Learning from Evaluation

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ADB

Define: Monitoring and Evaluation

According to the Organisation for Economic Co-operation and Development

g is the systematic and continuous assessment of progress of a piece of work over time w
s are going according to plan and enables positive adjustments to be made.
is the systematic and objective assessment of an ongoing or completed project, program
and implementation.
evaluation is to determine the relevance and fulfillment of objectives, effectiveness, effic
d sustainability.
ion should provide information that is credible and useful, enabling the incorporation of l
to decision-making processes.

The Planning, Monitoring, and Evaluation Triangle

Recommendations for future planning

Plans show what needs to be monitored

- Planning
- Monitoring
- Evaluation

Plans show what to evaluate

Monitoring revises plans during project implementation

Evaluation highlights areas that need close monitoring

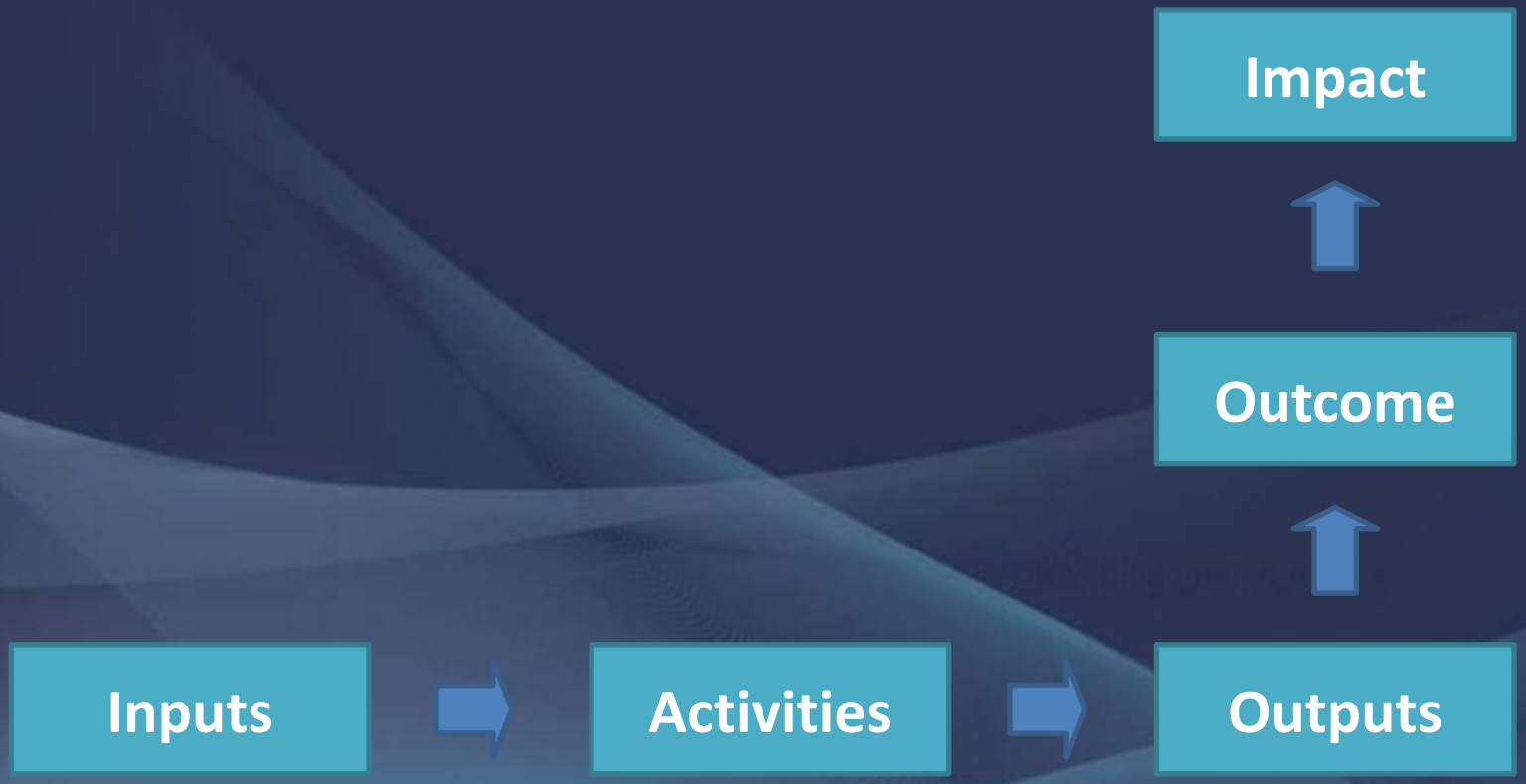
Monitoring provides data to be used in evaluation

Main Types of Evaluation

- Summative or Formative Evaluation
- Internal or External Evaluation
- Self- or Independent Evaluation
- Project Evaluation
- Program Evaluation (Geographic or Thematic)
- Real-Time Evaluation
- Impact Evaluation

A quality evaluation should provide credible and useful evidence to strengthen accountability for results or contribute to learning processes, or both.

The Results Chain



Outputs, Outcomes, Impacts

Outputs—The products, capital goods, and services that result from a project; they may also include changes resulting from the project that are relevant to the achievement of its outcome.

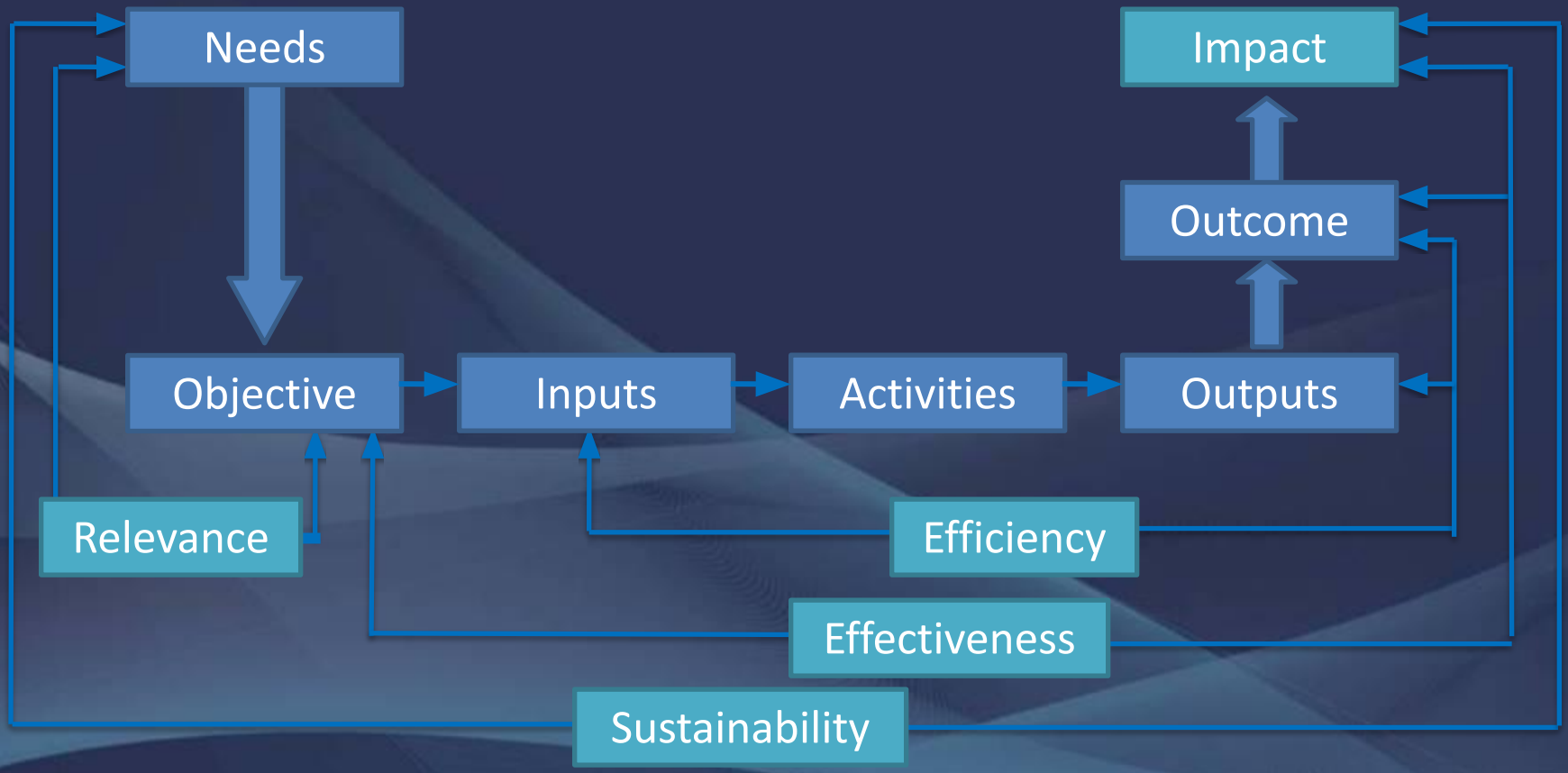
Outcomes—The likely or achieved short-term and medium-term effects of a project's outputs.

Impacts—The positive and negative, primary and secondary, long-term effects produced by a project, directly or indirectly, intended or unintended.

OECD-DAC Evaluation Criteria

- Relevance —Examines the extent to which the objectives of a project matched the priorities or policies of major stakeholders (including beneficiaries)
- Effectiveness —Examines whether outputs led to the achievement of the planned outcome
- Efficiency—Assesses outputs in relation to inputs
- Impact —Assesses what changes (intended and unintended) have occurred as a result of the work
- Sustainability—Looks at how far changes are likely to continue in the longer term

The Results Chain and the OECD-DAC Evaluation Criteria



Challenges and Limits to Management

Logic				Degree of Control	Challenge of Monitoring and Evaluation
Impact			What the project is expected to contribute to		
Outcome		What the project can be expected to achieve and be accountable for			
Outputs	What is within the direct control of the project's management				
Activities					
Inputs					

Indicators

An indicator is a quantitative or qualitative factor or variable that offers a means to measure accomplishment, reflects the changes connected with a project, and helps assess performance.

Indicators do not provide proof so much as a *reliable sign* that the desired changes are happening (or have happened).

It is important not to confuse indicators with outputs, outcomes, or impacts. Achieving the expected change in the indicators should not become the main purpose of a project.

Planning and the Use of Logic Models

- In development assistance, most projects are planned using logic models such as the logical framework (logframe).
- Logic models provide a systematic, structured approach to the design of projects.
- Logic models involve determining the strategic elements (inputs, outputs, outcome, and impact) and their causal relationships, indicators, and the assumptions or risks that may influence success or failure.
- Logic models can facilitate the planning, implementation, and evaluation of projects; however, they have significant limitations that can affect the design of evaluation systems.

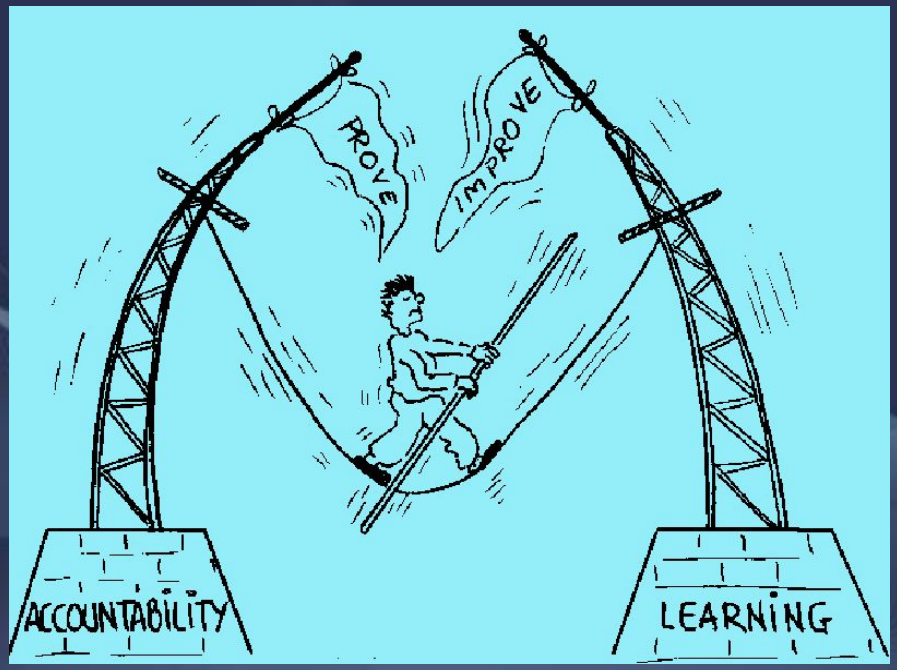
The Limitations of Logic Models

- Usually assume simple, linear cause-effect development relationships
- Overlook or undervalue unintended or unplanned outcomes
- Do not make explicit the theory of change underlying the initiative
- Do not cope well with multi-factor, multi-stakeholder processes
- Undervalue creativity and experimentation in the pursuit of long-term, sustainable impact (the "lockframe" problem)
- Encourage fragmented rather than holistic thinking
- Require a high level of planning capacity

Purposes of Evaluation

- Accountability
  - To provide a basis for accountability, including the provision of information to the public
- Learning
  - To improve the development effectiveness of future policies, strategies, and operations through feedback of lessons learned

Does Evaluation Have to Be Either/Or?



Evaluation for Accountability

Evaluation for Learning

Evaluation for Accountability

Evaluation for Learning

What is Accountability?

Accountability is the obligation to demonstrate that work has been conducted in compliance with agreed rules and standards or to report fairly and accurately on performance results vis-à-vis mandated roles and/or plans. This may require a careful, even legally defensible, demonstration that the work is consistent with the contract aims.

Accountability is about demonstrating to donors, beneficiaries, and implementing partners that expenditure, actions, and results are as agreed or are as can reasonably be expected in a given situation.

Evaluation for Accountability

Relates to standards, roles, and plans

Is shaped by reporting requirements

Focuses on *effectiveness and efficiency*

Measures *outputs* and *outcomes* against original intentions

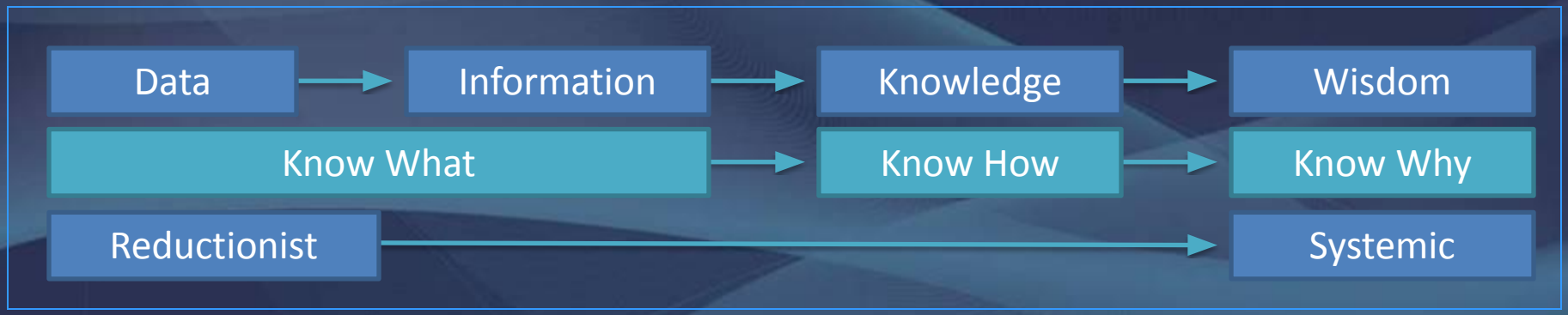
Has a limited focus on the *relevance* and *quality* of the project

Overlooks unintended outcomes (positive and negative)

Concerns mostly single-loop learning

What is Learning?

- Learning is the acquisition of knowledge or skills through instruction, study, and experience.
- Learning is driven by organization, people, knowledge, and technology working in harmony—urging better and faster learning, and increasing the relevance of an organization.
- Learning is an integral part of knowledge management and its ultimate end.



Evaluation for Learning

Recognizes the difference an organization has made

Understands *how* the organization has helped to make a difference

Explores assumptions specific to each component of a project

Shares the learning with a wide audience

The Experiential Learning Cycle

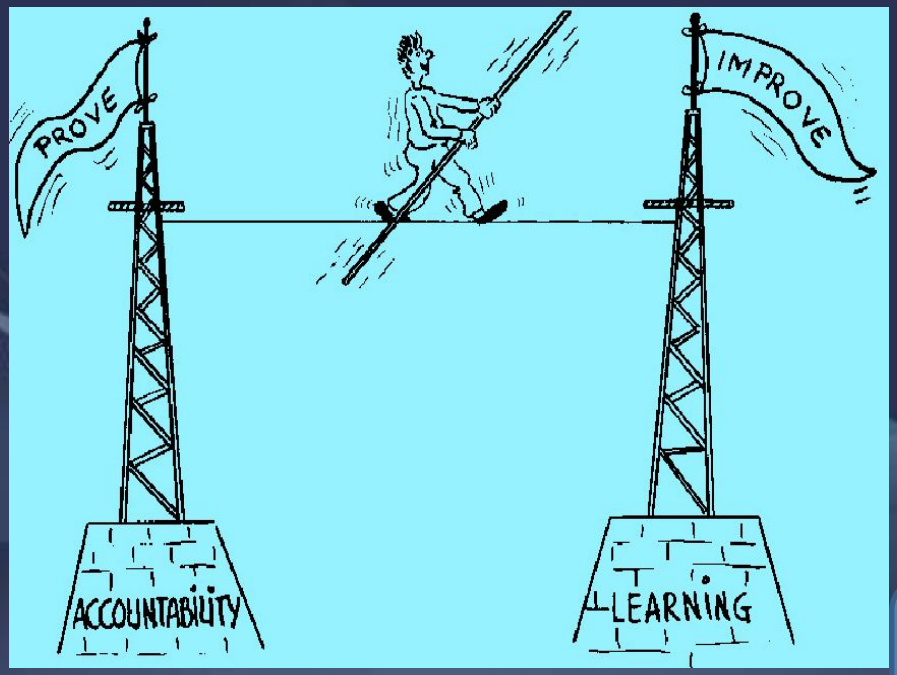
Evaluation for Accountability and Evaluation for Learning

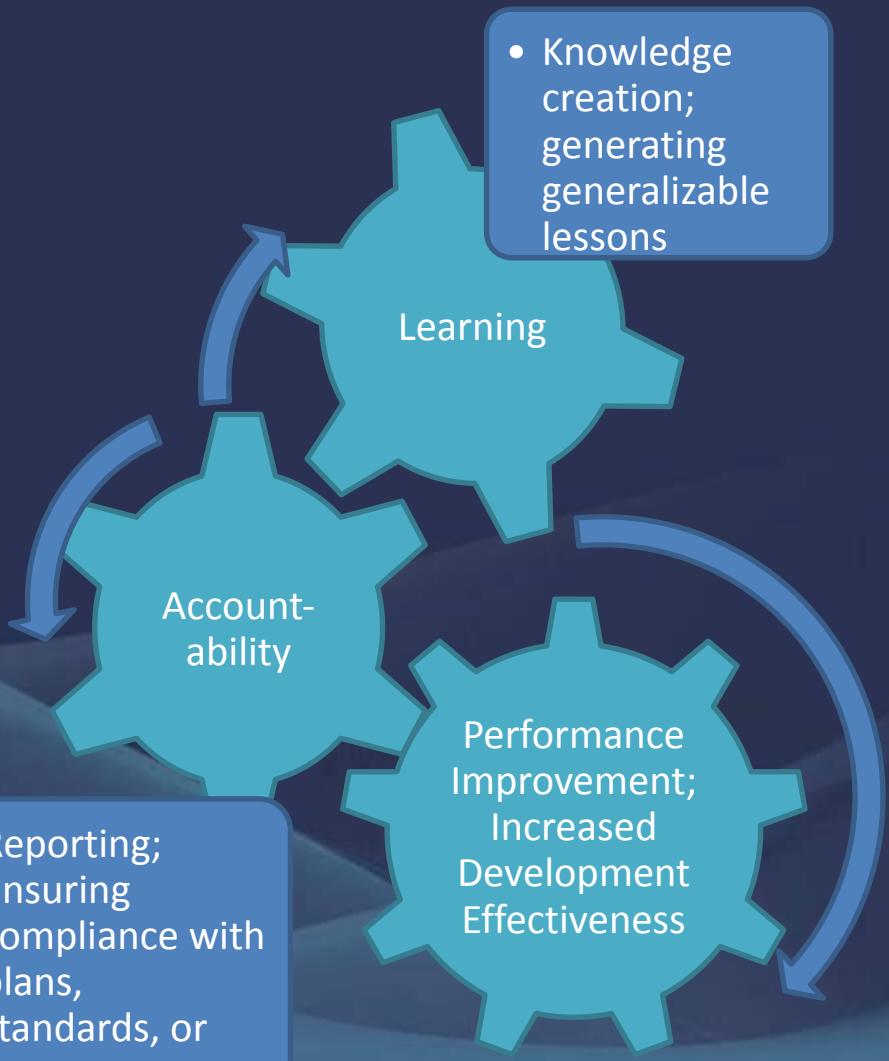
Item	Evaluation for Accountability	Evaluation for Learning
Basic Aim	The basic aim is to find out about the past.	The basic aim is to improve future performance.
Emphasis	Emphasis is on the degree of success or failure.	Emphasis is on the reasons for success or failure.
Favored by	Parliaments, treasuries, media, pressure groups	Development agencies, developing countries, research institutions, consultants
Selection of Topics	Topics are selected based on random samples.	Topics are selected for their potential lessons.
Status of Evaluation	Evaluation is an end product.	Evaluation is part of the project cycle.

Evaluation for Accountability and Evaluation for Learning

Item	Evaluation for Accountability	Evaluation for Learning
Status of Evaluators	Evaluators should be impartial and independent.	Evaluators usually include staff members of the aid agency.
Importance of Data from Evaluations	Data are only one consideration.	Data are highly valued for the planning and appraising of new development activities.
Importance of Feedback	Feedback is relatively unimportant.	Feedback is vitally important.

Both/And?


PROVE
IMPROVE
ACCOUNTABILITY
LEARNING


• Knowledge creation; generating generalizable lessons
Learning
Account-ability
Performance Improvement; Increased Development Effectiveness
• Reporting; ensuring compliance with plans, standards, or contracts

Programs Should Be Held Accountable For

What is Feedback?

Evaluation feedback is a dynamic process that involves the presentation and dissemination of evaluation information in order to ensure its application into new or existing projects. Feedback, as distinct from dissemination of evaluation findings, is the process of ensuring that lessons learned are incorporated into new operations.

Actions to Improve the Use of Evaluation Feedback

- Understand how learning happens within and outside an organization
- Identify obstacles to learning and overcome them
- Assess how the relevance and timeliness of evaluation feedback can be improved
- Tailor feedback to the needs of different audiences
- Involve stakeholders in the design and implementation of evaluations and the use of feedback results

Who Can Learn from Evaluation?

- The wider community
- People who are or will be planning, managing, or executing similar projects in the future
- The people who contribute to the evaluation (including direct stakeholders)
- The people who conduct the evaluation
- The people who commission the evaluation
- The beneficiaries who are affected by the work being evaluated
- The people whose work is being evaluated (including implementing agencies)

Why We Need a Learning Approach to Evaluation

- Learning should be at the core of every organization to enable adaptability and resilience in the face of change.
- Evaluation provides unique opportunities to learn throughout the management cycle of a project.
- To reap these opportunities, evaluation must be designed, conducted, and followed-up with learning in mind.

How Can Stakeholders Contribute to Learning from Evaluation?

- Help design the terms of reference for the evaluation
- Be involved in the evaluation process as part of the evaluation team or reference group or as a source of information
- Discuss and respond to the analyses and findings
- Discuss and respond to recommendations
- Use findings to influence future practice or policy
- Review the evaluation process

What is a "Lesson"?

Lessons learned are findings and conclusions that can be generalized beyond the evaluated project. In formulating lessons, the evaluators are expected to examine the project in a wider perspective and put it in relation to current ideas about good and bad practice.

What is Needed to Learn a "Lesson"?

- Reflect: what happened?
- Identify: was there a difference between what was planned and what actually happened?
- Analyze: why was there a difference and what were its root causes?
- Generalize: what can be learned from this and what could be done in the future to avoid the problem or repeat the success?
- Triangulate: what other sources confirm the lesson?

At this point, we have a lesson *identified* but not yet learned: to truly learn a lesson one must take action.

What Influences Whether a Lesson is Learned?

Quality Standards for Evaluation Use and Learning

- The evaluation is designed, conducted, and reported to meet the needs of its intended users.
- Conclusions, recommendations, and lessons are clear, relevant, targeted, and actionable so that the evaluation can be used to achieve its intended accountability and learning objectives.
- The evaluation is delivered in time to ensure optimal use of results.
- Systematic storage, dissemination, and management of the evaluation report is ensured to provide easy access to all partners, reach target audiences, and maximize the benefits of the evaluation.

Monitoring and Evaluation Systems as Institutionalized Learning

- Learning must be incorporated into the overall management cycle of a project through an effective feedback system.
- Information must be disseminated and available to potential users in order to become applied knowledge.
- Learning is also a key tool for management and, as such, the strategy for the application of evaluative knowledge is an important means of advancing towards outcomes.

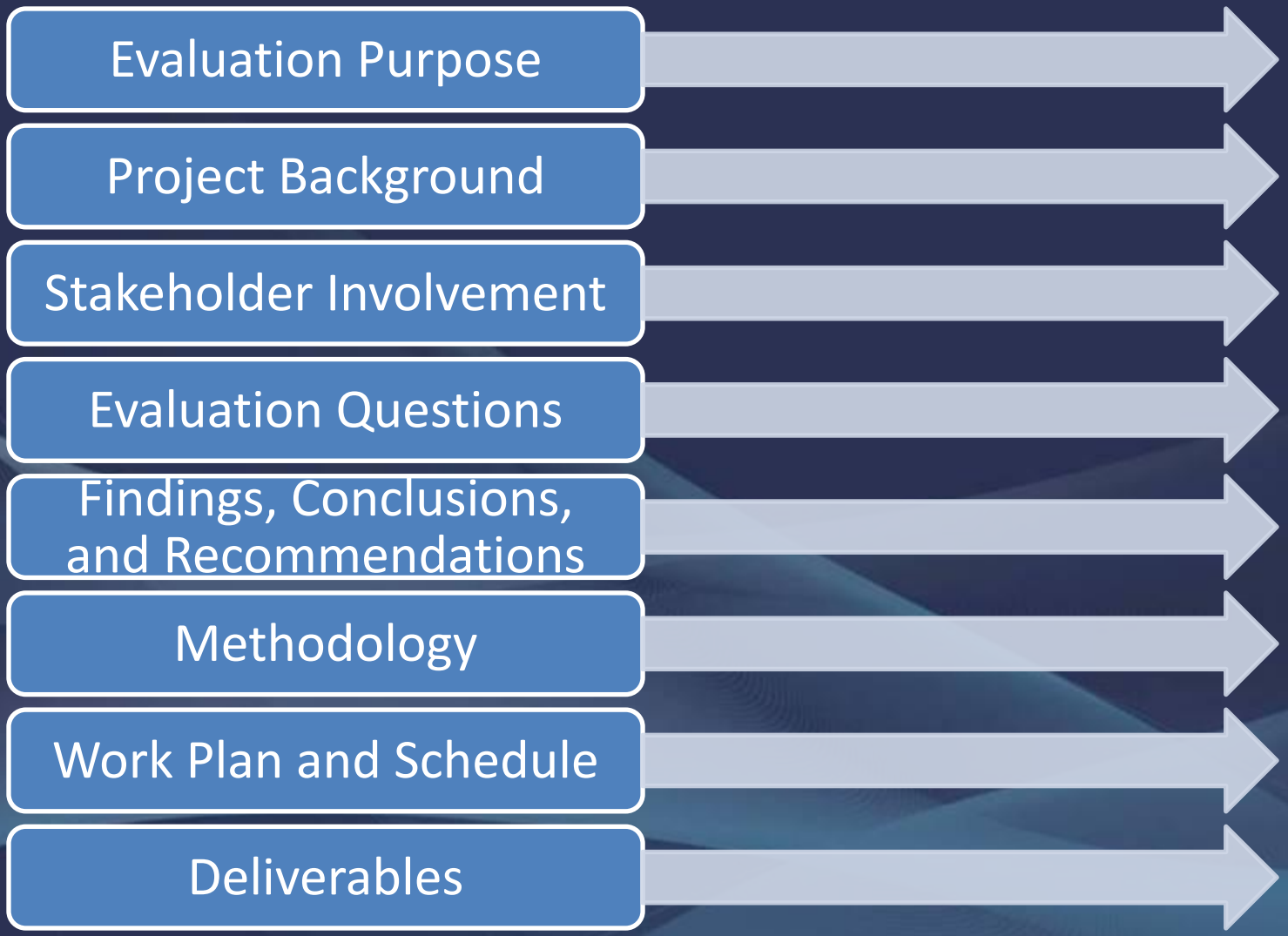
A Learning Approach to Evaluation

In development assistance, the overarching goal for evaluation is to foster a transparent, inquisitive, and self-critical organization culture across the whole international development community so we can all learn to do better.

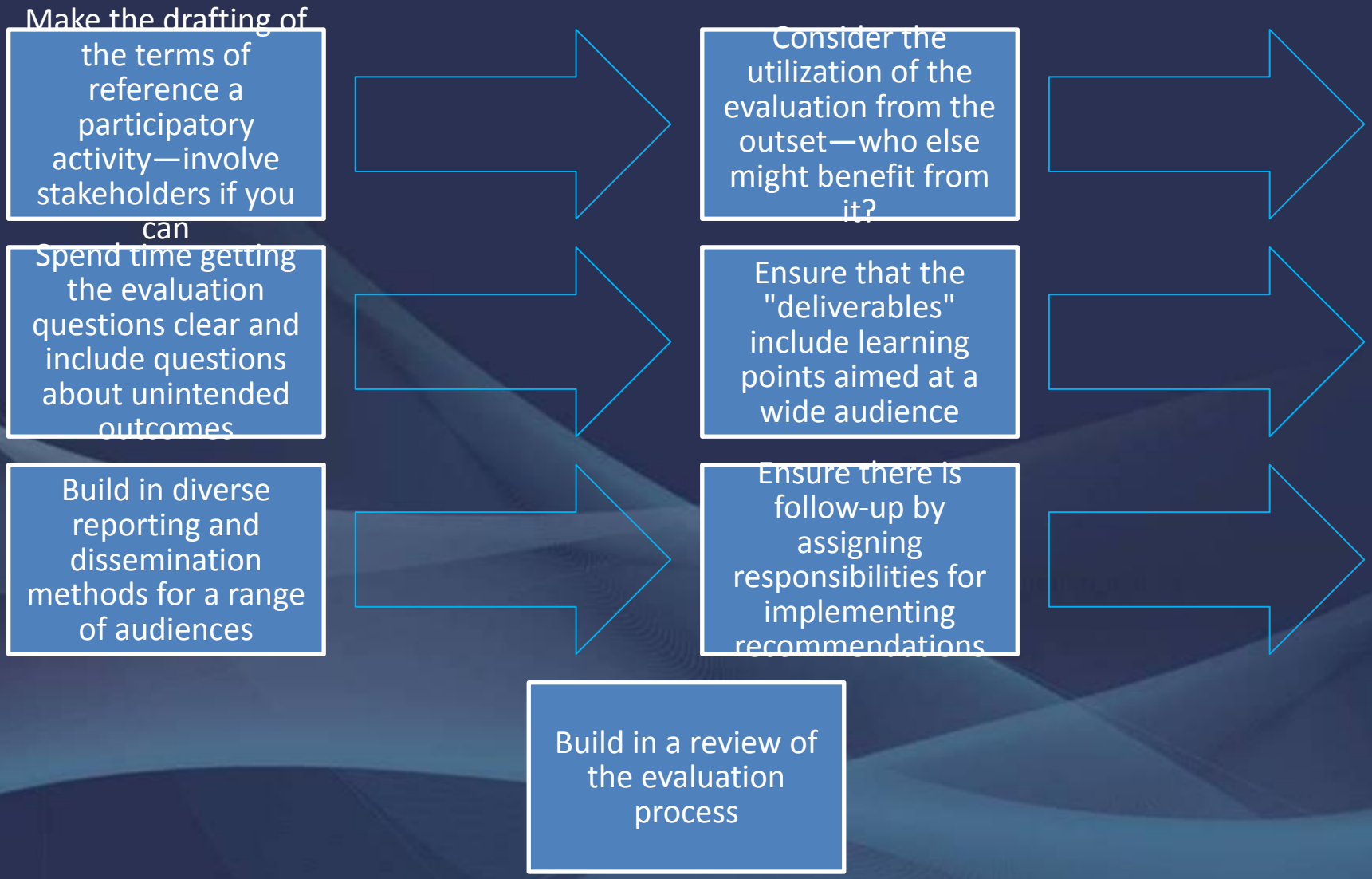
Eight Challenges Facing Learning-Oriented Evaluations

- The inflexibility of logic models
- The demands for accountability and impact
- The constraints created by rigid reporting frameworks
- The constraints of quantitative indicators
- Involving stakeholders
- Learning considered as a knowledge commodity
- Underinvestment in evaluation
- Underinvestment in the architecture of knowledge management and learning

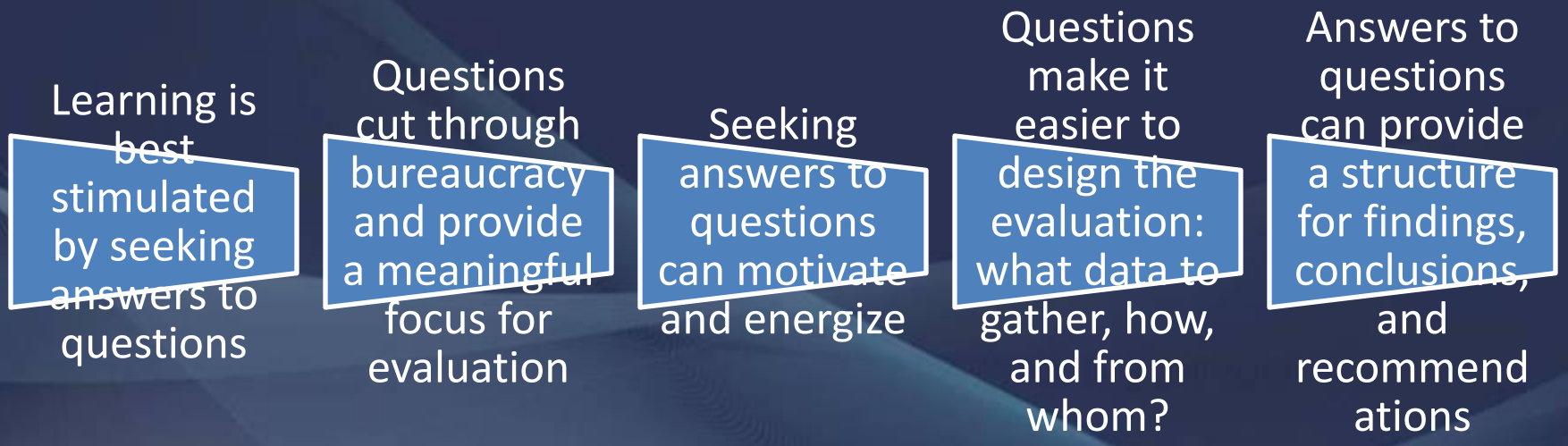
Focus of the Terms of Reference for an Evaluation



Building Learning into the Terms of Reference for an Evaluation



Why Questions Are the Heart of Evaluation for Learning



Criteria for Useful Evaluation Questions

- Data can be used to answer each question
- There is more than one possible answer to each question: each question is open and its wording does not pre-determine the answer
- The primary intended users want to answer the questions: they care about the answers
- The primary users want to answer the questions for themselves, not just for someone else
- The intended users have ideas about how they would use the answers to the questions: they can specify the relevance of the answers for future action

Utilization-Focused Evaluation

- Utilization-focused evaluation is done for and with specific intended primary users for specific intended uses.
- It begins with the premise that evaluations should be judged by their utility and actual use.
- It concerns how real people in the real world apply evaluation findings and experience the evaluation process.
- Therefore, the focus in utilization-focused evaluation is intended use by intended users.

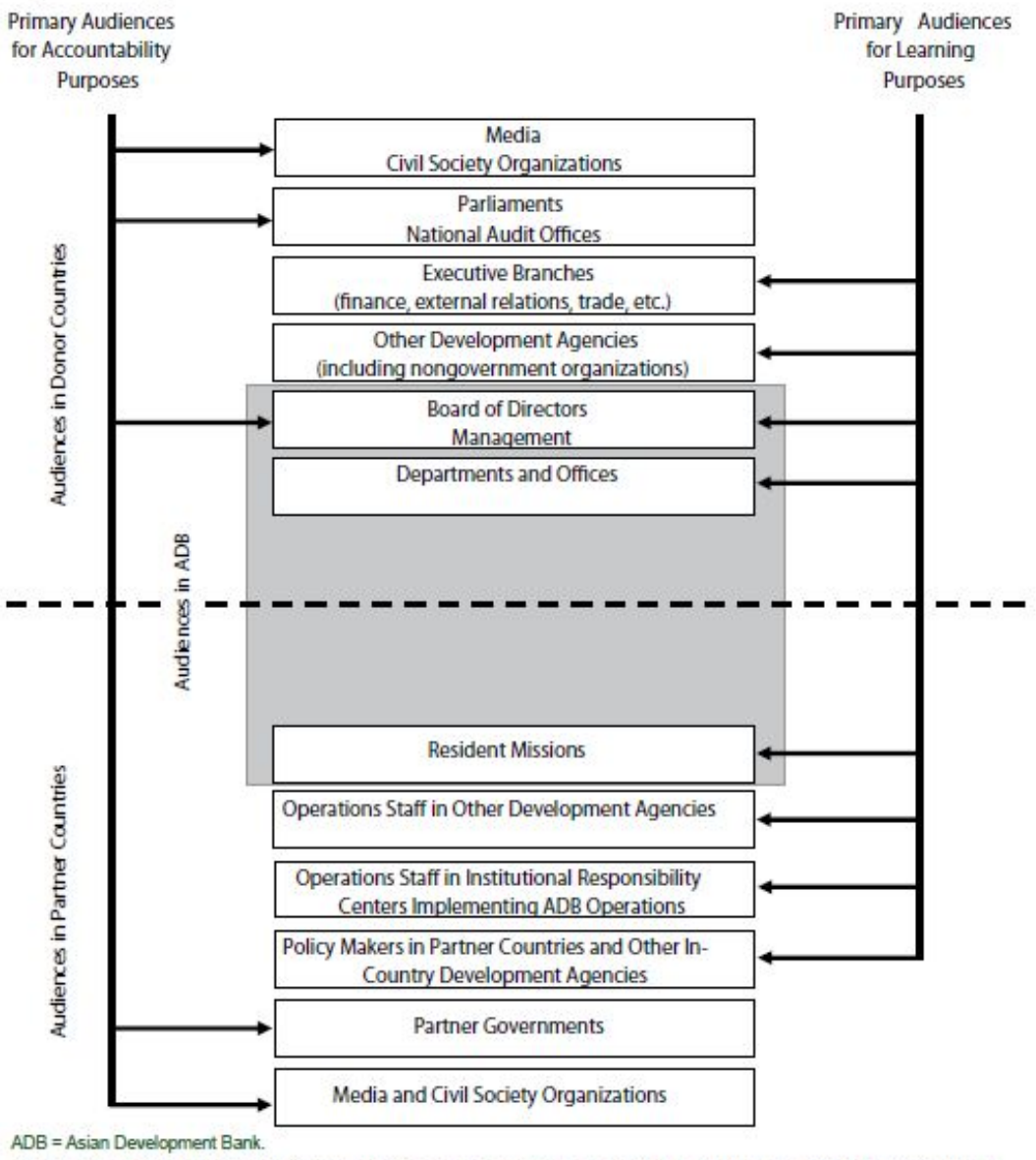
The Stages of Utilization-Focused Evaluation

- 1. Identify primary intended users
- 2. Gain commitment and focus the evaluation
- 3. Decide on evaluation methods
- 4. Analyze and interpret findings, reach conclusions, and make recommendations
- 5. Disseminate evaluation findings

Potential Evaluation Audiences

- Program Funders
- Board Members
- Policy Makers
- Program Managers
- Program Staff
- Program Clients
- NGOs
- Researchers
- Media
- Other Agencies

Figure 1: Target Audiences for Evaluation Feedback



ADB = Asian Development Bank.

Source: Adapted from Organisation for Economic Co-operation and Development. 2001. *Evaluation and Aid Effectiveness No. 5. Evaluation Feedback for Effective Learning and Accountability.* Paris. Available: www.oecd.org/dataoecd/10/29/2667326.pdf

Target Audiences for Evaluation Feedback

Typology of Evaluation Use

- Conceptual Use
- Instrumental Use
- Process Use
- Symbolic Use
- Political Use

Conceptual Use of Evaluation

Genuine Learning

ual use is about generating knowledge in and understanding of a given area
hink about the project in a different way.
e and given changes in the contextual and political circumstances surround
conceptual use can lead to significant changes.

Instrumental Use of Evaluation

Practical Application

uation directly affects decision-making and influences changes in the progr
view.
for this type of utilization involves decisions and actions that arise from th
on, including the implementation of recommendations.

e of Evaluation

Learning by Doing

- Process use concerns how individuals and organizations are impacted as a result of participating in an evaluation. Being involved in an evaluation may lead to changes in the thoughts and behaviors of individuals which may then lead to beneficial cultural and organizational change.
- Types of use that precede lessons learned include learning to learn, creating shared understanding, developing networks

Symbolic Use of Evaluation

Purposeful Non-Learning

c use means that evaluations are undertaken to signify the purported ration
cy in question. Hence one can claim that good management practices are i

Political Use of Evaluation

Learning is Irrelevant

on occurs after key decisions have been taken. The evaluation is then used
existing position, e.g., budget cuts to a program.

Factors That Affect Utilization

Relevance of the findings, conclusions, and recommendations	Credibility of the evaluators	Quality of the analysis
Actual findings	The evaluator's communication practices	Timeliness of reporting
The organizational setting	The attitudes of key individuals towards the evaluation	The organizational climate, e.g., decision-making, political, and financial

Obstacles to Learning from Evaluation

Individual Defense Mechanisms

- Immediate personal reaction to feedback that threatens us tends to be defensive. In addition, we tend to resist evidence that does not accord with our own world views.
- It takes a conscious effort to actively seek feedback and hear evidence that may be negative, or may not fit with our own world view. It is hard to treat discordant information as something that may help us to improve, and to navigate that information with curiosity rather than suspicion.

Obstacles to Learning from Evaluation

Organizational Dilemmas

- Do organizational culture, structures, policies, or procedures help or hinder learning? Do design processes build ownership and accountability from the outset? Do reporting and review procedures foster honesty and trust? Do procedures allow for flexibility and change? Do staff collectively share their experiences and insights about what works? Are there incentives for learning? Are there time and resource constraints?

Enhancing Learning from Evaluation

- For Individual Evaluations
  - Select topics that are relevant to your intended audiences and their timeframes.
  - Proactively plan for use from the start: this means intended use by intended users. Identify supportive and influential individuals who want evaluative information.
  - Vigorously engage intended users throughout the evaluation process, e.g., by means of advisory committees, help with forming recommendations, data analysis. Learning is an active, not passive, process.

Enhancing Learning from Evaluation

- For Individual Evaluations
  - The evaluation needs to be credible in the eyes of users and of high quality. If your findings are controversial your evidence needs to be of an even higher standard.
  - Timely reporting supports immediate use although research suggests evaluations have a useful life of 8–10 years.
  - Reporting of results needs to make use of multiple formats, e.g., written, verbal, and/or visual, while presenting 3–5 key messages in a user-friendly format.

Enhancing Learning from Evaluation

- For Individual Evaluations
  - Good recommendations are technically, politically, administratively, legally, and financially viable.
  - Evaluation findings must be assertively disseminated in a manner that supports audience engagement. Your evaluation findings are competing against other sources of information.
  - Think about learning and use from a change management perspective. Resistance to change is to be expected. Potential users benefit from support: technical; emotional; financial; practical help and advice; etc.

Enhancing Learning from Evaluation

- Institutionalizing Monitoring and Evaluation Systems
  - To enhance the prospects of learning and use, there is a need to link evaluation into mainstream processes such as policy making, planning, budgeting, accountability and reporting, managing for results, and organizational incentives

Monitoring and Evaluation: Conventional and Narrative

- **Conventional**
  - Deductive—about expected outcomes
  - Indicators often determined by senior staff
  - Closed or specific questioning
  - Analysis by management
  - Based on numbers—no context
  - About "proving"
  - Central tendencies
- **Narrative**
  - Inductive—about unexpected outcomes
  - Diversity of views (from staff and beneficiaries)
  - Open questioning
  - Participatory analysis
  - Contextual—"rich description"
  - About learning and improvement
  - Outer edges of experience

What is Required of Today's Evaluations

- Involve Stakeholders
- Design Evaluations to Enhance Use
- Focus on Performance Improvement
- Demonstrate Transparency
- Show Cultural Competence
- Build Evaluation Capacity

Why Use a Narrative (Story-Based) Approach?

- Storytelling
  - Stories start with the lived experience of beneficiaries
  - People tell stories naturally
  - People remember stories
  - Stories can convey difficult messages
  - Stories provide a "rich picture" to decision-makers
  - Stories provide a basis for discussion

What is Most Significant Change?

The Most Significant Change Cycle

- Project
- Changes in Peoples' Lives
- Stories
- Learning
- Action
- Improved Project

The Core of the Most Significant Change Technique

- A question: "In your opinion, what was the most significant change that took place in … over the … months?" [Describe the change and explain why you think it is significant.]
- Re-iteration of the same kind of question: "Decide which of the change stories collected describes the 'most significant' changes experienced by the respondents." [Describe the change and tell why you think it is significant.]

What Makes Most Significant Change Different

The advantages of the Most Significant Change technique, compared to conventional approaches to monitoring and evaluation, are that

Those participating have a choice about what sort of information to collect, rather than standard data.

The technique uses diverse Information this is analyzed by all participants, not simply by a central unit.

Subjectivity is used rather than avoided.

The 10 Steps of the Most Significant Change Technique

- 1. Get started, establish champions, and familiarize
- 2. Determine domains of change
- 3. Define the reporting period
- 4. Collect stories
- 5. Review and filter stories regularly
- 6. Discuss and communicate the results of the selection with stakeholders
- 7. Verify stories
- 8. Quantify
- 9. Conduct secondary analysis and meta-monitoring
- 10. Revise the process

Selecting Significant Change Stories

Staff read through and identify the most significant of all the submitted significant change stories.

Selection criteria emerge through discussion of stories—these criteria are noted.

Staff document (i) what significant change was selected, (ii) why it was selected, (iii) the process used to make the selection, and (iv) who was involved

Subjectivity is made accountable through transparency.

How to Use the Most Significant Change Technique

- Not as a stand-alone method
- Alongside indicator-based systems
- To identify unexpected changes
- To engage people in analysis of change
- To involve a wide range of people
- To focus on outcomes rather than outputs

The Conventional Problem-Focused Approach to Evaluation

- Identify the issues or problems
- Determine the root causes
- Generate solutions
- Develop action plans
- Implement action plans

Problem-Focused Approach—Assumptions

- There is some ideal way for things to be (usually determined by the logic model).
- If a situation is not as we would like it to be, it is a "problem" to be solved.
- Deviations from the plan (logic model) are automatically seen as problems.
- The way to solve a problem is to break it into parts and analyze it.
- If we find the broken part and fix it, the whole problem will be solved.

Unintended Consequences of Problem-Focused Approaches

- Fragmented responses—lack of holistic overview
- Necessary adaptations to plans viewed negatively
- Focus on single-loop learning—lack of creativity and innovation; untested assumptions
- Reinforces negative vocabulary—drains energy; leads to hopelessness and wish to simply get work completed
- Reinforces "blame culture"—undermines trust; increases risk aversion; strains relationships

Appreciative Inquiry

Ap-pre'ci-ate, v.

ognize the quality, significance or magnitude of
ognizing the best in someone or something
e fully aware of or sensitive to
aise in value or price

In-quire', v.

- The act of exploration and discovery
- The process of gathering information for the purpose of learning and changing
- A close examination in a quest for truth

What is Appreciate Inquiry?

- Appreciative inquiry builds on learning from what is working well rather than focusing on "fixing" problems.
- Appreciative inquiry brings positive experiences and successes to everyone's awareness.
- Appreciative inquiry uses a process of collaborative inquiry that collects and celebrates good news stories.
- Stories that emanate from appreciative inquiry generate knowledge that strengthens the identity, spirit, and vision of the team involved in the project and helps everyone learn how to better guide its development.

Appreciative Inquiry and Evaluation

- Appreciative inquiry helps identify and value what is working well in a project and builds on these good practices.
- Appreciative inquiry is better suited to formative evaluation or monitoring than to summative evaluation.
- Appreciative inquiry can be used to guide questions during development of the terms of reference for an evaluation and at data collection stages.

Comparing Appreciative Inquiry with Problem-Focused Approaches

- Appreciative Inquiry
  - What to grow
  - New grammar of the true, good, better, possible
  - "Problem focus" implies that there is an ideal
  - Expands vision of preferred future
  - Creates new energy fast
  - Assumes organizations are sources of capacity and imagination
- Problem Focus
  - What to fix
  - Underlying grammar = problem, symptoms, causes, solutions, action plan, intervention
  - Breaks things into pieces and specialties, guaranteeing fragmented responses
  - Slow! It takes a lot of positive emotion to make real change
  - Assumes organizations are constellations of problems to be overcome

The Appreciative Inquiry Process —The 5-Ds or 5-Is

- 1. Definition: Frame the inquiry (Initiate)
- 2. Discovery: What is good? What has worked? (Inquire)
- 3. Dream: What might be? (Imagine)
- 4. Design: What should be? (Innovate)
- 5. Destiny: How to make what should be happen? (Implement)

Example Starter Questions for Appreciative Inquiry

- Think back on your time with this project. Describe a high point or exceptional experience that demonstrates what the project has been able to achieve.
- Describe a time when this project has been at its best—when people were proud to be a part of it. What happened? What made it possible for this highpoint to occur? What would things look like if that example of excellence was the norm?

Good appreciative inquiry questions should illuminate in turn the five dimensions the technique addresses.

Appreciative Inquiry Can Enrich Evaluation When …

- The organization is interested in using participatory and collaborative evaluation approaches
- The evaluation is happening part way through a project (formative)
- The evaluation includes a wide range of stakeholders with differing views of "success"
- The organization is genuinely interested in learning from unintended as well as intended outcomes
- The organization wants to use evaluation findings to guide change
- There is a desire to build evaluation capacity

The Nature of Development

- Complex: involves a mix of actors and factors
- Indeterminate: independent of the duration of a project
- Non-Linear: unexpected, emergent, discontinuous
- Two-Way: results may change the project
- Beyond Control: but subject to influence
- Incremental, Cumulative: watersheds and tipping points

Challenges in Evaluating Development Interventions

- Establishing cause and effect in open systems
- Measuring what did *not* happen
- Reporting on emerging objectives
- Justifying continuing "successful" projects
- Timing—when to evaluate
- Encouraging iterative learning among partners
- Clarifying values
- Working in "insecure" situations

A Critical Look at Logic Models

- Clarify objectives and how they will be achieved
- Make explicit the assumptions about cause and effect
- Identify potential risks
- Establish how progress will be monitored
- Lack of flexibility
- Lack of attention to relationships
- Problem-focused approach to planning
- Insufficient attention to outcomes
- Oversimplifies monitoring and evaluation
- Inappropriate at program and organizational levels

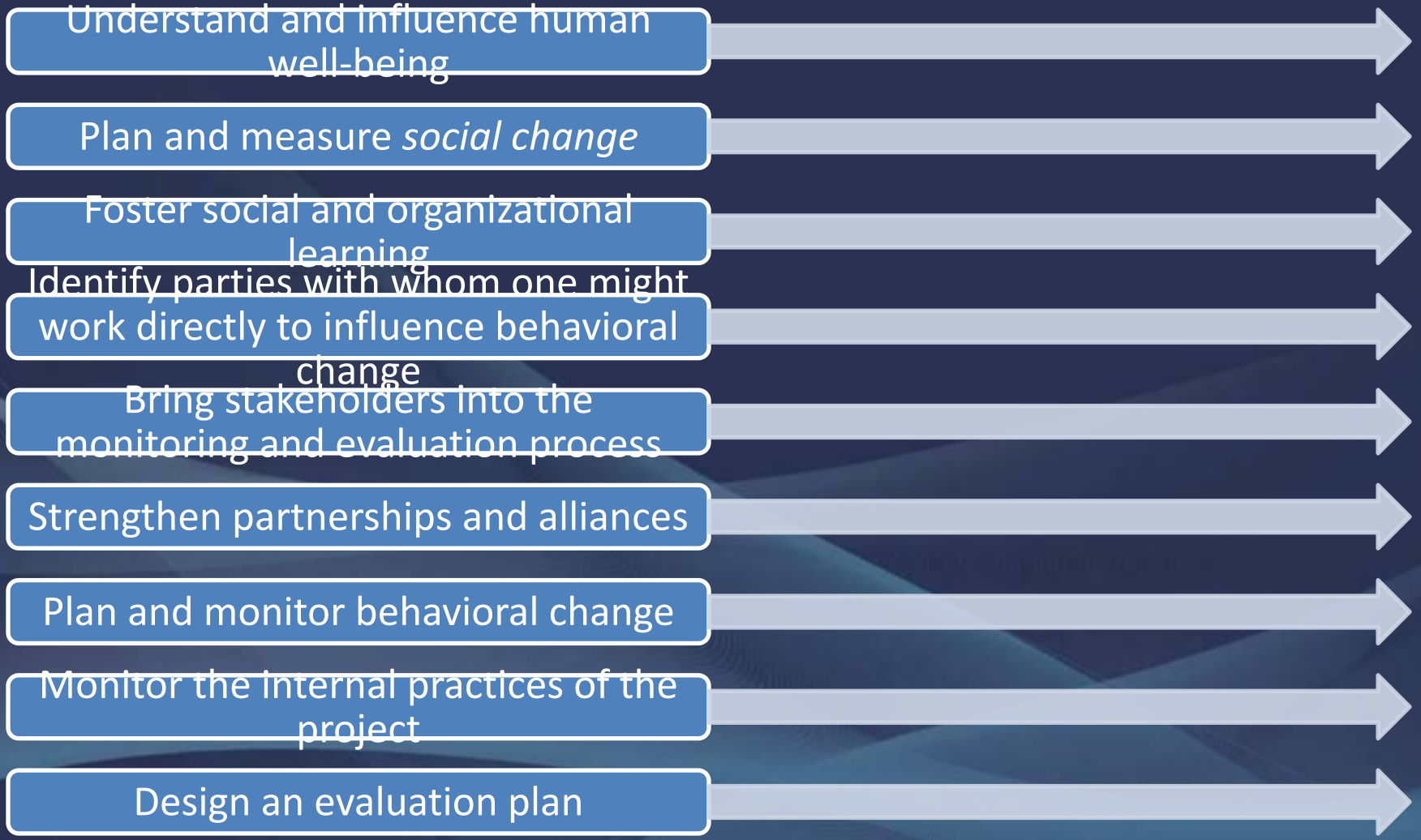
Outcome Mapping

Outcome mapping is an approach to planning, monitoring, and evaluating social change initiatives.

Outcome mapping uses a set of tools and guidelines that steer teams through a process to identify their project's desired changes and to work collaboratively to bring about those changes.

Results are measured by changes in the relationships, behaviors, and actions of the individuals, groups, and organizations the project is working directly with and seeking to influence.

Outcome Mapping Can Help …

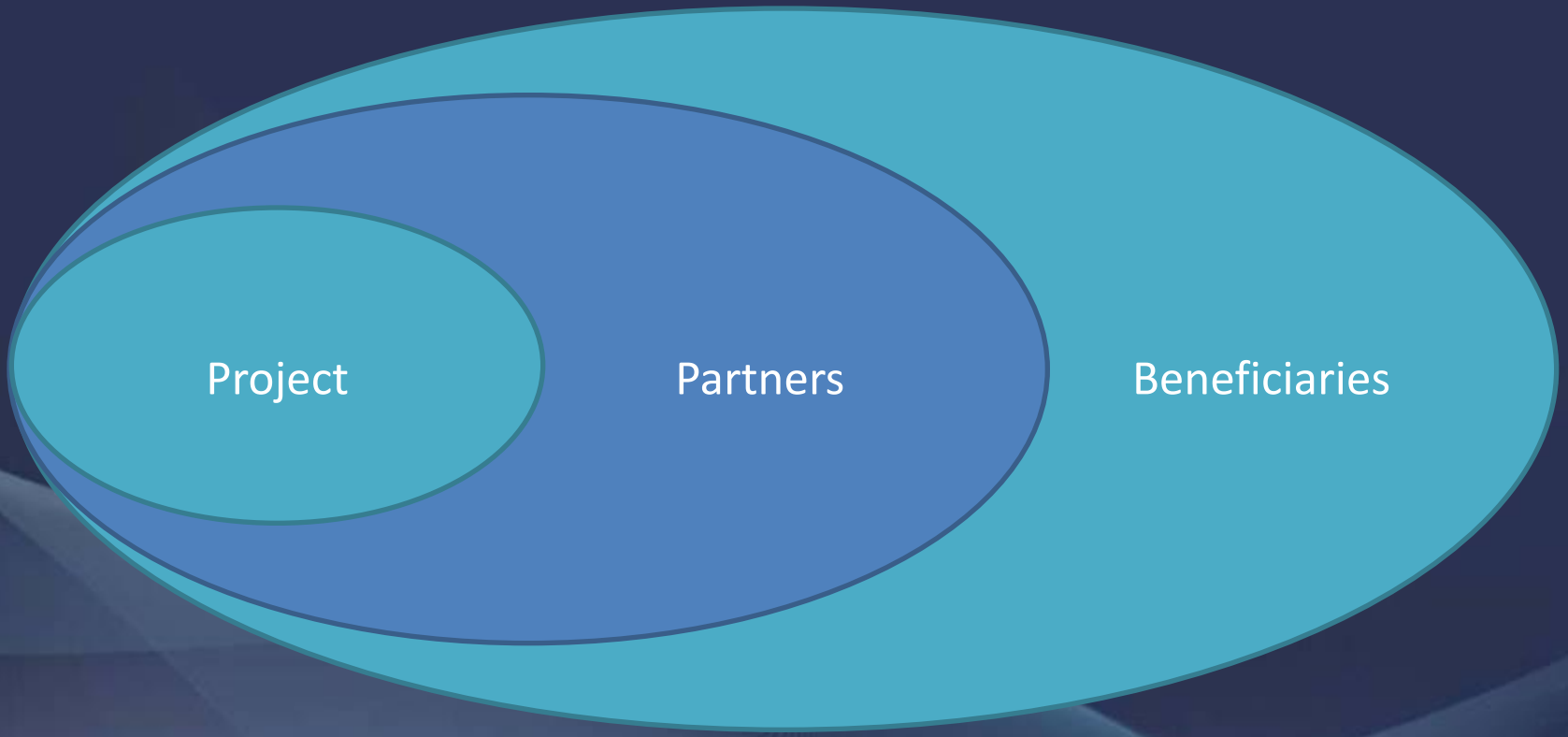


The Three Key Concepts of Outcome Mapping

Development is about people—it is about how they relate to one another and their environment, and how they learn in doing so. Outcome mapping puts people and learning first and accepts unexpected change as a source of innovation. It shifts the focus from changes in state, viz. reduced poverty, to changes in behaviors, relationships, actions, and activities.

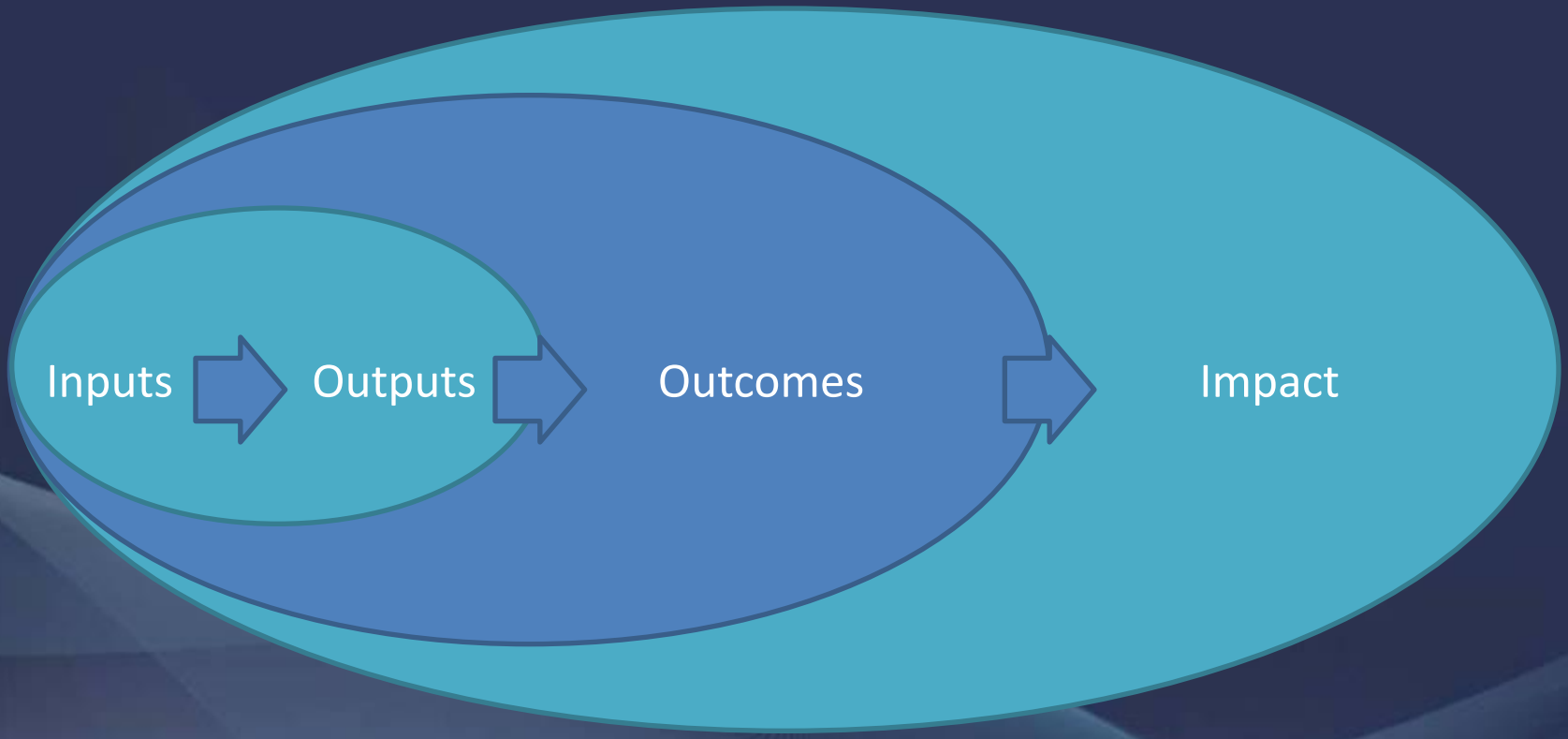
—Olivier Serrat

There is a Limit to Our Influence



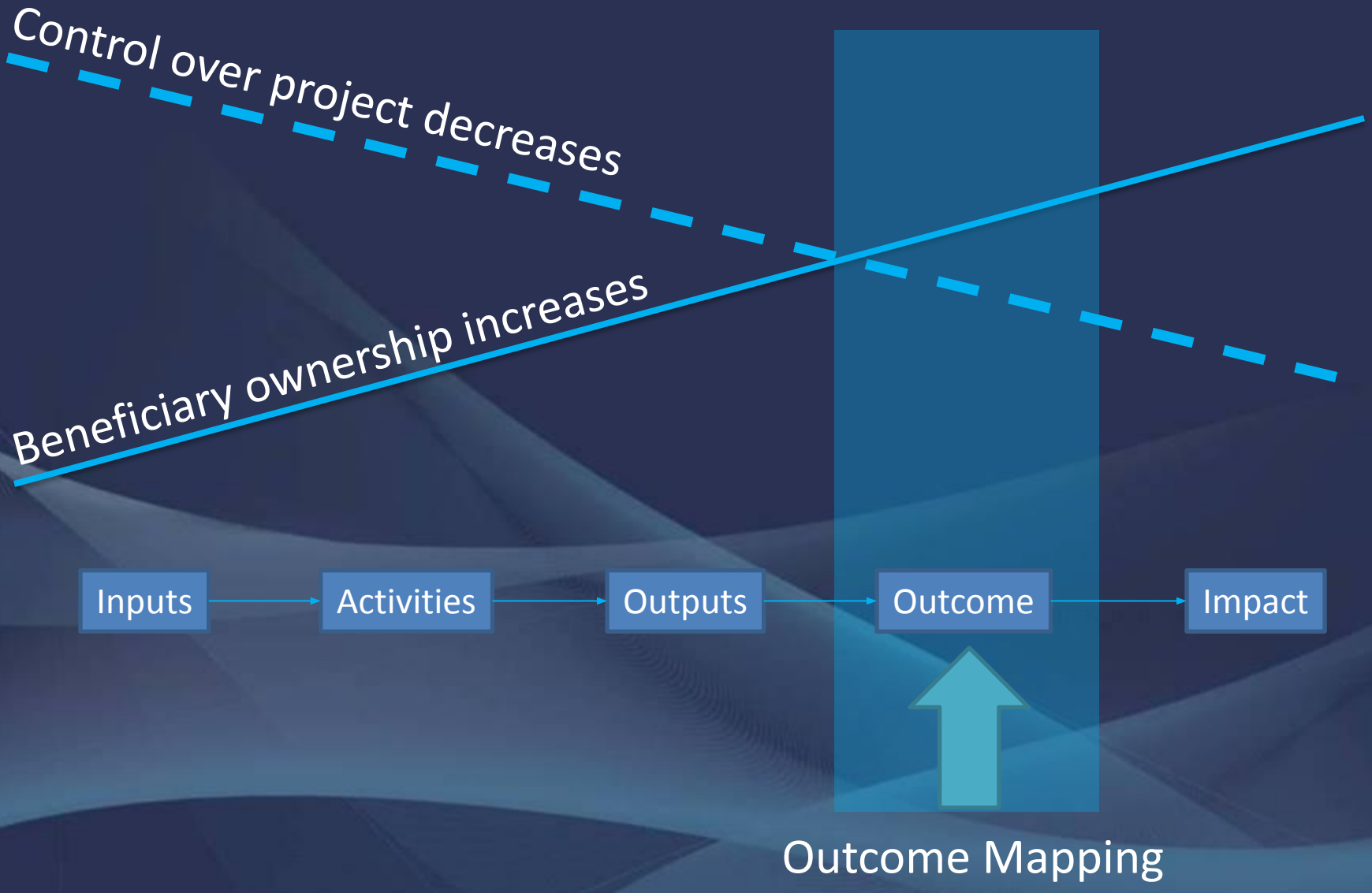
Sphere of Control → Sphere of Influence → Sphere of Interest

There is a Limit to Our Influence

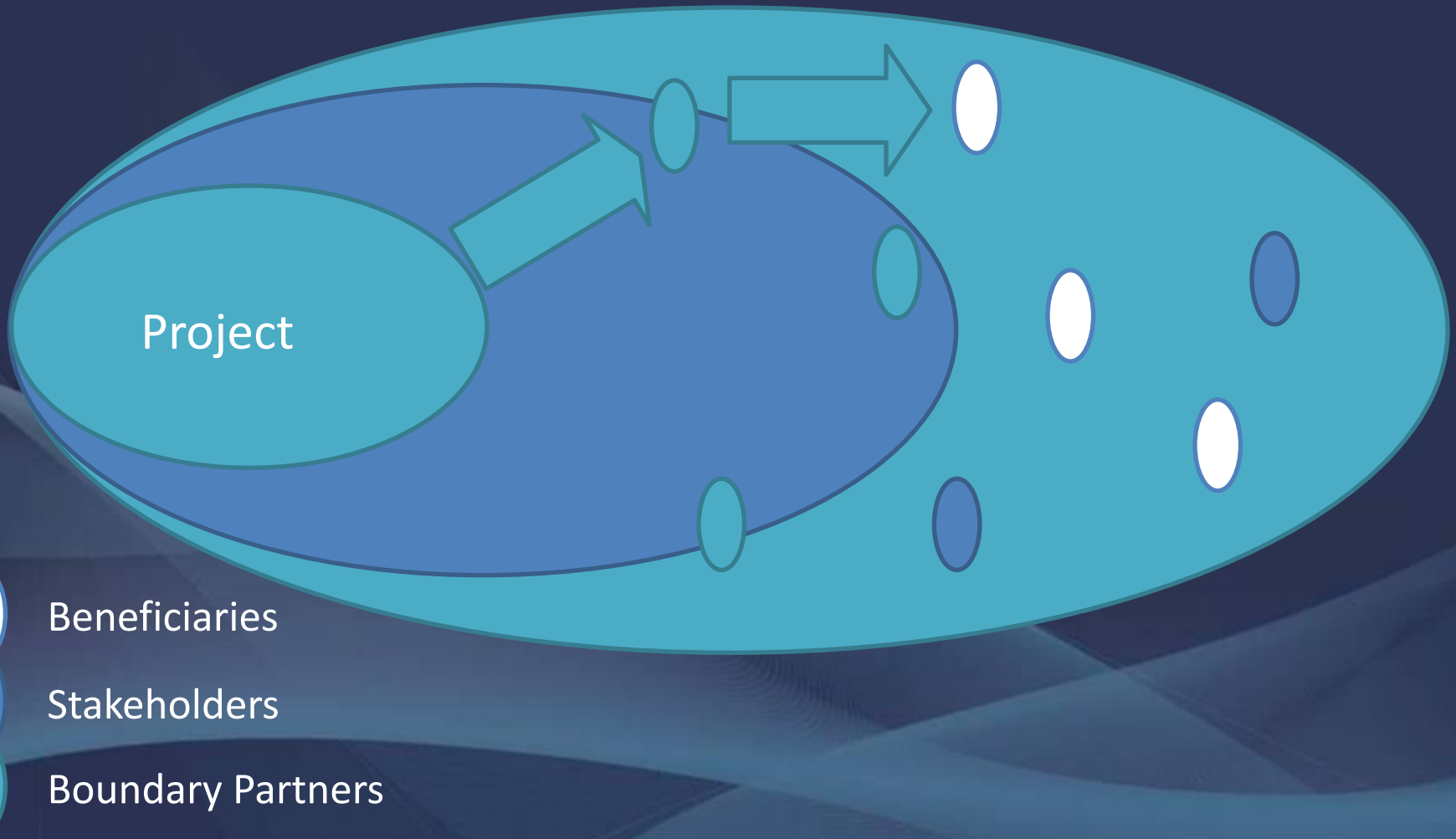


Sphere of Control → Sphere of Influence → Sphere of Interest

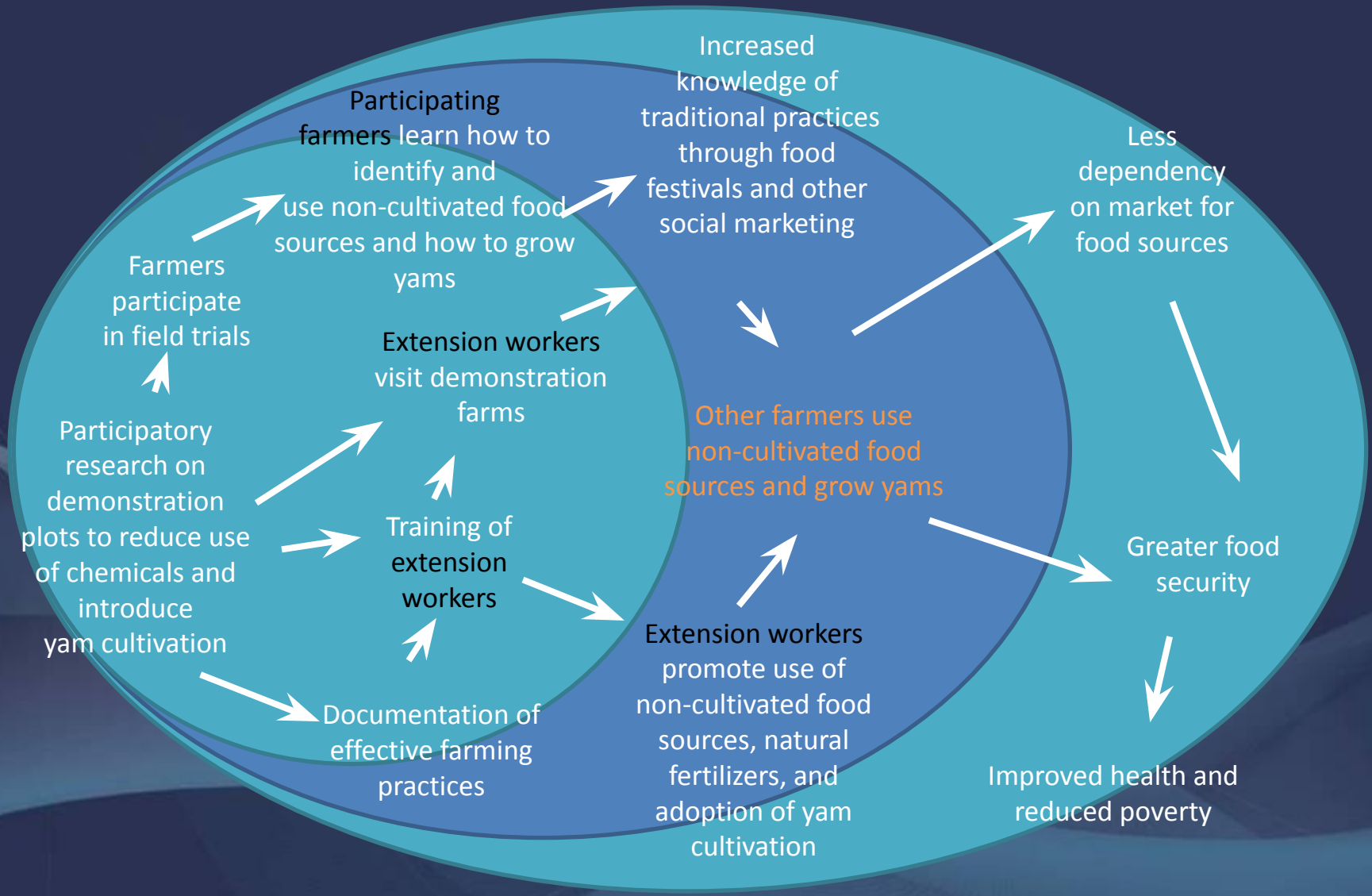
Focus of Outcome Mapping



Boundary Partners



Boundary Partner Example



The Problem with Impact

- Impact Implies …
  - Cause and effect
  - Positive, intended results
  - Focus on ultimate effects
  - Credit goes to a single contributor
  - Story ends when project obtains success
- The Reality is …
  - Open system
  - Unexpected positive and negative results occur
  - Upstream effects are important
  - Multiple actors create results and deserve credit
  - Change process never ends

The Principles of Outcome Mapping

- Actor-Centered Development and Behavioral Change
- Continuous Learning and Flexibility
- Participation and Accountability
- Non-Linearity and Contribution (not attribution and control)

Three Stages of Outcome Mapping

- Intentional Design
  - Step 1: Vision
  - Step 2: Mission
  - Step 3: Boundary Partners
  - Step 4: Outcome Challenges
  - Step 5: Progress Markers
  - Step 6: Strategy Maps
  - Step 7: Organizational Practices
- Outcome and Performance Monitoring
  - Step 8: Monitoring Priorities
  - Step 9: Outcome Journals
  - Step 10: Strategy Journal
  - Step 11: Performance Journal
- Evaluation Planning
  - Step 12: Evaluation Plan

When Does Outcome Mapping Work Best?

- When working in partnership
- When building capacity
- When a deeper understanding of social factors is critical
- When promoting knowledge and influencing policy
- When tackling complex problems
- To embed reflection and dialogue

Tips for Introducing Outcome Mapping

- Use it flexibly
- Foster capacities and mindsets
- Use it to encourage collaboration
- Use it to manage shifts in organizational culture
- Focus on timing

Learning and Project Failure

Stage	Category
Preparation	Failures of intelligence: not knowing enough at the early stages of project formulation, resulting in crucial aspects of the project's context being ignored. Failures of decision making: drawing false conclusions or making wrong choices from the data that are available, and underestimating the importance of key pieces of information.
Implementation	Failures of implementation: bad or inadequate management of one or more important aspects of the project. Failures of reaction: inability or unwillingness to modify the project in response to new information or changes in conditions that come to light as the project proceeds.
Evaluation	Failures of evaluation: not paying enough attention to the results. Failures of learning: not transferring the lessons into future plans and procedures.

Competencies for Knowledge Management and Learning

Strategy Development	A strategy is a [illegible]
Management Techniques	[illegible]
Collaboration Mechanisms	[illegible]
Knowledge Sharing and Learning	[illegible]
Knowledge Capture and Storage	[illegible]

Knowledge Solutions for Knowledge Management and Learning

Strategy Development	• Behavior and change; emergence and scenario thinking; institutional capacity and participation; knowledge assets;
Management Techniques	• Branding and value; marketing; organizational complexity and lateral thinking; linear thinking; networks of practice
Collaboration Mechanisms	• Collaborative tools; communities of practice and learning alliances; leadership; social innovations; teamwork
Knowledge Sharing and Learning	• Creativity, innovation, and learning; learning and development; learning lessons; dissemination
Knowledge Capture and Storage	• Knowledge harvesting; reporting technology platforms

www.adb.org/site/knowledge-management/knowledge-solutions

Developing Evaluation Capacity

Capacity is the ability of people, organizations, and society to manage their affairs successfully.

Capacity to undertake effective monitoring and evaluation is a determining factor of development effectiveness.

Evaluation capacity development is the process of reinforcing or establishing the skills, resources, structures, and commitment to conduct and use monitoring and evaluation over time.

Why Develop Evaluation Capacity?

Stronger evaluation capacity will help development agencies

- Develop as a learning organization.
- Take ownership of their visions for poverty reduction, if the evaluation vision is aligned with that.
- Profit more effectively from formal evaluations.
- Make self-evaluations an important part of their activities.
- Focus on quality improvement efforts.
- Increase the benefits and decrease the costs associated with their operations.
- Augment their ability to change programming midstream and adapt in a dynamic, unpredictable environment.
- Build evaluation equity, if they are then better able to conduct more of their own self-evaluation, instead of hiring them out.
- Shorten the learning cycle.

Using Knowledge Management for Evaluation

Evaluation findings only add value when they are used, so:

- Make evaluation findings available when needed by decision makers, in a user-friendly format, e.g., a searchable lessons database system.
- Invest in knowledge management architecture.
- Make evaluation findings available in a range of knowledge products, including web-based.
- Encourage collaboration between evaluation specialists and knowledge management specialists.
- Improve targeted dissemination of evaluation findings.

How to Share Findings from Evaluations

To increase the chances evaluation findings will be used they must be shared widely, so:

- Upload to public websites.
- Hold meetings with interested stakeholders.
- Incorporate findings into existing publications, e.g., annual reports, newsletters.
- Present findings and learning points at annual meetings.
- Publish an article for a journal.
- Present a paper at a conference or seminar.
- Invite local researchers and academics to discuss evaluation findings.
- Share findings and learning points through workshops and training.
- Share lessons through knowledge networks and communities of practice.

Characteristics of a Good Knowledge Product

A good knowledge product is

- Related to what users want
- Designed for a specific audience
- Relevant to decision-making needs
- Timely
- Written in clear and easily understandable language
- Based on evaluation information without bias
- If possible, developed through a participatory process and validated through a quality assurance process with relevant stakeholders
- Easily accessible to target audience
- Consistent with what other products enhance visibility and learning

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