

ADB

LEARNING FROM
Evaluation



PARTICIPANT'S WORKBOOK

Contents

- Program Overview 3
- Program Schedule 4
- Evaluation Timeline Worksheet 5
- Evaluation Considerations Before, During, and After 7
- Evaluation Scenario Worksheet 9
- Most Significant Change Worksheet 16
- Appreciative Inquiry Worksheet 17
- Outcome Mapping Worksheet 18
- Personal Action Plan Worksheet 19
- Personal Message Worksheet 20
- Program Evaluation Form 21
- Program Reading and Video List 26

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

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

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

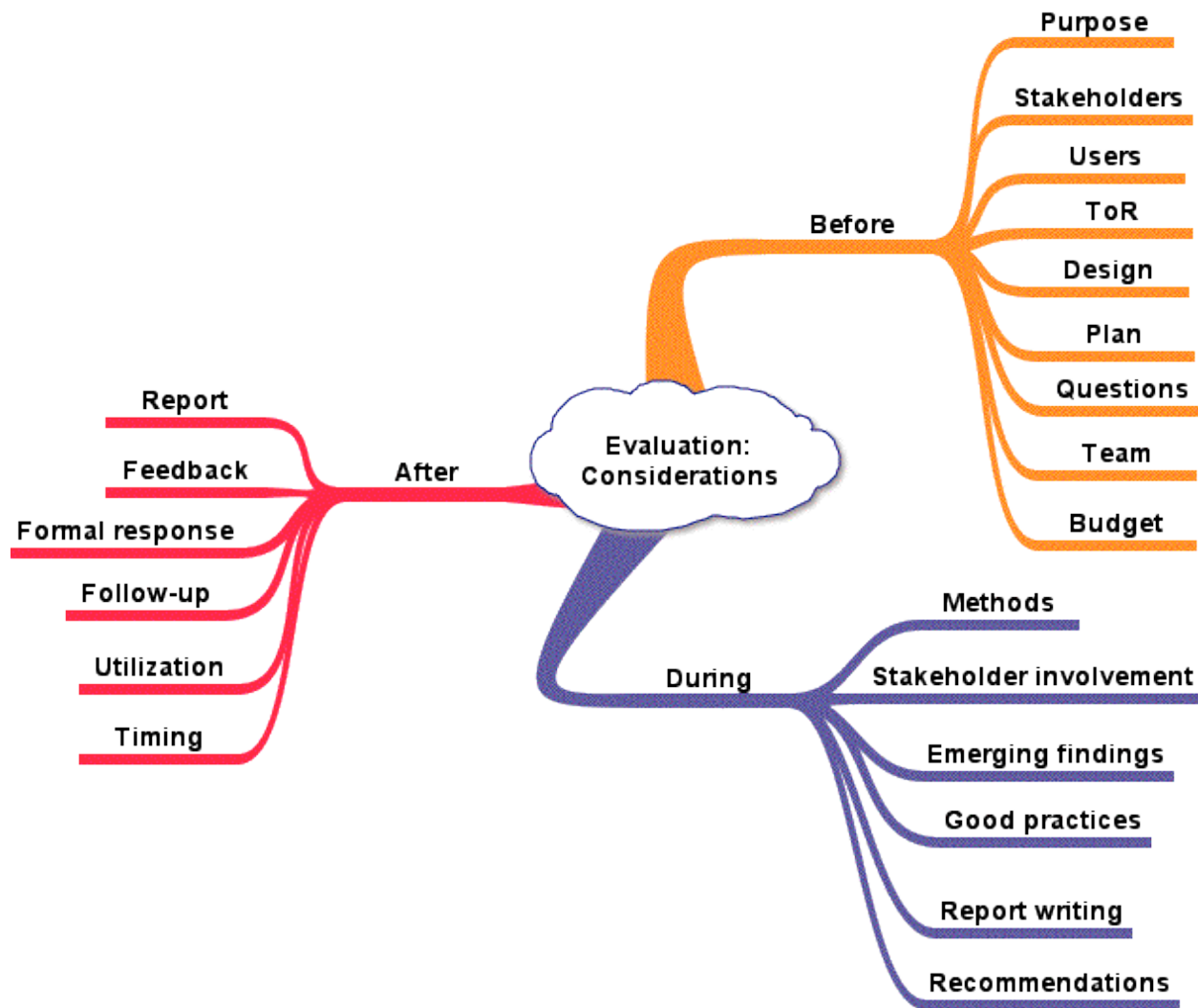
When the 15 minutes are up, discuss with others the comments they have written. Also, check the accuracy of the timings, discuss the sequence of events, and draw out any interesting comments, insights, or surprises.

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

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>

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:

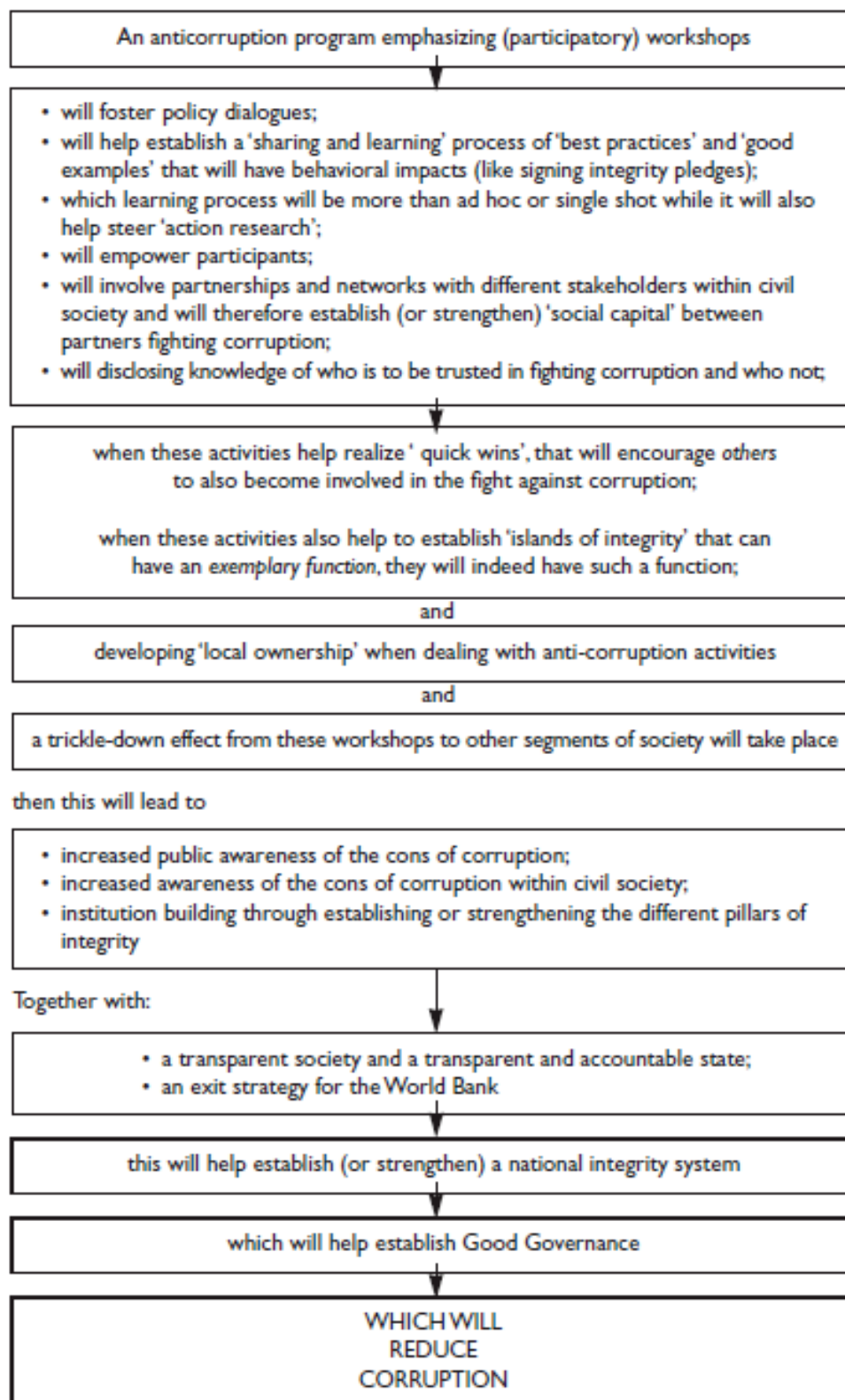


Figure 1 Schematic representation of core elements of EDI's underlying program logic

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:

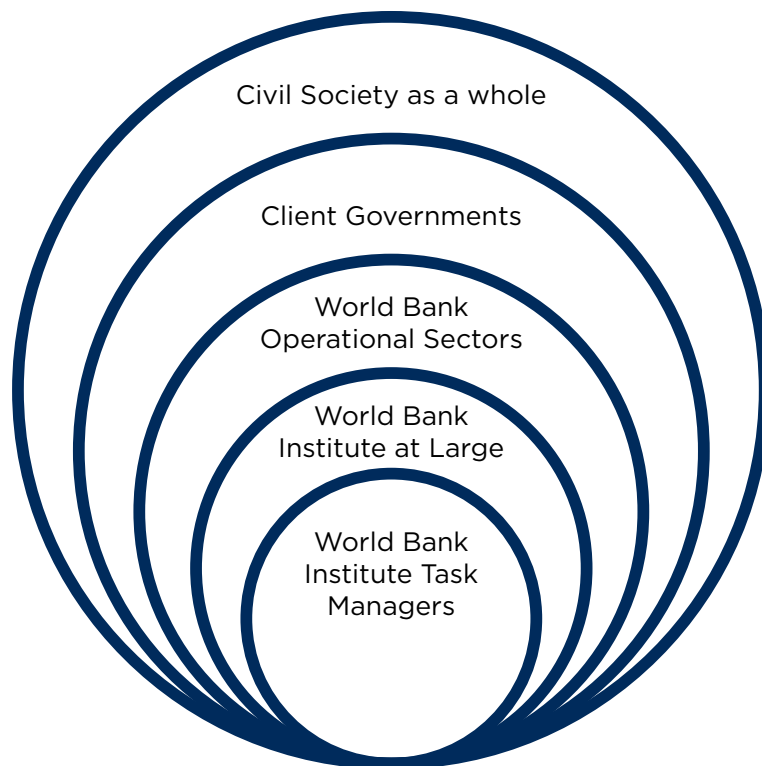
1. What activities have been completed in Tanzania and Uganda during the first 3 years?
2. On what assumptions (or logic) about national integrity systems (NIS) and limiting corruption is the program based?
3. How were the WBI's activities implemented?
4. What were the impacts of these activities? What 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

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>

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>



Personal Action Plan

WORKSHEET

1. The key insights I have gained from attending this workshop are:
2. I intend to use these insights in the following ways:
3. The first action I intend to take to put my ideas into practice is:
4. Some problems I may face in trying to use what I have learned are:
5. Some ways I could overcome these problems are:

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:

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

LIST

READINGS

ADB (2008: 6) Output Accomplishment and the Design and Monitoring Framework. Manila. Available: <http://www.adb.org/Documents/Information/Knowledge-Solutions/Output-Accomplishment.pdf>

---- (2008: 16) Focusing on Project Metrics. Manila. Available: <http://www.adb.org/Documents/Information/Knowledge-Solutions/Focusing-Project-Metrics.pdf>

ADB (2008: 17) Outcome Mapping. Manila. Available: <http://www.adb.org/Documents/Information/Knowledge-Solutions/Outcome-Mapping.pdf>

---- (2008: 20) The Reframing Matrix. Manila. Available: <http://www.adb.org/Documents/Information/Knowledge-Solutions/The-Reframing-Matrix.pdf>

---- (2008: 21) Appreciative Inquiry. Manila. Available: <http://www.adb.org/Documents/Information/Knowledge-Solutions/Appreciative-Inquiry.pdf>

---- (2009: 25) The Most Significant Change Technique. Manila. Available: <http://www.adb.org/Documents/Information/Knowledge-Solutions/Most-Significant-Change.pdf>

---- (2009: 26) Monthly Progress Notes. Manila. Available: <http://www.adb.org/Documents/Information/Knowledge-Solutions/Monthly-Progress-Notes.pdf>

---- (2009: 44) Learning from Evaluation. Manila. Available: <http://www.adb.org/Documents/Information/Knowledge-Solutions/Learning-from-Evaluation.pdf>

---- (2009: 52) Asking Effective Questions. Manila. Available: <http://www.adb.org/documents/information/knowledge-solutions/asking-effective-questions.pdf>

---- (2009: 67) Improving Sector and Thematic Reporting. Manila. Available: <http://adb.org/documents/information/knowledge-solutions/improving-sector-thematic-reporting.pdf>

---- (2010: 75) Embracing Failure. Manila. Available: <http://www.adb.org/documents/information/knowledge-solutions/embracing-failure.pdf>

---- (2010: 81) Harvesting Knowledge. Manila. Available: <http://www.adb.org/documents/information/knowledge-solutions/harvesting-knowledge.pdf>

---- (2010: 84) The Perils of Performance Measurement. Manila. Available: <http://www.adb.org/documents/information/knowledge-solutions/perils-of-performance-measurement.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

Bakewell, Ollie, and Anne Garbutt (2003) The Use and Abuse of the Logical Framework Approach, Stockholm: Sida. Available: <http://www.intrac.org/data/files/resources/518/The-Use-and-Abuse-of-the-Logical-Framework-Approach.pdf>

Bakewell, Ollie (2003) Sharpening the Development Process, Oxford: INTRAC

Bayley, Scott (2008) Maximizing the Use of Evaluation Findings Manila: ADB. Available: www.adb.org/Documents/OED/Occasional.../Evaluation-Findings.pdf

Davies, Rick and Jess Dart (2004) The Most Significant Change (MSC) Technique: A Guide to Its Use. Available: <http://www.mande.co.uk/docs/MSCGuide.pdf>

Earle, Lucy (2003) Lost in the Matrix: The Logframe and the Local Picture, Oxford: INTRAC. Available: <http://www.intrac.org/data/files/resources/154/Lost-in-the-Matrix-The-Logframe-and-the-Local-Picture.pdf>

Engel, Paul, and Charlotte Carlsson (2002) Enhancing Learning Through Evaluation, Maastricht: ECDPM. Available: http://www.ecdpm.org/Web_ECDPM/Web/Content/Content.nsf/0/05a45ef48f023482c1256c7e00555a9c?OpenDocument?OpenDocument#

Engel, Paul, Charlotte Carlsson, and Arin Van Zee (2003) Making Evaluation Results Count: Internalizing evidence by learning, ECDPM Policy Management Brief No 16. Available: http://www.ecdpm.org/Web_ECDPM/Web/Content/Content.nsf/0/de386b824e949657c1256db000358d5e?OpenDocument?OpenDocument#

Gill, Stephen J. (2009) Developing a Learning Culture in Nonprofit Organizations, Thousand Oaks, California: Sage

Hyjek, Julianna (2010) Lesson Learning / Promoting Uptake and Use of Evaluation Evidence by Policy and Decision Makers Sheffield, England. Available: http://www.iodparc.com/resource/promoting_uptake.html

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>

OECD (2001) Evaluation Feedback for Effective Learning and Accountability. Available: <http://www.oecd.org/dataoecd/10/29/2667326.pdf>

OECD (2010) DAC Quality Standards for Development Evaluation. Available: <http://www.oecdilibrary.org/oecd/deliver/fulltext/4310061e.pdf;jsessionid=1y22o0po5mynj.delta?contentType=/ns/Book&itemId=/content/book/9789264083905-en&containerItemId=/content/serial/19900988&accessItemIds=/content/serial/19900864&mimeType=application/pdf>

OECD (undated) Evaluating Development Co-operation - Summary of Key Norms and Standards. Available: <http://www.oecd.org/dataoecd/12/56/41612905.pdf>

Patton, Michael Quinn (2008) Utilization Focused Evaluation, 4th Edition, Los Angeles: Sage

Patton, Michael Quinn, and Douglas Horton (2009) Utilization-focused evaluation for agricultural innovation. CGIAR-ILAC. Available : http://www.cgiar-ilac.org/files/publications/briefs/ILAC_Brief22_Utilization_Focus_Evaluation.pdf

Perrin, Burt (2007) Towards a New View of Accountability in Bemelmans-Vide, Marie-Louise, Jeremy Lonsdale, and Burt Perrin (eds.) Making Accountability Work: Dilemmas for Evaluation and for Audit, New Brunswick: Transaction Publishers

Preskill, Hallie, and Rosalie Torres (1999) Evaluative Inquiry for Learning in Organizations, Thousand Oaks: Sage

Sida (2004) Looking Back, Moving Forward: Sida Evaluation Manual, Stockholm: Sida. Available: www.alnap.org/pool/files/evaluation_manual_sida.pdf

UNDP (2009) Handbook on Planning Monitoring and Evaluation for Development Results. Available: <http://stone.undp.org/undpweb/eo/evalnet/Handbook2/documents/english/pme-handbook.pdf>

Vincent, Rob, and Ailish Byrne (2006) Enhancing Learning in Development Partnerships, Development in Practice, 16:5, pp. 385-399

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>

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>

World Bank (2004) Ten Steps to a Results-Based Monitoring and Evaluation System, Washington: World Bank. Available: <http://www.oecd.org/dataoecd/23/27/35281194.pdf>

VIDEOS

Dart, Jess. Most Significant Change Part 1. Available: <http://www.youtube.com/watch?v=H32FTygl-Zs&feature=related>

Dart, Jess. Most Significant Change Part 2. Available: <http://www.youtube.com/watch?v=b-wpBoVPkcO&feature=related>

Dart, Jess. Most Significant Change Part 3. Available: <http://www.youtube.com/watch?v=PazXICHBDDc&feature=related>

Dart, Jess. Most Significant Change Part 4. Available: <http://www.youtube.com/watch?v=8DmMXiJr1iw&feature=related>

Dart, Jess. Most Significant Change Part 5 (Q&A). Available: <http://www.youtube.com/watch?v=JuaGmstG8Kc&feature=related>

Earl, Sarah. Introduction to Outcome Mapping Part 1. Available: http://www.youtube.com/watch?v=fPL_KEUawnc

Earl, Sarah. Introduction to Outcome Mapping Part 2. Available: <http://www.youtube.com/watch?v=a9jmD-mC2lQ&NR=1>

Earl, Sarah. Introduction to Outcome Mapping Part 3. Available: <http://www.youtube.com/watch?v=ulXcE455pj4&feature=related>

Earl, Sarah. Utilization-Focused Evaluation. Available: <http://www.youtube.com/watch?v=KY4krwHTWPU&feature=related>