree   Don't know
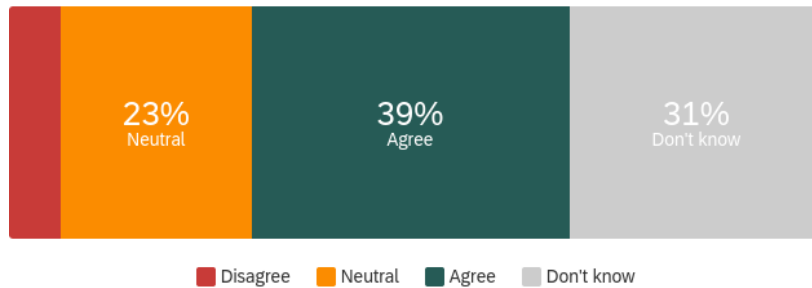
2) By group: My IIED group deliberately implements IIED's core partnership principles
(Group membership, n>5)
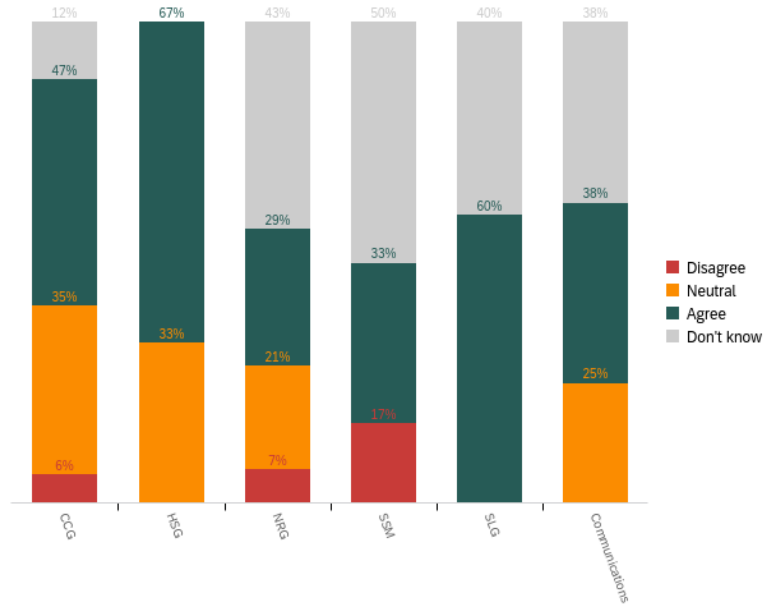
3) My IIED group has demonstrated how to be 'bolder and louder' in supporting partners
to gain visibility inside and outside IIED
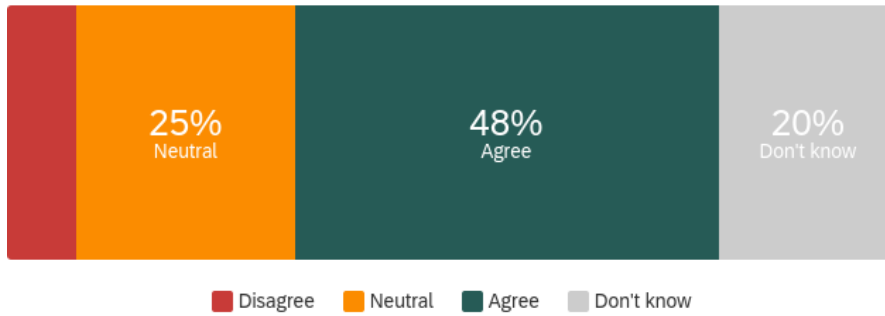
3) By group: My IIED group has demonstrated how to be 'bolder and louder' in supporting partners to gain visibility inside and outside IIED (Group membership, n>5)
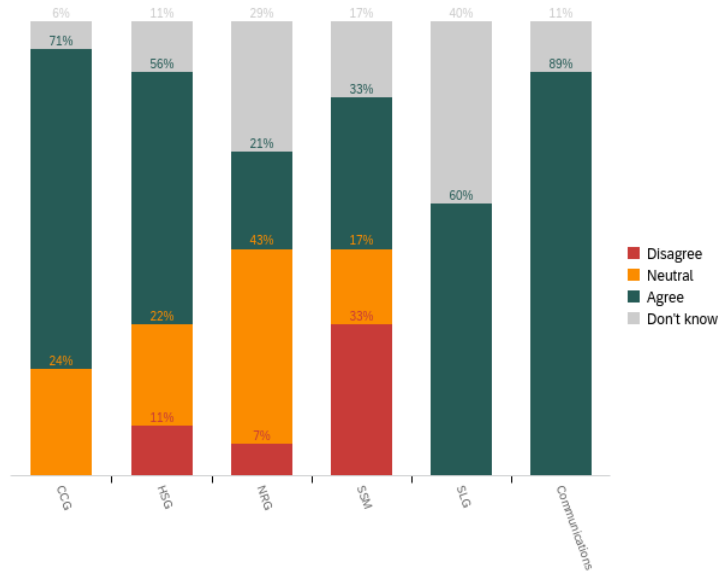
4) Partners are adequately consulted when my IIED group sets priorities
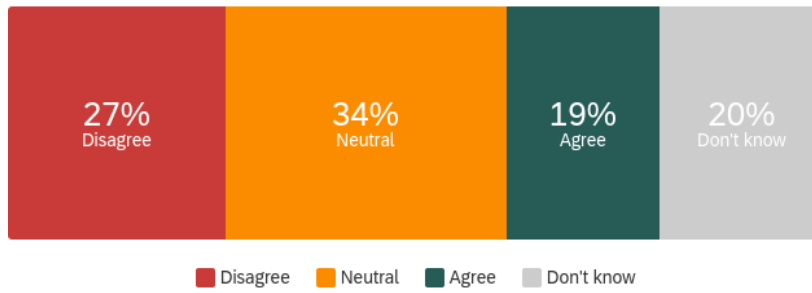
4) By group: Partners are adequately consulted when my IIED group sets priorities
(Group membership, n>5)
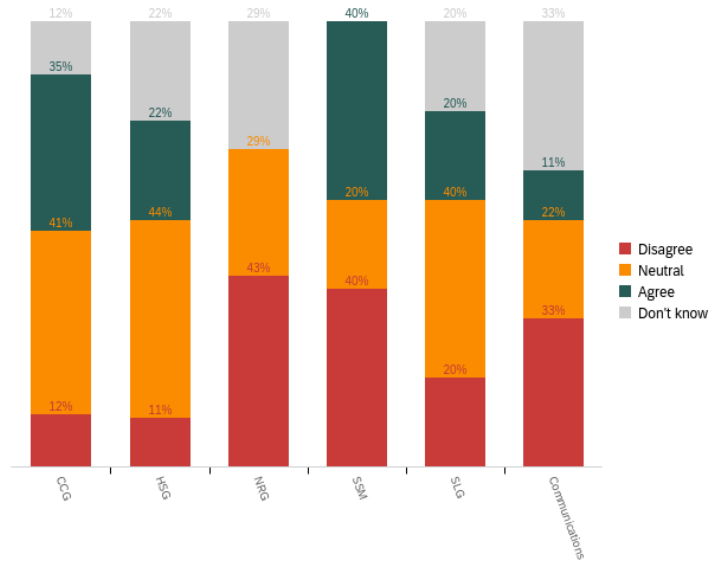
	CCG	HSG	NRG	SSM	SLG	Communications
Don't know	12%	22%	29%	40%	20%	33%
Agree	35%	22%			20%	11%
Neutral	41%	44%	29%	20%	40%	22%
				20%		
Disagree	12%	11%	43%	40%	20%	33%

Legend:
- Disagree
- Neutral
- Agree
- Don't know

5) My IIED group has drawn in new partners to refresh its outlook in the past 5 years

Disagree	19% Neutral	41% Agree	35% Don't know

Legend:
- Disagree
- Neutral
- Agree
- Don't know
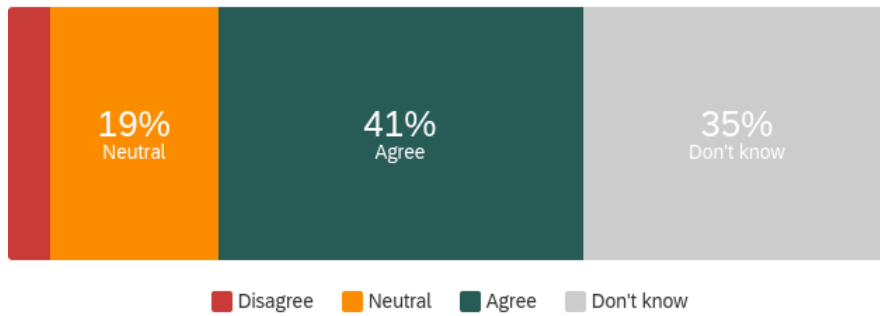
5) By group: My IIED group has drawn in new partners to refresh its outlook in the past 5 years (Group membership, n>5)
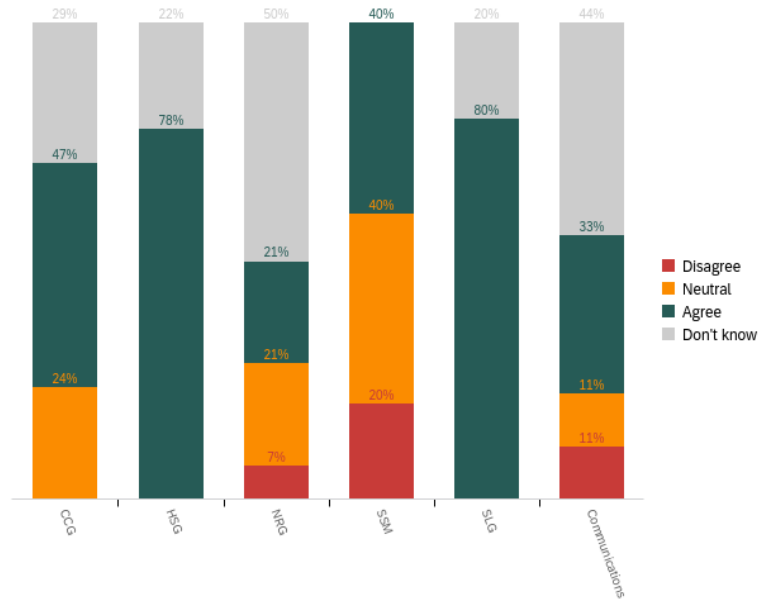
6) My IIED group has drawn in younger staff to refresh its outlook in the past 5 years
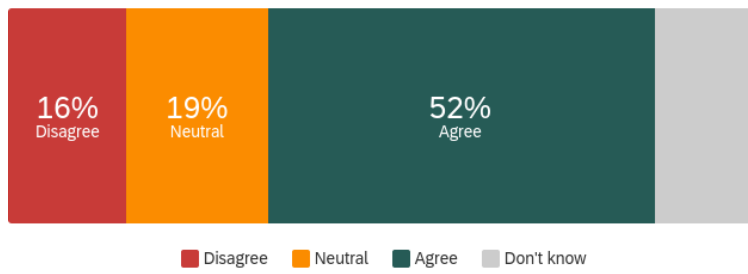
6) By group: My IIED group has drawn in younger staff to refresh its outlook in the past 5 years (Group membership, n>5)
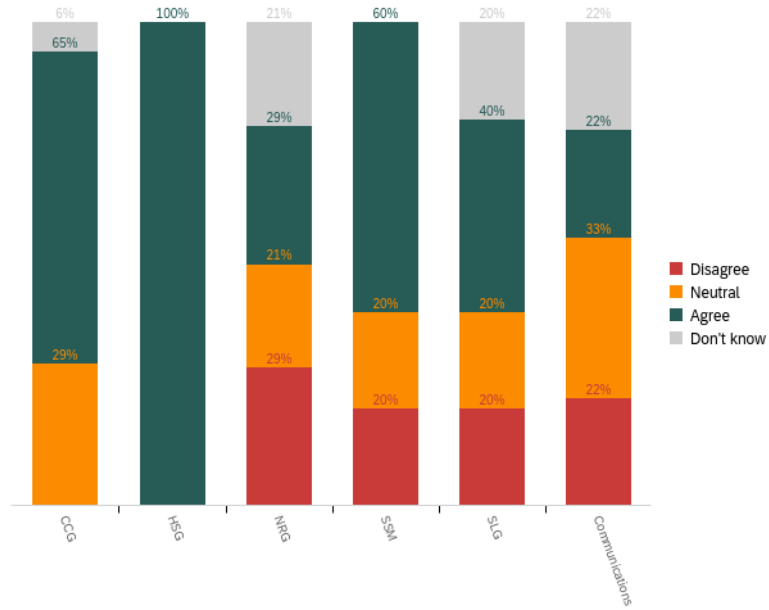
7) I have clear guidance on how to integrate equity issues appropriately in my IIED activities
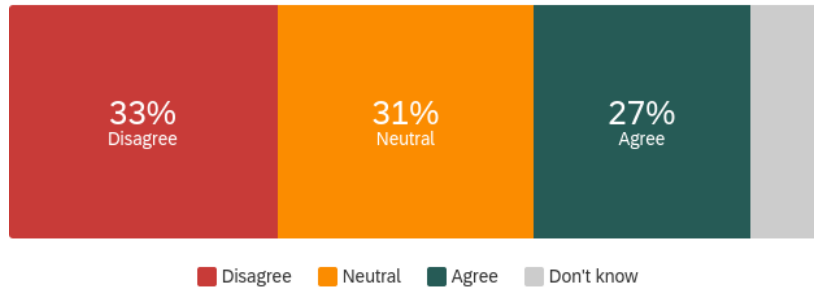
7) By group: I have clear guidance on how to integrate equity issues appropriately in my IIED activities (Group membership, n>5)
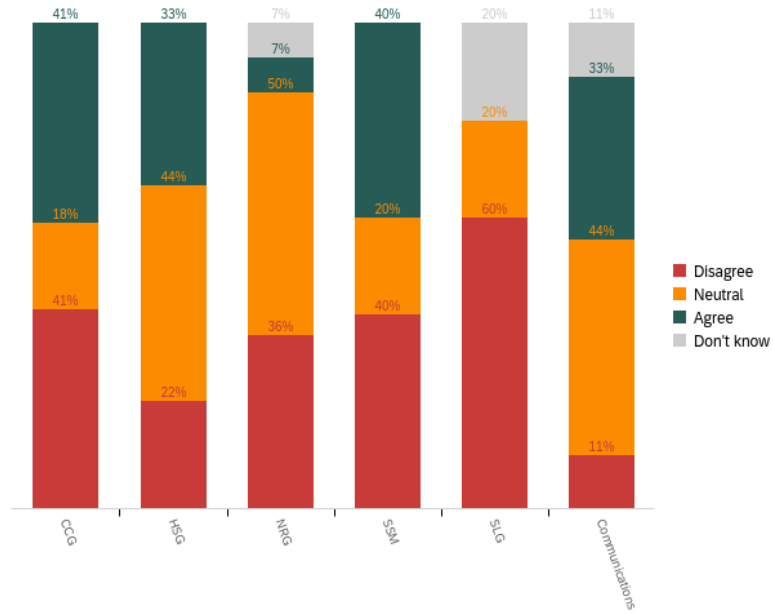
8) My IIED group systematically considers power relations with partners in all our activities
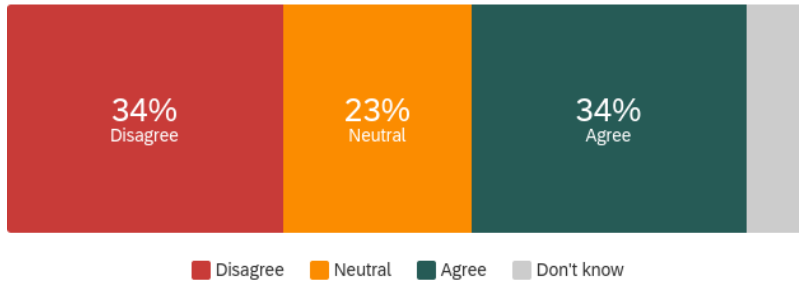
8) By group: My IIED group systematically considers power relations with partners in all our activities (Group membership, n>5)
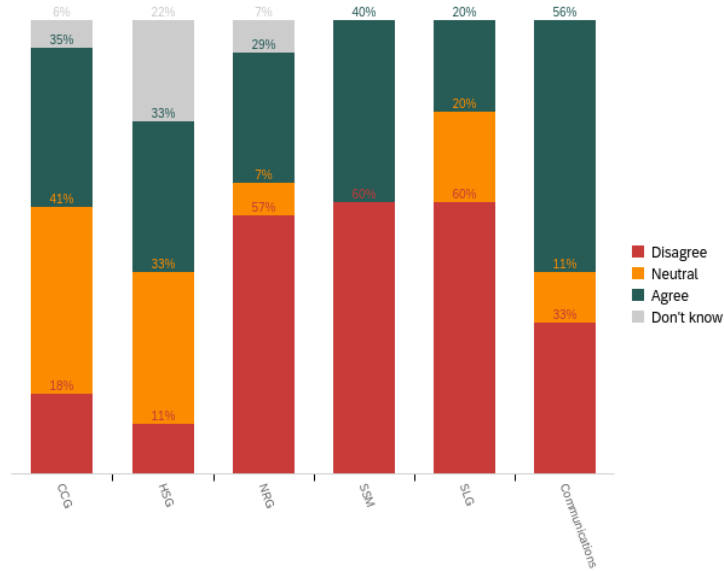
Q8 - Staff surveys from 2020 suggest a concern about the quality of work slipping at IIED in a few domains, and lack of responsiveness inside the organisation to these concerns.   Thinking of your own IIED group and its function, do you believe that the quality of work declined in the period 2017 - 2020?

Thinking of your own IIED group and its function, do you believe that the quality of work declined in the period 2017 - 2020?
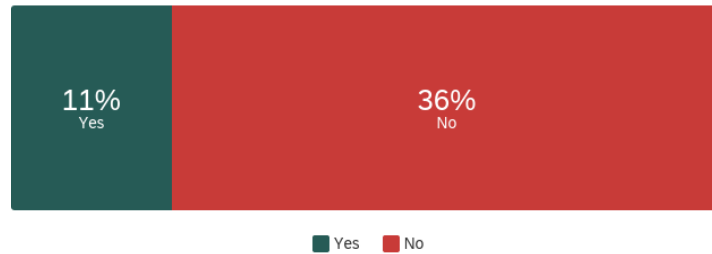
Yes (Please give a reason for your answer below) - Text

[Responses held back for reasons of confidentiality.]

By group: Thinking of your own IIED group and its function, do you believe that the quality of work declined in the period 2017 - 2020? (Group membership n>5)
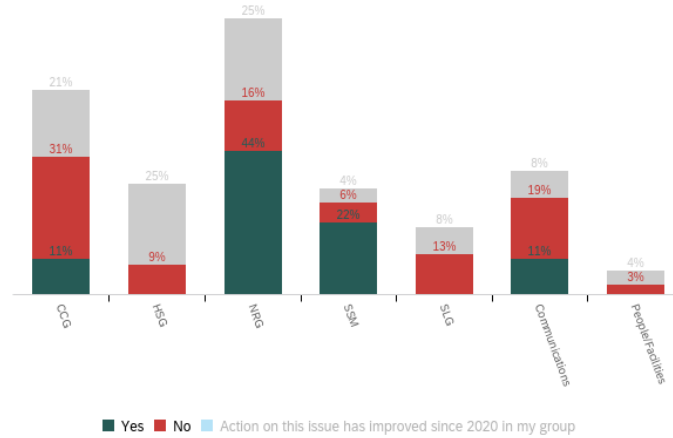
By group: Action on the issue of quality of work in the period 2017 - 2020 has .... (Group membership n>5)
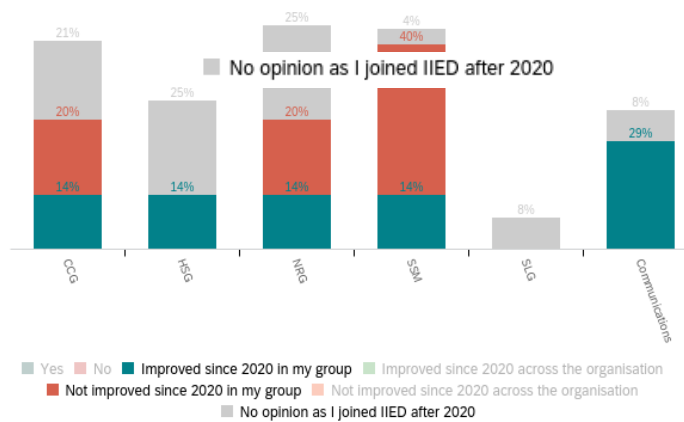
What is the most successful example of IIED impact over the past 5 years, in your view?

[Responses held back for reasons of confidentiality]

What is the most disappointing example of IIED impact over the past 5 years, in your view?

[Responses held back for reasons of confidentiality]

Q10a - Please choose a response that best represents your views about the RELEVANCE of the 2017 impact pathways in your own work programmes and projects.

How relevant are the IIED impact pathways to working towards intended outcomes in the current strategy?

64%   21%

9%
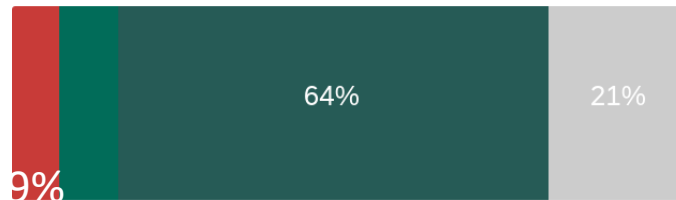
■ Respondents are unaware of the IIED pathways

■ Respondents are aware of the pathways but are not observing their use

■ Respondents are aware of the pathways and are observing their use

☐ Not relevant to the respondent's activities

Q10b - Please choose a response that best represents your views to complete each statement about the EFFECTIVENESS of these types of pathways across your own work programmes and projects.   If this question is not relevant to your work or you cannot answer, please select 'N/A - don't know'.

1) Multi-stakeholder dialogue has mostly been …

I am AWARE of this framing for IIED's pathways to impact and HAVE OBSERVED it in my IIED group & work programme(s) current Theories of Change

■ Surprisingly counterproductive ■ Less effective than hoped ■ As effective as hoped
■ More effective than hoped ■ Surprisingly effective ■ Don't know
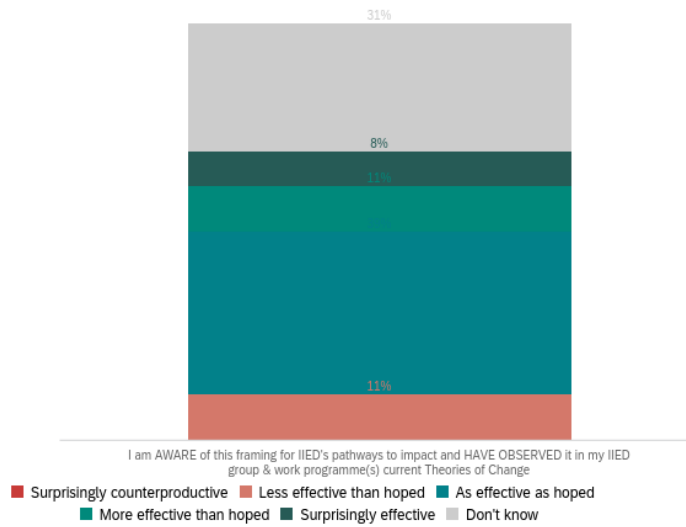
2) Research to Policy has mostly been …

I am AWARE of this framing for IIED's pathways to impact and HAVE OBSERVED it in my IIED group & work programme(s) current Theories of Change

■ Surprisingly counterproductive ■ Less effective than hoped ■ As effective as hoped
■ More effective than hoped ■ Surprisingly effective ■ Don't know
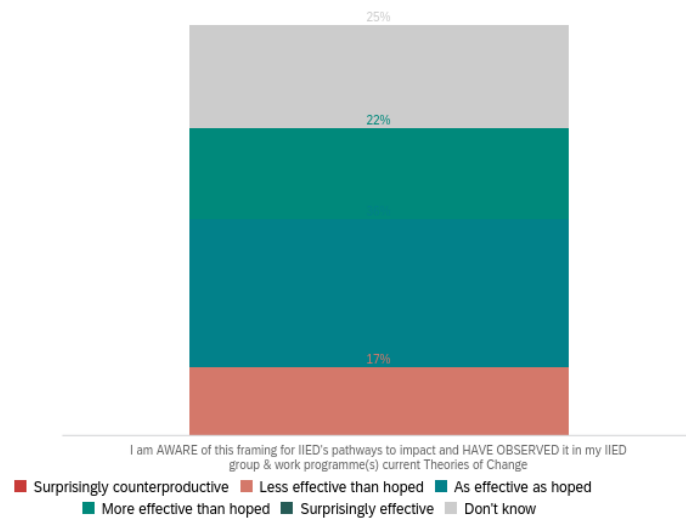
3) Targeting policymakers has mostly been ...

36%

8%

8%

19%

I am AWARE of this framing for IIED's pathways to impact and HAVE OBSERVED it in my IIED
group & work programme(s) current Theories of Change

■ Surprisingly counterproductive   ■ Less effective than hoped   ■ As effective as hoped
■ More effective than hoped   ■ Surprisingly effective   ■ Don't know
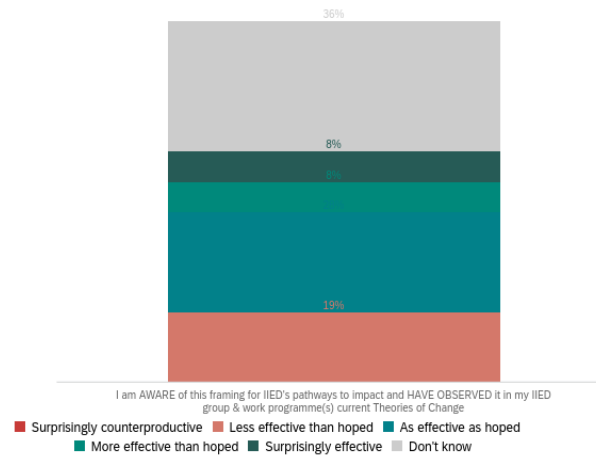
4) Empowering the marginalised has mostly been ...

36%

6%

6%

28%

I am AWARE of this framing for IIED's pathways to impact and HAVE OBSERVED it in my IIED
group & work programme(s) current Theories of Change

■ Surprisingly counterproductive   ■ Less effective than hoped   ■ As effective as hoped
■ More effective than hoped   ■ Surprisingly effective   ■ Don't know
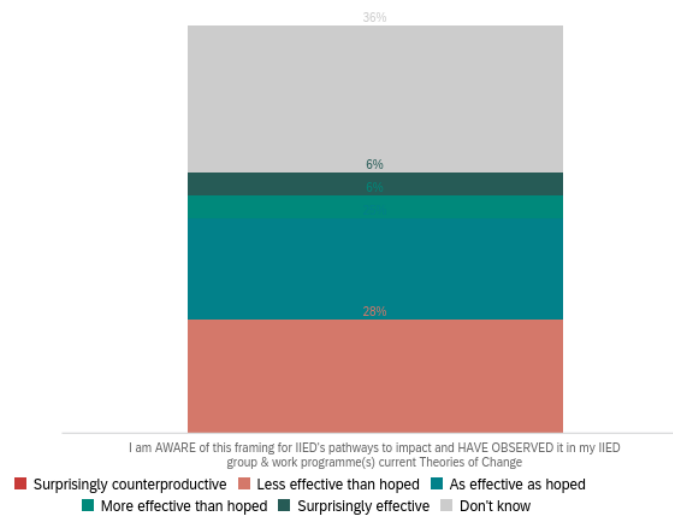
Q11 - Given IIED's changing external context, what one element should and could be eliminated from IIED's thematic foci, programmes or ways of working, in your view?   What is tired, outdated, negative? Just not working as intended? Could not work as intended given changing conditions?   Briefly describe anything that comes to mind.

[Results held back for reasons of confidentiality].

Q12 - We would like to understand how able IIED is to detect and evaluate important changes in the world. One way to explore this is to understand where IIED staff get inspiration.   Acknowledging the impact of COVID in the past 2 years, where do you personally encounter new concepts, ways of working, information, people, 'aha' moments... usually?

Acknowledging COVID, where are IIED survey respondents getting inspiration?
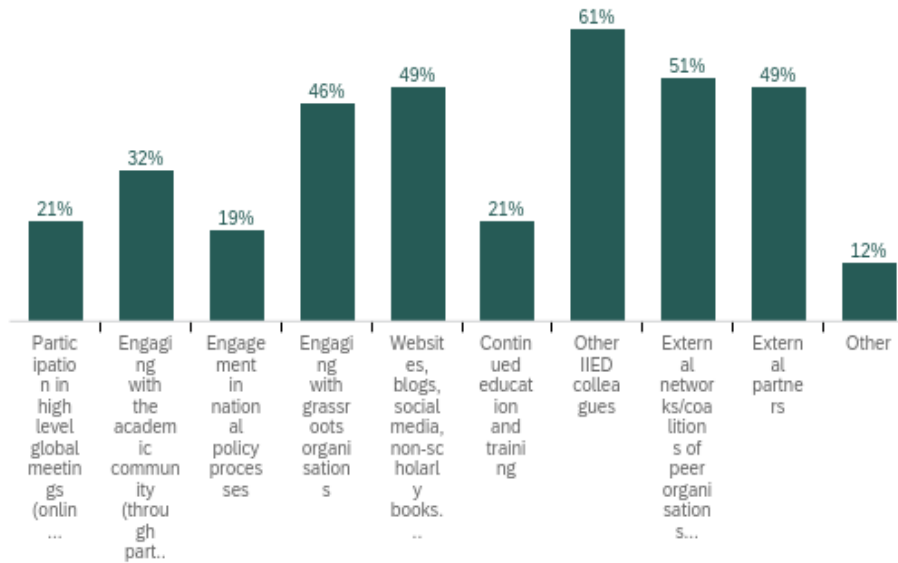
Q13 - Please rate the importance of the following characteristics in external partners for your own work over the past five years answer, please select 'don't know'.

1) Established engagement with regional / natio... — 1%, 14%, 51%

2) Significance in regional / local civic space — 8%, 27%, 36%

3) Track record of innovation — 13%, 36%, 16%

4) Legitimacy and accountability to local peopl... — 3%, 12%, 58%

5) South-South networks — 4%, 30%, 38%

6) Technical expertise — 7%, 32%, 36%

) Communications and influence capacities — 6%, 29%, 32%

8) Research capacities — 6%, 51%, 15%

9) Cutting edge academic reputation — 39%, 29%, 4%

10) Eligibility for certain fundraising opportu... — 21%, 30%, 15%

11) Regional / national / subnational convening... — 6%, 13%, 49%

12) Financial management capacities and account... — 9%, 44%, 20%

13) Local small grant management capabilities — 23%, 44%, 14%

■ Low priority ■ Somewhat a priority ■ High priority ■ N/A - Don't know

3) By group: External partner track record on innovation is... (research group members only)

	CCG	HSG	NRG	SSM
Don't know	21%	38%	25%	
High priority	7%	25%	33%	20%
Somewhat a priority	50%	25%	17%	80%
Low priority	21%	13%	25%	

Low priority ■ Somewhat a priority ■ High priority ■ Don't know
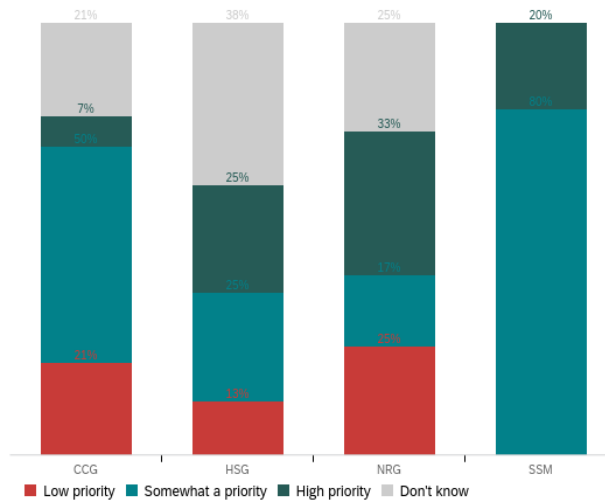
9) By group: External partner cutting edge academic reputation is... (research group members only)

	CCG	HSG	NRG	SSM
Don't know	31%	25%	17%	
High priority		13%		
Somewhat a priority	15%	38%	42%	100%
Low priority	54%	25%	42%	

Low priority ■ Somewhat a priority ■ High priority ■ Don't know
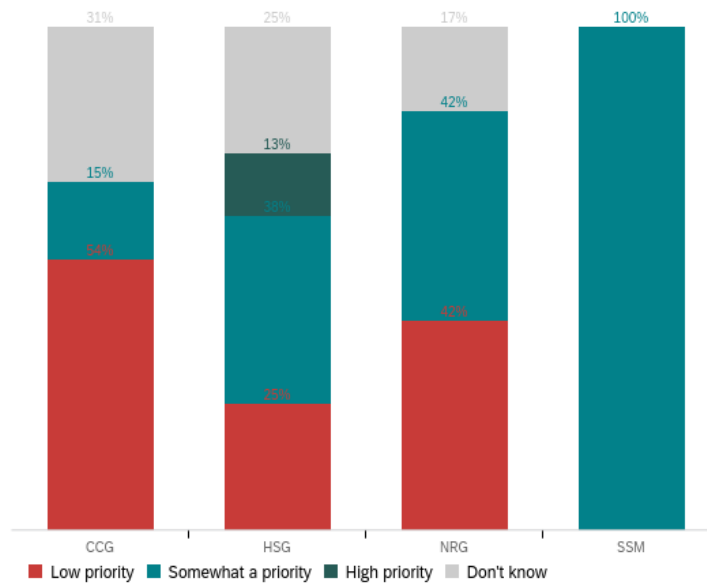
10) By group: Eligibility for certain fundraising opportunities is... (research group members only)
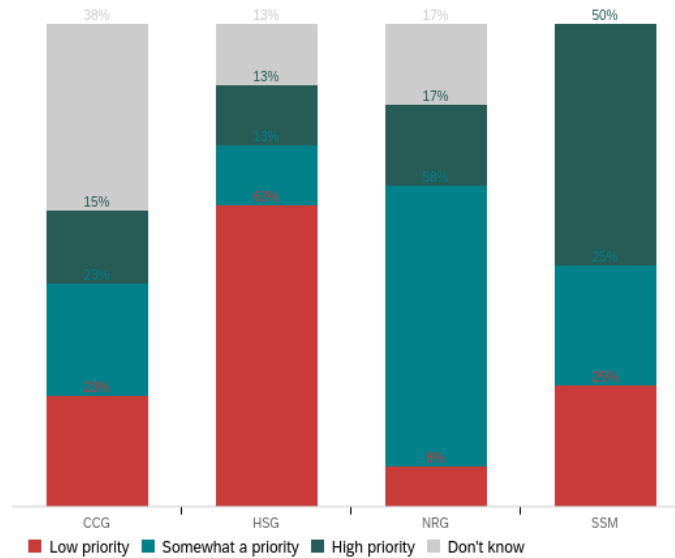
13) By group: External partner local small grant management capabilities are... (research group members only)
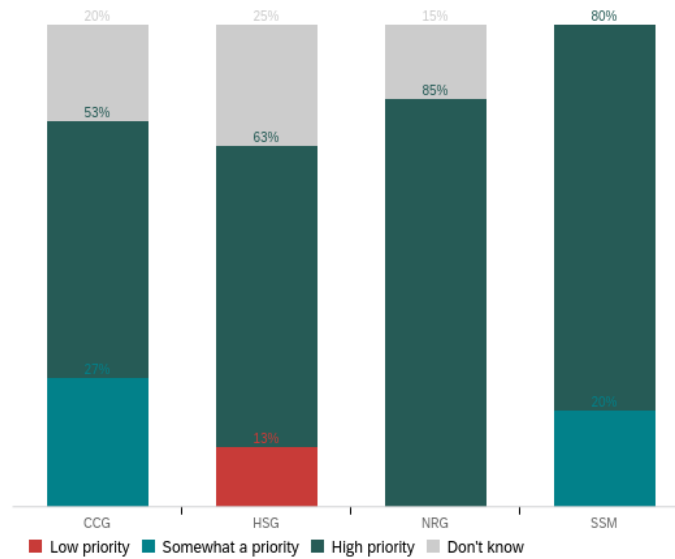
Q14 - IIED's Learning Impact Framework is one of three instruments the organisation has put in place in the last 5 years to support effective monitoring, evaluation and learning for 'making change happen' in changing contexts. How do you use the Learning Impact Framework in your individual daily work?   Tick any statements below that apply to you.

Percentage of responses to the question: how do you use the Learning Impact Framework in your individual daily work? (including clear use-non use responses only)

3%	3%	5%	7%	7%	10%	14%	76%
I use the LIF to regularly to help me question my assumptions about what creates impact	I use the LIF to help me keep an open mind when choosing monitoring and impact evaluation methods for my work	I consider the LIF principles when I informally evaluate my colleagues' work	I use LIF processes as an opportunity to discuss failures in my work openly with colleagues	I reference the LIF when I communicate my learning in internal decision processes	I use learning produced from past MEL exercises in my decision making	I use LIF processes as a prompt to develop evidence-based impact narratives for my work	I don't use the LIF explicitly in most of my daily activities

Choice count for responses to the question: how do you use the Learning Impact Framework in your individual daily work?

#	Answer	%	Count
4	I don't use the LIF explicitly in most of my daily activities	49%	45
10	This question is not relevant to my work	14%	13
5	I use LIF processes as a prompt to develop evidence-based impact narratives for my work	9%	8
7	I use learning produced from past MEL exercises in my decision making	7%	6
3	I use LIF processes as an opportunity to discuss failures in my work openly with colleagues	4%	4
6	I reference the LIF when I communicate my learning in internal decision processes	4%	4
8	Other	4%	4
9	I consider the LIF principles when I informally evaluate my colleagues' work	3%	3
1	I use the LIF to regularly to help me question my assumptions about what creates impact	2%	2
2	I use the LIF to help me keep an open mind when choosing monitoring and impact evaluation methods for my work	2%	2
	Total	100%	91

Other responses to the question: how do you use the Learning Impact Framework in your individual daily work?

[Held back for reasons of confidentiality].

Q15 - Does the value you get from using the LIF justify the time you spend on it?

Does the value you get from using the LIF justify the time you spend on it?

20% Yes   42% No

Yes   No   This question is not relevant to my work
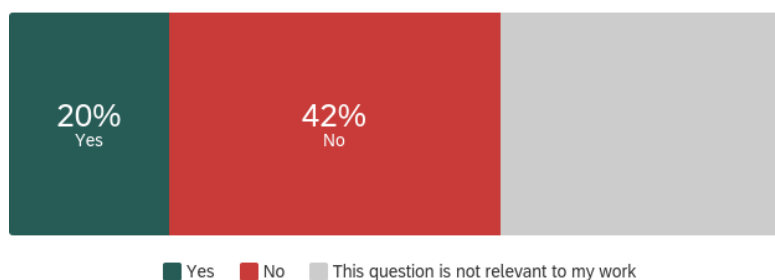
By group: Does the value you get from using the LIF justify the time you spend on it?
(Group membership responses n>5)
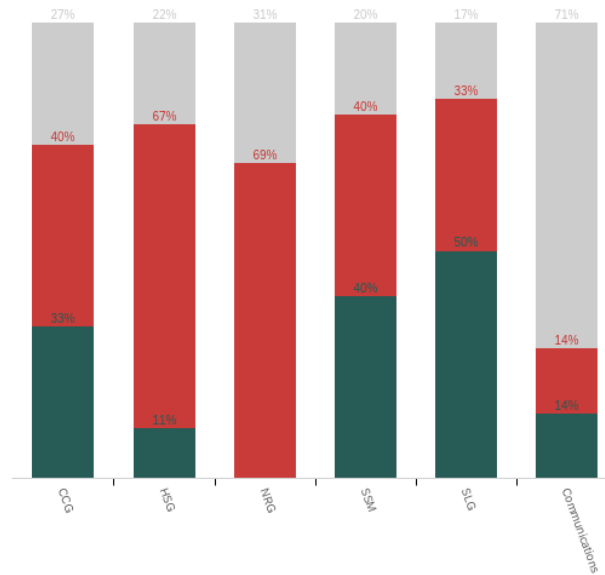
Q15a - Please explain your response to Q15.   Please skip ahead to finish the survey if this reflection question is not relevant to your work.

[Responses held back for reasons of confidentiality]

ANNEX 8. STAFF PEER DISCUSSION: HOW IIED LEARNS

Discussion plan

Focus: Is IIED learning, and if so how and can it show a clear move to doing some things differently?

Framework used:

Evidence-based action is fundamentally concerned with the beliefs of individuals and groups, and updating these based on learning and deliberation (Wuppuluri et al., 2018)

Territory = reality

Map = our beliefs about reality

Learning is the process of aligning our *map* to the current state of reality - and helping others to do the same - by :
1. Updating beliefs
2. Integrating new beliefs
3. Doing "something" differently as a result
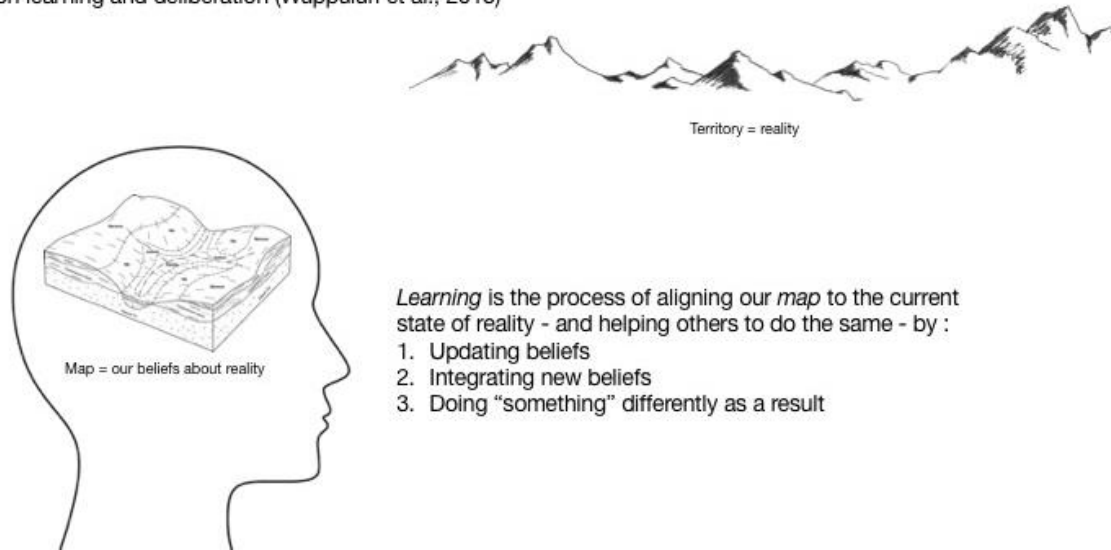
Wuppuluri, S., & Doria, F. A. (Eds.). (2018). *The Map and the Territory: Exploring the Foundations of Science, Thought and Reality*. Springer International Publishing. https://doi.org/10.1007/978-3-319-72478-2

Questions:

1. What is the best example of learning, & integration of that learning, you have observed while working at IIED?
2. What is the least effective example of learning you have observed while working at IIED?

Summary in bullet points

Why are IIED staff learning?

When they are learning, why do IIED staff engage in that process.

Individual level

- o They are new in the organisation and have to learn about it and how to navigate it.
- o It is a personal value and interest.
- o Exposure to different mindsets with the arrival of new staff into the organisation. Though newer staff remarked in a number of discussion that their impression is that some, not all, staff that have been longer with IIED do not recognise or value their experiences and knowledge.

       o   It is part of a research-to-action process.

   Team, unit, group, other collective level

- When reflection and learning evidence is a requirement from donors and is built into project design and future access to funding sources.
- COVID-19 experiences required new ways of working.
- Exposure to different mindsets with the arrival of new, and younger staff into the organisation.
- Evaluation procedure for LIF effectiveness to learn how to improve the process.
- To better honour partners, IIED teams are learning how to be better partners.

   Institute level

- Because IIED has to show impact for frame funding and other funding to continue.
- Some recognise continual learning as a core element of working at IIED. It is a written element of how IIED works, but not necessarily an embedded philosophy guiding daily work.

What is being learned? What beliefs are changing? What are they doing differently as a result?

- When individuals reflect on what they are learning personally, they learn about deeper belief systems underpinning their work at IIED: This type of learning happens at the individual level, and not necessarily group or institute-level. The current institute learning systems do not capture it. Individual examples of beliefs being updated given in the peer discussions:
- Examples from the outcomes harvesting are helping Director level to consider IIED impact and where to focus next.
- Simon Anderson shifted his focus from Climate to Gender as his primary interest when left his position as the head of CCG because in part of his experience on the Trócaire/Government of Ireland engagement in Ethiopia.
- When IIED research processes are completed, they produce learning: New learning is generated by the research-to-action activities about (1) specific sustainability problems and challenges, (2) priority actions, (3) solutions that might change the game, (4) how IIED and partners might approach these types of challenges again.
- When IIED staff reflect on performance in projects with consortium partner, local partner and target audience feedback, they learn about how to improve IIED services and how to develop greater added value, for example:
- Beyond of technical/substantive content, the vital importance of coordination and distributed leadership in multi-country, multi-year projects in generating coherence for project beneficiaries.
- Adjusted understanding that while context is critical, there are possibilities to learn how to deliver core services to partners across multiple countries with adjustments.
- How to deliver services remotely under COVID-19 conditions.
- About priorities for funding pipelines, future resource mobilisation possibilities. What projects are most important to prioritise?
- When partners in project teams reflect in depth together, they learn about the operational level for the IIED Research-to-Policy impact pathway. Examples:
- GCF project at CCG- Importance of discussion and dialogue around technical research findings with target audiences. It is not just about producing new information but also supporting dialogue throughout and after that process. Particularly when this dialogue is integrative, facilitating different government ministries to come together?

- o Within a CCG/Trócaire/ Government of Ireland collaboration: Exposure to new research method designed to explore barriers and drivers to social change in complex social and political context of Ethiopia leading to new understanding of how attitudes, beliefs are formed and can quite rapidly change.
- o <u>When newcomers get to participate in retreats</u>: IIED organisation and their roles, and what they actually do and how these roles are perceived in the organisation.
- o Emphasising clarification on coordination responsibilities in bigger consortium projects more upfront in new project discussions.
- o <u>Following learning under COVID-19</u>, developing less travel components into coming project budgets and leaning even further into the idea of local partner leadership. Including demonstrating possibilities to subcontract people working within government ministries (target policymakers as funded local partners) to work on behalf of IIED.

What learning processes are working well?

- o <u>Learning from each other at IIED retreats.</u> Staff reflect that these processes seem to structure and enhance the more organic processes of sharing news, experiences, successes and failures between staff.
- o <u>Dialogue and deliberate learning processes with project consortium partners</u>. Two examples were given: (1) CCG GCF project learning system requested of project funders. (2) CCG Climate Finance programme – researcher-led learning processes in the project to figure out what it really means to be partner-led and how to be genuinely inclusive, while also achieving programme objectives. Reference was also made to building on or participating learning processes led by partners or project beneficiary organisations, which enables IIED to learn how others learn while providing services as a secondary partner.
- o <u>Receiving direct feedback</u> from country and other project partners or target audiences.
- o <u>Increasingly well facilitated reflexive processes, in the form of dedicated cross-institute learning events</u> under the LIF, ILES, learning weeks, special task forces. As these processes become more streamlined / reduce their transaction costs for everyone involved.
- o <u>The outcomes harvesting process</u> is asking staff to become more specific about who is changing behaviour through what kind of influence. It is starting to have some impact on changing attitudes to learning at senior level. This offers some hope potentially, if senior leadership can speak louder about support for this.
- o <u>Direct support from MEL operational staff, on request</u>. MEL staff are not directly engaged in all project activities –only when a funder has requested it or a unit has asked for help on submit donor reports. This latter request to engage can come only after feedback from external donors about deficient quality of planning or reporting, and the engagements are short. Of approximately 100 projects, "perhaps 10 have days allocated for MEL support".
- o <u>Some research processes</u>. Those that have required creative solutions to be found in response to unexpected or tough challenges, and 'thinking with' partners. Examples:
  - CCG COVID scenarios work for COP26, which have led to some appreciated scenario planning;
  - Application of realist synthesis method with Trócaire and the Irish Embassy Ethiopia to tackle the problem of poor outcome reporting and analysis with respect to how they had and should combine climate resilience and gender equality objectives, driven to some extent by structural and cultural barriers on gender equality in context.
  - GCCG, DCF project: co-creating reflexion and decision processes with partners in a model of authentic equality and inclusion.

What learning processes are working less well?

Where are learning processes not being completed? Or, even though mostly completed, perhaps not yielding the change in behaviour, policy etc. within the organisation that is desired.

- o Onboarding processes for new staff, including remote staff after 2.5 years into working in COVID conditions : The equipment was well organised, and IT integration went smoothly. But the remaining experience was being "parachuted in" to IIED without structured introduction to the role and how it relates to other functions at IIED in reality, nor training. There were poor documentation with guidance partial and distributed across the organisation to quite a fragmented and overly complex set of processes for finance. HR does not seem to have responsibility for centralised or coordinated training. The first set of meetings were organised, but not clear in their objectives. "There's so much scope for error" as a newcomer to IIED, and that has a knock on effect on feelings of belonging and confidence.
- o Some end-line evaluations : It is not always clear if and how learning is achieved and integrated by individual researchers, project teams, units or groups. This happens mostly at the level of the individual and practices vary widely. MEL teams do not get the opportunity to see that much of what happens. There is likely tacit learning occurring but the sharing is ad hoc.
- o How to balance time requirements and limits, quality of outputs well – it is a lesson that is being learned again and again. Example: time requirement assessments, competitive day rate assessments, quality requirements (researchers work over time to get to the highest quality of output). Proposal development processes were cited as a key example: can be busy, chaotic, involving many people using time that is not covered by day rates, and often do not generate any tangible outcome.
- o How to complete learning cycles in many projects and programmes effectively – and importantly, embed learning across groups and at the institutional level. A number of staff reflections came about learning not being completed or followed through and so generating feelings of missed opportunities, a lack of confidence, "faffing", wasted time:
- o Not deeply integrating new knowledge about enabling conditions for impact at IIED research processes broadly across the institute.
  - ▪ The dominant norm of individualistic researcher producing the interesting ideas that drives IIED's influence is a model that is not as consistent as some might believe. Belief in this model needs to be challenged because for every brilliant breakthrough, there are more examples of low return on time (and other resources) investment that are not being discussed widely enough.
- o *Not getting beyond ad hoc learning to embed new informed views and practices in future plans and actions.* It depends on individuals' motivation, available time and leaves little opportunity for learning to be pooled so that everybody at IIED has a chance to improve on some core competencies for this organisation and field like: research design and methods choice and standard practices; standard project and programme management methods and software; partnership design, negotiation and operations; proposal development and fundraising standard practices, etc.. In a similar vein, it is also a missed opportunity to learn why successes or failures occurred, how setbacks were overcome across the institute. Learning at this depth is difficult because of staff time constraints / lack of funded days for the staff to participate in the process. It is more challenging now in online learning sessions, now a feature in the system because of COVID-related changes in working practices. When sharing does happen in online settings, typically it stays at a shallow level rather being developed into clear, constructive recommendations that could inform new decisions, new designs, new practices.
- o Not acting on fact that IIED's external territory for sustainability knowledge and politics has shifted to a more urgent and higher stakes the landscape), and perceive that issues of inequality, racism and decolonisation
  - ▪ (Reviewer's understanding of what IIED staff see as important to decolonise: contemporary knowledge systems, development partnerships and IIED's own partnerships and ways of working in research). IIED needs to be present in as a positive influence – "doing something active to counter" a racist society, a colonial development world is central to IIED positioning in the world. Yet, resource allocation to work on the topic of how IIED will work to counter inequalities is inadequate: 1/3 of a grade 5 position. Reasons for the underinvestment are unclear: perhaps senior level do not see the issue the same way. Perhaps there are other priorities. Whatever the reason, the net result in an

underinvestment in collectively updating the common understanding of the IIED territory. The Executive Director recruitment process was also included as an example of how learning at institutional-level is not translating to 'doing something differently'.

- o Not acting on the knowledge that openness and transparency in decision making matters to IIED's culture.
  - ▪ Clarity about against when decisions will be taken. Evidence that the implications are for staff have been clearly reflected upon. Not losing staff voices in decision processes, even -or perhaps especially – when decisions didn't go their way. Communicate back on what they have given as feedback or suggestions, is not possible to act on an. The recruitment process for the new Executive Director was given as one example. A learning exercise that produced a recommendation to support a culture shift at IIED being explained as has been deliberately delayed to wait for the new Director's arrival was another – it may seem to some staff that recommendations are not being acted upon.

Reflections

Learning realities at IIED

- o "Learning" (as well as other terms like "gender", "impact", "scaling", "intersectionality") somehow is being perceived broadly as meeting external donor or partner needs – as an expensive add-ons, as mandatory effort – rather than being seen as a useful concept, a constructive tools, or core competency that, if engaged with, is beneficial to improved performance on key sustainability challenges, as well as potentially supporting constructive action on stated desires at IIED: achieving impact, finding focus, more effective collaborations. The current norm around learning is upheld by sanctions. Learning at IIED could be the pathway to finding exciting synergies, getting rid of 'dead horses', helping IIED staff to work together in collaborative learning to identify 'old ideas' or beliefs that need to die at IIED, find stronger evidence of cumulative impact, learning how to deal with and overcome failures or setbacks.
- o Time is cited as the biggest constraint. The learning space – and, importantly, this includes the time for integrating learning – at IIED is being squeezed because IIED staff funded-days time is squeezed. Example: Outcomes harvesting depends on staff time and quality of input, and that depends on funded time availability.

What do staff want more of in order to learn better?

- o More senior management engagement in learning about the diversity of outcomes being harvested at IIED– currently, it is only MEL staff who sees the full range of this particular data.
- o Time to look back at selected projects and programmes and see their impact 5-7 years out.
- o Time to embed new best practices that are being learned.
- o Acknowledgement that onboarding systems, and natural ways of working in IIED centred around autonomous work, have not adapted to the growth of the organisation.
- o Transparency in decisions.

Suggested actions.

- o Give the learning team some support, time and request them to think together about the quality of learning at IIED and how to improve LIF processes, including improving feeding back to the staff, perhaps as a cross cutting ILES exercise. The MEL team understand change is needed in attitudes towards learning; they do not even have time to discuss what changes could be made and what they would need to make them.
- o Link the LIF to the annual review process, annual financial processes, etc to produce the IIED annual report, the Board reports, and other formal reporting and business planning procedures that are required

on a regular basis. These are natural points in an organisational business cycles where learning can be instrumentalised to help IIED.

o Dedicate more resources to onboarding staff more completely, whether remotely or in person, including offering more coherent and complete training on specific IIED processes.

o Allocate more funded days dedicated to learning, with a clearly defined goal and accountability for following through with the learning cycle.

o Introduce a formalised, constructive 360º feedback system built on nonviolent communication methods, and designed to help staff process some of the emotional stress and work pressure they are under better, and complete their individual learning cycles.

ANNEX 9. PEER DISCUSSION: ISSUES IMPORTANT FOR IIED'S FUTURE

Discussion plan

Focus: How well do staff feel IIED is positioned to work on some big topics in the post-2030 sustainability landscape

Framework used: Prioritisation exercise designed to stimulate critical thinking and discussion (not for precision in the matrix scales!)
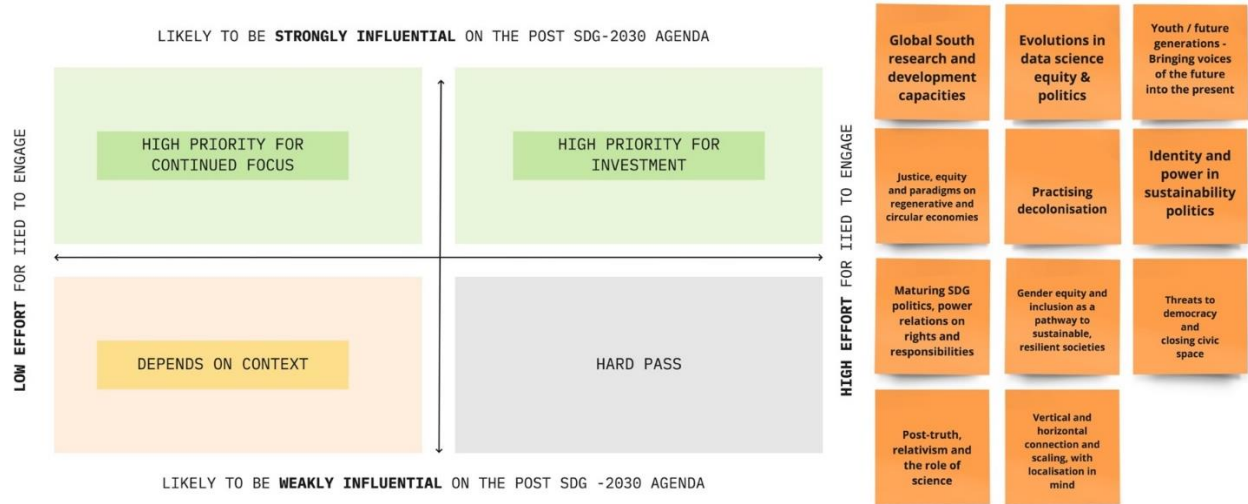
Questions: Some big trends in global sustainability are likely to define the course of our sector in the coming years.

1. How important INFLUENTIAL are they going to be in the post-2030 SDG Agenda? Based on the views of IIED staff

2. How much EFFORT would IIED have to make to address these today? Based on IIED track record, skills, capacity, reputation, relative expertise in 2022

Listening for new trends and connections between trends that IIED staff raise, as well as their assessment of IIED positioning.

Summary bullet points

Final list of issues of issues co-created with staff

A list of 10 tentative trends were presented to staff to start this exercise off. The issues were identified from preliminary work carried out by the External Review team. The working descriptions were refined through the discussions. The final 11 trends are listed here, in a (very) approximate ranking order for their perceived importance in global sustainability / sustainable development by IIED staff :

1. Justice, equity and paradigms of regenerative and circular economies
2. Practising decolonisation
3. Vertical and horizontal connections and scaling of impact in global sustainability governance, with localisation in mind

4. Global South research and development capacities: Working on funding flows, capability building, research infrastructure, facilitating agenda setting influence by Global South driven sustainability research.

5. Identity and power in sustainability politics

6. Gender equity and inclusion as a pathway to sustainable, resilient societies

7. Evolutions in data science, equity & politics, including trends towards data democratisation and data-driven decision making that is fit for purpose in sustainability governance

8. Youth / future generations - Bringing voices of the future into the present

9. Maturing SDG politics, power relations on rights and responsibilities

10. Threats to democracy and closing civic space

11. Post-truth, relativism and the role of science: Engagement with issues of propaganda and perceptions and influence of science in the world.

Prioritisation exercise results, noting clear agreements and divergences in views

All the trends presented were considered to be interesting, important and relevant to IIED by staff. The figure below gives a visual synthesis of 4 peer discussions, showing how IIED staff placed trends relative to their (1) perceived importance to the post-2030 global sustainability agenda and (2) perceived effort that IIED would have to make to engage with or respond to these trends, based on IIED strengths and limitations today (track record, in-house knowledge and capacities, networks, partnerships etc.) in 2022.
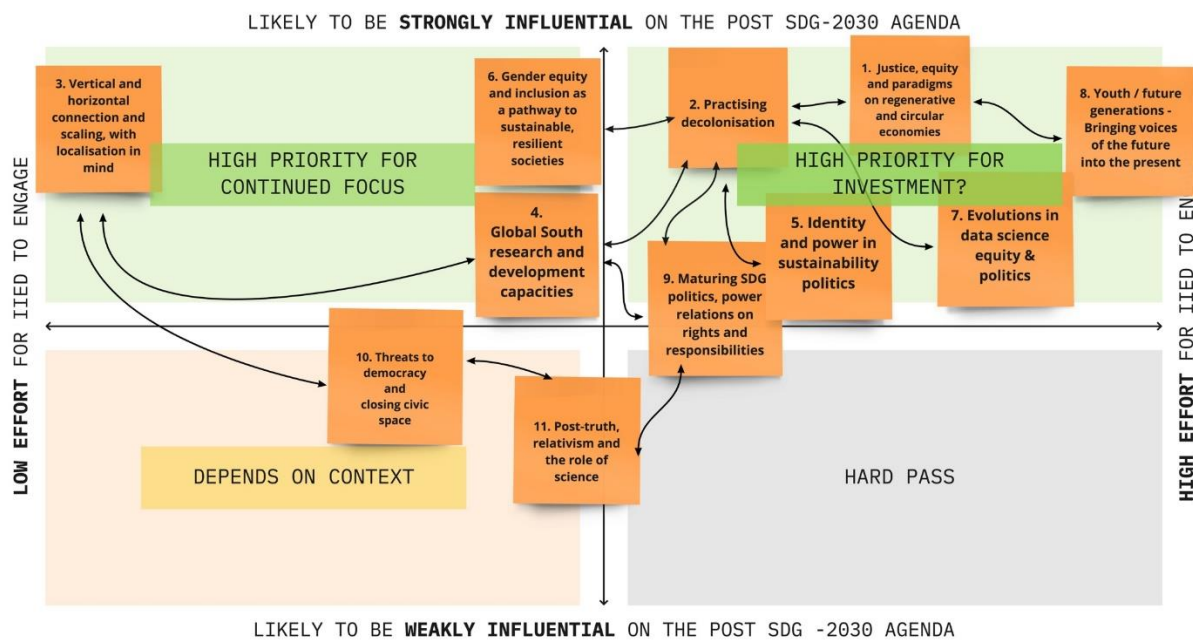
Issues that are likely to be influential in the post-2030 agenda, and lower effort for IIED to engage on today

These issues are the issues where IIED attention should be maintained and perhaps strengthened. They are listed in a rough ordering of how strongly influential IIED staff perceive them to be:

o *(3) Vertical and horizontal connections and scaling of impact in global sustainability governance, with localisation in mind:* Resources and support to building structure and agency for making sustainability and resilience-related decisions at different levels, with connections between different governance centres and actor groups. Ranges from being perceived as highly influential to influential. Discussed as something that IIED knows and does in its focuses on cross and connecting from local to global. This is going to be relevant and important for IIED. It is the main strength of IIED where it has a strong, and is hugely influential in the agenda for the post-2030 sustainability world. Where the effort is for IIED on this could be in the agenda setting, and influential not necessarily IIED's role - supporting our partners to do this). Example of strength in this area: Principles for local adaptation, LDCs group. However, the role here for IIED could be further shifted towards supporting Global South partners to scale efforts in their own contexts (IIED as conveners, collaborators); IIED would then focus on Global-scale (including Global North activities) networking, becoming more visible and communicating better, and critically, making connections across place-based explorations. As one example: one participant shared how they have observed two groups at IIED currently working on very similar issues of energy poverty, access and transitions to renewable energy – one in urban areas and the other in rural. Having a linking dialogue on experiences and learning within IIED and with the partners could benefit everyone.

o *(6) Gender equity and inclusion as a pathway to sustainable, resilient societies.* Considered lower effort for IIED by some, higher effort by others. There is an assumption that IIED has this area in hand, however there is more work to be done on mainstreaming gender into programme and project design and understanding the return on investment of applying a gender lens. It is not consistently seen as a pathway to securing impact in IIED and is more often engaged with in response to donor requests – or neglected because it is perceived as unimportant for donors. However, this topic is core to the work of newer and younger staff, where it is part of their part of their mindset and observed as an enabling condition for sustainability progress. It is an area of potential growth for the organisation as a result.

o *(4) Global South research and development funding, infrastructure and influence:* Hope that it would be strongly influential in the post-2030 agenda. It is a topic that IIED is very well positioned to address though it perhaps is not doing enough on it today and engaging further would mean contending with complex historical and social factors that shape this realm: elitism, knowledge hierarchies, prestige factors, western education models and institutions influence, funding flows. Any work to support the influence of Global South research (opposite to extractive research models) would go hand in hand with work on practicing decolonisation. This is less a thematic interest and more a central to a way IIED must work in future across all activities. Increasingly, research / research-to-policy funding is anticipated to flow to IIED's local research partners and IIED can hope to become their partner of choice/service providers to them. If this trend comes to pass, this holds some potential to challenge the priorities set for the global sustainability agenda.

Issues that are likely to be influential, and will require more investment for IIED to engage on well

o *(1) Justice, equity and getting to paradigms of regenerative and circular economies* : Rated as likely to be strongly influential in the post-2030 agenda and, of course, linked to many other issues on the board including decolonisation, global south research and development capacities. Justice and equity are underpinning, core values for IIED – and recognised by others for this also. So, the Institute is in a strong position from which to engage further on this theme. The placement on the matrix reflects a narrative that "there is no more influential an issue" because economic systems structure and shape the way the world works, and impacts on all the issues IIED cares about. IIED has a foundation of thinking on alternative economic structures and development-environment trade-offs across its various groups. This is in part due to the fact that it is central to IIED research interests in some units and projects. Thanks to a grant received to consider Just Transitions themes across its portfolio in 2021, IIED groups also have done some deeper reflection on how their work connects to this theme.

IIED staff have not been able yet to bring that learning together at institute level, however. While IIED is probably as advanced as many of the other leading think tanks and organisations, this is an area under rapid development for everyone. Investing in further IIED economic expertise/capacity was noted as an enabling condition that would have to be met for IIED to influence more in this area. This reflects that while much of IIED work connects to themes of justice and equity, it does not always express this in economic terms, nor connect this to live questions on developing and shifting to alternative systems for consumption and production.

- o *(2) Practising decolonisation:* Recognised as one of the single most important issues that will shape IIED's work in the coming months and years ahead because the wider environment-development sector has reached a political moment and a time of change on this issue, where IIED should be able to do more. IIED is quite well set up to engage on this topic because of the work done on partnerships, however many staff recognised there is still a long way to fully embed the necessary practices, both externally and internally (it probably requires some structural changes inside IIED). IIED's effort on this topic will specifically relate to geography (being UK-based to avoid competing with local partners), international staffing with a focus on diversity (a strong effort on diversity and inclusion is already in place). Compared to others, IIED is at least self-aware. The organisation has been thinking about it and discussing how to do better. Decolonisation is in IIED's DNA to some degree and has a foundation to build on. However, the investment required now is to (1) interpret the foundation - what it will mean for IIED to practice decolonisation, (2) getting specific about what value add IIED and their partners can add in this area, (3) what structures and procedures will need to change within IIED.

- o *(5) Identity and power in sustainability politics:* This theme was developed to refer to how power structures intersect with identity issues (relating to ability, disability, sexuality, gender, indigenous peoples, national, political) in sustainability politics. The theme of gender equity and inclusion was strongly linked to this theme by discussants (the detail is developed under that theme). IIED is relatively well positioned on some elements, and this is a cross-cutting focus that is as present in the Global North and in the Global South.

- o *(7) Evolutions in data science, data democratisation and data-driven decision making that is fit for purpose for sustainability:* Issues of data are central for IIED in many respects: Data management, communications strategy and engage strongly on data politics in sustainability – including in managing partners data and access to data. It is important for CCG, and it comes up in proposal development for more academic research at times. It is really a live debate and something that is closely linked to issues like decolonisation – whose experiences are being measured? Who is counting and who is being counted? IIED staff, however, feel IIED would have to make a significant effort to develop stronger competencies and systems for quantitative data collection and management, and more broadly on data management and sharing within the organisation.

- o *(8) Youth/future generations – bringing voices of the future into the present:* This was recognised as a critically important trend for future sustainability action, however multiple *discussions* raised the point that IIED currently has little or no capacity on engaging with youth and would have to change its approach, brand and communications style quite radically to engage.

Issues whose importance will likely depend on varying factors, and lower effort for IIED to work on today :

- o *(9) Maturing SDG politics, power relations on rights and responsibilities: [*This might be too vaguely defined as a topic.] Participants reflected that issues of power and politics come up all the time in IIED work. Perhaps for this reason there was a distinct lack of interest in the SDGs in the discussion from some participants. Related targets and indicators, and how these might be updated in the post 2030-agenda was either not brought up in conversations or was dismissed as being not what IIED should focus on, by some. [This may be coming from the local focus of IIED's work, or the fact that

SDGs are a legally binding instrument – but these speculations were not tested with IIED staff]. However, other staff noted that IIED's reputation, LDCs group work for UNFCCC and on the ground experience could be leveraged for influence in the next SDGs agenda-setting process. Thinking about this trend, one participant reflected that IIED assumes that most people they are talking with are familiar with the sustainability agenda framing their work, but this might not be true. Their perception is that, in the UK at least, the SDG agenda is quite niche and policy action is not framed by it. Another discussion used this theme to reflect on a potential change in IIED's approach to work more actively and visibly in the Global North in future on raising awareness on responsibilities for advancing global sustainability goals in the UK, EU. Framed as "redressing the imbalance" in its current focus for active work in the Global South, discussed by some staff as a barrier to practising decolonisation, one discussion imagined a reversal of the flow of expertise and lived experience: IIED bring local experience with tackling poverty, homelessness/temporary housing, climate adaptation from the Global South to the UK and European countries as these issues become more prevalent.

o *(10) Threats to democracy and closing civic space :* Recognised as something that depends on place, relationships, reputation. The discussion recognized that democracy is being continually negotiated. It is the water IIED and their peers swim in, and Partners matter to IIED hugely and if they were under threat, IIED would want to do something to help – the amplification of partners voices into different spaces and will end the IIED voice and attempt to exercise influence where we can. However, IIED is not in the business of changing civic space and would not be well placed to make this something IIED was known for. It is a contextual factor that IIED has to navigate in choosing project locations and partners but IIED is not well equipped to engage with "serious" or "tricky" relationships where they do not have long standing engagement and understanding of the politics.

o **(11) Post-truth, relativism and the role of science**: Thinking about the role of science in the world is part of how IIED has to operate. However, there is a sentiment that IIED have turned a corner, at least in Climate Change, now that the climate science question is no longer as live as it had been. However, the significance of propaganda influence and the trends away from evidence being considered the most critical element in decision making in certain parts of the world means IIED will likely have to engage with this trend without being naive. Social media has fast become a civic space. One participant reflected that we might be looking at "a closing of the rationale civic space, and a growth in the irrational civic space" – where is the nuanced civic space? How is the value of what IIED does going to be perceived by governments in future? IIED cannot assume that governments will always see this. The pathways forward on this might look like a series of staff talks to discuss what the implications are for their work, and finding a partner who understands this area well to explore.

Recommendations

Reflection on some established elements of IIED in the context of the 11 trends

The discussion prompted some overarching questions for some:
o What do we mean by 'development' anymore and what does it look like in future? Should IIED even be called IIED in future?
o There are different needs in different regions – growth regions vs regions that may need to innovate a form of degrowth. How will IIED engage with this? This was phrased more as an open question that a recommendation per se, but the listing of the issues in this exercise prompted a participant to wonder whether the group structures used to organise work at IIED (since 2005) are still the relevant groupings and whether they could identify issues like these. ILES are the most connective vehicle, but this is not sufficient to identify new themes. Is there a mismatch between how IIED sees the key issues going forward and the current thematic structure?

o Would IIED have to engage in politics more than it does currently, discussed with the example of the EU Green new deal example, engaging in EU politics in order to influence sustainability outcomes in the EU and further afield?

It was noted that the trends listed could also be interpreted as 'ways of working' for IIED, each requiring effort to integrate them across thematic research in the organisation.

Some possible questions for the next phases of discussion on IIED's future

o How to link the core strength of IIED today to the future trends deemed likely to be highly influential? Based on IIED's track record on vertical and horizontal integration and scaling, what is the value IIED and its partners can bring to these themes?

o In what ways is IIED ready to start a practice of decolonisation and make the link to just transitions to new paradigms of regenerative and circular economies?

o What trends are too much of a leap for IIED to move towards today?

ANNEX 10. ILLUSTRATIVE PARTNERS' COMMENTS ON FUTURE COLLABORATION WITH IIED

- The …. will enhance its support to developing countries, particularly LDCs to develop and update their NDCs and long-term strategies, capacity building, adaptation and climate finance, with focus on adaptation finance.

- I would prefer that IIED continues with the support to my country as a Least Developed Country. The support can be in the form of capacity-building on climate change in different areas such as on legal issues, project planning and any other environmentally related issues on Climate change. Also, support can be in the form of funding to fund studies to be undertaken and important relevant meetings within our respective areas to enable us to participate.

- Fellowship programs for LDC Group negotiators at climate change. Negotiators could do desk research on selected topics and present at seminars.

- Will look up to IIED for continued support in leading the LDC capacity building team in the UNFCCC process.

- …. would like to collaborate with IIED to ensure that LDCs Countries are capacitated and oriented to manage LIFE AR as a Legal Entity through a Legal Entity in the shortest time possible.

- I expect we will continue collaborating on the CBA conference series and the basket of activities known as "Locally Led Adaptation."

- Building Capacity for young Climate Change Negotiators. Currently, there are not many negotiators in …. that can access to opportunity and participate in the climate change negotiation process … IIED has the capacity to build great LDCs' negotiators, as it has always been doing so.

- We would like to see IIED engage more constructively on Loss and Damage, linking the global to the local and not dismissing the demands of developing countries with an exclusive focus on the local. We would also like to see IIED support national governments in developing mechanisms to channel support for addressing loss and damage. Ultimately the distinction between local and global is false and if IIED is going to brand itself as supporting the LDCs and other vulnerable developing countries the demands of these countries must be supported by all - not just the negotiations team.

- Capacity building of developing countries in the climate negotiation process, strengthen the capacity of local communities to adapt to nature loss and climate change, advocating for the most vulnerable countries and facilitate their key priorities to be heard.

- Capacity building for NGOs (in the global south) around natural resource management, and adaptation to climate change.

- There is a good opportunity to further deepen the partnership with IIED and see the principles for locally-led adaptation being folded into projects in development and under implementation that are promoted by Initiative 20x20 partners in Latin America. This means improving and enhancing the contributing role of restoration and conservation to adaptation outcomes in the region -

something that is of growing interest among partners to Initiative 20x20. Facing this challenge, we want to be equipped with the best knowledge to be able to provide good guidance in the project and programme development of the Initiative's partners (governments, technical organizations, and investors).

- We would like to have a collaboration with the IIED on climate change issues. The idea is to have support in the identification of what kind of legal framework can be applied to my country. For example: Could [we] be in a position to have Pollution Tax? Which kind of tax can be applied?

- Capacity building in climate change, climate finance, gender and climate, innovating climate resilient solutions.

- Work on climate change with special focus on mitigation, energy transition and market mechanisms.

- Developing and institutionalising the Valuing Variability framework — continuing the work in relation to pastoralism and dryland farmers, but also contributing to draw out its much wider relevance in the face of climate change, including for the institutional managing of uncertainty even within IIED.

- Elements of justice in transitions essential to cope with the climate crisis including the responsible exploitation of resources in global south. Structural barriers as result of colonial constructs in development.

- Dealing with the poverty-environment nexus in complex systems

- We need to strengthen partisanship in capacity building for better implementation of bilateral agreements

- In knowledge management and brokering on research and information - as part of a global effort to inform decision-makers and provide the data and illustrative examples that inform success towards climate objectives (across a spectrum of themes, informed by demand)

- IIED is in a good position to be an honest broker between developing countries, civil society and donors - and in a good position to press for and advocate PRACTICAL actions to drive adaptation, mitigation and response to loss and damage. An element of success is that some campaigning NGOs see them as in the donors' pockets, yet they are an effective gadfly to the donors while keeping the trusty of developing countries. No mean feat!

ANNEX 11. LIST OF REVIEW FINDINGS

IIED's impact

1. IIED continues to be perceived as a very active and also impactful organisation in 'research-to-action' knowledge translation in sustainable development (governance) - and with distinctive positive qualities that make it stand out above the fray. Available evidence confirms this perception, while raising a number of issues requiring attention if IIED is to achieve its full potential in a transforming world.

2. IIED's best and largest-scale outcomes have been achieved when it implemented, with its partners, a set of actions that influenced local to global agendas, created and shaped new spaces to influence agendas, garnered the support of agencies with a large international footprint, and/or worked from a theoretical or local level along pathways that can lead to material impacts based on a good understanding of how change processes take shape. This required deliberately working with interdependencies, relationships, leverage points and points of power in systems.

3. IIED's most prominent outcomes are accompanied by a plethora of 'smaller' assorted and unconnected outcomes. While such outcomes lay the basis for further work, or contribute to innovation and catalytic action, this situation and how it is reported also limit IIED's potential to contribute to (systems) change at a notable scale, and tends to exhaust staff. It also prevents the full 'impact story' or key impact narratives of IIED and its partners to be told. This can lead to an underestimation of the value of IIED's contributions, fail to highlight weaknesses in design and implementation, and demotivate staff.

4. IIED's strategy builds on its well-recognised track record of 'local-to-global' action for social and ecological justice, provides enough freedom to experiment, and encourages IIED to capitalise on what has gone before while also giving enough space for innovation. Importantly, it reflects a sophisticated underlying systems-informed design, but one that has yet to be further developed and made more explicit in order to exploit its full potential. Some of the implications are that a robust focus on the four current key impact pathways is useful, but not enough to get to the outcomes that IIED seeks to achieve or advance, and that important assumptions underlying IIED's theories of change may require deeper interrogation and assessment.

5. Despite the many important and useful contributions by IIED over recent years in a diversity of contexts, these are perceived by some as somewhat less ground-breaking and innovative than in earlier years. This perception highlights the importance of ensuring good impact narratives, but also points to the challenges inherent in IIED's position and work within increasingly high-profile and competitive fields of work.

6. In both the research groups and operational units, IIED is not yet paying sufficient attention to potential (early) unintended consequences of its approach, processes and contributions, to 'killer assumptions' in its theories of change, or to hidden nuances in implementation practices that might detract from success.

Key influences on IIED's journey to impact

Internal issues and dynamics

7. IIED has a unique combination of impressive strengths that contributes greatly to its success, and that it continues to foster. At the same time it is being constrained by internal factors that demotivate and place significant strain on staff. These negative factors, although urgent to address, are still outweighed by the positive aspects and the ongoing efforts to address emerging challenges and to reposition and streamline its work. However, the speed with which IIED will change or transform into an organisation fit for the future will depend on whether staff motivation can be sustained amidst stressful times.

Internal collaboration and coherence

8.   IIED leadership and staff recognise the importance of strategy and programme coherence, but weaknesses remain. There are many examples of collaboration among individuals in teams, between research groups and operational units, and between research groups. Mechanisms implemented to facilitate cooperation amidst have been timely and appreciated, yet insufficient in the face of obstacles, and there are many examples of unused opportunities that weaken the potential for impact. Daily realities make internal coherence and collaboration a challenge in practice, and preconditions for collaboration are not always adequate.

Partnerships

9.   IIED's partners continue to hold it in high regard and to value their collaboration. They point to many of the main qualities that together define IIED's niche and comparative advantage. These qualities relate primarily to (i) IIED's principled, committed and empathetic stance, (ii) its capabilities when having to cross research-to-action boundaries, (iii) its respectful engagement during collaboration, and (iv) its reach and influence across diverse groups and situations.

10. Partnerships remain central to IIED's success, and there have been many positive developments in IIED: groups have refreshed partnerships, relevant principles have been implemented, and data availability has improved. Yet the lack of nuanced central information that can facilitate shared lessons, decisions on how to work with "difficult" partners, and insufficient progress towards a robust ecosystem of interconnected strategic short- and long-term partners - including more "unusual" actors continue to constrain the potential of an 'IIED partnership ecosystem'.

11. IIED remains an attractive companion for future collaboration. The reasons and expectations emphasise continuity rather than innovative new initiatives, running the gamut of IIED's types of engagement and foci. There is a strong interest in climate change intersecting with a variety of fields of work, in ongoing engagement with the LDC initiatives and, despite IIED often admirably stepping back out of the limelight for the partners' sake, a wish among some that it again leads on a 'big, transformative idea'.

Towards decolonisation

12. IIED's position alone means that it has to demonstrate decolonised approaches and practices, as well as understanding of the political issues and trends that shape them. It has done much through its long-standing awareness of North-South dynamics in partner relations as well as recent studies and discussion, but much more deep work is necessary for implementation. It is therefore commendable that the IIED leadership and majority of staff are showing genuine institutional commitment to decolonising mindsets, systems and practices. But in practice complexities still abound, and implementation is and will be challenging.

13. The key reasons for how staff profess to select partners are defensible for practical reasons, but also an example of the need for subtle shifts in mindset and practices about how partnerships are conceived.

Monitoring, evaluation and learning

14. IIED has developed an impressive monitoring, evaluation and learning system in the shape of the Learning and Impact Framework (LIF). While not yet fully developed and embedded in the organisation, the LIF is helping to encourage alignment in programming and starting to provide meaningful evidence that can strengthen strategies, plans, decisions, communications and fundraising. However, staff ownership and learning are still limited, nuances in outcomes tracking not sufficiently highlighted and analysed, and higher-level syntheses too few to tell IIED's impact story.

Responsiveness and adaptiveness

15. IIED is responsive and adaptive. This is well demonstrated by its response to the COVID-19 crisis and by programmes that demonstrate anticipation, as well as the grasping of windows of opportunity, where frame funding, partners and the expertise of staff members play crucial roles. However, while this quality is positive and embedded in the advantage of building areas of long-standing expertise, it also contributes to the scattered and short-term nature of many of IIED's initiatives.

16. IIED is quick to identify and engage, but at times slow to follow up or disengage. Efficient action does not always follow urgently-launched internal studies or decisions that matter; at times leadership decisions and implementation have been slower than expected, causing disillusionment among some staff, especially when decision-making appears to be opaque. Similarly, while IIED's long-term foci on important areas of work are essential, projects and 'comfort zone' or 'tired' areas of work are also not always exited in time, or with the necessary elegance.

17. IIED has yet to respond effectively with strong leadership to some of the thorny challenges that have been influencing its work and effectiveness, and to broad global shifts in the sustainable development governance and regeneration landscape.

Financing model and frame funding

18. The promise of IIED's strategy, partnerships and ways of working is visibly inhibited by its financing model that privileges short-term, ad hoc funding sources based on financier interests above longer-term, strategic financing opportunities that promote well-tailored priorities, ongoing experimentation and 'big' thinking and doing. Frame funding has proven to be crucial to help IIED maintain its edge, innovate, execute key parts of its strategy. IIED was able to launch strategic and innovative initiatives, use seed funding to attract additional financing, initiate strategic forward-looking analyses, navigate in an agile manner some of the shocks of the COVID-19 pandemic, maintain effective operations, and give research staff breathing space from the extreme demands of fundraising. Without such funding, IIED will become a shadow of its current self, exposed to very high transaction costs inherent in its financial model and aspects of its decolonisation efforts.

Tensions, contradictions and potential trade-offs

19. There are several tensions and contradictions either inherent in IIED's structure, or that have evolved due to how the leadership and staff work. Tensions can be creative, but in IIED also often hinders collaboration and progress.

Preparing for the future

20. IIED's focus on responding to global dynamics and repositioning the organisation amidst a future full of uncertainties and global shifts is timely and necessary. Although a major challenge, this is one that IIED can successfully meet.

21. Among 'wicked' problems, shifting notions of 'development' and a focus on 'decolonisation', IIED-Europe, the Impact and Learning Exercises (ILEs) and the evolving Global Engagement Themes (GETs) are some of the valuable and well-timed additions in support of IIED's repositioning.

22. IIEED has many strengths that will continue to serve it well. It has comfortably connected to local as much as to global issues, has a wealth of experience in research-to-action work, and has an edge on others in the Global North through its strong connections to partners in the Global South and North who appreciate and trust IIED. This positions it well for the future – but with caveats. Developing pertinent areas of work that build on its current strengths will require significant effort while facing significant challenges in its repositioning, many of which IIED has grappled with for a