Learning to learn from exemplars – strategies and examples

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AEA Conference "Exemplary Evaluations in a Multicultural World"

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How do we learn from exemplars?

1. What counts as an exemplar? How are they used?

2. How do we identify, document and analyse exemplars?

3. How do we support use of exemplars – especially to translate lessons from them into different contexts?

4. Where can we find existing exemplars? How can we add to the store?

# 1. WHAT COUNTS AS AN EXEMPLAR?

HOW ARE THEY USED?

# AN EXEMPLAR CAN BE…

An inspirational model

A typical case – study the exemplar to learn how to do something
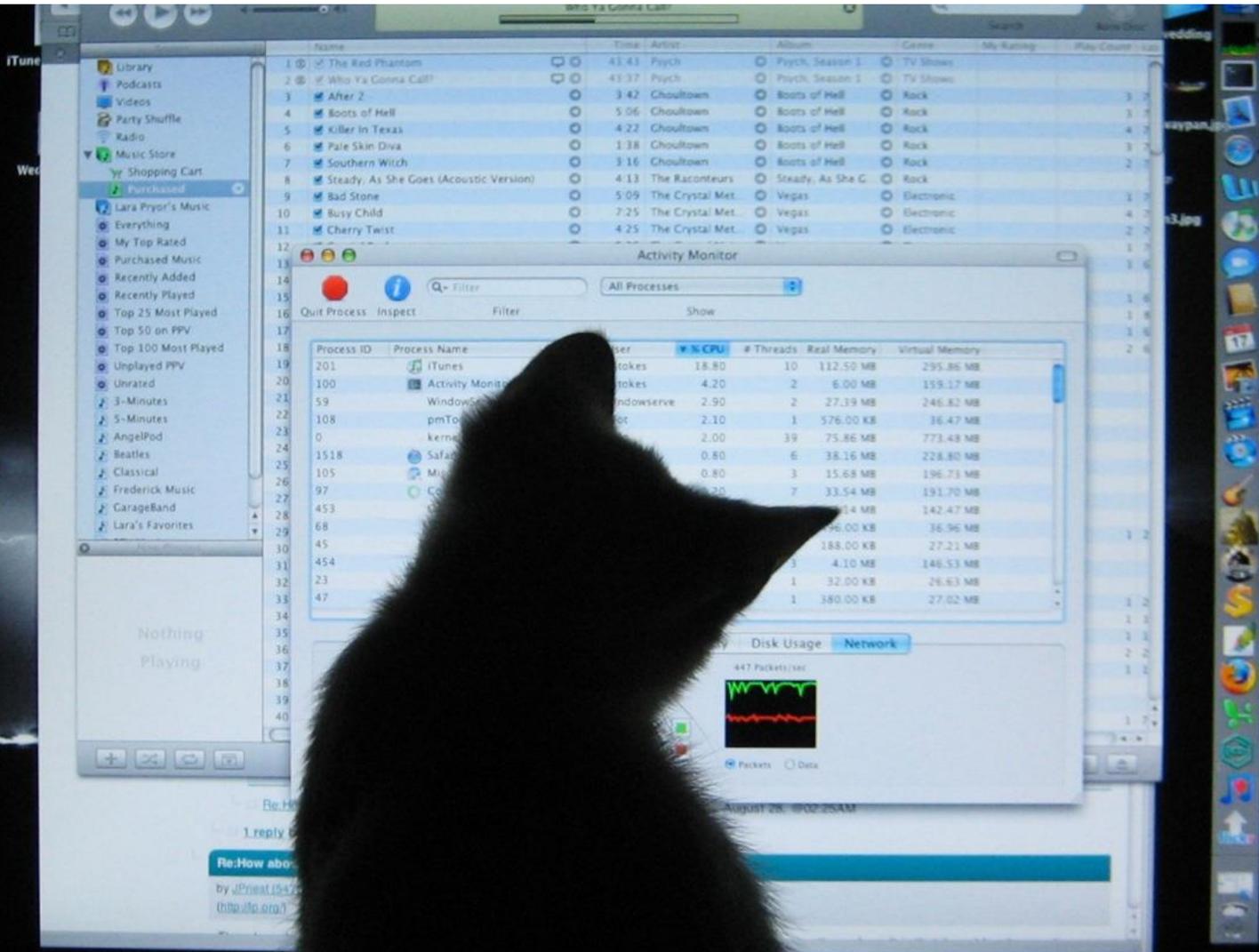
A touchstone – return to it to think through a new case

A puzzle– explore the exemplar
to develop new insights and theory
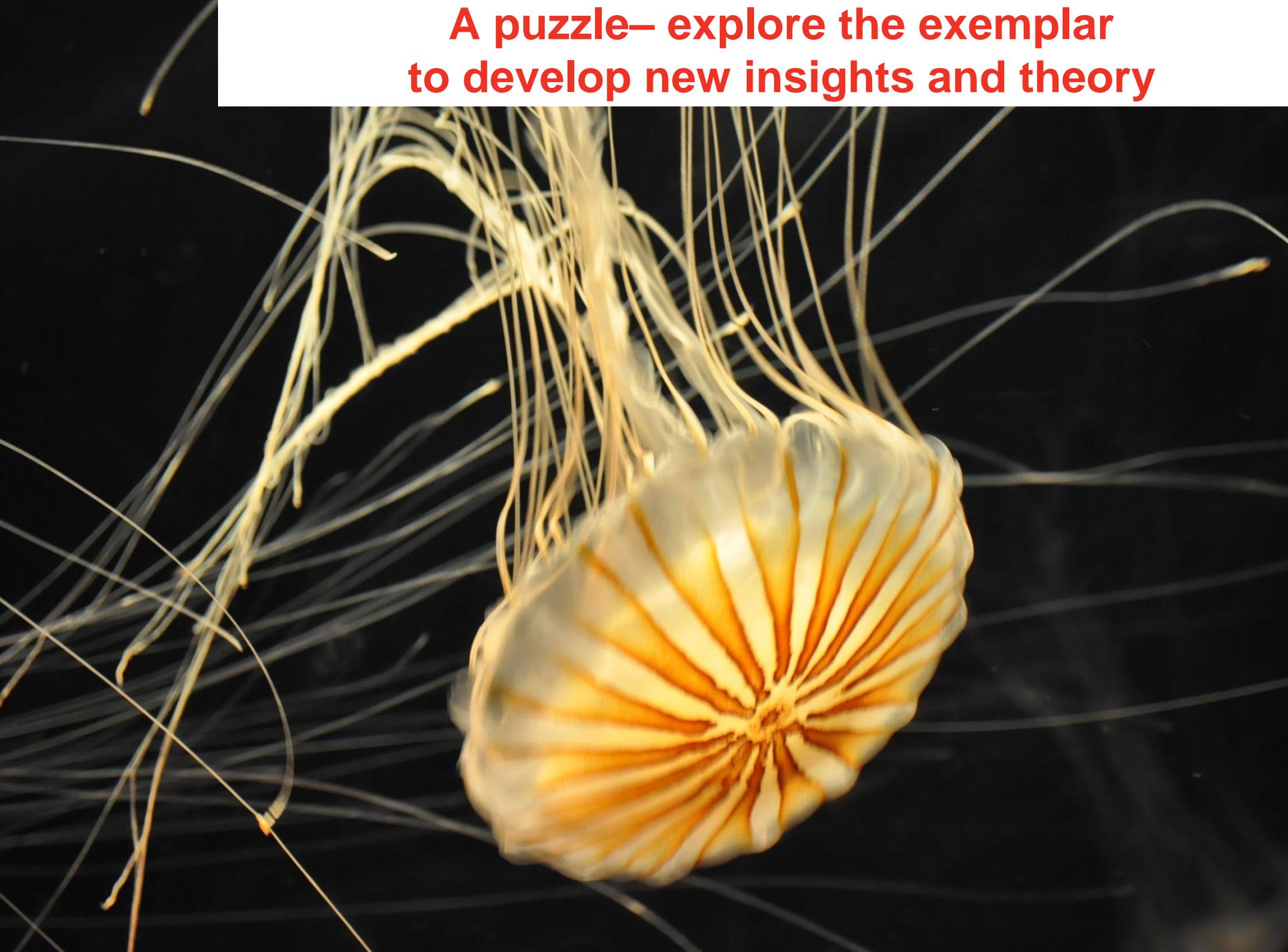
2. HOW DO WE IDENTIFY, DOCUMENT AND ANALYSE EXEMPLARS?

USERS   EXPERTS   PARTNERS   FOUNDERS
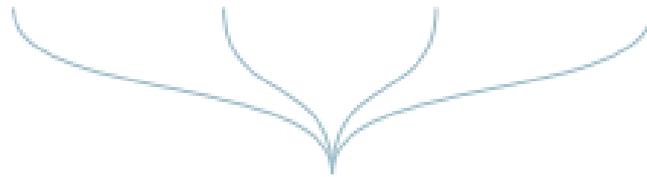
Work together to

CURATE EXISTING   CREATE NEW

knowledge about

HOW TO CHOOSE   HOW TO USE WELL

evaluation methods
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Learning from exemplars of evaluation

M&E resources: send us what you've found useful!

Closing the series on participation in evaluation

Still Hesitating? Let's bust some myths around increasing stakeholder participation in evaluation

Find options

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

MANAGE
DEFINE
FRAME
DESCRIBE
UNDERSTAND CAUSES
SYNTHESISE
REPORT & SUPPORT USE

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

Where the knowledge comes from

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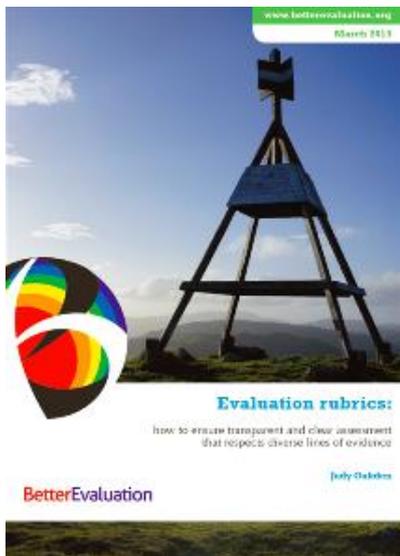
Writeshop Cases

http://betterevaluation.org/resources/writeshop_cases
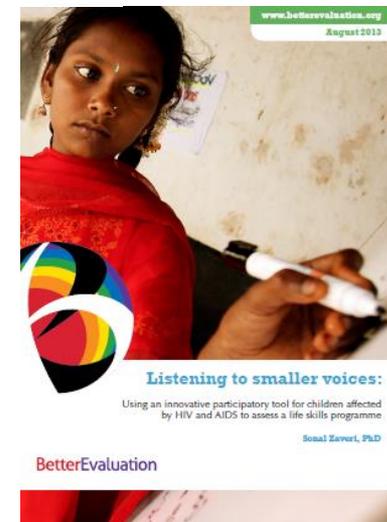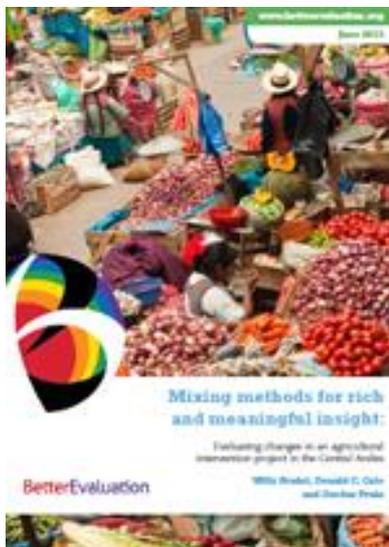
Process of exemplar development

1. Invitation to participate

2. Self-nomination

3. Initial brief descr

4. Filling in gaps in
   a conceptual fran

To: KM4Dev
Subject: [km4dev-l] Launching the first BetterEvaluation virtual writeshop May 2011

Perhaps you have undertaken an evaluation on a program to mitigate climate change effects on rural people living in poverty, or one on capacity development in value chains. Or worked on participatory ways to make sense of evaluation data, or developed simple ways to integrate numbers and stories. We'd like to bring unknown experiences to the global stage for wider use.

Do you have an experience that covers many different aspects of evaluation – design, collection, sensemaking, and reporting? Did you look at different options to develop a context-sensitive approach? And has your evaluation process not yet been shared widely? If your answer is yes to these questions, then our *virtual writeshop on evaluation* may be of interest.

We will facilitate a virtual writeshop between May and September 2011 that will lead to around 10 focused documents to be shared globally. Participating in the writeshop will give you structured editorial support and peer review to develop a publication for the BetterEvaluation site.

For more information, including how to submit a proposal, go to http://betterevaluation.org/virtual-writeshop.

Irene, on behalf of the BetterEvaluation team

--
Irene Guijt (PhD)

Rainbow Framework – to guide managing, conducting and using evaluation

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

Planning an Evaluation: Using the Rainbow Framework

The BetterEvaluation Rainbow Framework can help you to plan an evaluation by prom[...] key questions. This can be used to develop an evaluation plan, a Terms of Reference, [...] consider these issues, including reporting, at the beginning of an evaluation. An expa[...] options or methods for each question can be downloaded from our website: http://be[...]

1. MANAGE an evaluation or evaluation system

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

Understand and engage with stakeholders: Who needs to be involve[...] be identified and engaged?

Establish decision making processes: Who will have the authority to [...] about the evaluation? Who will provide advice or make recommendat[...] processes will be used for making decisions?

Decide who will conduct the evaluation: Who will actually undertake[...]

Determine and secure resources: What resources (time, money, and [...] evaluation and how can they be obtained? Consider both internal (e.g[...] previous participants' time).

Define ethical and quality evaluation standards: What will be consid[...] evaluation? How should ethical issues be addressed?

Document management processes and agreements: How will you do[...] management processes and agreements made?

Develop evaluation plan or framework: What is the overall plan for t[...] evaluation framework across several related evaluations?

Review evaluation (do meta-evaluation): How will the evaluation itse[...] process, and report?

Develop evaluation capacity: How can the ability of individuals, grou[...] and use evaluations be strengthened?

2. DEFINE what is to be evaluated

Develop a description (or access an existing version) of what is to be e[...] to work.

Develop initial description: What exactly is being evaluated?

Develop program theory / logic model: How is the intervention und[...] theory of change, logic model)?

Identify potential unintended results: What are possible unintended[...] negative) 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 qu[...] 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?

Clusters	Tasks	Methods	Resources
MANAGE			
DEFINE			
FRAME			
DESCRIBE	3. Collect/ retrieve data	3. After Action Review	A Guide for Development and Humanitarian Organisations
UNDERSTAND CAUSES			
SYNTHESIZE			
REPORT & SUPPORT USE			

1. 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.

Understand and engage stakeholders
Who needs to be involved in the evaluation? How a...

Understand stakeholders:
1. Community scoping
2. Stakeholder mapping and analysis

Establish decision making processes
Who will have the authority to make what type of...
Who will provide advice or make recommendations...
What processes will be used for making decisions?

Types of structures:
1. Advisory group
2. Citizen juries
3. Steering group

Ways of exploring issues:
4. Formal meeting processes
5. Informal meeting processes
6. Round robin
7. Six Hats Thinking for exploring decision makin...

Approaches:
- Participatory evaluation

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

1. Community
2. Expert review
3. External consultant
4. Hybrid - internal and external

Approaches:
- Horizontal evaluation
- Positive deviance
- Participatory evaluation

3. FRAME the boundaries of an evaluation

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

Identify primary intended users
Who are the primary intended users of this evaluation?

(This task has resources only)

Decide purpose
What are the primary purposes and intended uses of the evaluation?

Using findings:
1. Contribute to broader evidence base
2. Inform decision making aimed at improvement (formative)
3. Inform decision making aimed at selection, continuation or termination (summative)
4. Lobby and advocate

Using process:
5. Build trust and legitim... across stakeholders
6. Ensure accountability
7. Ensure diverse perspe... especially those with...

Specify the key evaluation questions
What are the high level questions the evaluation will seek to answer? How can these...

(This task has resources only)

Determine what 'success' looks like
What should be the criteria and standards for judging performance?
Whose criteria and standards matter? What process should be used to develop agree...

Formal statements of values:
1. Sustainable development goals
2. OECD-DAC Criteria
3. Millennium Development Goals (MDGs)
4. Standards, evaluative criteria and benchmarks
5. Stated goals and objectives

Negotiate between differer...
13. Concept mapping
14. Delphi study
15. Dotmocracy
16. Open space technolog...
17. Public consultations

Articulate and document tacit values:
6. Hierarchical card sorting
7. Open space technology
8. Photovoice
9. Rich pictures
10. Stories of change
11. Values clarification interviews
12. Values clarification public opinion questionnaires

Sample
What sampling strategies will you use for collecting data?

Probability:
1. Multi-stage
2. Sequential
3. Simple random
4. Stratified random

Convenience:
5. Convenience
6. Volunteer

Purposive (or Purposeful):
7. Confirming and disconfirming
8. Criterion
9. Critical case
10. Homogenous
11. Intensity
12. Maximum variation
13. Outlier
14. Snowball
15. Theory-based
16. Typical case

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?

(This task has resources only)

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

Information from individuals:
1. Deliberative opinion polls
2. Diaries
3. Goal attainment scales
4. Interviews with individuals:
   - Convergent
   - In-depth
   - Key informant
5. Hierarchical card sorting
6. Keypad technology
7. Questionnaires (or surveys):
   - Email
   - Face-to-face
   - Internet
   - Mail
   - Mobile phone (see Mobile Data Collection)
   - Telephone
8. Mobile data collection
9. Photolanguage

Information from groups:
17. After action review
18. Brainstorming
19. Card visualization
20. Concept mapping
21. Delphi study
22. Dotmocracy
23. Fishbowl technique
24. Interviews with groups:
   - Focus groups discussion
25. Future search conference
26. Mural
27. ORID (Objective, Reflective, Interpretive, Decisional)
28. Q-methodology
29. SWOT analysis (Strengths, Weaknesses, Opportunities, Threats)
30. World cafe
31. Writeshop

Process of exemplar development

1. Invitation to participate

2. Self-nomination

3. Initial brief description of exemplar

4. Filling in gaps in account using the BetterEvaluation Rainbow Framework as a conceptual framework

5. Development of account

6. Peer review and internal review

7. Redrafting

8. Copyediting, layout, publication

Rubrics exemplar

Narrative in terms of:

- Introduction
- Context
- Engaging and Framing
- Management Processes - contract management, process for developing program logic, ethical issues
- Data Collection
- Understanding Causes
- Synthesis
- Reporting and Supporting Use

Exhibits of

- Program Logic
- Rubrics

3. HOW DO WE SUPPORT USE OF EXEMPLARS?

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Home > Blogs > Jessica.SinclairTaylor's blog

Week 6: Evaluation with and by, rather than for or of, children

6th February 2014 by Jessica.SinclairTaylor

BetterEvaluation hosted a webinar this week with Sonal Zaveri and Mallika Samaranayake of the Community of Evaluators South Asia, on working with children in evaluation.

Working with children poses particular challenges for evaluators, including safeguarding and enabling children to express their opinion where they may not be used to doing so. In the webinar, the presenters discussed three major issues:

Why children's voices matter

- Children have a right to participate and express themselves – including through evaluation.
- Convention on the Rights of the Child states that children have a right to express their opinions and to have a say in matters affecting their social, economic, cultural, religious and political life.
- By listening to children and enabling them to express themselves, it is possible to discover new insights and ideas, or solutions to problems which affect them.
- Adults can only partially understand the changes projects bring to children's lives
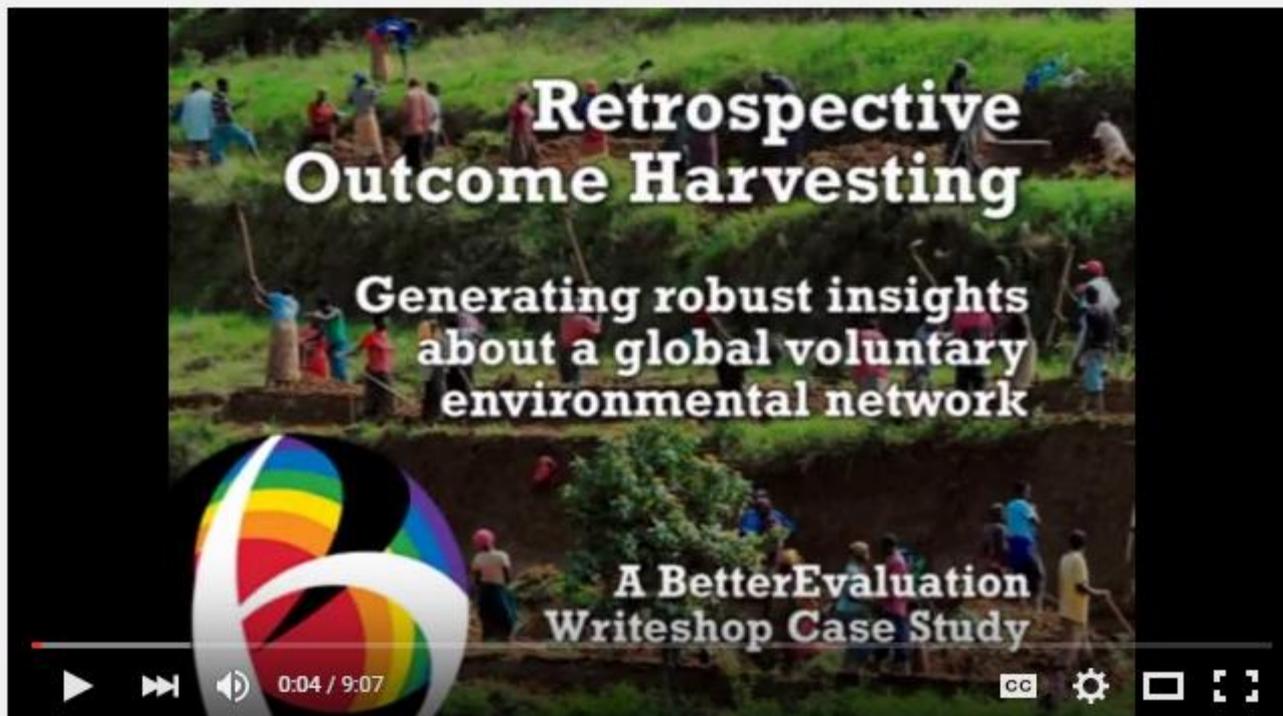
uation.org/blog/guest-rubrics

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Guest blog: Why rubrics are useful in evaluations

Share

13th March 2013 by **Judy Oakden**

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 Guijt, which facilitated evaluation practitioners to write up their valuable experiences. Judy's paper is the first in the series to be published.

Evaluation rubrics:

In Aoteoroa 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

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Furthermore, as much of our evaluation is retrospective, often the evaluative criteria were unknown at the time people engaged with the system.

Mathea Roorda
3:02 23rd March 2013

Hi Judy, what a great resource your paper is - thanks for sharing. Based on your experience, what do you think are the key ingredients to *developing* defensible evaluative criteria?

Judy Oakden
5:27 23rd March 2013

Hi Mathea,

Glad that you found my paper useful and thanks for your question.

When I think of developing defensible evaluative criteria, I think of how we might develop *aspects of performance* that are both *justifiable* and can be *supported by argument*.

Taking for example the programme described in the paper, the evaluative criteria or *aspects of performance* were developed to:

- focus on the key aspects being evaluated (on short term outcomes in this instance)
- provide sufficient and coherent coverage of the key aspects of the programme (which was challenging given there were so many components of the programme)
- include key values of a number of stakeholders (these values came from discussions with the Ministry, key providers, key opinion formers and an earlier cohort of principals)
- and written in a way that was easy to understand

These were some if the key ingredients for developing defensible evaluative

4. WHERE CAN WE FIND EXISTING EXEMPLARS? HOW CAN WE ADD TO THE STORE?

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Evaluation rubrics

This report provides a detailed description of an evaluation, written by Judy Oakden, as part of the first BetterEvaluation writeshop process, led by Irene Guijt. Peer reviewers for this report were Carolyn Kabore and Irene Guijt.

Read more

Retrospective 'Outcome Harvesting'
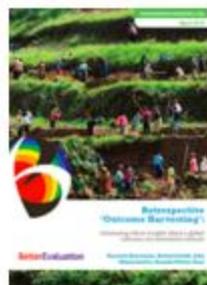
This paper describes the use of the Outcome Harvesting approach to evaluate a global voluntary network. It is the second paper published as part of the BetterEvaluation writeshop series. The authors are Kornelia Rassmann, Richard Smith, John Mauremootoo and Ricardo Wilson-Grau. The reviewers were Irene Guijt and Willy Pradel.

Read more

Two sides of the evaluation coin

Unusually perhaps, this article is written jointly by the commissioner and the contractor of a recent evaluation. The process was rich, complex, at times difficult and a learning experience for all of us involved. Quite extraordinarily, we agreed to review the process of this evaluation between us and had already started sharing ideas on what could be learned from our experiences before finding this opportunity to contribute to BetterEvaluation.

Read more

Issues for discussion

1. Where can other exemplars be found?

2. How can more exemplars be developed?

3. What are priority topics?

34 TASKS   300+ OPTIONS

MANAGE
...an evaluation or evaluation system
9 | 66

DEFINE
...what is to be evaluated
3 | 19

23

FRAME
...the boundaries for an evaluation
4

DESCRIBE
...activities, outcomes, impacts and context
7 | 116

UNDERSTAND CAUSES
...of outcomes and impacts
3 | 30

22

SYNTHESISE
...data from one or more evaluations
3

REPORT & SUPPORT USE
...of evaluation findings
5 | 54

1300+
RESOURCES
examples, toolkits, websites, webinars, guides and more...

Rectangular Snip
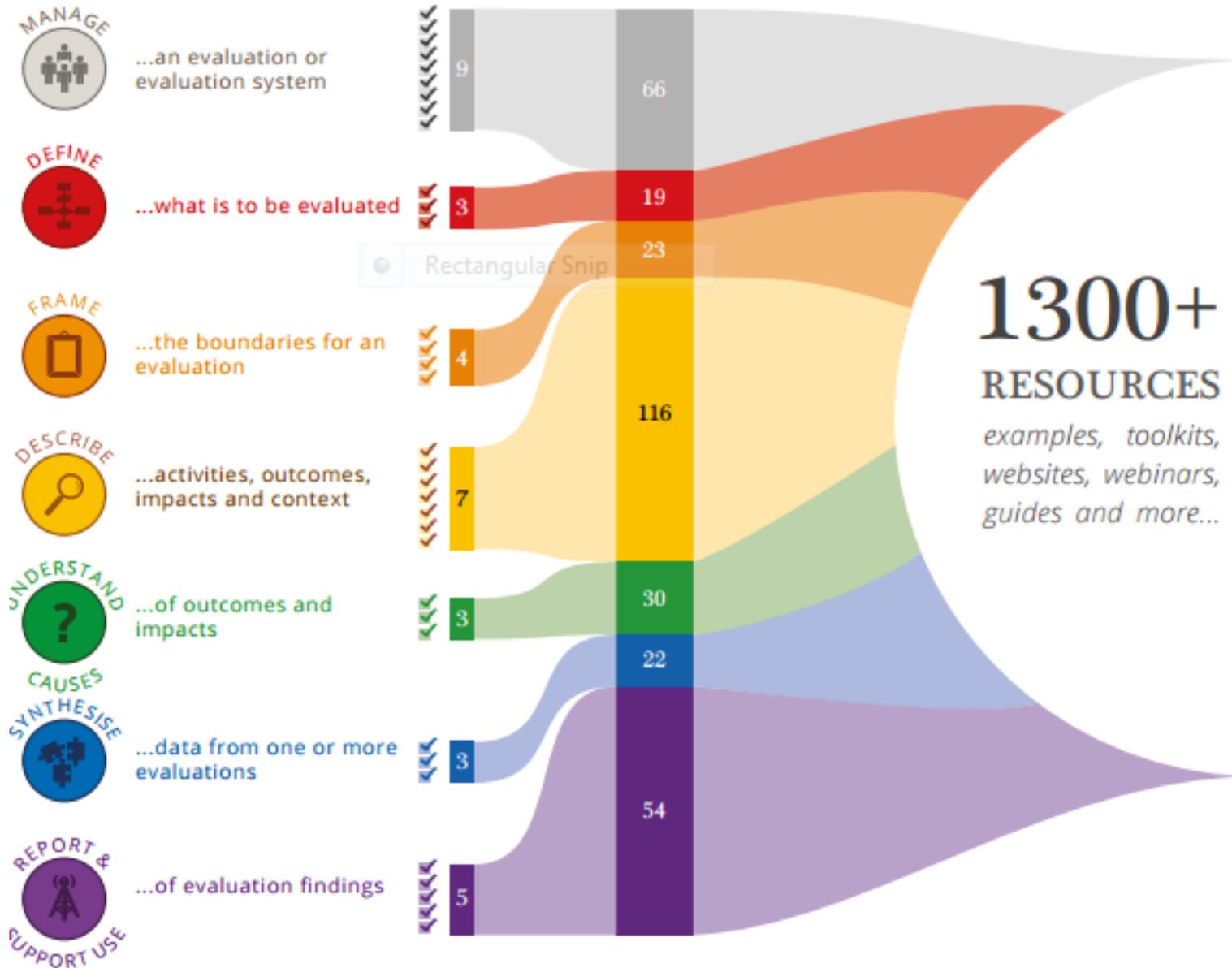
Issues for discussion

1. Where can other exemplars be found?

2. How can more be developed?

3. What are priority topics?

4. What would be appropriate elements and formats for different purposes? (eg reflection/teaching questions?)

5. What are appropriate processes for developing exemplars? (eg should intended users be more involved in the development of exemplar documentation?)

6. How can use of exemplars be supported?

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