

ADB

LEARNING FROM
Evaluation



FACILITATOR'S GUIDE

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Program

OVERVIEW

INTRODUCTION

This course was developed and piloted on two occasions in 2010 with staff of the Asian Development Bank (ADB) and other participants from a range of ADB's partner organizations in the Philippines.

The course was commissioned by Olivier Serrat, Principal Knowledge Management Specialist and Head, Knowledge Management Center at ADB and was written by Bruce Britton of Framework.

The course materials in this Facilitator's Guide and the accompanying Participant's Workbook and PowerPoint presentation have been revised to share with a wider audience. Some references to ADB's practices have been retained for illustrative purposes but the more detailed examples have been replaced with more general references.

OBJECTIVES

The workshop will examine evolving good practices concerning evaluation, organizational learning, monitoring, systems thinking and adaptive management, and how these concepts interrelate. It will investigate what is meant by a "learning approach to evaluation"—designing evaluation with learning in mind. Participants will assess the benefits of using a learning approach to evaluation. They will examine practical strategies for balancing the three main purposes of evaluation: evaluation for accountability, evaluation for improving performance, and evaluation for learning.

EXPECTED OUTCOMES

This learning program will enable participants to:

- Understand and apply the key concepts of evaluation for learning
- Create the conditions for effective learning from evaluation
- Design evaluation Terms of Reference and evaluation processes to enable learning, adaptive management, and the utilization of results
- Conduct effective "After Action Reviews" and "Retrospects"
- Integrate learning and the use of the Logical Framework Approach
- Assess when and how to use alternative approaches to evaluation such as "Outcome Mapping", "Most Significant Change", and "Appreciative Enquiry"

Program

PREPARATION

Please read through the following carefully so that you are well-prepared for conducting the course.

Please note that some of the materials in this module were devised specifically for staff of the Asian Development Bank and may not be directly relevant to other audiences. The Session Plans and resource materials have been retained in order to provide an example of how the sessions were facilitated and to provide ideas for adapting materials for other audiences.

FACILITATOR PREPARATION

Familiarize yourself with all of the materials including the PowerPoint presentation.

Make sure you have all the materials listed in the Materials Required section.

Prepare sets of cards using the worksheets in this manual as follows:

- Carousel Discussion Cards – one set only
- Word Mime Cards – one set only

Print out copies of the Participant's Workbook for each participant.

Download and print out copies of the following handouts for each participant:

- Jones, Harry, and Simon Hearn (2009) Outcome Mapping: a realistic alternative for planning, monitoring and evaluation, London: ODI Available: <http://www.odi.org.uk/resources/download/4118.pdf>
- Acosta, Anne, and Boru Douthwaite (2005) Appreciative Inquiry: An approach for learning and change based on our own best practices, ILAC Brief 6. Available: http://www.cgiar-ilac.org/files/publications/briefs/ILAC_Brief06_inquiry.pdf
- Marra, Mita (2000) How Much does Evaluation Matter? Some Examples of the Utilization of the Evaluation of the World Bank's Anti-Corruption Activities, Evaluation 2000 6:1 pp22-36. Available: http://cnr-it.academia.edu/documents/0059/8882/My_article_on_Evaluation_2000.pdf
- Vogt, Eric, Juanita Brown and David Isaacs (2003) The Art of Powerful Questions: Catalyzing Insight, Innovation and Action, Whole Systems Associates. Available: <http://www.theworldcafe.com/articles/aopq.pdf>

Download and print copies of the following Knowledge Solutions handouts for each participant:

- Output Accomplishment and the Design and Monitoring Framework Knowledge Solution handout. Available: <http://www.adb.org/Documents/Information/Knowledge-Solutions/Output-Accomplishment.pdf>
- The Perils of Performance Measurement Knowledge Solution handout. Available: <http://www.adb.org/documents/information/knowledge-solutions/perils-of-performance-measurement.pdf>
- Asking Effective Questions Knowledge Solution handout. Available: <http://www.adb.org/documents/information/knowledge-solutions/asking-effective-questions.pdf>
- Outcome Mapping Knowledge Solution handout. Available: <http://www.adb.org/Documents/Information/Knowledge-Solutions/Outcome-Mapping.pdf>
- Appreciative Inquiry Knowledge Solution handout. Available: <http://www.adb.org/Documents/Information/Knowledge-Solutions/Appreciative-Inquiry.pdf>
- The Most Significant Change Technique Knowledge Solution handout. Available: <http://www.adb.org/Documents/Information/Knowledge-Solutions/Most-Significant-Change.pdf>
- Embracing Failure Knowledge Solution handout. Available: <http://www.adb.org/documents/information/knowledge-solutions/embracing-failure.pdf>
- Harvesting Knowledge Knowledge Solution handout. Available: <http://www.adb.org/documents/information/knowledge-solutions/harvesting-knowledge.pdf>
- Improving Sector and Thematic Reporting Knowledge Solution handout. Available: <http://adb.org/documents/information/knowledge-solutions/improving-sector-thematic-reporting.pdf>

Print out handout versions (four slides per page) of the accompanying PowerPoint presentation for each participant.

Send out the following readings in advance:

- ADB (2009: 44) Learning from Evaluation. Manila. Available: <http://www.adb.org/Documents/Information/Knowledge-Solutions/Learning-from-Evaluation.pdf>
- Bayley, Scott (2008) Maximizing the Use of Evaluation Findings. Manila: ADB. Available: www.adb.org/Documents/OED/Occasional.../Evaluation-Findings.pdf

- Woodhill, Jim (2005) M&E as Learning: Re-thinking the dominant paradigm from Monitoring and Evaluation of Soil Conservation and Watershed Development Projects, World Association Of Soil And Water Conservation. Available: <http://www.capfida.mg/km/atelier/wageningen/download/Jour2/ME%20as%20Learning%20%20-%20%20Woodhill%20%20.doc>
- Evaluation Scenario Worksheet

Suggestion: If possible, during the course, take digital photos of the group activities and flipchart presentations so that these can be projected at the “Wrap Up” session. The photos act as an “Aide-Mémoire” for participants and also provide some entertainment for those participants who complete the personal action plan and evaluation forms quickly.

OTHER MATERIALS REQUIRED

Plenary room and small-group discussion areas; whiteboard and pens; 2–3 flipchart stands, flipchart paper, and marker pens; laptop and data projector

PowerPoint presentation

Adhesive tape (masking tape is best because it is easily removed) and/or Blu-Tack for sticking cards and flipchart sheets onto walls

Blank index cards in different colors

Basic stationery for each participant

PARTICIPANT PREPARATION

Prior to the course, ask the participants to read the following articles by sending documents or the URLs to download them:

- ADB (2009: 44) Learning from Evaluation. Manila. Available: <http://www.adb.org/Documents/Information/Knowledge-Solutions/Learning-from-Evaluation.pdf>
- Bayley, John Scott (2008) Maximizing the Use of Evaluation Findings. Manila: ADB. Available: www.adb.org/Documents/OED/Occasional.../Evaluation-Findings.pdf
- Woodhill, Jim (2005) M&E as Learning: Re-thinking the dominant paradigm from Monitoring and Evaluation of Soil Conservation and Watershed Development Projects, World Association of Soil and Water Conservation. Available: <http://www.capfida.mg/km/atelier/wageningen/download/Jour2/ME%20as%20Learning%20%20-%20%20Woodhill%20%20.doc>

Program

SCHEDULE

DAY 1	
09:00 - 09:30	Welcome and introductions
09:30 - 09:45	Review of course objectives, program, and expectations
09:45 - 10:30	Evaluation, monitoring, and planning
10:30 - 10:50	Break
10:50 - 12:00	The evolution of evaluation
12:00 - 13:00	Lunch
13:00 - 14:30	Managing the purposes of evaluation
14:30 - 14:50	Break
14:50 - 16:30	A learning approach to evaluation
16:30 - 17:00	Small group reflection on Day 1 Feedback to facilitator / Individual learning logs Preparation for Day 2
DAY 2	
09:00 - 09:30	Review and Preview
09:30 - 10:40	How to maximize the use of evaluation findings
10:40 - 11:00	Break
11:00 - 12:00	Utilization-focused evaluation
12:00 - 13:00	Lunch
13:00 - 14:00	Learning-focused approaches to evaluation - Most Significant Change and Appreciative Inquiry
14:00 - 15:00	Learning-focused approaches to evaluation - Outcome Mapping
15:00 - 15:15	Break
15:15 - 16:15	Leveraging learning from evaluation
16:15 - 16:40	Personal action planning
16:40 - 17:00	Wrap up Course evaluation

Session 1

WELCOME AND INTRODUCTIONS

SESSION OVERVIEW

- Participants and facilitator introduce themselves.
- Using an exercise, participants have the opportunity to find out some interesting information about each other.

RESOURCES

One set of Carousel discussion Cards

WELCOME AND INTRODUCTORY ROUND		
10 mins	<p>Welcome participants.</p> <p>Facilitator introduction.</p> <p>Introductory round. Participants share their name, job title, and department.</p> <p>Introduction to why this course is important for ADB.</p>	
CAROUSEL EXERCISE		
20 mins	<p>Introduce the “Carousel” exercise. The exercise is an opportunity for people to get to know each other in an informal and relaxed way.</p> <p>Participants should arrange their seats in two concentric circles, each with the same number of chairs. The inner circle has the chairs facing outwards and the outer circle has the chairs facing inwards. Chairs should be arranged in pairs, one in the inner and one in the outer circle. The facilitator should join in the exercise. If this makes an odd number, add an extra chair to the outer circle and explain that this is the timekeeper’s chair. Whoever sits in the chair calls out the time.</p>	<p>Carousel discussion cards – prepared in advance</p>

	<p>Place a Carousel card between each pair and explain that these cards will act as discussion starters. Each person has only one minute to discuss what is written on the card. After exactly 2 minutes the facilitator (or the person sitting in the extra Timekeeper’s Chair if there is one) should call “Time”. The participants must then leave the card between the chairs. Those on the inner circle should move one chair clockwise whilst those in the outer circle move one chair anti-clockwise. Each person should then have a new partner and a new subject to discuss. Repeat the process about four or five times.</p> <p>Ask participants what they found interesting about the experience. Point out that even in a short time, people can deepen their relationships through structured experiences that encourage sharing.</p>	
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Carousel

DISCUSSION CARDS

Instructions for facilitator:

Prepare one set of these cards by cutting out the statements and sticking each one to a card. If you wish, you can add some statements of your own using the blanks.

Describe something that you have achieved in the past year that you are pleased about.

If you could travel to any part of the world, where would you go and why?

What are you looking forward to most during this course?

If you could have a conversation with anyone in the world, who would you choose and why?

What do you enjoy most about your job?

What is the most challenging part of your work?

If you could change one thing about your organization, what would it be?

Name someone who has really influenced your thinking. In what way did they influence you?

Name one of your interests outside work and why you enjoy it.

What would be your ideal job?

What do you like to do to relax?

What, for you, is a characteristic of an effective team?

What do you hope to learn from attending this course?

What do you wish for the future of your organization?

Describe a place from your past that you would like to re-visit.

What gives you most satisfaction
in your work?

Others

Others

Others

Session 2

REVIEW OF COURSE OBJECTIVES, PROGRAM, AND EXPECTATIONS

SESSION OVERVIEW

- Facilitator explains course objectives and program
- Participants' questions are addressed
- Facilitator summarizes expectations raised at pre-course meetings with participants
- Ground rules are agreed
- Course practicalities are explained

KEY LEARNING POINTS

Course objectives and program
Colleagues' expectations
Ground rules for the course
Course practicalities

RESOURCES

PowerPoint presentation
Facilitator's notes from pre-course meetings
Flipchart and marker pens

REVIEW OF COURSE OBJECTIVES, PROGRAM, & EXPECTATIONS		
5 mins	Present course objectives and program and deal with any questions of clarification.	PowerPoint
5 mins	Briefly explain course practicalities: emergency exits, location of washrooms, break, and meal arrangements.	PowerPoint

Session 3

EVALUATION, MONITORING, AND PLANNING

SESSION OVERVIEW

- Introduction to the key messages of the course
- Introduction to the PME Triangle, definitions of terms, evaluation criteria and the evaluation chain
- Introduction to evaluation systems
- The limitations of program logic approaches
- Introduction to the different types of evaluation.

KEY LEARNING POINTS

Evaluation is a crucial part of the system that includes planning, implementation, and monitoring.

The OECD DAC five criteria for evaluations, whilst not explicitly mentioning learning, all require different degrees of learning.

Most M&E systems are based on program logic models which have limitations in their ability to measure performance.

RESOURCES

PowerPoint presentation

Flipchart & marker pens

Perils of Performance Measurement Knowledge Solution handout

Output Accomplishment and the Design and Monitoring Framework

Knowledge Solution handout

INTRODUCTION AND OVERVIEW		
5 mins	Introduce session overview using PowerPoint. Deal with any points of clarification.	PowerPoint
THE KEY MESSAGES OF THIS COURSE		
5 mins	Use PowerPoint to introduce the key messages of the course.	PowerPoint

THE PLANNING, MONITORING, AND EVALUATION TRIANGLE

10 mins	Explain to participants that we will start with a brief reminder of key concepts to ensure that we have a shared understanding of terms.	
	Use PowerPoint to introduce OECD definitions of monitoring and evaluation, the purposes of M&E, and what makes a quality evaluation.	PowerPoint
	Use PowerPoint to introduce the Planning, Monitoring, and Evaluation Triangle.	PowerPoint

THE EVALUATION CHAIN

5 mins	Use PowerPoint to introduce the evaluation chain, definitions of output, outcome, and impact, and the levels of influence and control that we have on each.	PowerPoint
	Use PowerPoint to introduce the OECD DAC Evaluation Criteria and relate these to the evaluation chain.	PowerPoint

MONITORING AND EVALUATION SYSTEMS AND THE CHALLENGES OF LOGIC MODELS

10 mins	Use PowerPoint to introduce the idea of monitoring and evaluation forming a system that comprises a number of stages. Different organizations have slightly different systems, but all are basically the same.	PowerPoint
	Use PowerPoint and the Perils of Performance Measurement Knowledge Solution handout and the Output Accomplishment and the Design and Monitoring Framework Knowledge Solution handout to introduce the limitations of the logic models upon which most M&E systems are based.	PowerPoint Perils of Performance Measurement Knowledge Solution handout
		Output Accomplishment and the Design and Monitoring Framework Knowledge Solution handout

CONCLUSION

5 mins	Using PowerPoint, present the key learning points from the session.	PowerPoint
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Session 4

//// THE EVOLUTION OF EVALUATION

Please note: In the original ADB training module, this session was designed specifically for the staff of the Asian Development Bank. Facilitators will need to design a session that is suitable for their audience. Some suggestions for activities are given below.

If your organization has an evaluation specialist, ask him or her to contribute to the timeline exercise and to summarize the current position concerning evaluation in your organization.

SESSION OVERVIEW

Develop a timeline that shows how the evaluation function has evolved.

Identify influential evaluations conducted in the organization and what lessons have been learned from them.

Identify current challenges concerning evaluation practice in the organization.

KEY LEARNING POINTS

Every organization's approach to evaluation is influenced by the evolution of its evaluation function.

Some evaluations may have been particularly influential in the way the evaluation function has evolved. It can be useful to understand this.

RESOURCES

Evaluation Timeline Worksheet

Roll of paper or flipchart sheets taped together to make a timeline

Marker pens

Cards

SESSION OVERVIEW		
5 mins	<p>Introduce session overview using PowerPoint.</p> <p>Deal with any points of clarification.</p>	PowerPoint
EVALUATION TIMELINE		
15 mins	<p>Introduce the idea of a timeline using the Evaluation Timeline worksheet.</p> <p>Set up a timeline on the wall and ask participants to contribute their ideas. Encourage participants to talk so that a lively atmosphere is created.</p>	Evaluation Timeline worksheet
15 mins	<p>Open a plenary discussion based on the questions at the end of the worksheet, namely: In what ways has your organization's evaluation approach or practice changed over time? What lessons has the organization learned about evaluation from specific evaluations that have been conducted?</p> <p>Summarize key points on a flipchart.</p>	
EVALUATION CHALLENGES		
30 mins	<p>Explain to participants that every organization is likely to be facing challenges in the way it carries out the evaluation function. These challenges may be financial, concern stakeholder participation, or identifying evaluators who share the organization's value base. Or they may be entirely different. Ask participants to write down on a card what they see as the biggest challenge concerning evaluation that their organization is facing.</p> <p>Ask each participant to present the challenge they have identified. After presenting, they should place their card on a flipchart, clustering with others if appropriate.</p> <p>Summarize the challenges, if possible by creating headings for the clusters of cards.</p> <p>Ask participants what they think the organization needs in order to overcome these challenges.</p>	PowerPoint Cards and marker pens

Evaluation Timeline

WORKSHEET

A timeline exercise is a very valuable (and quick) way of building a shared understanding of the development of evaluation from the perspective of the people in the organization.

The purpose of an evaluation timeline is to develop a shared understanding of the evolution of evaluation policy and practice and the significant events that have shaped the development of evaluation in your organization.

Set up the timeline by fixing to a wall a roll of paper or taping flipchart sheets together to make a paper about 1 meter high by about 3–4 meters long. Mark a horizontal line from one end of the paper to the other about halfway down the paper. Decide on the length of period you want to cover in the timeline. In the example below, it is from 2000 to 2007 but the right-hand end should always finish at the present day. Mark the years along the line. Allow more space for more recent years (as it is likely that everyone will have more to say about the organization's recent history).

2001 2002 2003 2004 2005 2006 2007

Every participant should gather around the timeline with a marker pen. Make your contributions and talk to other participants as you do so. You have about 15 minutes to write your comments on the timeline. Include the following on the timeline (and add your own ideas).

1. Important organizational achievements (including those concerning evaluation)
2. People (joining and leaving) – particularly any evaluation specialists
3. Key decisions such as the introduction of new organizational policies or the creation of a specialist evaluation unit or post
4. Important documents (e.g., policy documents, influential evaluation reports)
5. Significant changes (intended and unintended) such as new organizational leaders, new partnerships, or changes in staff morale

6. Outside influences such as changes of donor policy concerning evaluation, funding availability, changes in government policy
7. Other relevant events (planned or unplanned) such as attendance at an influential course on evaluation

When the 15 minutes are up, discuss with others the comments they have written. Also, check the accuracy of the timings, discuss the sequence of events, and draw out any interesting comments, insights, or surprises.

In what ways has your organization's evaluation approach or practice changed over time? What lessons has it learned about evaluation?

Session 5

////// MANAGING THE PURPOSES OF EVALUATION

SESSION OVERVIEW

- Introduction to two main purposes of evaluation - accountability and learning
- Introduction to evaluation for accountability
- Introduction to learning
- Examination of the different characteristics of evaluation for learning and for accountability
- Exploration of the nature of feedback and lessons in evaluation
- Introduction to OECD quality standards for evaluation follow-up, use, and learning

KEY LEARNING POINTS

Evaluation has two main purposes - accountability and learning. Both are important.

These purposes are often considered to be mutually exclusive, but the reality is that they overlap in the realm of Performance Improvement and Development Effectiveness.

Feedback is particularly important to maximize the opportunity for learning by a range of interested parties.

Whether “lessons” are “learned” is open to many influences, but improving the quality of lessons can increase the chances of learning.

RESOURCES

PowerPoint

Learning from Evaluation Knowledge Solution handout

SESSION OVERVIEW		
5 mins	Introduce session overview using PowerPoint. Deal with any points of clarification.	PowerPoint
PURPOSES OF EVALUATION ACTIVITY		
15 mins	Divide participants into groups of around 6 people. Give each group a stack of cards and ask them to brainstorm onto the cards what they see as the main purposes of evaluation.	Flipchart Cards and pens

THE PURPOSES OF EVALUATION		
15 mins	Use PowerPoint to introduce the OECD definition of the purposes of evaluation, and the objective of evaluation in ADB.	PowerPoint
	Use PowerPoint to explore what is meant by accountability and some of the characteristics of evaluation for accountability.	PowerPoint
	Use PowerPoint to introduce what is meant by learning, the experiential learning cycle, and collective learning from experience.	PowerPoint
PURPOSES OF EVALUATION ACTIVITY		
20 mins	Now ask the participants to stick their cards on one of three flipcharts with the headings “Evaluation for Accountability”, “Evaluation for Learning”, and “Other Purposes”.	Flipchart Cards and pens Glue stick for each group
	Open a discussion about the balance between the number of cards under each heading.	
ACCOUNTABILITY VERSUS LEARNING?		
10 mins	Use PowerPoint and Learning from Evaluation Knowledge Solution handout to examine the different characteristics of evaluation for accountability and evaluation for learning.	PowerPoint Learning from Evaluation Knowledge Solution handout
5 mins	In plenary, introduce the idea that learning and accountability can overlap in the realm of “Evaluation for Development Effectiveness”. Show the PowerPoint of “Both/And”. Ask for participant responses. Point out that evaluation for accountability tends to focus on “single loop learning” whereas evaluation for learning encourages a more deep “double loop learning” approach. Our challenge is to balance the purposes and create M&E systems that enable both purposes to be achieved.	PowerPoint

FEEDBACK AND LESSONS		
20 mins	Refer back to the table contrasting evaluation for accountability and evaluation for learning, and raise the subject of feedback from evaluation. This is what closes the loop between evaluation and planning. Use PowerPoint to introduce what is meant by feedback and what action can be taken to improve the use of feedback.	PowerPoint
	Use PowerPoint to introduce lessons and what is needed to learn them. Emphasize the importance of learning as a process. It is not enough to simply amass knowledge assets. Lessons are only valuable when they are used to bring about change.	PowerPoint
	Use PowerPoint to initiate a discussion on what influences whether lessons are learned.	PowerPoint
	Use PowerPoint to introduce summary of recently published OECD Quality Standards for Evaluation Follow-Up, Use, and Learning	PowerPoint
CONCLUSION		
2 mins	Use PowerPoint present the key learning points from the session.	PowerPoint

Session 6

A LEARNING APPROACH TO EVALUATION

SESSION OVERVIEW

- Why we need a learning approach to evaluation
- The challenges facing learning-oriented evaluators
- Why questions are at the heart of “evaluation for learning”
- Using terms of reference to enhance learning from evaluation

KEY LEARNING POINTS

Learning is essential for organizations to adapt to changing circumstances and “do better”.

Evaluation provides a systematic opportunity to learn from the implementation of the organization’s activities – it can be institutionalized learning.

Building learning into evaluation is prone to a number of obstacles.

Using questions can be a simple but powerful way of placing learning at the heart of evaluation.

Terms of reference provide a useful vehicle for ensuring that questions are at the heart of evaluations.

RESOURCES

PowerPoint

Evaluation Considerations Before, During, After handout

Asking Effective Questions Knowledge Solution handout

Eric Vogt, Juanita Brown, and David Isaacs (2003) The Art of Powerful Questions: Catalyzing Insight, Innovation and Action, Whole Systems Associates.

Available: <http://www.theworldcafe.com/articles/aopq.pdf>

SESSION OVERVIEW

5 mins	Introduce session overview using PowerPoint.	PowerPoint
	Deal with any points of clarification.	

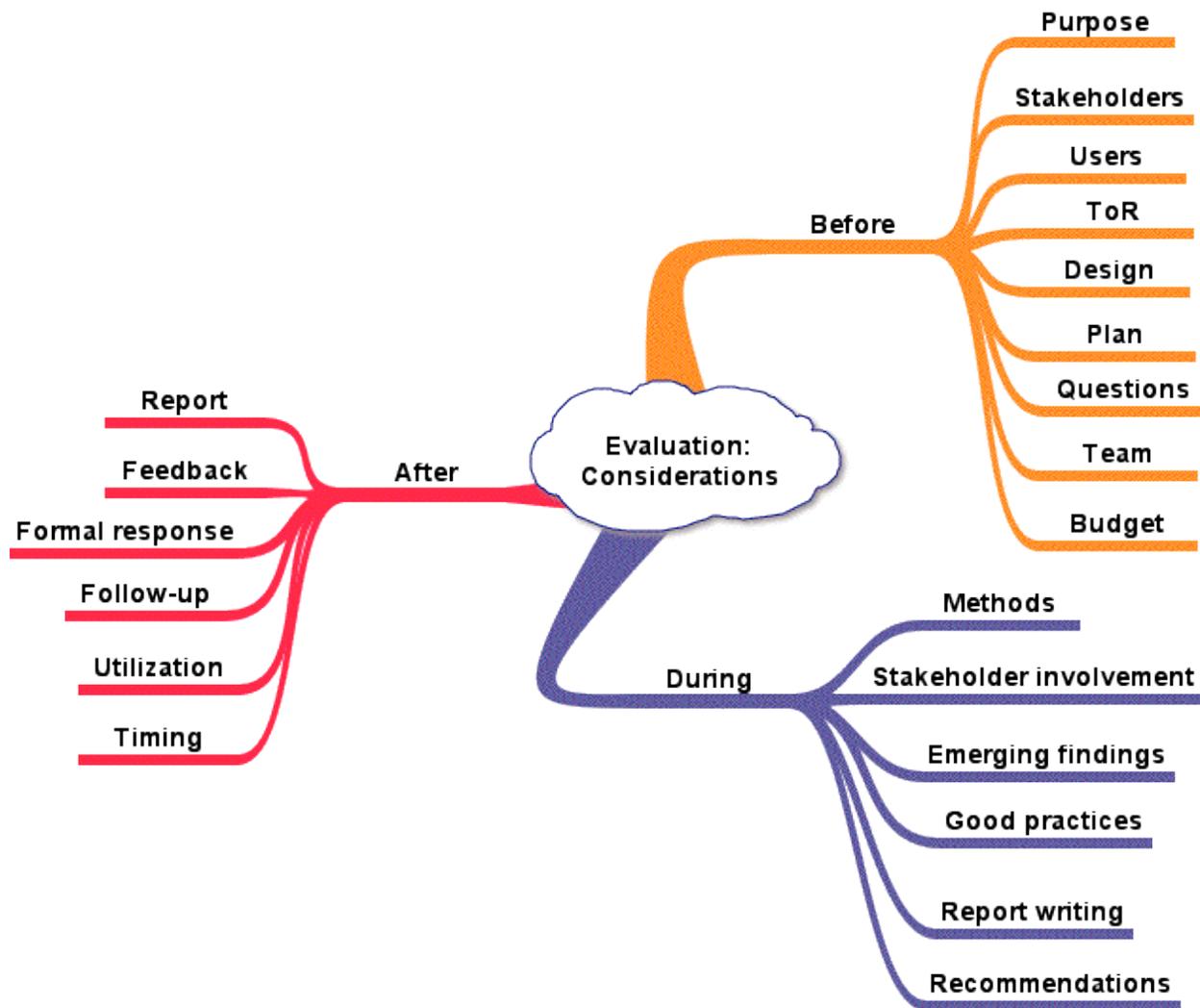
WHY WE NEED A LEARNING APPROACH TO EVALUATION		
5 mins	Use PowerPoints to make the argument for a learning approach to evaluation.	PowerPoint
CHALLENGES FACING LEARNING-ORIENTED EVALUATIONS		
5 mins	Use PowerPoint to introduce seven challenges facing learning-oriented evaluations.	PowerPoint
“DESIGNING LEARNING INTO EVALUATION - BEFORE, DURING, AND AFTER” ACTIVITY		
10 mins	<p>Explain that the best way to maximize learning from an evaluation is to design it in to the evaluation at three stages:</p> <ul style="list-style-type: none"> • before the evaluation • during the evaluation process • after the report is finalized <p>Using the PowerPoint and handout on Evaluation Considerations Before, During, and After, explain what factors may be important in building learning into evaluations.</p>	<p>PowerPoint</p> <p>Evaluation Considerations Before, During, and After handout</p>
25 mins	<p>Divide participants into three groups, and give each flipchart sheets and pens. Group 1 starts with BEFORE, Group 2 with DURING, and Group 3 with AFTER. After 15 minutes, each group will pass on its ideas to the next. Groups then have 5 minutes to add to the list or question items already on the list. The groups should pass on the sheets again so that every group contributes to each of the three sheets. Finally, the sheets are passed back to the initial group who are then asked to present the ideas.</p>	<p>Flipchart sheets and pens</p>
15 mins	<p>Allocate each group 5 minutes to present their stage of the Before, During, and After. Allow time for questions or comments after each presentation. Open a plenary discussion after all three have presented.</p>	

PLENARY DISCUSSION		
20 mins	During the plenary: <ul style="list-style-type: none"> • Ensure that all the issues for consideration in the handout have been covered • Reallocate ideas from one stage to another if appropriate 	Evaluation Considerations Before, During, and After handout
BUILDING LEARNING INTO EVALUATION TERMS OF REFERENCE		
5 mins	Explain that the terms of reference (ToR) are a key point of influence for the purpose and design of evaluations. Use PowerPoint to introduce the main elements of terms of reference for evaluations. Explain that ToR is an opportunity to think deeply about the evaluation design and go beyond the boundaries established by the logic model and the reporting requirements.	PowerPoint
	Use PowerPoint to describe strategies for building learning into ToR.	PowerPoint
QUESTIONS - THE HEART OF EVALUATION FOR LEARNING		
5 mins	Use PowerPoint to introduce the idea that questions provide a way of rethinking our approach to evaluation. Indeed, questions can be seen as the heart of evaluation for learning. Questions allow us to step back from the administrative requirements and think deeply about what we really want to learn from our investment of resources in a program.	PowerPoint
CONCLUSION		
5 mins	Using PowerPoint, present the key learning points from the session.	PowerPoint

Evaluation Considerations

BEFORE, DURING, AND AFTER

EVALUATION CONSIDERATIONS MIND-MAP



ISSUES FOR CONSIDERATION

BEFORE	DURING	AFTER
<p>Consider a Utilization-Focused Evaluation approach to the evaluation design.</p> <p>Balance an investigative approach with an appreciative approach.</p> <p>Build learning into the terms of reference.</p> <p>Include creative questions to guide the data collection.</p> <p>Involve stakeholders in the evaluation design (particularly in the development of questions).</p> <p>Establish a steering group for the evaluation so that capacity for future evaluations is strengthened.</p>	<p>Include narrative approaches such as Most Significant Change.</p> <p>Provide regular feedback of emerging findings throughout the evaluation process.</p> <p>Involve stakeholders in commenting on the feedback.</p> <p>Identify potential lessons for wider application.</p>	<p>Build in a range of feedback mechanisms.</p> <p>Ensure targeted dissemination of findings and recommendations.</p> <p>Ensure that a formal management response is prepared.</p> <p>Consider which parts of the finalized evaluation report could be made available as different types of knowledge products.</p> <p>Ensure that there are follow-up mechanisms.</p>

Session 7

REFLECTION ON DAY 1

SESSION OVERVIEW

- Facilitator briefs participants for Day 2
- Participants reflect on the day's program in small groups
- Representatives from each small group give feedback from their group to the facilitator

RESOURCES

PowerPoint

BRIEFING		
	Remind participants to read the Evaluation Scenario Worksheet before tomorrow.	
REVIEW		
10 mins	Ask participants to form small groups of no more than 5 participants.	
5 mins	Ask each group to agree a representative who will provide feedback to the facilitator. Using PowerPoint brief the groups about their task which is to discuss the following questions: <ul style="list-style-type: none">• What went well today?• What did not go well?• Suggestions for Day 2? Convene a meeting of the group representatives and note their feedback.	PowerPoint

Session 8

REVIEW AND PREVIEW

SESSION OVERVIEW

- Energizer to connect people to concepts introduced on Day 1
- Feedback on the small group feedback from Day 1
- Introduction to the program for Day 2

KEY LEARNING POINTS

Reminder of concepts introduced on Day 1

RESOURCES

Facilitator's notes on feedback from groups on Day 1

Word Mime cards (prepared in advance)

Flipchart and tape or Blu-Tack

Small prizes such as candy

WELCOME		
5 mins	Welcome participants and explain that in this session we will <ul style="list-style-type: none">• start with an energizer,• follow this with feedback on yesterday's feedback, and• then an overview of the day's program	PowerPoint
ENERGIZER - WORD MIME		
15 mins	Prepare a set of cards using the Word Mime cards. Divide participants into groups of up to 6. Ask participants to place one chair for each group in a line about one meter across the front of a flipchart pad. The chairs should be about 1 meter apart.	Word Mime cards

	<p>Explain that each group should select one member to sit on their group’s chair with their back to the flipchart.</p> <p>Explain that those sitting should not look at the flipchart. Stick one of the word cards to the flipchart. Explain that the person sitting must try to guess what word is on the card by watching the other members of their team acting out what is written on the card. The group members are not allowed to say or write anything and the person sitting must not look round to see what is on the card.</p> <p>The first individual to correctly guess the word gets a point for their group. Put up the next word on the flipchart and repeat the process until all the words have been used.</p> <p>The winning group should be given a round of applause (or small gifts such as fruit or candy if you have them).</p>	
FEEDBACK ON THE PARTICIPANTS’ FEEDBACK		
5 mins	<p>Present summarized feedback of the participants’ responses questions in the group reviews held at the end of Day 1.</p> <ul style="list-style-type: none"> • What went well today? • What did not go well? • Suggestions for Day 2? 	Facilitator’s notes on feedback from groups on Day 1
DAY 2 PROGRAM		
5 mins	Introduce the program for Day 2.	

Word Mime

CARDS



Instructions for facilitator: Prepare a set of these cards by cutting out the words/phrases and sticking each one to a card.

Impact

Accountability

Stakeholder

Results Chain

**Terms of
Reference**

Feedback

Session 9

HOW TO MAXIMIZE THE USE OF EVALUATION FINDINGS

SESSION OVERVIEW

- Introduction to the uses of evaluation
- Introduction to Utilization Focused Evaluation - utilization as a key to learning from evaluation
- The factors that affect utilization and how to manage them
- Exploration of target audiences for evaluation feedback
- How to share the information from evaluations
- What maximizes the use of evaluation findings

KEY LEARNING POINTS

Evaluations can have a range of purposes, so we need to be clear about which purposes are intended for a specific evaluation.

To maximize learning, evaluations need to be designed with utilization in mind.

Utilization involves action leading to change.

Utilization is more likely if the intended users are involved in the evaluation process.

The findings of evaluations can be made available to a wide range of other users with the careful selection of dissemination mechanisms.

Utilization of evaluation results requires a well-developed knowledge management infrastructure.

RESOURCES

PowerPoint presentation

Flipchart and marker pens

Learning from Evaluation Knowledge Solution handout

Maximizing the Use of Evaluation Findings paper

Utilization-focused evaluation for agricultural innovation handout

SESSION OVERVIEW		
5 mins	<p>Introduce session overviews using PowerPoint.</p> <p>Deal with any points of clarification.</p> <p>Acknowledge that it may seem strange to be discussing the utilization of results at the “Before” stage of an evaluation, but it is at precisely this time that we have the best opportunity to design in utilization.</p>	<p>PowerPoint</p> <p>PowerPoint Flipchart and marker pen</p>
UTILIZATION-FOCUSED EVALUATION		
15 mins	<p>Using PowerPoint video, introduce the concept and stages of Utilization-Focused Evaluation (UFE). Utilization is a key to learning from evaluation. Emphasize the importance of stakeholder involvement and agreeing clear questions for the evaluation.</p>	<p>PowerPoint video</p> <p>Utilization-focused evaluation for agricultural innovation handout</p>
THE USERS AND USES OF EVALUATION		
10 mins	<p>Introduce the idea that evaluations have diverse users and uses. Ask participants to brainstorm the main audiences for evaluations in their organization.</p> <p>Use PowerPoint and Learning from Evaluation Knowledge Solutions handout to introduce audiences for evaluation feedback.</p> <p>Open a discussion on what uses/decisions the different audiences would have for evaluation findings.</p> <p>Open a discussion on the importance of being clear about the users and uses of evaluations for ensuring learning.</p> <p>Refer to PowerPoint and Maximizing the Use of Evaluation Findings paper.</p>	<p>PowerPoint</p> <p>Learning from Evaluation Knowledge Solution handout</p> <p>Maximizing the Use of Evaluation Findings paper</p>

BUILDING LEARNING INTO EVALUATION TERMS OF REFERENCE

5 mins	Explain that the terms of reference (ToR) are a key point of influence for the purpose and design of evaluations. Use PowerPoint to introduce the main elements of terms of reference for evaluations. Explain that ToR is an opportunity to think deeply about the evaluation design and go beyond the boundaries established by the logic model and the reporting requirements.	PowerPoint
	Use PowerPoint to describe strategies for building learning into ToR.	PowerPoint

QUESTIONS - THE HEART OF EVALUATION FOR LEARNING

5 mins	Use PowerPoint to introduce the idea that questions provide a way of rethinking our approach to evaluation. Indeed, questions can be seen as the heart of evaluation for learning. Questions allow us to step back from the administrative requirements and think deeply about what we really want to learn from our investment of resources in a program.	PowerPoint
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TYPES OF EVALUATION USE

10 mins	Use PowerPoint on Types of Evaluation Use to introduce the five main uses of evaluation. Explain that genuine utilization focuses on conceptual use, instrumental use, and process use.	PowerPoint
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FACTORS THAT AFFECT UTILIZATION

5 mins	Use PowerPoint and Maximizing the Use of Evaluation Findings handout to describe the factors that affect the utilization of evaluations. Consider ways to manage those factors.	PowerPoint Maximizing the Use of Evaluation Findings handout
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OBSTACLES TO LEARNING FROM EVALUATION

5 mins	Use PowerPoint to introduce obstacles to learning from evaluation.	PowerPoint
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ENHANCING LEARNING FROM EVALUATIONS		
5 mins	Use PowerPoint to introduce ways of taking a UFE approach to enhancing learning from evaluation <ul style="list-style-type: none"> • For individual evaluations • Institutionalizing M&E systems 	PowerPoint
CONCLUSION		
5 mins	Using PowerPoint, present the key learning points from the session.	PowerPoint

Session 10

UTILIZATION-FOCUSED EVALUATION

SESSION OVERVIEW

- Case study examining the utilization of a World Bank evaluation
- Applying utilization-focused evaluation in practice

KEY LEARNING POINTS

Evaluations can be designed with a range of intended users in mind.

If evaluations are designed with political or symbolic uses in mind, learning is more difficult.

Carefully chosen questions make learning more possible.

RESOURCES

PowerPoint

Evaluation Scenario worksheet

SESSION OVERVIEW		
5 mins	Introduce session overview using PowerPoint. Deal with any points of clarification.	PowerPoint
CASE STUDY EXERCISE		
5 mins	Introduce the case study as a real-life example examining the utilization of an evaluation. Explain the background to the evaluation in the case study and answer questions.	Evaluation Scenario worksheet
40 mins	Divide participants into groups of 4 or 5 and ask them to answer the questions at the end of the case. Ask participants to write their responses on a flipchart and agree who will present their findings (if possible the responsibility for presenting the findings should be divided among the group members).	

20 mins	<p>Go through each question in turn with each group presenting their answers. Start with different groups each time so that each group gets an opportunity to lead.</p> <p>Open up a plenary discussion on what we can learn from this example.</p> <p>Using PowerPoint, present the key learning points from the session.</p>	PowerPoint
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Evaluation Scenario

WORKSHEET

INTRODUCTION

This case study is based on an evaluation of an anti-corruption program piloted by the World Bank Institute (WBI) of the World Bank (WB¹) in Tanzania and Uganda. The evaluation was commissioned by the WBI and was conducted by a team comprising independent evaluators and program staff from the WBI.

You are requested to read the case study and, as a group, agree on your answers to the questions raised at the end.

BACKGROUND INFORMATION

As part of its assistance to client countries to help control and curb corruption, the World Bank, through the World Bank Institute, developed the concept of National Integrity Systems as a means to identify and strengthen those institutions with a mandate to fight corruption.

Three activities are at the core of this anti-corruption approach:

- integrity workshops;
- media workshops; and
- service delivery surveys.

The main purpose of the integrity workshops is to formulate and agree on an anti-corruption program, and in the process raise awareness of the costs of corruption and discuss the roles that various institutions—pillars of integrity—can play in the fight against corruption. The workshops also serve as forums for stimulating policy dialogue among the integrity pillar institutions, with the goal of developing an outline of a national integrity system geared to curbing corruption.

Within this broad framework of common intention and understanding, the media workshops are the key players in informing the public about corruption and exposing corrupt practices. The first generation of media workshops—investigative journalism—focused on the media’s role in raising awareness of corruption and on improving investigative techniques. Journalists were given basic training in the skills needed to carry out investigations.

¹At the time of the evaluation, the World Bank Institute was called the Economic Development Institute (EDI).

They learned to obtain information in ways that are ethical and respect privacy, and to avoid litigation. This training was delivered through (1) mini press conferences; (2) simulation exercises called “Freedonia”; and (3) field trips. There is now a second-generation course on advanced investigative journalism and an investigative journalism workshop for editors.

The service delivery surveys are measurement tools that combine social and economic data with information on citizens’ experience, expectations, and perceptions of service delivery. This is done through a combination of techniques—analysis of available data, household surveys, focus group discussions, key informant interviews, institutional reviews, and observational studies. To build local capacity to carry out this kind of analysis, local counterparts are trained and participate in all aspects of this process.

The program logic is summarized in the following diagram:

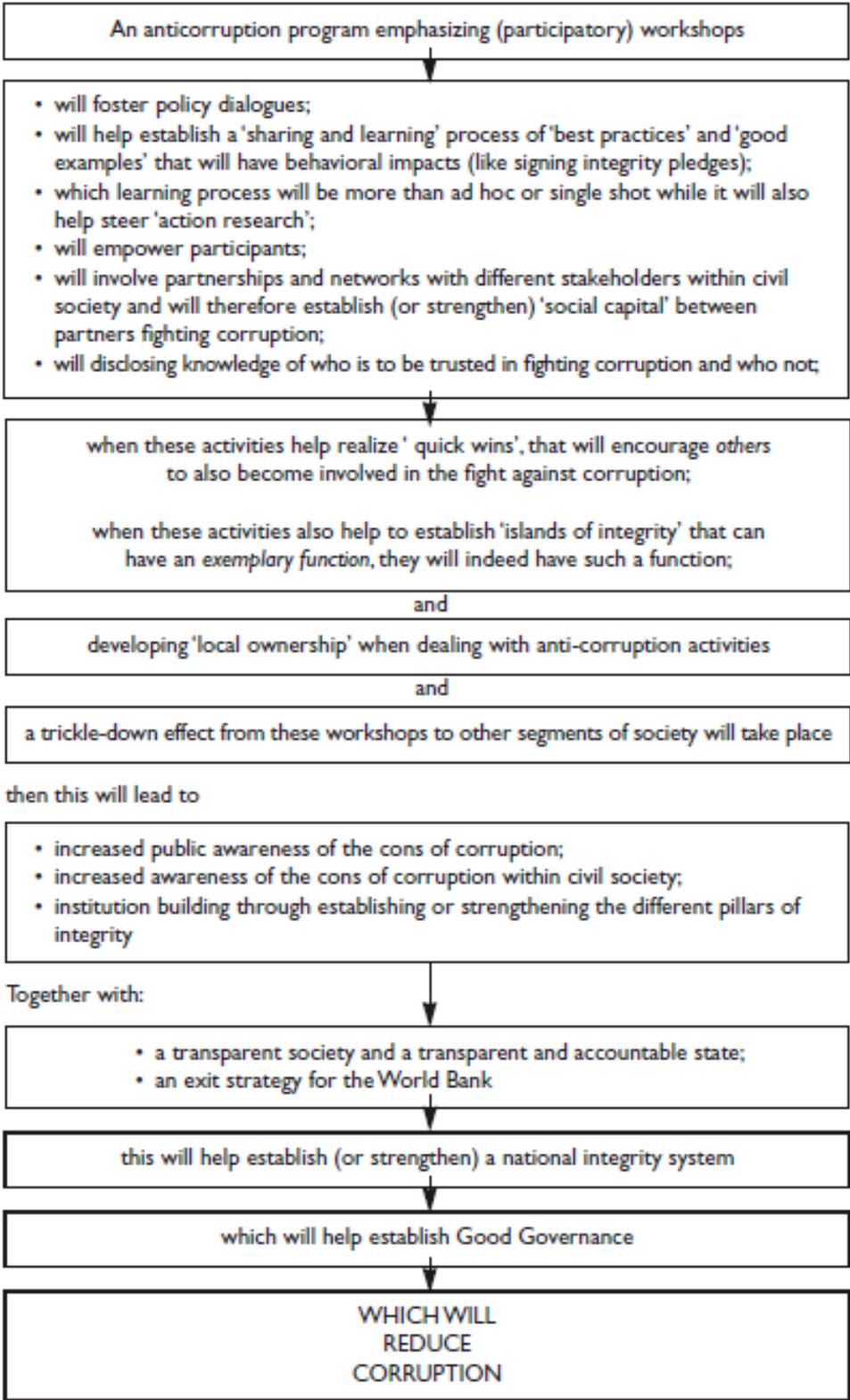


Figure 1 Schematic representation of core elements of EDI's underlying program logic

THE EVALUATION

The midterm evaluation of the WBI's anti-corruption activities piloted in Tanzania and Uganda was commissioned to shed light on the strengths, weaknesses, and impacts of the activities as they had unfolded. The evaluation was requested by WBI management in view of the pending expansion of the program to at least 15 other countries, especially in Central and Eastern Europe, where task managers would need to address corruption in a region with totally different historical, political, economic, and social characteristics.

The evaluation team comprised external evaluators and WBI program staff.

The key evaluation questions were designed to examine the program design, implementation, and outcomes, as follows:

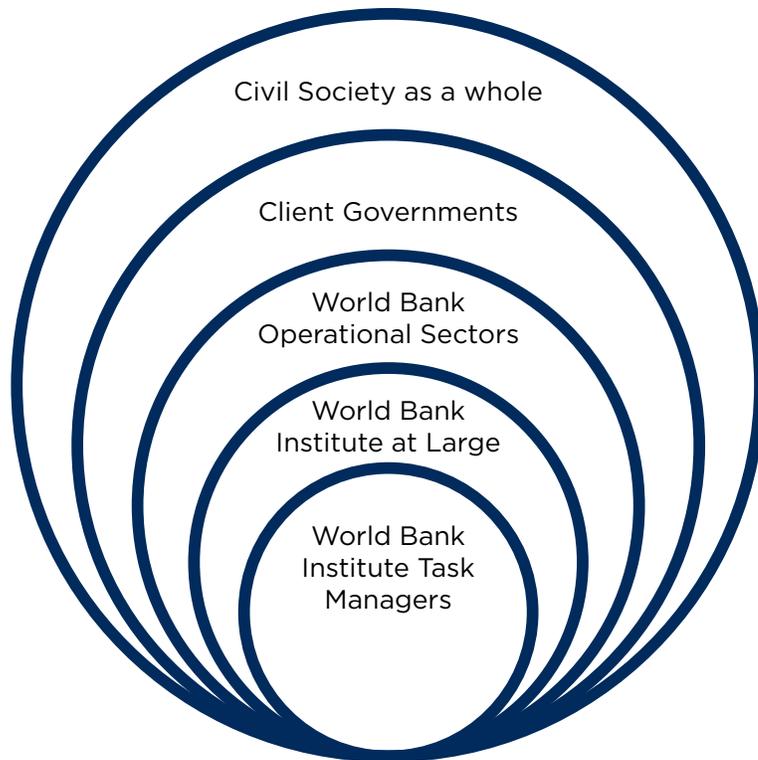
1. What activities have been completed in Tanzania and Uganda during the first 3 years?
2. On what assumptions (or logic) about national integrity systems (NIS) and limiting corruption is the program based?
3. How were the WBI's activities implemented?
4. What were the impacts of these activities? What information exists about the costs of these activities?
5. What recommendations can be formulated concerning the WBI's anti-corruption program as it expands and increases in scale?

Data was gathered through fieldwork (using semi-structured interviews), document analysis, and a literature review. Throughout the evaluation, the evaluation team met regularly with the Task Managers for the programs. Regular feedback of the emerging evaluation findings was provided to the Task Managers.

The evaluation report was delivered just as the WBI was about to expand the program to include 15 countries.

INTENDED USERS OF THE EVALUATION

When the evaluation was commissioned, the evaluators targeted five groups of specific intended users inside and outside the World Bank (see diagram below). The internal users were targeted using the questions that were agreed with them as part of the terms of reference for the evaluation. The evaluators, however, intended to reach as many potential users as possible by raising awareness of their findings and making specific recommendations for anti-corruption actions.



The evaluators made a distinction between two main uses of the evaluation findings: instrumental use (where findings and recommendations are used for bringing about changes in management decision-making) and conceptual use (where findings become generalized knowledge that come to shape the ways people think).

DISSEMINATION STRATEGY

The evaluators developed a strategy for the dissemination of the evaluation findings. Three main strategies were used, according to target audiences.

Within the WB - The evaluation report was widely distributed within the World Bank, especially during two large “big bang” communication fairs (the Annual Meeting and the WB Knowledge Management Workshop). Evaluators also briefed WBI staff on the results of the evaluation whilst it was still in progress.

Those directly involved in the evaluation - The report was sent to the WBI Task Managers and to partner organizations internationally and in the field (including Transparency International, the International Federation of Journalists, the Commonwealth Broadcasting Association, and a number of other related organizations).

The evaluation and social science “communities” - The report was disseminated amongst the evaluation and social science communities, for example a paper was presented at the Annual Conference of the American Evaluation Association. The evaluation report was also posted on the WBI website with an Executive Summary in English and French.

EXAMPLES OF UTILIZATION OF EVALUATION FINDINGS

A number of changes were made as a direct result of the evaluation findings and recommendations. These included the following.

1. The workshop materials used in the journalism workshops were revised by a local consultant to be more relevant to the country contexts and were translated into French and Swahili.
2. More focus was placed on the importance of radio (and, to a lesser extent, TV) as the most important and effective medium for influencing awareness and behavior change.
3. In Uganda, local facilitators were trained to continue the media training program.
4. Performance indicators were introduced into program management.
5. Systems were put in place for more careful budgeting and to monitor costs more closely.
6. As a result of the overall validation of the program logic by the evaluation, Task Managers explained that they felt the program design was legitimated.
7. Subsequent WBI strategy changed to take into account the specific findings from the evaluation, for example questioning the “trickle down” element of the program logic model.

GROUP QUESTIONS

1. What do you think were the main intended uses of this evaluation for each of the evaluation users identified in the target diagram?
2. What difference, if any, do you think it made to the evaluation design that the World Bank Institute had already decided (i.e., before the evaluation began) to expand the anti-corruption program to at least 15 other countries?
3. Do you think that commissioning the evaluation after the WBI decision to expand the anti-corruption program represents an example of the “Political Use” of an evaluation? Please explain your answer.
4. What good practices were used to encourage the utilization of the evaluation findings and recommendations?

5. What other good practices can you think of that could have been used to maximize the utilization of the evaluation findings and recommendations?
6. What mechanisms exist in your organizations to increase the utilization of evaluation findings?
7. What have you learned from this case study that you could apply in your own organizations?

SOURCES:

Leeuw, Frans L., GÈR H.C. Van Gils, and Cora Kreft (1999) Evaluating Anti-Corruption Initiatives: Underlying Logic and Mid-term Impact of a World Bank Program, *Evaluation* 5(2): 194–219

Marra, Mita (2000) “How Much Does Evaluation Matter: Some Examples of the Utilization of the Evaluation of the World Bank’s Ant-Corruption Activities”, *Evaluation* 6(1): 22–36

IPDET Chapter 4: The Road to Results: Designing and Conducting Effective Development Evaluations, p. 213

Session 11

LEARNING-FOCUSED APPROACHES – MOST SIGNIFICANT CHANGE & APPRECIATIVE INQUIRY

SESSION OVERVIEW

- The limitations of conventional approaches to M&E
- Introduction to narrative approaches to evaluation
- Introduction to Most Significant Change (MSC)
- Consideration by participants about how they might use MSC
- Introduction to Appreciative Inquiry (AI)
- Consideration by participants about how to use AI

KEY LEARNING POINTS

Conventional approaches to M&E have significant limitations which make learning, particularly by a wider group of stakeholders, more difficult.

Narrative approaches to M&E such as MSC and AI can help to elicit information that conventional approaches overlook, particularly about unintended changes.

MSC uncovers data about what really matters to beneficiaries and enables the organization to learn from their experience. Appreciative Inquiry can be used in a wide variety of settings including evaluation and helps to generate positive learning cycles.

RESOURCES

PowerPoint

Make sure you are able to show the video Angela's story on rice growing in Sri Lanka <http://insightshare.org/watch/video/traditional-paddy-rescue>

Most Significant Change Knowledge Solution handout

Appreciative Inquiry Knowledge Solution handout

Most Significant Change worksheet

Appreciative Inquiry worksheet

SESSION OVERVIEW		
5 mins	Introduce session overview using PowerPoint. Deal with any points of clarification. Ask if anyone has experience of using the Most Significant Change Technique. Draw on the experience of any such participants during the session.	PowerPoint
THE LIMITATIONS OF CONVENTIONAL M&E		
5 mins	Use PowerPoint to review the limitations of conventional M&E and what is required of today's evaluations.	PowerPoint
THE POWER OF STORIES		
10 mins	Show the video of rice growing in Sri Lanka and ask participants to reflect in pairs about their responses to the story they have just heard. Use PowerPoint to explain why narrative approaches to evaluation are an important way of involving the stakeholder group that most often gets left out of data collection, namely beneficiaries.	http://insightshare.org/watch/video/traditional-paddy-rescue PowerPoint
MOST SIGNIFICANT CHANGE		
15 mins	Use PowerPoint and the Most Significant Change Knowledge Solution handout to introduce Most Significant Change (MSC).	PowerPoint Most Significant Change Knowledge Solution handout
HOW COULD YOU USE MOST SIGNIFICANT CHANGE?		
5 mins	Distribute copies of the Most Significant Change worksheet to each participant. Ask participants to note down their ideas.	Most Significant Change worksheet

APPRECIATIVE INQUIRY		
15 mins	Use PowerPoint to introduce the story of the “Fight between Two Wolves”. Ask participants what message this has for how we examine our work.	PowerPoint
	Use PowerPoint to introduce the “Six Stages of a Project”. This is a humorous description of what can go wrong in projects. Introduce the saying “Success has many parents but failure is an orphan!” Encourage participants to reflect on how we often focus on problems and what is going wrong rather than successes and what is being achieved. Our approaches to evaluation usually reflect these choices.	PowerPoint
	Use PowerPoint to explain that Appreciative Inquiry offers a counterbalance to these pressures. Introduce dictionary definitions of “appreciate” and “inquire”, then the definition of Appreciative Inquiry.	
	Ask if anyone has experience of using Appreciative Inquiry. Draw on the experience of any such participants during the session	
	Use PowerPoint and the Appreciative Inquiry Knowledge Solution handout to explain the counter-problem approach taken in the AI process (5 Ds and 5 Is).	Appreciative Inquiry Knowledge Solution handout
SMALL GROUP EXERCISE		
10 mins	Ask participants to write down their thoughts about the potential use of Appreciative Inquiry on the Appreciative Inquiry worksheet.	Appreciative Inquiry worksheet
	Ask individuals to share their thoughts on how they might use Appreciative Inquiry.	
CONCLUSION		
5 mins	Use PowerPoint to summarize the situations where AI can be successfully used.	PowerPoint PowerPoint
	Using PowerPoint, present the key learning points from the session.	

Most Significant Change

WORKSHEET

<p>What interests me about this method:</p>	<p>The method might be useful in the following situations:</p>
<p>Name of Method:</p> <h2>Most Significant Change</h2>	
<p>The obstacles I might encounter in trying this method are ...</p>	<p>To overcome the obstacles I need ...</p>

Appreciative Inquiry

WORKSHEET

<p>What interests me about this method:</p>	<p>The method might be useful in the following situations:</p>
<p>Name of Method:</p> <p>Appreciative Inquiry</p>	
<p>The obstacles I might encounter in trying this method are:</p>	<p>To overcome the obstacles I need:</p>

Session 12

LEARNING-FOCUSED APPROACHES – OUTCOME MAPPING

SESSION OVERVIEW

- Setting the context for Outcome Mapping
- Introduction to Outcome Mapping
- The process of Outcome Mapping
- Exploring the potential for Outcome Mapping in ADB
- Tips for introducing Outcome Mapping
- Personal reflection on Outcome Mapping

KEY LEARNING POINTS

The unpredictable nature of development is not suited to evaluation that assumes linear cause-effect relationships.

Outcome Mapping is an evaluation method that has been designed to address the “messy” aspects of development by focusing on what can be assessed, namely behavior change.

Outcome Mapping comprises a three-phase process that is particularly suited to working in development partnerships.

Outcome Mapping can be time-consuming and is most effective when it is built into the planning stage of a project.

RESOURCES

PowerPoint

Video of Outcome Mapping in Sri Lanka. Available: <http://www.youtube.com/watch?v=tkybTIEO3MU>

Flipchart and marker pens

Harry Jones and Simon Hearn (2009) Outcome Mapping: a realistic alternative for planning, monitoring and evaluation, London: ODI. Available: <http://www.odi.org.uk/resources/download/4118.pdf>

Outcome Mapping Knowledge Solution handout. Available: <http://www.adb.org/Documents/Information/Knowledge-Solutions/Outcome-Mapping.pdf>

Outcome Mapping worksheet

SESSION OVERVIEW		
5 mins	Introduce session overview using PowerPoint. Deal with any points of clarification.	PowerPoint
WHY OUTCOME MAPPING?		
5 mins	Use PowerPoint to introduce the nature of development and the challenges this creates for evaluating development interventions (projects, programs, and other development activities).	PowerPoint
WHAT IS OUTCOME MAPPING?		
5 mins	Use PowerPoint, Outcome Mapping Knowledge Solution handout, and the ODI Outcome Mapping handout to introduce the concept of Outcome Mapping (OM) and why it is being adopted as a valuable approach to planning, monitoring, and evaluation.	Outcome Mapping Knowledge Solution handout ODI Outcome Mapping handout
HOW DOES OUTCOME MAPPING WORK?		
20 mins	Show the video of Outcome Mapping in Sri Lanka. Distribute copies of the Outcome Mapping Knowledge Solution handout and the ODI Outcome Mapping handout. Use PowerPoint and Outcome Mapping Knowledge Solution handout and the ODI Outcome Mapping handout to explain the key elements and the stages of the Outcome Mapping process.	http://www.youtube.com/watch?v=tkybTIEO3MU Outcome Mapping Knowledge Solution handout ODI Outcome Mapping handout
RELATING OUTCOME MAPPING TO SCENARIO EXERCISE		
15 mins	Divide participants into three groups. Ask participants to consider the scenario exercise from Day 1 and to consider who are the possible boundary partners and what outcomes they would expect to see.	PowerPoint

INTRODUCING OUTCOME MAPPING		
10 mins	Use PowerPoint to introduce Tips for Introducing Outcome Mapping. Distribute copies of the Outcome Mapping worksheet to each participant. Ask participants to jot down some ideas.	PowerPoint Outcome Mapping worksheet
CONCLUSION		
5 mins	Use PowerPoint to present the key learning points from the session.	PowerPoint

Outcome Mapping

WORKSHEET

<p>What interests me about this method:</p>	<p>The method might be useful in the following situations:</p>
<p>Name of Method:</p> <h2>Outcome Mapping</h2>	
<p>The obstacles I might encounter in trying this method are:</p>	<p>To overcome the obstacles I need:</p>

Session 13

LEVERAGING LEARNING FROM EVALUATION

SESSION OVERVIEW

- Learning failure and project failure
- What helps to leverage learning from evaluation
- Key competencies and tools for knowledge management (KM) and learning

KEY LEARNING POINTS

Organizations need to develop five key areas of capacity for KM and learning.

Knowledge management tools can be used to strengthen all five capacities required for KM and learning.

RESOURCES

PowerPoint

Flipchart and marker pens

Post-it notes

Seeding Knowledge Solutions Before, During, and After Knowledge Solution handout

Learning from Evaluation Knowledge Solution handout

SESSION OVERVIEW		
2 mins	Introduce session overview using PowerPoint. Deal with any points of clarification.	PowerPoint
LEARNING AND PROJECT FAILURE		
5 mins	Using Learning and Project Failure PowerPoint demonstrate that projects can fail as a result of badly informed decisions at the preparation, implementation, and evaluation stages. Almost all of these causes of failure can be traced back to learning failure. There are two important ways of minimizing learning failure. The first is by developing the necessary competencies, and the second is by having access to a knowledge management (KM) learning tools.	Learning and Project Failure PowerPoint

COMPETENCIES FOR KM AND LEARNING

<p>5 mins</p>	<p>Using Competencies for KM and Learning PowerPoint, introduce five key competencies of knowledge management and learning.</p>	<p>Competencies for KM and Learning PowerPoint</p>
<p>10 mins</p>	<p>Using Knowledge Solutions for KM and Learning PowerPoint and Seeding Knowledge Solutions Before, During, and After Knowledge Solution handout, introduce the key areas for reflection under each of the five main competency areas.</p> <p>Draw attention to the Knowledge Solutions that are relevant to each of the five main competencies and their key areas for reflection.</p>	<p>Knowledge Solutions for KM and Learning PowerPoint</p> <p>Seeding Knowledge Solutions Before, During, and After Knowledge Solution handout</p>

DEVELOPING EVALUATION CAPACITY

<p>15 mins</p>	<p>Using the Developing Evaluation Capacity PowerPoint, introduce the concepts of capacity and evaluation capacity development.</p> <p>Ask participants to brainstorm what they think would be the benefits of evaluation capacity. List their ideas on a flipchart and compare with the Why Develop Evaluation Capacity? PowerPoint.</p> <p>Identify what different participants see as the most important reasons.</p>	<p>Developing Evaluation Capacity PowerPoint</p> <p>Flipchart and marker pen</p> <p>Why Develop Evaluation Capacity? PowerPoint</p>
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USING KNOWLEDGE MANAGEMENT FOR EVALUATION

<p>15 mins</p>	<p>Introduce the importance of knowledge management with the Using Knowledge Management for Evaluation PowerPoint.</p> <p>Divide participants into small groups of no more than 4. Ask each participant to write down on a Post-it one particularly effective method of sharing findings from evaluations that is used in their organization. Ask the groups to discuss the methods and agree the one that is the most innovative.</p> <p>Ask each group to place their Post-it notes on a flipchart stand at the front of the training room and then describe the most innovative approach shared in their group.</p> <p>Show the How to Share Findings from Evaluations PowerPoint.</p>	<p>Using Knowledge Management for Evaluation PowerPoint</p> <p>Post-it notes and marker pens</p> <p>Flipchart</p> <p>How to Share Findings from Evaluations PowerPoint</p>
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CHARACTERISTICS OF A GOOD KNOWLEDGE PRODUCT

<p>5 mins</p>	<p>Using the Characteristics of a Good Knowledge Product PowerPoint, summarize the importance of having a range of ways of making the findings of evaluations available to a wide range of users and audiences.</p> <p>Emphasize the importance in Utilization-Focused Evaluation of intended uses by intended users.</p>	<p>Characteristics of a Good Knowledge Product PowerPoint</p>
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CONCLUSION

<p>2 mins</p>	<p>Use PowerPoint to present the key learning points from the session.</p>	<p>PowerPoint</p>
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Session 14

PERSONAL ACTION PLANNING

SESSION OVERVIEW

- Participants complete a Personal Action Plan worksheet
- Participants complete a Personal Message worksheet

RESOURCES

Personal Action Plan worksheet

Personal Message Worksheet

PERSONAL ACTION PLANNING		
15 mins	Ask participants to complete a Self-Reflection and Action Planning worksheet. Participants keep this as a reminder of the course.	Self-Reflection and Action Planning worksheet
5 mins	Participants form pairs and discuss what they have written.	
5 mins	Ask participants to write themselves a personal message using the Personal Message worksheet. Explain that this message will be sent to them after 2 months as a reminder of one of their important action points. Participants hand this to facilitator who keeps the worksheets for 2 months and then sends the messages using email or, preferably, SMS.	Personal Message worksheet

Personal Message

WORKSHEET

Even with the best of intentions, it can be easy to lose track of your action plan ideas after you return to the “busyness” of daily work life following a course.

In order to help a little with this problem you are invited to send a “postcard” to yourself as an “aide-mémoire” via the course facilitator. Please complete the following. The message will be sent to you in 6 weeks’ time!

To: (your name) _____

From: Myself

**Email address or cell phone number
(with country code):** _____

Subject:

Memory jogger from the Learning from
Evaluation Course

Message to myself:

Session 15

WRAP UP

SESSION OVERVIEW

- Facilitator reminds participants of the course objectives and program
- Participants evaluate the course
- Facilitator closes the course

RESOURCES

PowerPoint presentation

Program Evaluation Form

WRAP UP		
5 mins	Remind participants of the course objectives and program, and the key learning points. If photographs have been taken, these can be shown as a slideshow to remind participants of activities and sessions.	PowerPoint Slide show of photos (if available)
COURSE EVALUATION		
15 mins	Ask participants to complete the Course Evaluation Form. Closing comments.	Program Evaluation Form

Program Evaluation Form

WORKSHEET

(Note: Facilitators can adapt this format or use their own.)

Program Title:	Learning from Evaluation
Date / Time:	
Venue:	

SATISFACTION EVALUATION

PROGRAM AREA	PARTICIPANT SATISFACTION (place an "X" in the appropriate box)						
	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Not Applicable	No Answer
Program Content							
Content of the program							
Relevance of content to your work							
Concepts were clearly explained							
Course Duration (Length)							
Program Objectives							
Objectives were relevant							
Objectives were stated clearly							
Objectives were achieved							

Methodology and Materials						
Use and quality of presentation materials						
Use and quality of handouts/reading materials						
Opportunities for active participation						
Appropriateness of overall methods used						
Logistics and Administrative Support						
Pre-program communication and confirmation						
Venue						
Facilitator:						
Presentation style/delivery						
Knowledge of subject matter						
Creating a positive learning environment						
Involving participants						

Learning Evaluation						
	Completely	Almost Completely	Partially	Almost Not at All	Not at All	No Answer
To what extent did the program give you the knowledge, skills and attitudes needed to achieve the anticipated results?						

Overall Satisfaction and Learning

	Excellent	Very Good	Good	Fair	Poor
Overall, how would you rate your experience of this program?					

Probability of Achieving Results

	Completely	To a Large Extent	Partially	To a Limited Extent	Not at All
How confident are you that you will use the knowledge, skills and attitudes gained in this program in your work?					

Will you recommend the program to others? Yes No

1. Which sessions did you find most useful for your professional development needs? Why?

2. Which sessions did you find least useful for your professional development needs? Why?

3. Explain any “dissatisfied” or “very dissatisfied” ratings you gave above and tell us what we could do to improve these areas. (Please answer this only if applicable)

4. List examples of new knowledge, skills and attitudes that you gained from the program.

5. How would you like this program to be followed up?

6. Please make any additional comments or recommendations on how this program and your learning experience could be improved:

Thank you for your feedback.

Program Reading and Video

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