

Using and Contributing to BetterEvaluation & Contemporary Issues in M&E

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BetterEvaluation

Sharing information to improve evaluation

www.betterevaluation.org

Presentation Outline

- **What is**  **BetterEvaluation** ?
Sharing information to improve evaluation
 - underlying principles
 - the Rainbow Framework
 - using the website and contributing information
- **What are some important considerations in M&E?**
 - developing and using a theory of change
 - values clarification, especially equity
 - building an evaluative culture
- **What are some important developments in M&E?**
 - applying complexity theory
 - need for sustained and emerging impact evaluation

WHAT IS



BetterEvaluation

Sharing information to improve evaluation

?



BetterEvaluation

An international collaboration to improve evaluation practice and theory by sharing and generating information about options (methods or tools) and approaches.

Start here

to learn more about using BetterEvaluation



Week 41: Celebrating two years since going live!

Week 40: Visionary Evaluation AEA 2014 song

Week 39: Closing the series on visionary evaluation

Week 38: Addressing sustainability in evaluation



MANAGE



DEFINE



FRAME



DESCRIBE



UNDERSTAND CAUSES



SYNTHESISE



REPORT & SUPPORT USE

Find options

The [Rainbow Framework](#) organizes 300+ evaluation options into 7 clusters of tasks (shown to the right as coloured tabs).

MANAGE an evaluation or evaluation system

Manage an evaluation (or a series of evaluations), including deciding who will conduct the evaluation and who will make decisions about it. [Read more.](#)

1. Understand and engage stakeholders
2. Establish decision making processes
3. Decide who will conduct the evaluation
4. Determine and secure resources
5. Define ethical and quality evaluation standards
6. Document management processes and agreements
7. Develop planning documents for the evaluation
8. Review evaluation (do meta-evaluation)
9. Develop evaluation capacity



USERS



EXPERTS



PARTNERS



FOUNDERS

Work together to

CURATE EXISTING

CREATE NEW

knowledge about

HOW TO CHOOSE

HOW TO USE WELL

evaluation methods
& processes

Choosing the right 'tool' matters!



Simon Kneebone - "Show Me The Change"

<http://www.flickr.com/photos/smtc/sets/72157624112171834/>



Rainbow Framework – to guide managing, conducting and using evaluation

www.betterevaluation.org

300+ methods/options
related to 34 tasks
organized in 7 clusters



Develop a description of what is to be evaluated and how it is understood to work

 Manage



 Define

 Frame

 Describe

 Understand Causes

 Synthesize

 Report & Support Use

Set the parameters of the evaluation
–its purposes, key evaluation questions, and
criteria and standards to judge

 Manage



 Define

 Frame

 Describe

 Understand Causes

 Synthesize

 Report & Support Use

Answering descriptive questions:
how things are; what has happened;
what has changed

 Manage



 Define

 Frame

 Describe

 Understand Causes

 Synthesize

 Report & Support Use

Answering causal questions:
why things have changed

 Manage



 Define

 Frame

 Describe

 Understand Causes

 Synthesize

 Report & Support Use

Answering evaluative questions:
Overall judgement of merit, worth or significance

 Manage



 Define

 Frame

 Describe

 Understand Causes

 Synthesize

 Report & Support Use

Develop and present findings in ways that are useful for intended users
& Support them to make use of the findings



Manage



Define



Frame

Describe

Understand Causes



Synthesize



Report & Support Use

1. Understand & engage with stakeholders
2. Establish decision making processes
3. Decide who will conduct the evaluation
4. Determine & secure resources
5. Define ethical and quality standards
6. Document management processes and agreements
7. Develop evaluation plan or framework
8. Review evaluation
9. Develop evaluation capacity

Manage



Planning an Evaluation: Using the Rainbow Framework

The BetterEvaluation Rainbow Framework can help you to plan an evaluation by providing key questions. This can be used to develop an evaluation plan, a Terms of Reference, and consider these issues, including reporting, at the beginning of an evaluation. An expanded set of options or methods for each question can be downloaded from our website: <http://betterevaluation.org>

1. MANAGE an evaluation or evaluation system

Manage an evaluation (or a series of evaluations), including deciding who will make decisions about it.

Understand and engage with stakeholders: Who needs to be involved and how can they be identified and engaged?

Establish decision making processes: Who will have the authority to make decisions about the evaluation? Who will provide advice or make recommendations? What processes will be used for making decisions?

Decide who will conduct the evaluation: Who will actually undertake the evaluation?

Determine and secure resources: What resources (time, money, and expertise) are needed for the evaluation and how can they be obtained? Consider both internal (e.g. staff) and external (e.g. previous participants' time) resources.

Define ethical and quality evaluation standards: What will be considered good practice? How should ethical issues be addressed?

Document management processes and agreements: How will you document the management processes and agreements made?

Develop evaluation plan or framework: What is the overall plan for the evaluation? How will it be implemented across several related evaluations?

Review evaluation (do meta-evaluation): How will the evaluation itself be reviewed? How will the evaluation process, and report?

Develop evaluation capacity: How can the ability of individuals, groups, and organizations to conduct evaluations be strengthened?

2. DEFINE what is to be evaluated

Develop a description (or access an existing version) of what is to be evaluated and how it will be done to work.

Develop initial description: What exactly is being evaluated?

Develop program theory / logic model: How is the intervention understood to work? (e.g. theory of change, logic model)?

Identify potential unintended results: What are possible unintended (negative) results that will be important to address in the evaluation?

3. FRAME the boundaries for an evaluation

Set the parameters of the evaluation – its purposes, key evaluation questions, and standards to be used.

4. DESCRIBE activities, outcomes, impacts and context

Collect and retrieve data to answer descriptive questions about the activities of the project/program/policy, the various results it has had, and the context in which it has been implemented.

Sample: What sampling strategies will you use for collecting data?

Use measures, indicators or metrics: What measures or indicators will be used? Are there existing ones that should be used or will you need to develop new measures and indicators?

Collect and/or retrieve data: How will you collect and/or retrieve data about activities, results, context and other factors?

Manage Data: How will you organize and store data and ensure its quality?

Combine qualitative and quantitative data: How will you combine qualitative and quantitative data?

Analyze data: How will you investigate patterns in the numeric or textual data?

Visualize data: How will you display data visually?

5. UNDERSTAND CAUSES of outcomes and impacts

Collect and analyze data to answer causal questions about what has produced outcomes and impacts that have been observed.

Check the results support causal attribution: How will you assess whether the results are consistent with the theory that the intervention produced them?

Compare results to the counterfactual: How will you compare the factual with the counterfactual - what would have happened without the intervention?

Investigate possible alternative explanations: How will you investigate alternative explanations?

6. SYNTHESIZE data from one or more evaluations

Combine data to form an overall assessment of the merit or worth of the intervention, or to summarize evidence across several evaluations.

Synthesize data from a single evaluation: How will you synthesize data from a single evaluation?

Synthesize data across evaluations: Do you need to synthesize data across evaluations? If so, how should this be done?

Generalize findings: How can the findings from this evaluation be generalized to the future, to other sites and to other programs?

7. REPORT AND SUPPORT USE of findings

Develop and present findings in ways that are useful for the intended users of the evaluation, and support them to make use of them.

Identify reporting requirements: What timeframe and format is required for reporting?

Develop Reporting Media: What types of reporting formats will be appropriate for the intended users?

Ensure accessibility: How can the report be easy to access and use for different users?

Develop recommendations: Will the evaluation include recommendations? How will these be developed and by whom?



DESCRIBE



UNDERSTAND CAUSES



SYNTHESIZE



SUPPORT USE



MANAGE




























DEFINE




Example of Resources: Impact Evaluation

http://betterevaluation.org/themes/impact_evaluation

10 OVERVIEW: DATA COLLECTION AND ANALYSIS METHODS IN IMPACT EVALUATION   	11 Developing and Selecting Measures of Child Well-Being 	12 Interviewing 	13 Modelling  	
6 OVERVIEW: STRATEGIES FOR CAUSAL ATTRIBUTION   	7 Randomized Controlled Trials (RCTs)   	8 Quasi-Experimental Design and Methods 	9 Comparative Case Studies  	
1 OVERVIEW OF IMPACT EVALUATION   	2 Theory of Change  	3 Evaluative Criteria 	4 Evaluative Reasoning 	5 Participatory Approaches  

Example of Resources: Evaluation Rubrics

<http://betterevaluation.org/resource/example/rubrics-oakden>



Evaluation rubrics:
how to ensure transparent and clear assessment
that respects diverse lines of evidence

Judy Oakden

BetterEvaluation



BetterEvaluation
Sharing information to improve evaluation

Home > Blogs > Judy Oakden's blog

Guest blog: Why rubrics are useful in evaluations

13th March 2013 by Judy Oakden

Tags:
rubrics
new zealand

Judy Oakden is an independent evaluator from Aotearoa New Zealand who runs her own consultancy and is a member of the Kinnect Group. She was one of ten participants in the BetterEvaluation writeshop initiative, led by Irene Gujt, which facilitated evaluation practitioners to write up their valuable experiences. Judy's paper is the first in the series to be published.

In Aotearoa New Zealand the use of **rubrics** has been adopted across a number of institutions to help ensure there is transparent and clear assessment which respects and includes diverse lines of evidence in evaluation. This case, written as part of the BetterEvaluation writeshop process, discusses how the use of rubrics was helpful throughout all stages of an evaluation of the First-time principals' Induction Programme.

[Editor's note: see also Patricia Rogers' recent blog post for an introduction to rubrics]

Why we used rubrics in the evaluation

The Ministry of Education required this evaluation on a short time-frame, with a tight budget. This case describes how the use of rubrics supported us to undertake the evaluation in that context. In particular we chose to use rubrics for this project as we believed that the process of developing the rubrics would help us to reach a shared

Guide for Commissioners of Evaluation

STEPS IN THE COMMISSIONING PROCESS

1. Decide management structures and processes

2. Scope the evaluation

3. Develop the Terms of Reference (ToR)

4. Engage the evaluation team

5. Manage development of the evaluation methodology

6. Manage development of the evaluation work plan including logistics

7. Manage implementation of the evaluation

8. Guide production of quality report(s)

9. Disseminate reports and support use of evaluation

To be launched in September 2016

generaTOR Tool (1)

1. Background



2. Evaluation questions, principles & approach

3. Evaluation matrix

4. Roles, responsibilities & reporting requirements



5. Cost estimate, timelines & milestones



Save

Revisions

Evaluation questions

- Definition

Having an agreed set of Key Evaluation Questions (KEQs) makes it easier to decide what data to collect, how to analyze it, and how to report it.

Sometimes the KEQs are already prescribed by an evaluation system or a previously developed evaluation framework. Usually they need to be developed and agreed on at the beginning of evaluation planning.

Key Evaluation Questions are derived from the purpose(s) of the evaluation.

+ How do I do that

+ Show me examples

+ Help me

ENTER YOUR EVALUATION QUESTIONS:

Q1

[Add another](#)

Note: This is a concept example only, not the actual tool

generaTOR Tool (2)

- 1. Background 
- 2. Evaluation questions, principles & approach
- 3. Evaluation matrix
- 4. Roles, responsibilities & reporting requirements 
- 5. Cost estimate, timelines & milestones 

Save

Revisions

Evaluation matrix

+ Definition

+ How do I do that

+ Show me examples

+ Help me

	Participant Questionnaire	Key informant interviews	Project records	Add data source
Q1 What was the quality of implementation?	✓	✓	✓	
Q2 To what extent were the program objectives met?	✓	✓	✓	
Q3 What other impacts did the program have?	✓	✓		
Q4 How could the program be improved?	✓	✓		

Note: This is a concept example only, not the actual tool

Contribute to BetterEvaluation

- Steward an area
- Improve existing content
- Write a guest blog
- Add resources
- Let us know about events
- Give us feedback

World

Bem-vindo!

Digite [aqui](#) para obter informações em Português

Mirë se vini!

Shkruani këtu për informacion në gjuhën shqipe

Bienvenue!

Entrez ici pour des informations en français

Welcome!

Enter [here](#) for information in English about us

Selamat!

Segera hadir.

Hoan nghênh!

Săp có

Добро пожаловать!

Скоро.

Bem vindo ao BetterEvaluation em Português!

Also Available In: [English](#)

Se você precisa de informações úteis sobre avaliação em língua portuguesa, BetterEvaluation está trabalhando com avaliadores em países de língua portuguesa para auxiliá-lo.



Existem várias associações e redes de avaliadores produzindo excelentes trabalhos, como por exemplo as associações abaixo:

- [Rede Brasileira de Monitoramento e Avaliação](#), Brasil
- [Associação Portuguesa de Avaliação](#)
- [APAI – Associação Portuguesa de Avaliação de Impactes](#)
- [Associação Brasileira de Avaliação e Impacto](#)
- [AMAIA – Associação Moçambicana de Avaliação de Impacto Ambiental](#)
- [Associação Angola de Avaliação de Impactes Ambientais \(AVALIA\)](#)
- [Associação Guineense de Avaliação Ambiental \(AGAA\)](#)

BetterEvaluation busca criar parcerias com estas associações para divulgar seus trabalhos e auxiliar avaliadores.



Para saber mais sobre o trabalho do BetterEvaluation, e como participar, o site oferece uma tradução aproximada, como ilustrado abaixo.

Uma tradução aproximada de todas as páginas do BetterEvaluation.

Share



Blogs

[Semana 19: Formas de descrever a diferença entre pesquisa e avaliação](#)

[Week 20: A língua dominante em avaliação é o inglês?](#)

Resources

[OECD-DAC Princípios para a Avaliação de Ajuda ao Desenvolvimento](#)

[Avaliar as Atividades de Desenvolvimento: 12 Lições do CAD da OCDE](#)

[Palestra Michael Quinn Patton na Fundação Roberto Marinho - 12/06/2014 - Developmental Evaluation - Parte 01/02](#)

[Usando o 'Quadro Arco-íris'](#)

SOME IMPORTANT CONSIDERATIONS IN M&E

DEVELOPING AND USING A THEORY OF CHANGE

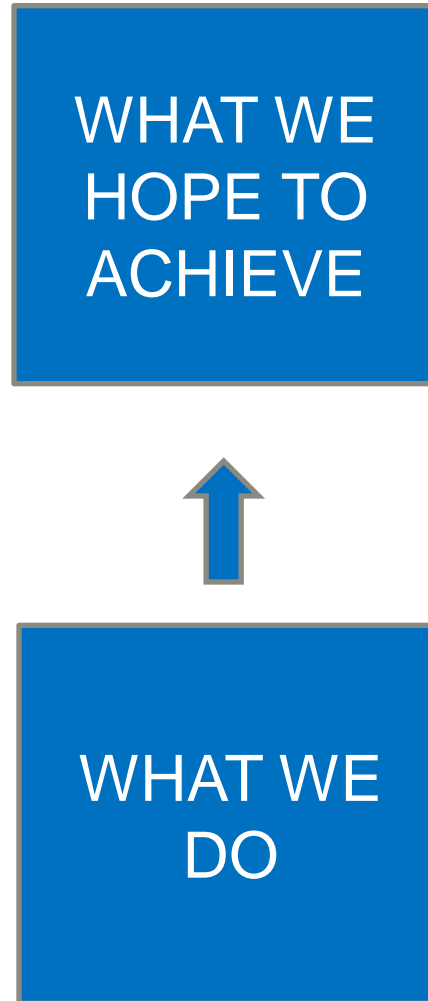
- What the change process involves
- How the intervention will bring this about

An apple a day
keeps the doctor away

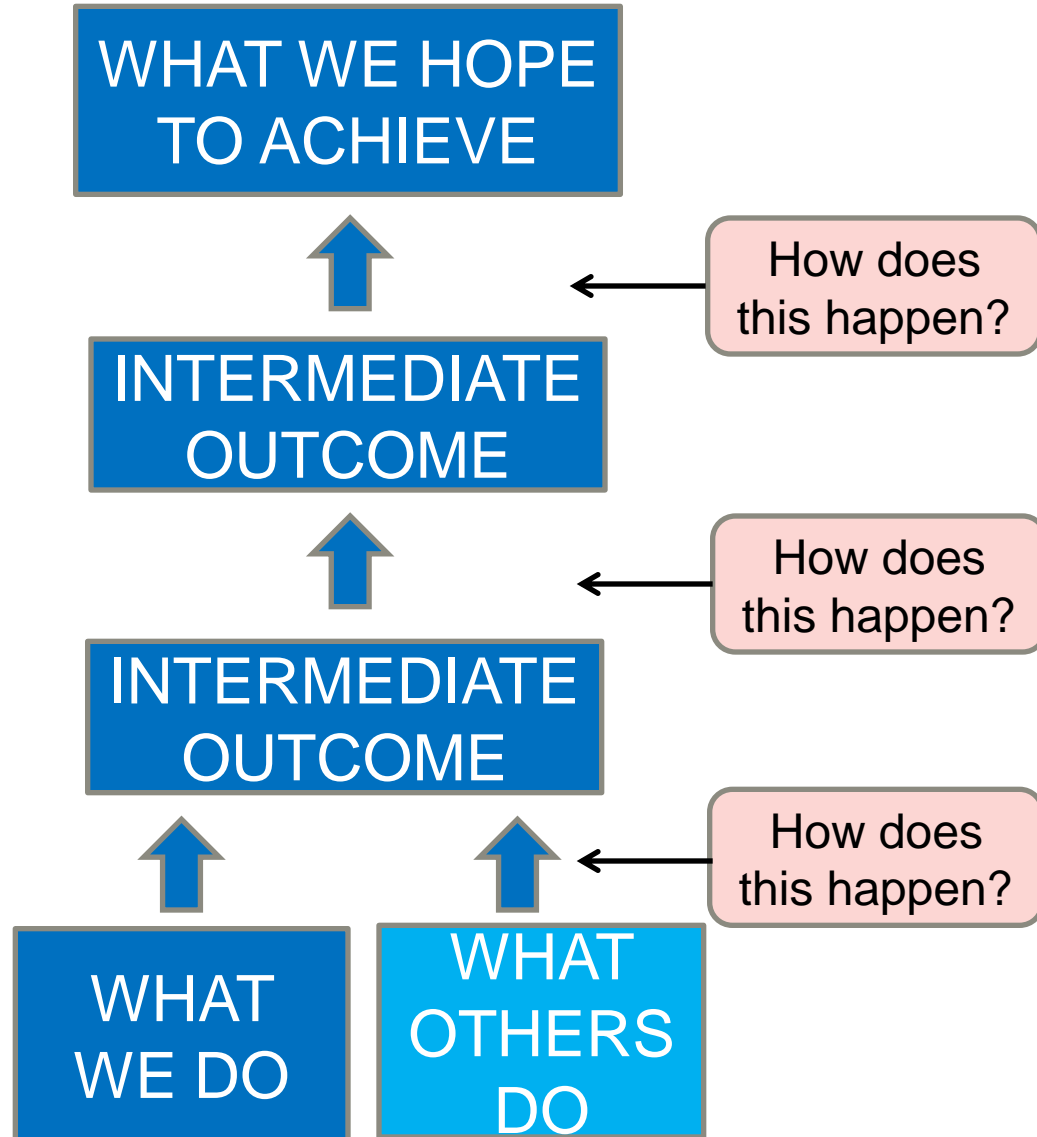


Or does
it?

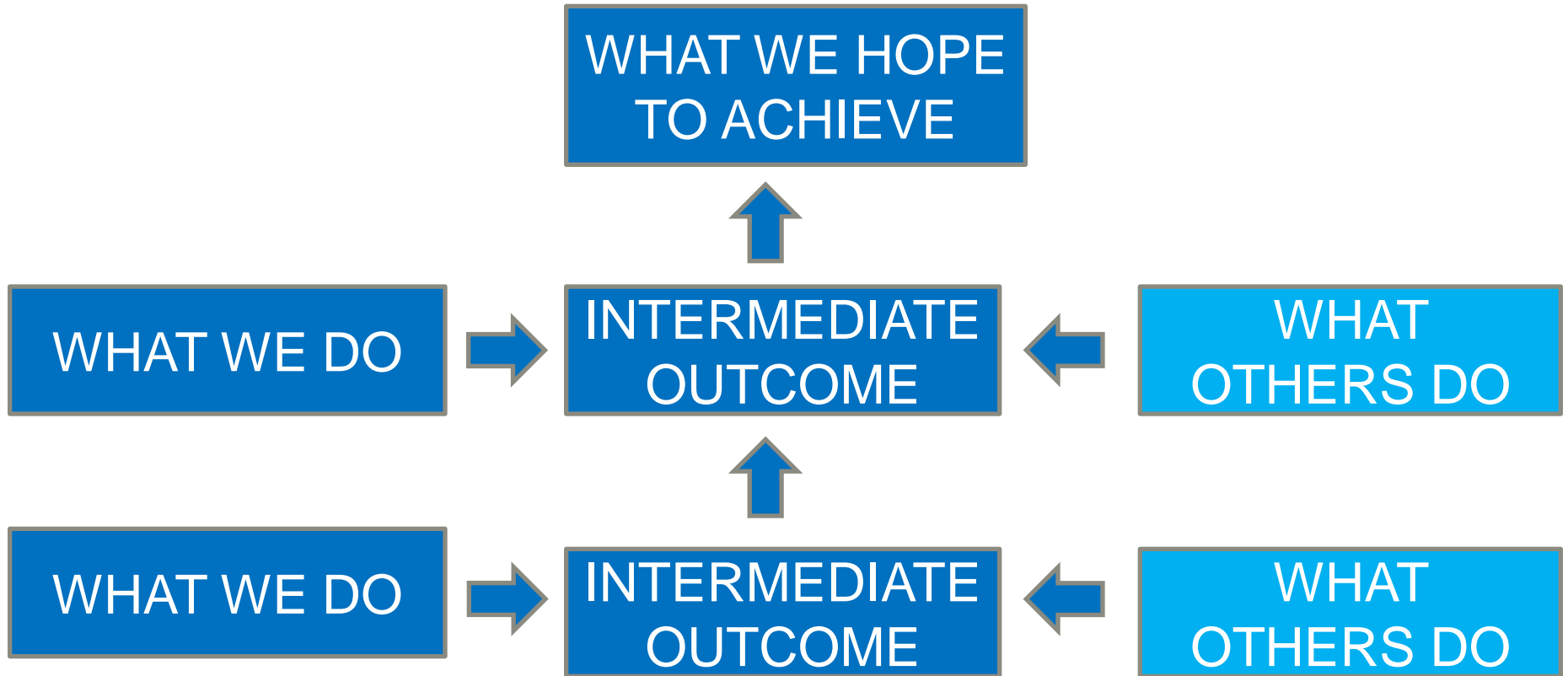
Theory of Change



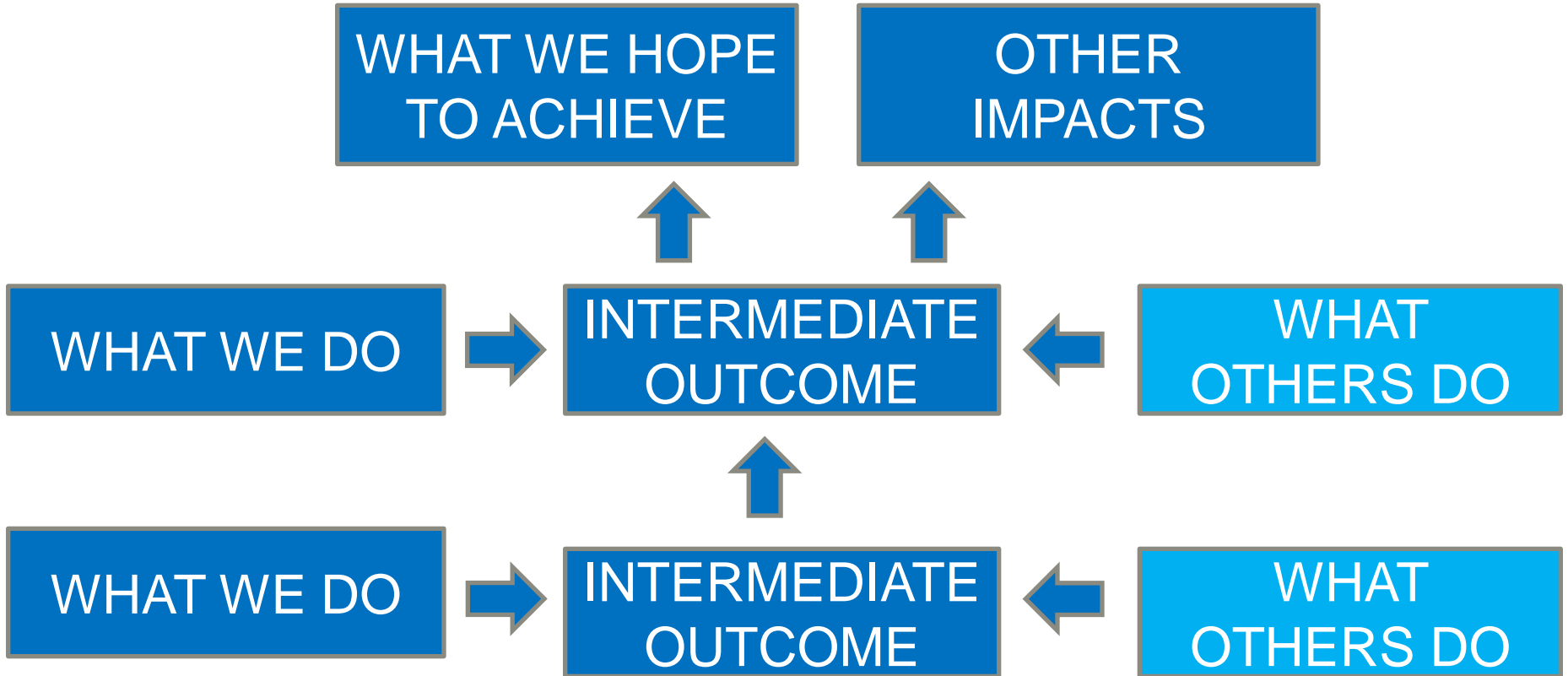
Theory of Change



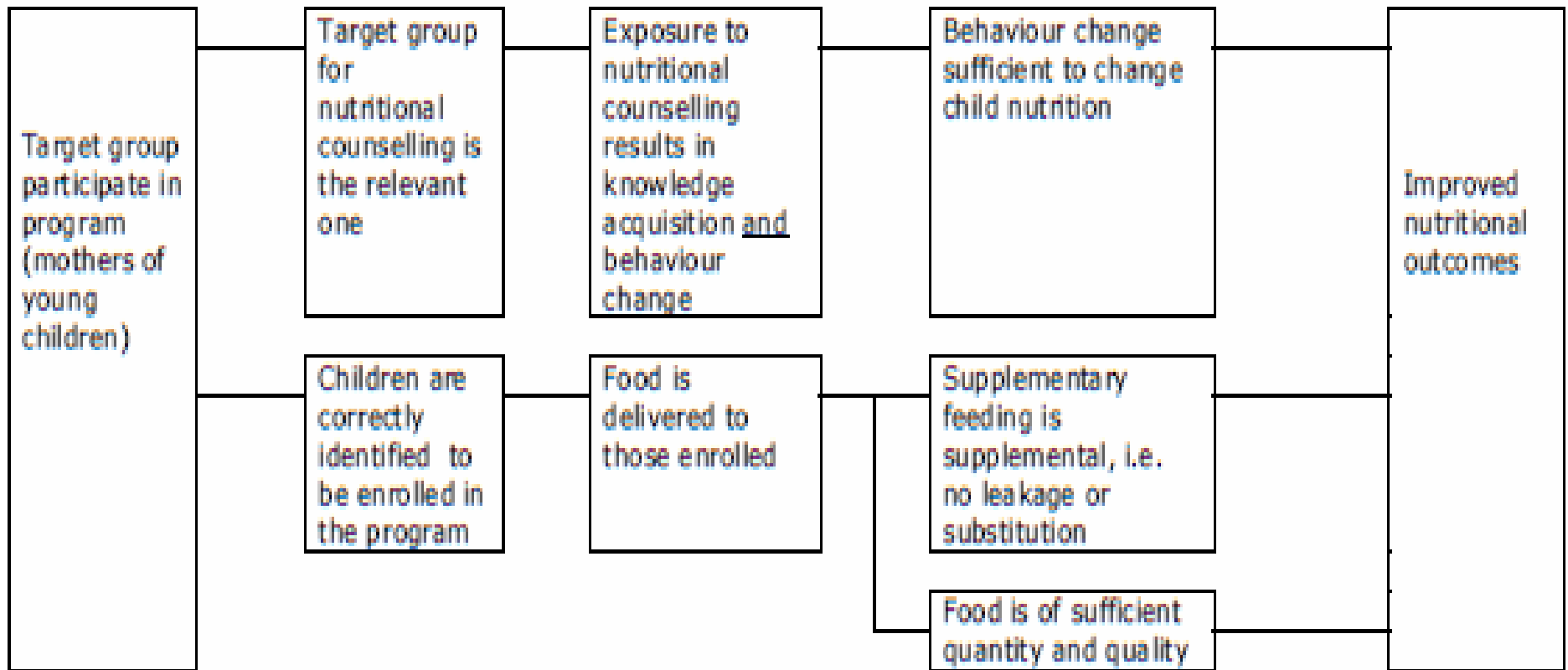
Theory of Change



Theory of Change

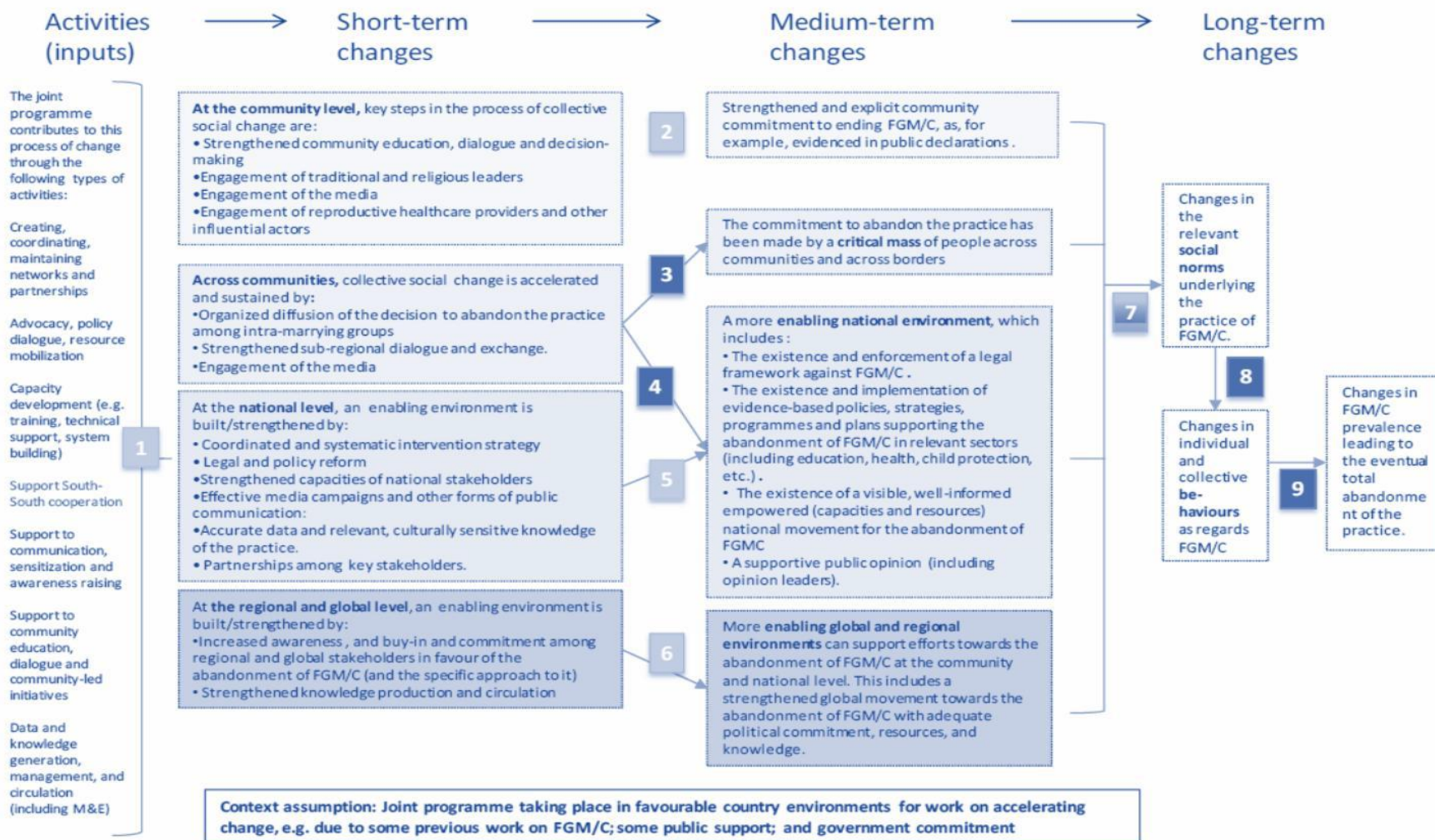


ToC: Bangladesh Integrated Nutrition Program



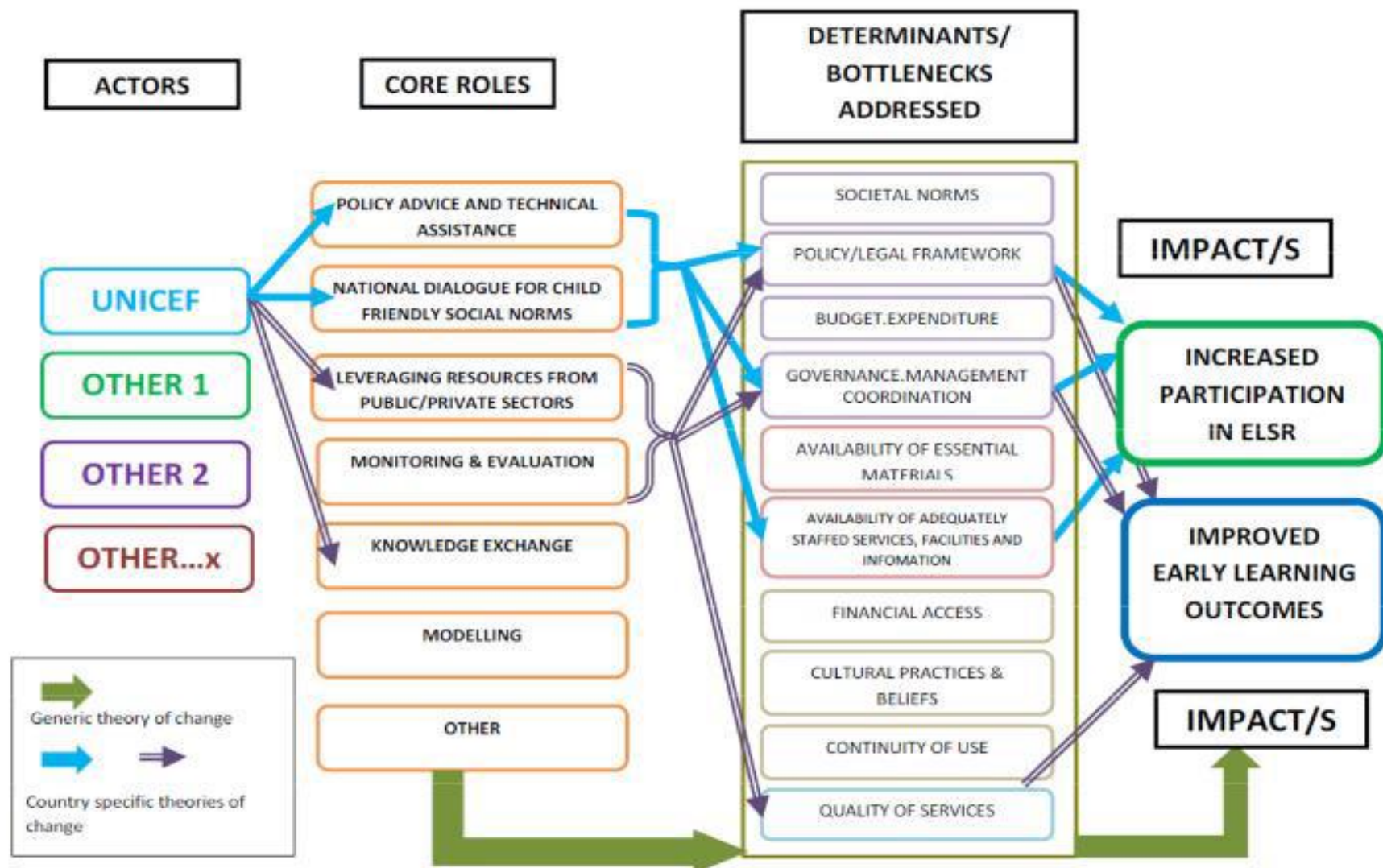
Source: White, Howard, 'Theory-Based Impact Evaluation: Principles and Practice', *International Initiative for Impact Evaluation Working Paper No. 3*, 3ie, New Delhi, 2009, p. 5. See http://www.publicpolicyadvocacy.info/biblioteca/MVI_114.pdf

ToC: multiple causal paths & supporting evidence



Source: United Nations Population Fund and United Nations Children’s Fund, *Joint Evaluation, UNFPA–UNICEF Joint Programme on Female Genital Mutilation/Cutting: Accelerating Change, 2008–2012, Final Report, Volume II*, UNFPA/UNICEF, New York, 2013, annex 13, p. 192. See http://www.unfpa.org/webdav/site/global/shared/documents/Evaluation_branch/Joint%20Evaluation%20-%20Sept%202013/Main%20Report/FGMC_Final%20Evaluation%20Report_Volume%20II_September09.pdf.

ToC: multi-country evaluation on increasing access and equity in early childhood education



Source: UNICEF Regional Office for Central and Eastern Europe and the Commonwealth of Independent States (2014) Terms of Reference for Multi-country evaluation on increasing access and equity in early childhood education: UNICEF's contribution to achieving results in six CEE-CIS countries, 2005–2012, p. 7.

VALUES CLARIFICATION

- Whose values?
- Values about what?

“eVALUation”

What's So?

Descriptive
Facts

+

Definitions of
“quality”
& “value”



So What?

Evaluative
conclusions

(saying
something
explicit about
quality, value)

(qualitative,
quantitative
& mixed
method
evidence)

(also facts,
evidence-based
e.g. Needs,
potential,
aspirations)

Values in synthesis of results

Intended impacts – for all	✓	✓	✓	x
Negative impacts	x	x	✓	✓
Negative impacts – for some	x	✓		✓
Overall synthesis	GOOD	??	??	BAD

Values in terms of ...



Processes



Outcomes
and
impacts



Distribution of
costs and
benefits

Values in terms of ...

Criteria

What are the relevant aspects?

Standards

What level of performance?

Weighting/ Synthesis

How will data be combined into a overall evaluative judgement?

CRITERIA

POSSIBLE CRITERIA

% cocoa fat

country of origin

price



STANDARDS

POSSIBLE
CRITERION

% cocoa fat



POSSIBLE
STANDARDS

At least 30%
Between 50 and
70%

WEIGHTING/ SYNTHESIS

POSSIBLE CRITERIA

no forced
child labor
used

price



POSSIBLE WEIGHTING

FairTrade only, no
matter the price

FairTrade if no more
than 20% more
expensive

FairTrade if the same
price

Using Rubrics

- An explicit way of defining “quality” and “value”

Evaluative criteria – *what aspects are important?*

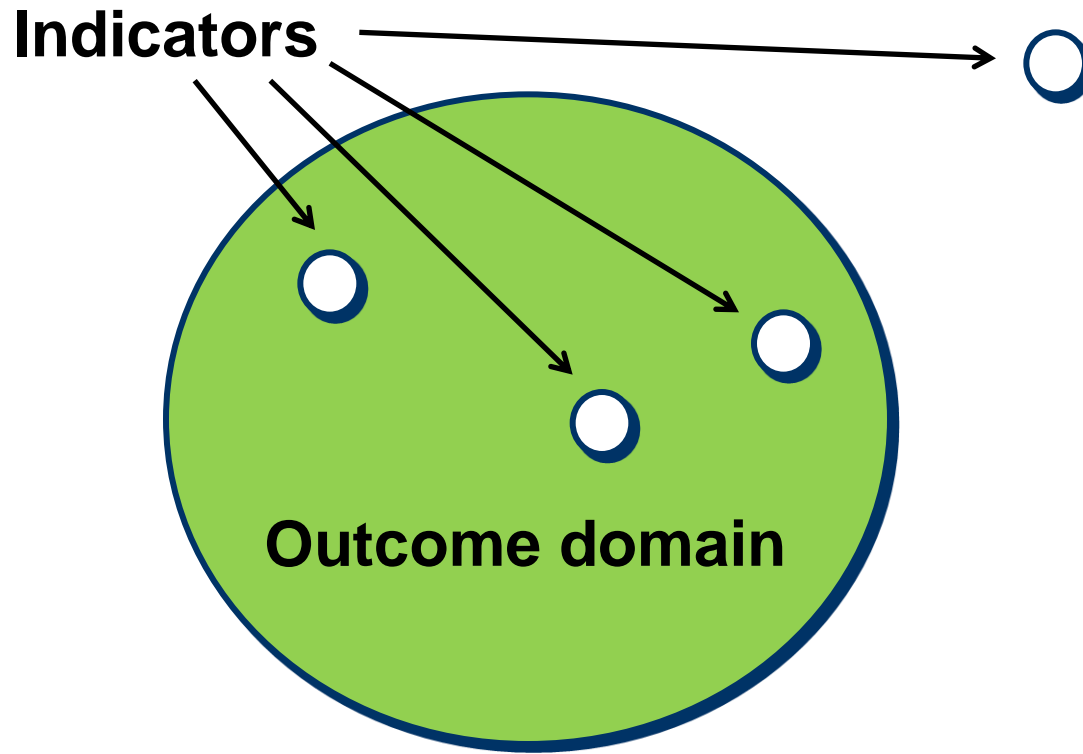
Merit criteria – *how good is “good”?*

- Interpretation guides for evidence: Making a judgement, using these criteria, about how good, or excellent (or poor) something is

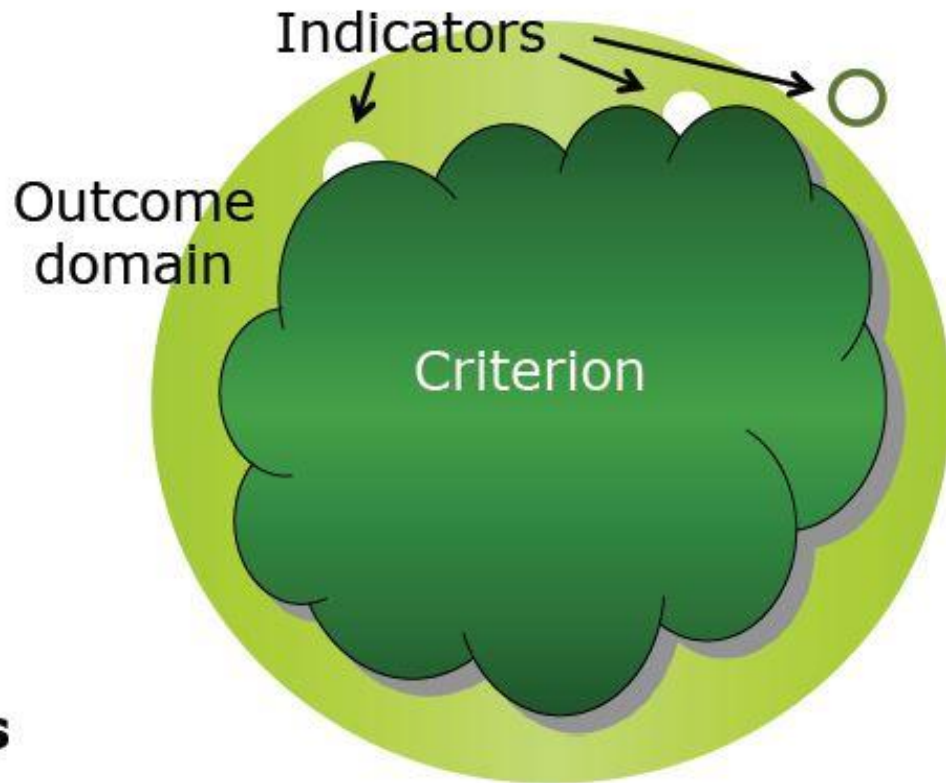
[evidence=qualitative, quantitative, mixed – considered as a set]

- “Ladders of change”

Indicator 'versus' Criterion



Indicator 'versus' Criterion



Indicators

True Criteria



Easy to measure
Precise
Narrow
Manipulable

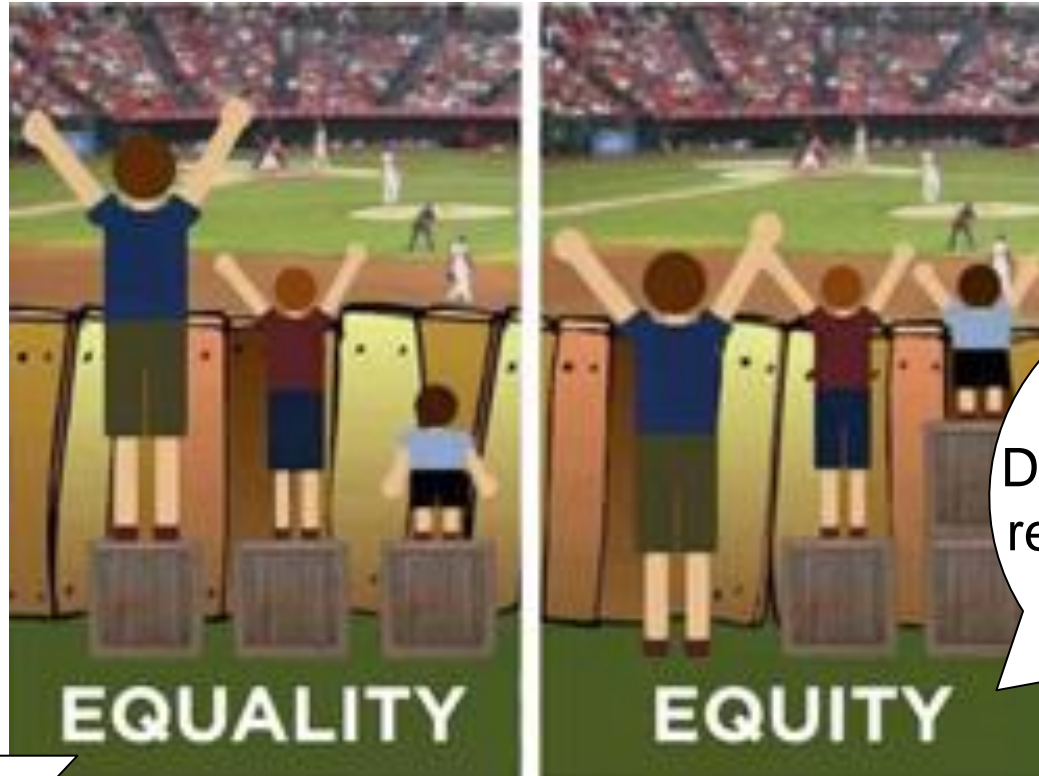
Harder to measure
Approximate
Broad-brush
Unmanipulable

Rating	Performance Descriptors for Answering KEQ
Excellent (Always)	Clear example of exemplary performance or best practice in this domain: no weaknesses
Very good (Almost always)	Very good to excellent performance on virtually all aspects; strong overall but not exemplary; no weaknesses of any real consequence
Good (Mostly, with some exceptions)	Reasonably good performance overall; might have a few slight weaknesses, but nothing serious
Adequate: (Sometimes, with quite a few exceptions)	Fair performance, some serious, but non fatal weaknesses on a few aspects
Poor: Never (Or occasionally with clear weakness evident)	Clear evidence of unsatisfactory functioning; serious weaknesses across the board on crucial aspects
Insufficient evidence	Evidence unavailable or of insufficient quality to determine performance

Rating	Quantitative data	Qualitative data
Excellent: (Always)	90% or more agree with statement	Clear example of exemplary performance or best practice in this domain: no weaknesses
Very good: (Almost Always)	80% - 90% agree with statement	Very good to excellent performance on virtually all aspects; strong overall but not exemplary; no weaknesses of any real consequence
Good: (Mostly, with some exceptions)	60% - 80% agree with statement and no more than 15% disagree	Reasonably good performance overall; might have a few slight weaknesses but nothing serious.
Adequate: (Sometimes, with quite a few exceptions)	40% - 60% agree with and no more than 15% disagree	Fair performance, some serious, but non fatal weaknesses on a few aspects
Poor: Never (or occasionally with clear weaknesses evident)	Less than 40% or more agree with statement	Clear evidence of unsatisfactory functioning; serious weaknesses across the board on crucial aspects

There are **equity implications** of
every choice made
about M&E methods and processes

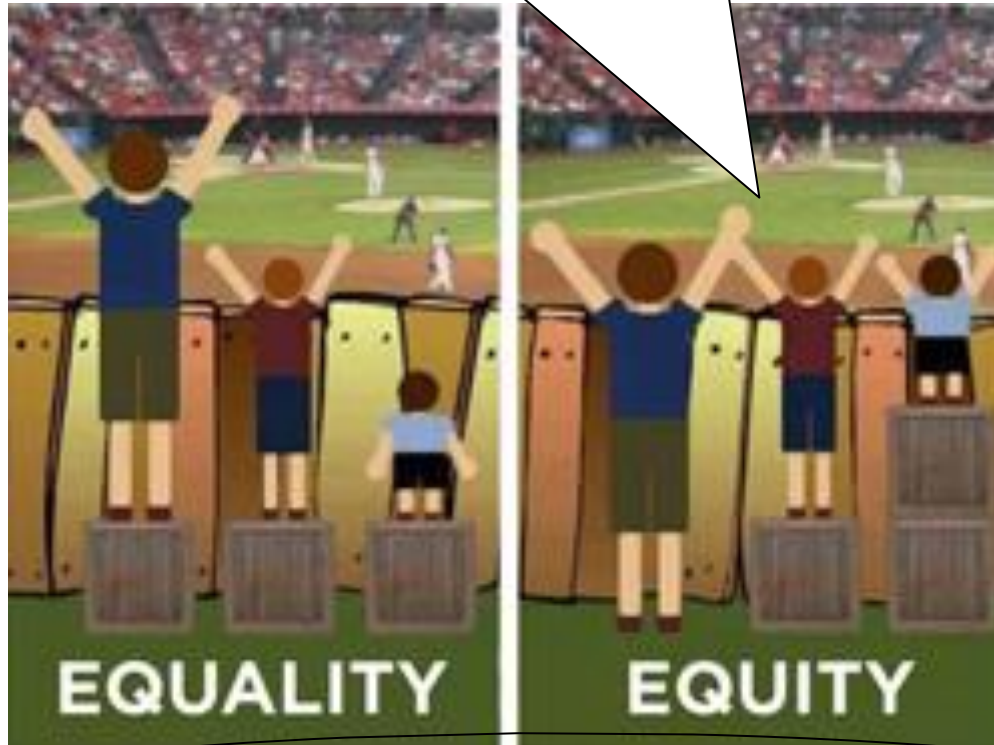
Equality or Equity?



Equal access to resources

Different access to resources to allow equal outcomes

Did they all want to watch the game?
Were there other outcomes that would have been better?



What should be the criteria and standards to judge performance?
Whose criteria and standards matter?
What should be the process used to develop agreement on these?

DEFINE: Develop a description of what is to be evaluated and how it is understood to work.

- What gets evaluated?
 - Welfare or subsidies? Short projects or ongoing programs?
- What is the theory of change?
 - Who decides what the intended results are?
 - Does it just look at average results?
 - Does it have a change theory for improving equity?
(e.g., Green (2011) active citizenship, elites or cross-class action)
- What are possible unintended results?
 - Who decides what are intended/unintended, positive/negative, noticed/not noticed results?

FRAME: Set the parameters of the evaluation –its purposes, key evaluation questions, and criteria and standards to judge

- What are the Key Evaluation Questions?
 - Do they explicitly include equity considerations?

Examples of equity-focused KEQs:

- To what extent were gender equality goals and processes incorporated into the planning of the intervention?
- What are the results of the intervention –intended and unintended, positive and negative– including the social, economic and environmental effects on the worst-off groups?
- To what extent have results contributed to decreased inequities between the best-off and the worst-off groups?

FRAME: Set the parameters of the evaluation –its purposes, key evaluation questions, and criteria and standards to judge

- **Who are the primary intended users?**
 - Staff, managers and policymakers claiming to act on behalf of those who are disadvantaged? Or those directly experiencing inequity?
 - Traditional, collaborative or devolved power structures?
- **What are the primary intended uses?**
 - Accountability - Who is being held accountable for what and by whom?
 - Learning - Whose learning is being supported? Through what processes? In terms of what functions?

FRAME: Set the parameters of the evaluation –its purposes, key evaluation questions, and criteria and standards to judge

- How are evaluative criteria and standards decided (“what success looks like”)?
 - Are evaluations entirely structured around externally-set criteria and standards or the stated values of those experiencing inequity?
 - Do evaluations involve values clarification and negotiation between groups informed by a multitude of sources (such as individuals’ experiences and aspirations, research and comparative analysis)?
 - Should the aim be equality of opportunity or equality of outcomes? What would be a reasonable trade-off between means and ends?

DESCRIBE: Collect and retrieve data to answer descriptive questions about the intervention activities, various results, and the context in which it has been implemented.

One of the most common ways of addressing equity in evaluation is in terms of describing differences:

- What differences are described? How are they described?
 - *Inputs*: e.g., limited access to services; barriers such as price
 - *Results*: e.g., different health or employment outcomes for people from particular ethnic groups

How these differences are described and assessed or measured can have a large impact on the findings of the evaluation and subsequent decision-making

Understand causes: Collect and analyze data to answer causal questions about what has produced observed results.

What are the implications of causal inference strategies used?

- Do they allow for explanation of differential impacts?
- Do they skew findings to individual-level interventions?

Synthesize: Combine data to form an overall assessment of the merit or worth of the intervention, or to summarize evidence across several evaluations.

Evaluations need to synthesize evidence across multiple criteria into an overall judgement of merit or worth.

- If there are differential effects, how should these be synthesized?
- Should equity impacts become a 'hurdle' requirement when assessing overall success?

Report & Support use: Develop and present findings in ways that are useful for the intended users of the evaluation, and support them to make use of them.

- Do deficit-focused reports increase stigma and deficit focus?
- How accessible are reports?
 - Language, style, format, type etc.
- What support is provided to whom to apply or use findings?

BUILDING A STRONG EVALUATIVE CULTURE

- What is a strong evaluative culture?
- How can we build it?

Characteristics of an organization with a *strong* evaluative culture

- engages in *self-reflection* and *self-examination*:
 - deliberately seeks evidence on what it is achieving, such as through monitoring and evaluation;
 - uses results information to challenge and support what it is doing; and,
 - values candour, challenge and genuine dialogue.
- engages in *evidence-based learning*:
 - makes time to learn in a structured fashion;
 - learns from mistakes and weak performance; and,
 - encourages knowledge sharing.
- encourages *experimentation* and *change*:
 - supports deliberate risk taking; and,
 - seeks out new ways of doing business.

Measures to foster an evaluative culture (1)

Leadership

- Demonstrated senior management leadership and commitment
- Regular informed demand for results information
- Building capacity for results measurement and results management
- Establishing and communicating a clear role and responsibilities for results management

Measures to foster an evaluative culture (2)

Organizational support structures

- Supportive organizational incentives
- Supportive organizational systems, practices and procedures
- An outcome-oriented and supportive accountability regime
- Learning-focused evaluation and monitoring

A learning focus

- Building in learning
- Tolerating and learning from mistakes

Some Useful Resources (1)

- Funnell S and Rogers P (2011). *Purposeful program theory: effective use of theories of change and logic models*. San Francisco: Jossey-Bass/Wiley.
http://betterevaluation.org/resource/guide/purposeful_program_theory
- King et al (2013). Evaluative rubrics: a method for surfacing values and improving the credibility of evaluation. *Journal of MultiDisciplinary Evaluation* 9(21):11-20.
- Oakden J (2013). *Evaluation rubrics: How to ensure transparent and clear assessment that respects diverse lines of evidence*.
<http://betterevaluation.org/resource/example/rubrics-oakden>
- Rogers P (2016). Understanding and supporting equity. Implications of methodological and procedural choices in equity-focused evaluations. In: Donaldson S, R Picciotto (eds). *Evaluation for an equitable society*. Charlotte: Information Age Publishing. Chpt 11: p. 199-213.
- Peersman G, Rogers P. Addressing equity issues in monitoring and evaluation. Accepted for publication in *Development Bulletin* 2016.

Some Useful Resources (2)

- Mayne J (2008). *Building an evaluative culture for effective evaluation and results management*. ILAC Brief 20.
http://betterevaluation.org/resources/example/building_evaluative_culture/building_evaluative_culture_example
- Britton B (2005). *Organisational learning in NGOs: Creating the motive, means and opportunity*. Intrac.
<http://intrac.org/resources.php?action=resource&id=398>

SOME IMPORTANT DEVELOPMENTS IN M&E

APPLYING COMPLEXITY THINKING

M&E *often* assumes stable conditions

We want to get there

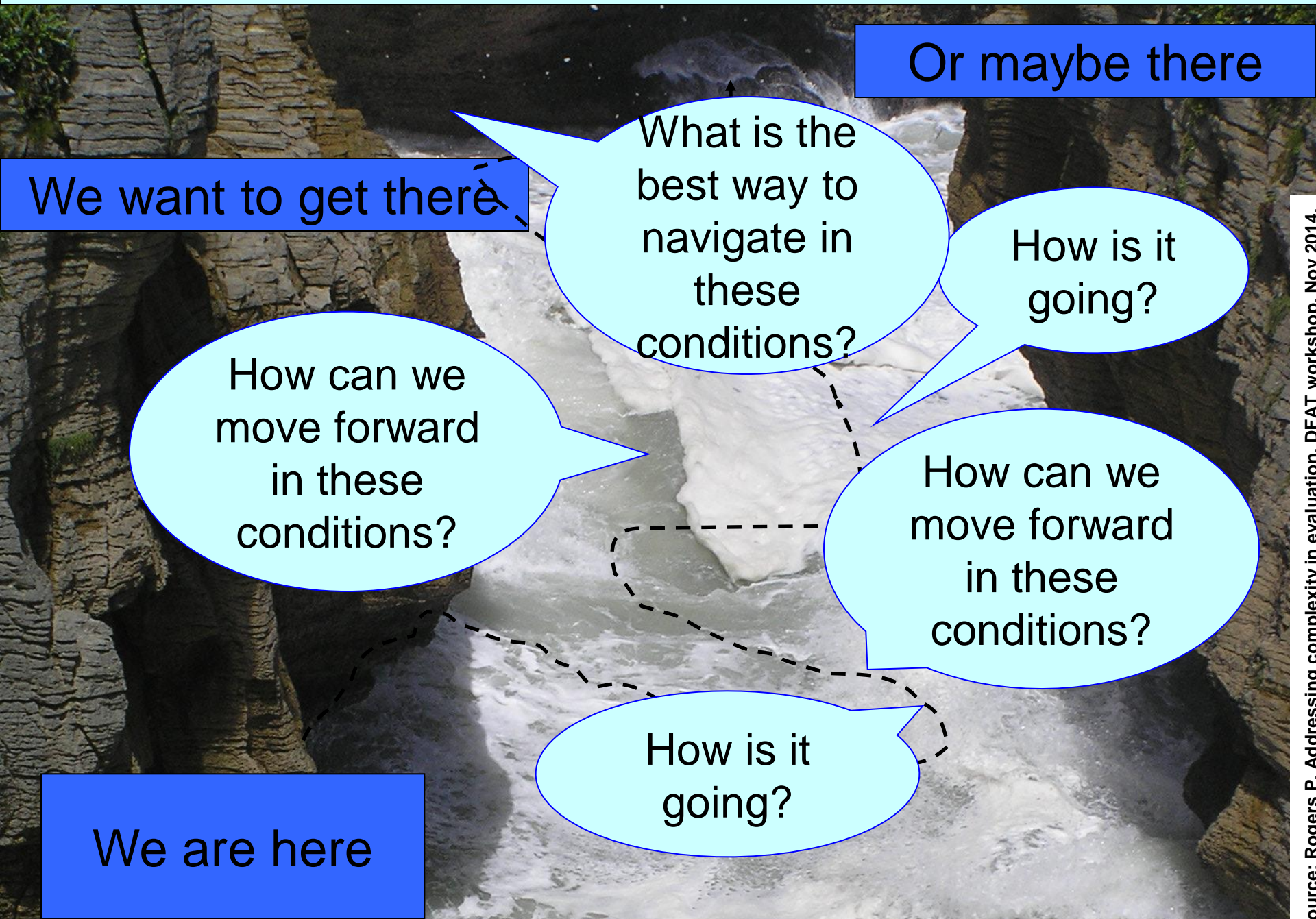
Did we get there?

What's the best way to get there?

Are we there yet?

We are here

M&E *sometimes* needs to help navigate turbulent conditions



Or maybe there

We want to get there

What is the best way to navigate in these conditions?

How is it going?

How can we move forward in these conditions?

How can we move forward in these conditions?

How is it going?

We are here

Unhelpful ways in which 'complex' is used

This evaluation is really complex

It's hard to collect good data

DATA COLLECTION CHALLENGES

This is a complex program

We haven't worked out what we're doing yet

LACK OF PLANNING

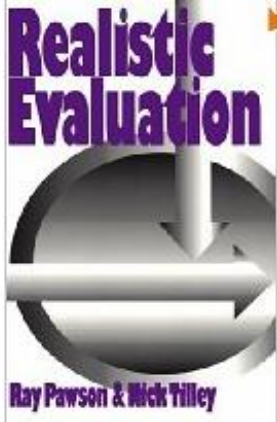
This is a complex program

Never you mind about that

DESIRE TO AVOID SCRUTINY

Recent sources for thinking about complexity

1997



2000
Medical Research Council
Framework for development and evaluation of RCTs for Complex Interventions to Improve Health

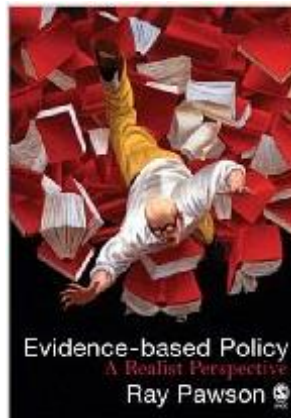
2001
Ralph Stacey's Agreement & Certainty Matrix
Brenda Zimmerman

2002
Commission of the Future of Health Care in Canada Discussion Paper No. 8
Complicated and Complex Systems – What would successful reform of Medicare look like?
Sholom Glouberman
Brenda Zimmerman

2003

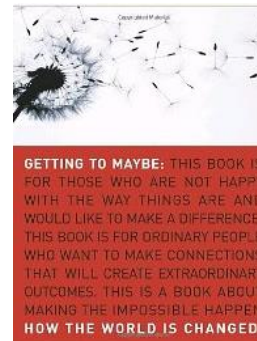
IBM Systems Journal,
The new dynamics of strategy: Sense-making in a complex and complicated world
Cynthia Kurtz
Dave Snowden

2006



Getting to Maybe
Frances Westley, Brenda Zimmerman, Michael Quinn Patton

2007



Harvard Business Review
Leader's Framework for Decision Making
Dave Snowden, Mary Boone

2008

Evaluation in Complex Adaptive Systems,
Glenda Eoyang, Thomas Berkas
Using Programme Theory to Evaluate Complicated and Complex Aspects of Interventions,
Patricia Rogers
Exploring the science of complexity: Ideas and implications for development and humanitarian efforts, ODI Working Paper 285,
Ben Ramalingan, Harry Jones

Recent sources for thinking about complexity

2008



Developing and evaluating complex interventions:

new guidance

2008

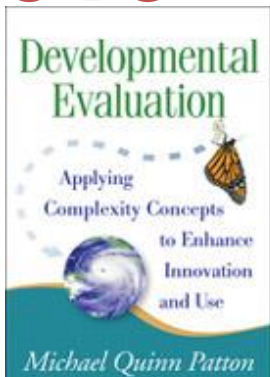


Workshop, Cali, Columbia

2009

NORAD conference
Evaluating the complex
Oslo, Norway

2010

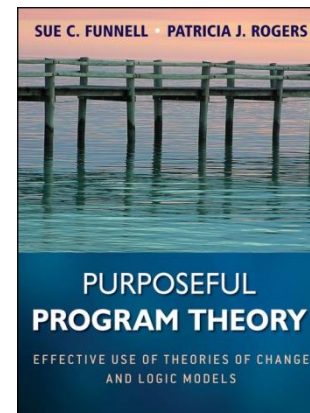


2010

METHODS BRIEF

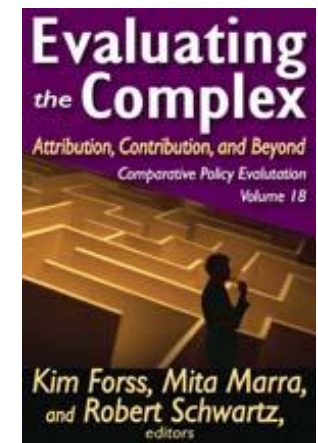
Evaluating System Change:
A Planning Guide
April 2010
Margaret B. Hargreaves

2011



Purposeful Program Theory
Sue Funnell & Patricia Rogers

2011



Evaluating the complex
Kim Forss, Mita Marra,
Robert Schwarz (eds)

EVALUATION REVISITED
improving the quality of evaluative practice by embracing complexity

A Conference on Evaluation for Development
May 20 – 21, 2010
Utrecht, the Netherlands

Recent sources for thinking about complexity

2011



European Journal of Public Health, Vol. 21, No. 4, 397-399
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Editorials

When are complex interventions 'complex'?
When are simple interventions 'simple'?

Mark Petticrew

Professor, Social and Environmental Health Research Unit, London School of Hygiene and Tropical Medicine (LSHTM), UK

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2014

Stanford SOCIAL INNOVATION Review

Informing and inspiring leaders of social change

BUSINESS	GLOBAL ISSUES	GOVERNMENT	NONPROFITS	PHILANTHROPY	SOCIAL E	
MAGAZINE	BLOG	WEBINARS	BOOKS	SUPPLEMENTS	PODCASTS	EVENTS



UP FOR DEBATE: FOUNDATIONS

Strategic Philanthropy for a Complex World

By John Kania, Mark Kramer, & Patty Russell | 4

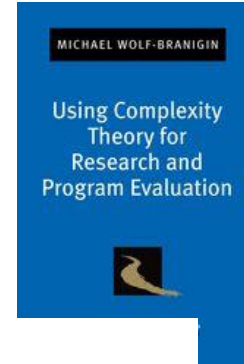
2013



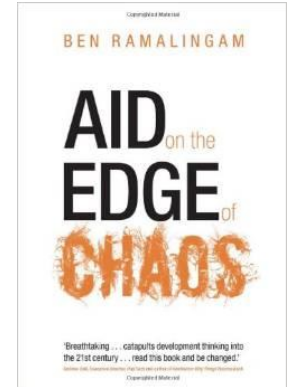
Discussion Note

Complexity-Aware Monitoring

2013



2014



2014

Evaluation and Program Planning 41 (2014) 9-17



Evaluation and Program Planning

journal homepage: www.elsevier.com/locate/evalproplan

Applying complexity theory: A review to inform evaluation design

Mat Walton*

School of Health and Social Services, Massey University, New Zealand

2014

Evaluation

<http://evi.sagepub.com/>

Complex, but not quite complex enough: The turn to the complexity sciences in evaluation scholarship

Chris Mowles
Evaluation 2014 20: 160
DOI: 10.1177/1356389014527885

Simple, complicated, complex aspects of interventions

<p>Simple 'Known'</p>	<p>Standardized – single way to do it Works pretty much the same everywhere / for everyone Best practices can be recommended confidently Knowledge <i>transfer</i></p> <p>Impact focus: Is it still working?</p>
<p>Complicated 'Knowable'</p>	<p>Adapted – need to do it differently in different settings Works only in specific contexts which can be identified Good practices in particular contexts Knowledge <i>translation</i></p> <p>Impact focus: What works for whom in what contexts?</p>
<p>Complex 'Unknowable'</p>	<p>Adaptive – need to work it out as you go along Dynamic and emergent Patterns are only evident in retrospect <i>Ongoing knowledge generation</i></p> <p>Impact focus: What is working?</p>

What to consider *before* forging ahead?

1. Focus and intended outcomes/impacts

Are there agreed objectives? Different objectives?
Emergent objectives?

2. Governance, intended use and intended users

Is there a single organisation? Multiple ones? Emergent ones? Who makes decisions and how?

3. Unintended outcomes

Can possible unintended outcomes be readily anticipated? Do these need expertise to identify in advance? Or can they only be identified in retrospect?

4. Causal packages

Sufficiency – Is the intervention sufficient by itself to achieve the outcomes? Does it only work as part of a causal package that can be identified in advance? Or only in retrospect?

Necessariness – Is the intervention the only way to achieve the outcomes? Are there alternative ways that can be identified in advance? Or only in retrospect?

What to consider *before* forging ahead?

5. Consistency

Is the intervention the same everywhere? Should it be? Has it been adapted for different situations? Does it need ongoing adaptation?

6. Change trajectory

Is there a constant rate of change over time, or relationship between inputs and outputs? Are there differences that can be identified in advance? Or in retrospect?

7. Approaches to causal inference

Is there/should there be a counterfactual? How can cause and effect be analyzed if there is no counterfactual?

8. Valuing

How should different values in terms of criteria, standards and synthesis be taken into account?

Implications for M&E

- Seeking simple answers about “what works” is unlikely to accurately reflect the multiple causal factors and pathways which exist and may therefore not be so useful for replication or evidence-based policy
- Emergent interventions may need an element of emergent evaluation design and measures
- Intervention logic may need to be used as a heuristic not an implementation blueprint
- *Complicated* aspects of interventions require attention to multiple goals, multiple components, and effectiveness only in certain situations
- *Complex* aspects of interventions require attention to unfolding and unpredictable outcomes, and timely reporting on interim outcomes

Implications for monitoring and evaluation



Who will control the evaluation? Recognise and engage different groups engaged in interventions
How will quality be ensured? Better an approximate answer to an important question

What is to be evaluated? – Different perspectives, emergent
How is it thought to work? – Multilevel, multicomponent program theory, emergent

Purpose – multiple and emergent users and uses
Key Evaluation Questions – multiple and emergent
Values to be used (outcomes, processes, distribution of benefits) – multiple and emergent








Data needed to answer descriptive questions – different perspectives about what is credible, emergent needs

Designs and strategies to answer causal questions
 – recognise complicated causal packages, iterative non-counterfactual strategies

Synthesising evidence from one or more evaluations to answer evaluative questions – taking into account different value positions

Reporting findings and supporting use of them – different reports for different users, real time, frequent reporting

Implications for monitoring and evaluation

 MANAGE	Separate or joint evaluations
 DEFINE	Complicated logic models, iterative processes, ongoing revision
 FRAME	Rubrics, Most Significant Change - identify different values
 DESCRIBE	Outcome Harvesting, retrospective baselines
 UNDERSTAND CAUSES	Process Tracing, Contribution Analysis, Collaborative Outcomes Technique, General Elimination Method
 SYNTHESIZE	Rubrics, co-existent evaluation Realist Synthesis
 REPORT & SUPPORT USE	Interactive reporting, real-time reporting

Developmental Evaluation

Traditional evaluation	Developmental evaluation
Purpose: Supports improvement, summative tests and accountability	Purpose: Supports development of innovation and adaptation in dynamic environments
Roles & relationships: Positioned as an outsider to assure independence and objectivity	Roles & relationships: Positioned as an internal team function integrated into the process of gathering and interpreting data, framing issues, surfacing and testing model developments
Accountability: Focused on external authorities and funders based on explicit and pre-ordinate criteria	Accountability: Centered on the innovators' values and commitment to make a difference
Options: Rigorously options-focused, traditional research and disciplinary standards of quality dominate	Options: Utilization focused: options are chosen in service to developmental use
Measurement: Measure performance and success against pre-determined goals and SMART outcomes	Measurement: Develops measures and tracking mechanisms quickly as outcomes emerge; measures can change during the evaluation as the process unfolds
Evaluation results: Detailed formal reports; validated best practices, generalizable across time and space. Can engender fear of failure	Evaluation results: Rapid, real time feedback; diverse, user-friendly forms of feedback. Evaluation aims to nurture learning
Complexity & uncertainty: Evaluator tries to control design implementation and the evaluation process	Complexity & uncertainty: Learning to respond to lack of control; staying in touch with what's unfolding and responding accordingly
Standards: Methodological competence and commitment to rigor, independence; credibility with external authorities and funders; analytical and critical thinking	Standards: Methodological flexibility eclecticism, and adaptability; systems thinking; creative and critical thinking balanced; high tolerance for ambiguity; open and agile; teamwork and people skills; able to facilitate rigorous evidence-based perspectives

NEED FOR SUSTAINED AND EMERGING IMPACT EVALUATION (SEIE)

Missing Link: Sustained and Emerging Impact Evaluation



3rd May 2016 by [Jindra Cekan and Laurie Zivetz](#)

This blog post by Jindra Cekan and Laurie Zivetz of [Valuing Voices](#) discusses the need for post-project impact evaluations. An area that needs more attention, BetterEvaluation will be working with Valuing Voices over the next couple of months to expand the available information and resources for this type of evaluation.



The Need for Post-Project Evaluations

Current impact evaluations tend to look “only at relatively short-term, intended direct effects” and attention to unintended or unexpected (emerging) impacts of our interventions remain underdeveloped.

Returning 2-10 years post-project offers an opportunity:

- to assess whether improvements- such as those in organisational efficiencies, community infrastructure, knowledge, behaviour change, livelihoods- that may have been planned and shown at the end of the project cycle, actually endured.
- to understand whether other unintended impacts emerged over time as a result of a project or program or participants’ efforts in the intervening years after the project ended.

How can we claim we are doing “sustainable development” if we do not return to assess sustainability that we either envisioned or that emerged from people’s own efforts?

Valuing Voices Full-Cycle Development

