

# Top 10 Considerations for Organizational Learning & Evaluation Capacity Building

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what **is**  
the  
**exact**  
meaning of  
**semantics?**

***“Evaluation Capacity Building” (ECB)***

**Versus**

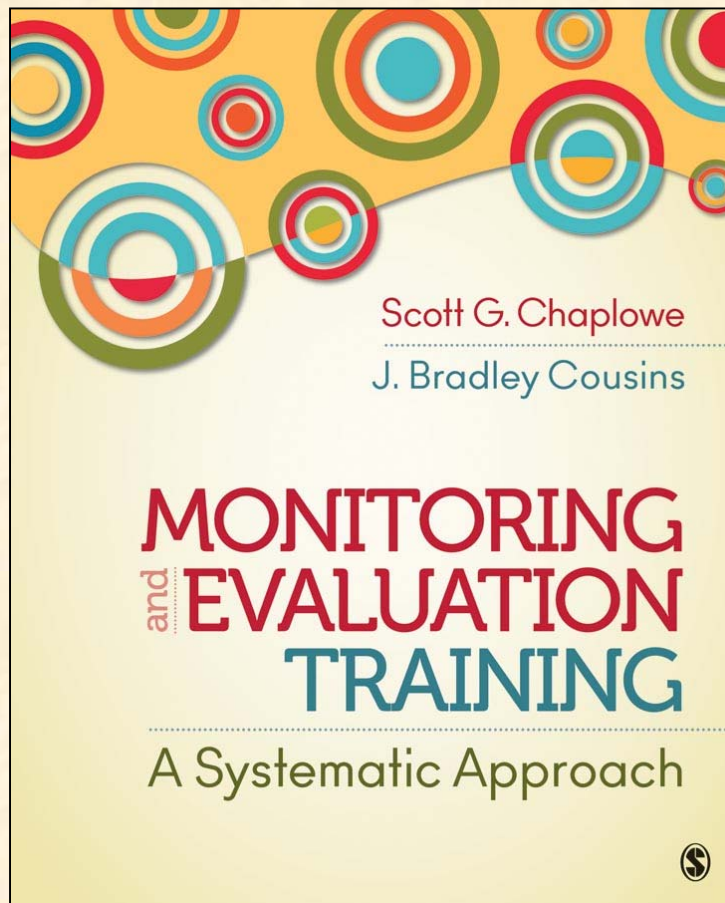
***“Evaluation Capacity Development” (ECD)***

***“ECB is a context-dependent,*** intentional action system of guided processes and practices for bringing about and sustaining a state of affairs in which quality program evaluation and its appropriate uses are ordinary and ongoing practices within and/or between one or more organizations/programs/sites.”

— Stockdill, Baizerman, & Compton, 2002, *New Directions for Evaluation*

## Stand-up If you...

- 1. Are attending the AEA for the 1<sup>st</sup> time?**
- 2. Your native language is not English?**
- 3. Are from outside the United States?**
- 4. Work for an organization/s delivering ECB?**
- 5. Work for an organization with responsibilities to support ECB?**
- 6. Work independently (e.g. consultant) to deliver ECB to different organizations and individuals?**
- 7. Use eLearning for evaluation capacity building?**
- 8. Stumbled into this session knowing nothing about ECB?**
- 9. Others questions?**



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## Brief Contents



### Part 1—Key Concepts for M&E Training 1

Chapter 1	M&E Training That Makes a Difference	3
Chapter 2	The Training Landscape	27
Chapter 3	The M&E Capacity Building Context	55
Chapter 4	Adult Learning	81
Chapter 5	What Makes a Good M&E Trainer?	115

### Part 2—A Systematic Approach to M&E Training 135



Chapter 6	An Overview of the ADDIE Framework for Training	137
Chapter 7	Training Analysis	147
Chapter 8	Training Design	177
Chapter 9	Training Development and Preparation	207
Chapter 10	Training Implementation	233
Chapter 11	Training Evaluation	271

### Part 3—M&E Training Methods and Techniques 315

1. Icebreakers	318
2. Energizers	323
3. Lectures	326
4. Discussion Activities	330
5. Subgroup Formations	339
6. Case Studies	342
7. Learning Games	348
8. Guest Speakers	356
9. Panel Discussions and Debates	358
10. Role-Playing	361
11. Simulations	363
12. Demonstrations	364
13. M&E Software Activities	366
14. Learner Presentations	367
15. Practicum Experiences	370
16. Independent Learning Activities	372
17. Review Activities	375
18. Learning Assessment Activities	379
19. Training Monitoring and Evaluation Activities	382
20. Training Closing Activities	388
21. Training Follow-up Activities	393



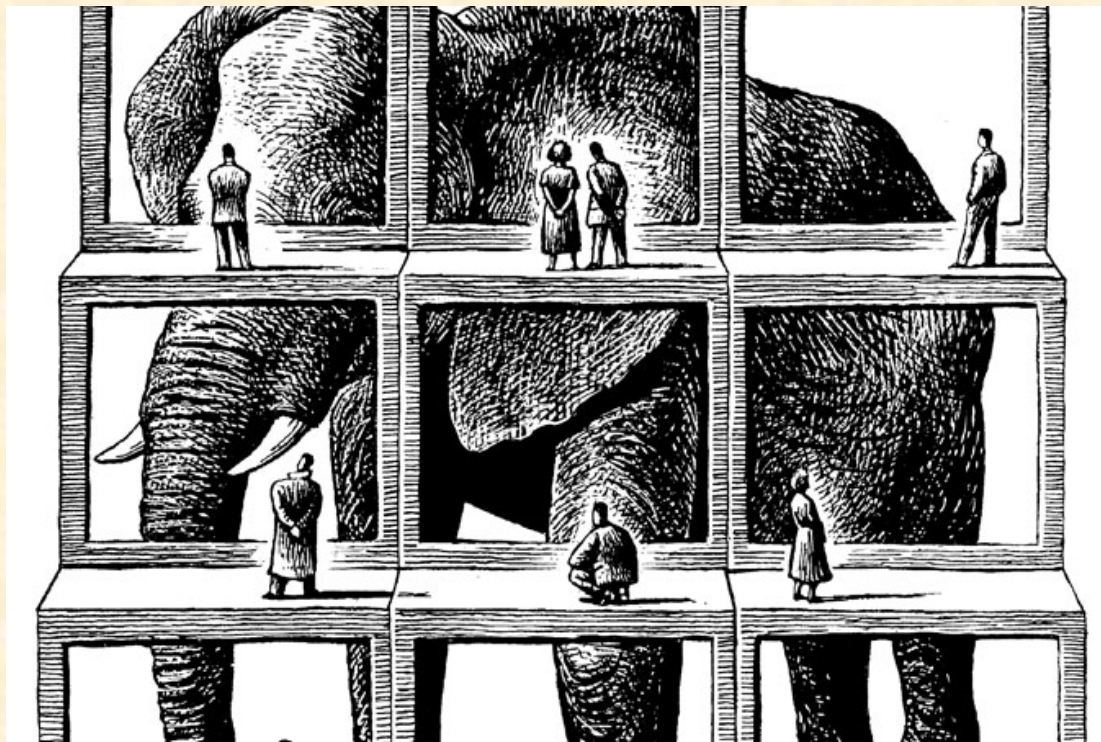
(Featuring  
**99**  
real-life  
examples)

# Scott's Top 10 Considerations for Organizational ECB

*Drum role please – (patting knees)*

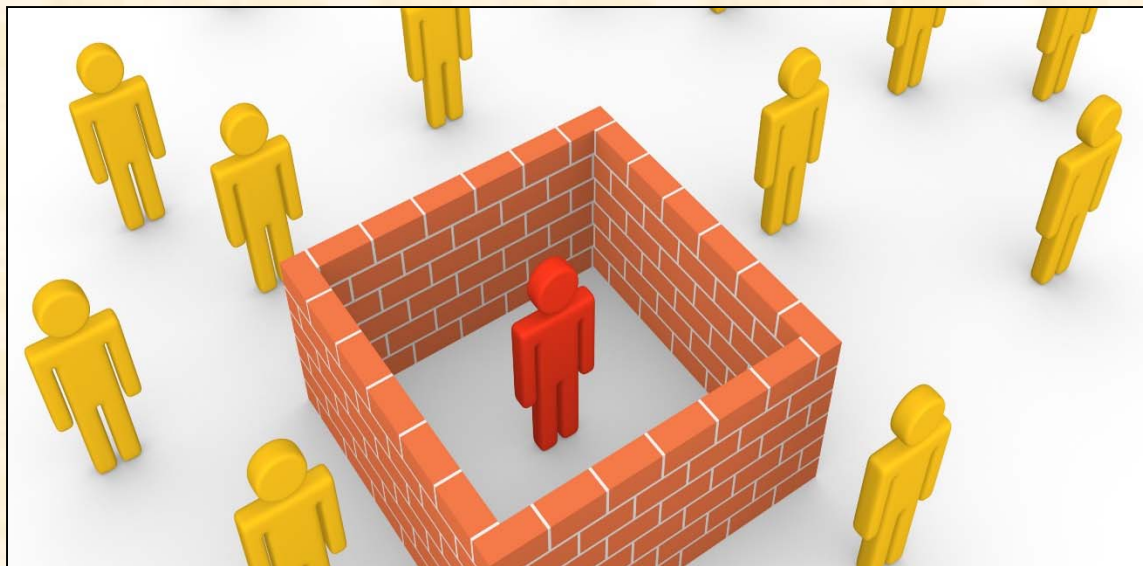


# 1. Adopt a systemic (systems) approach to organizational ECB



**“ECB is a *context-dependent*, intentional action system of guided processes and practices for bringing about and sustaining a state of affairs in which quality program evaluation and its appropriate uses are ordinary and ongoing practices within and/or between one or more organizations/programs/sites.”**

— Stockdill, Baizerman, & Compton, 2002, *New Directions for Evaluation*



# Levels of Analysis for ECB system

**Supply – presence of  
evaluation resources (human  
and material)**

**&**

**Demand – incentives and  
motivation for evaluation use**

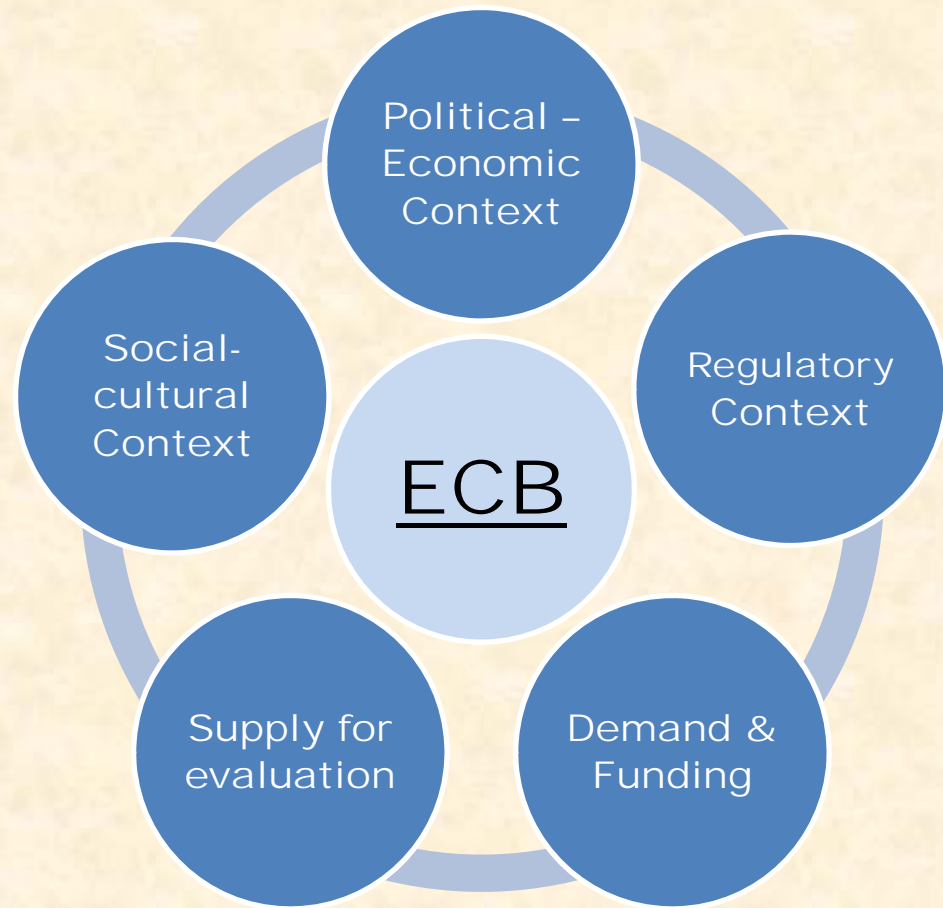


**Diagram** adapted from Horton et al. (2003), and reflected in Fukuda-Parr, Lopes, & Malik (2002); Hieder, (2011); OECD (2006); and Segone & Rugh (2013).

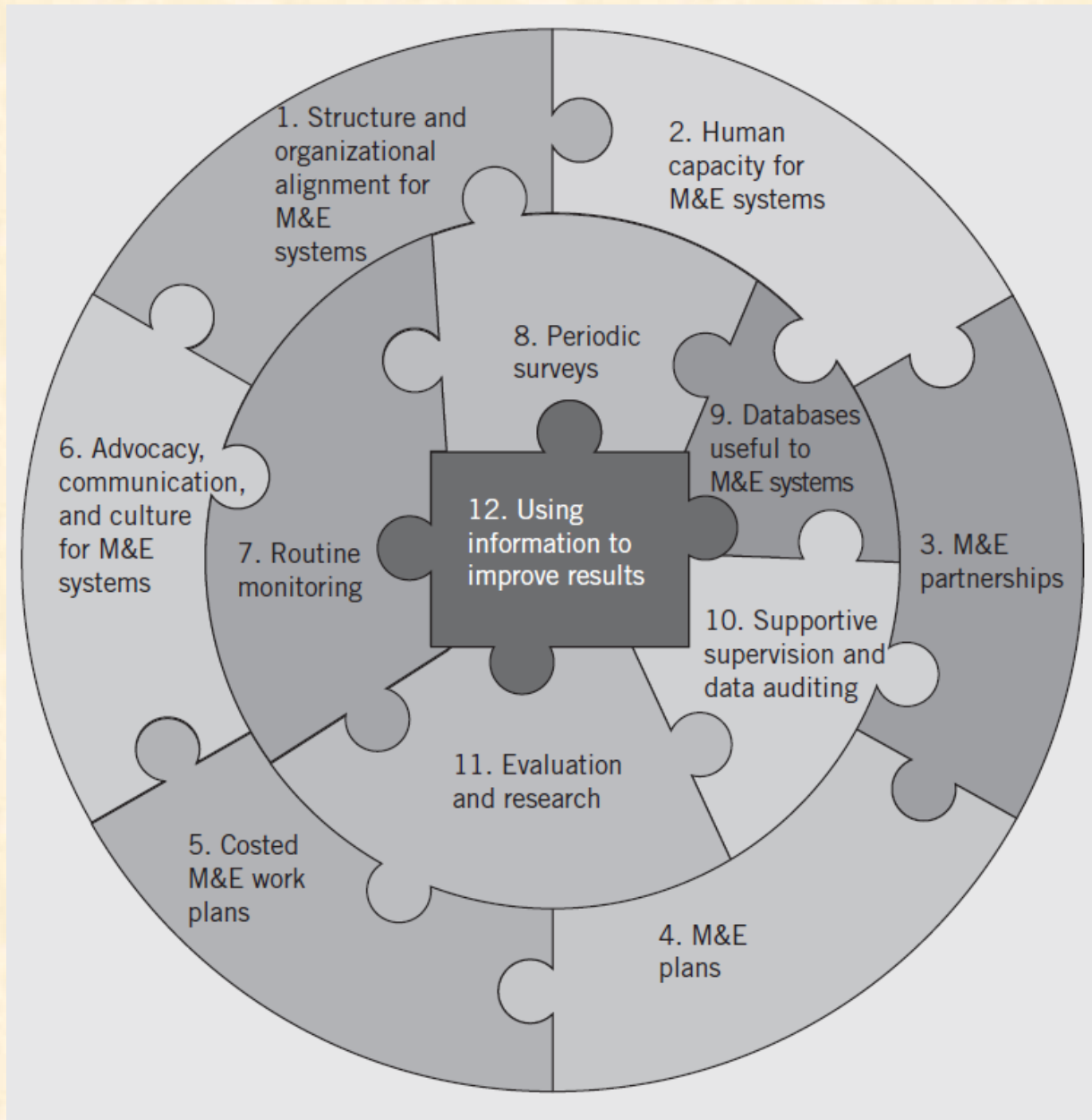


# Contextual Factors

**“Building and sustaining such systems is primarily a political process, and less so a technical one.” Ten Steps to a Results Based Monitoring and Evaluation System, Kusek & Risk, 2004**



**“M&E does not operate in a political vacuum, and initiatives for transparency and accountability are especially susceptible to explicit and implicit agendas and motivations.” RealWorld Evaluation, Bamberger, Rugh & Mabry, 2012**



**Source:** Gorgens & Kusaek, 2009. *Making Monitoring and Evaluation Systems Work; A Capacity Development Toolkit*. The World Bank

## 2. Plan, delivery and follow-up ECB with attention to transfer



***“Unless people are willing and able to apply their evaluation knowledge, skills, and attitudes [“KSA”] toward effective evaluation practice, there is little chance for evaluation practice to be sustained,” (Preskill and Boyle 2008).***



## Auxiliary to #2...

### **Navigate ECB champions and “adversaries”**

*“It is not enough to train, educate, and engage staff in ECB activities; leaders must also learn to think evaluatively and support meaningful evaluation practice within the organization.”*

(Haille Preskill, 2014)

“The three biggest themes in the responses related to customized strategies for different populations, the design of learning experiences, and the *work to engage organizational leaders.*”

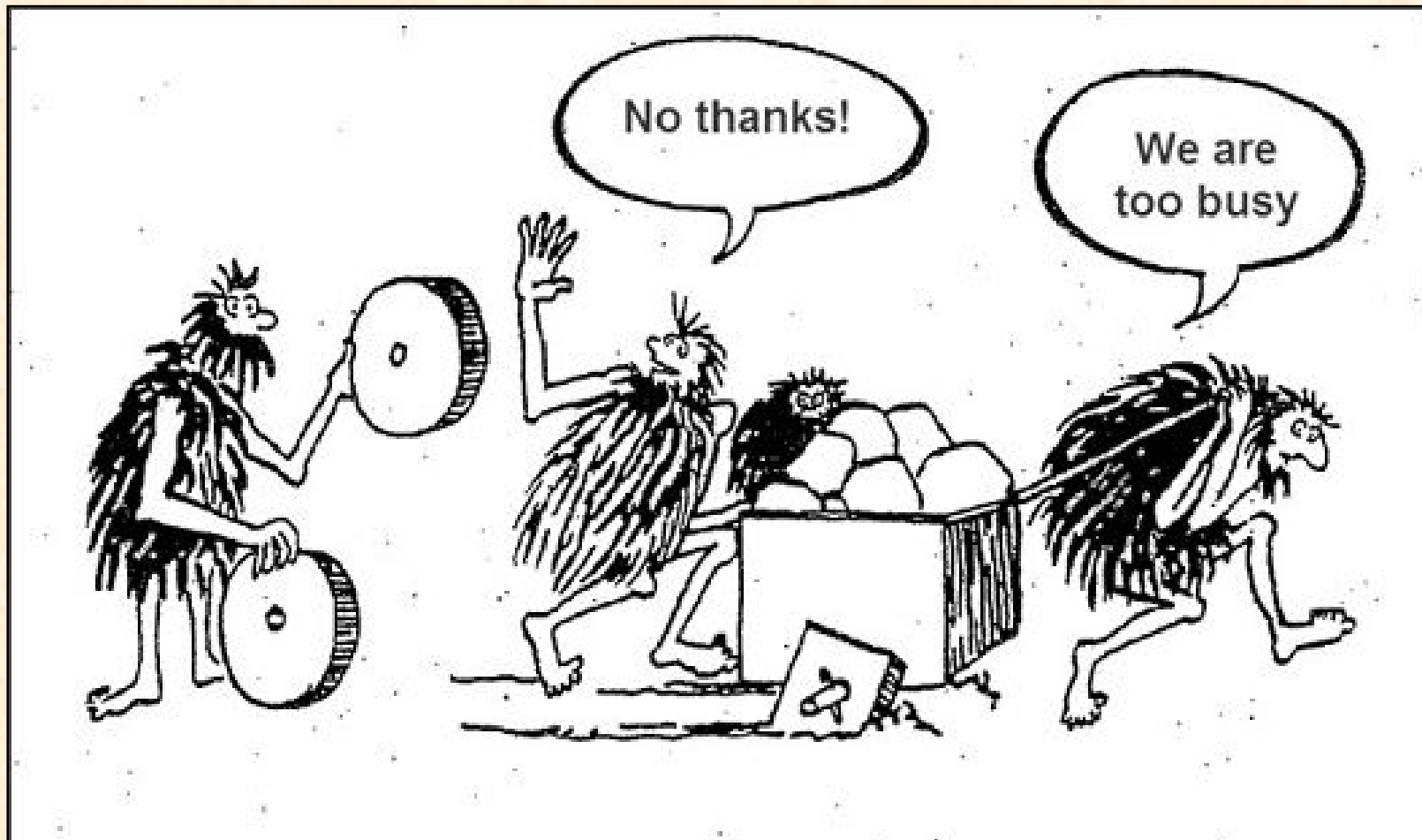
(Organizational Learning & Evaluation Capacity Building TIG 2015 survey)



### 3. Meaningfully engage stakeholders in the ECB process



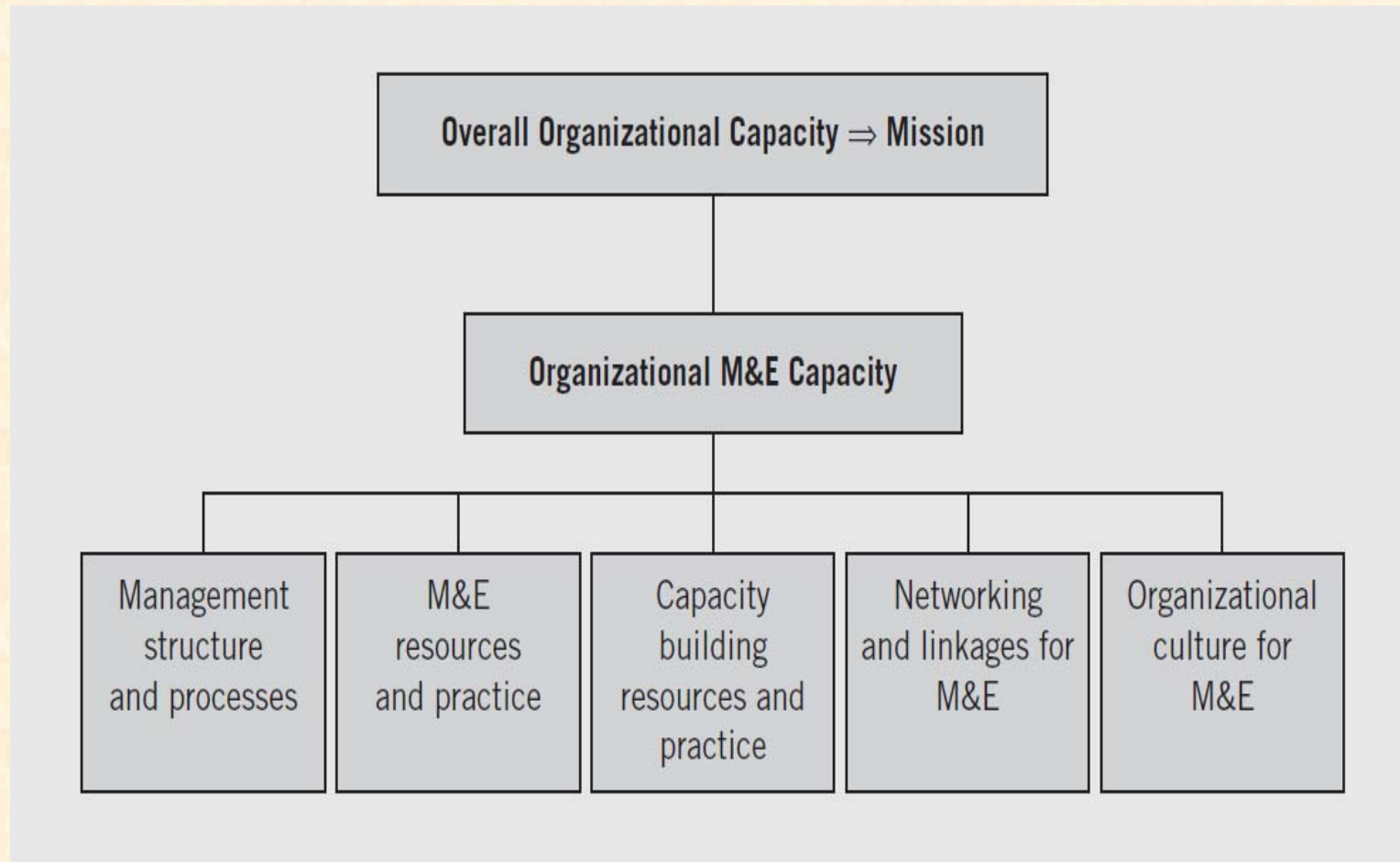
4. Systematically approach organizational ECB, but remain flexible and adaptable to changing needs



## Example Resources

- **Isabelle Bourgeois** - organizational evaluation capacity assessment tool for the Canadian Government (Bourgeois & Cousins, 2008; 2013; Bourgeois, Toews, Whynot, & Lamarche, 2013).
- **Hallie Preskill and Rosalie Torres** - Readiness for Organizational Learning and Evaluation (ROLE) instrument (Preskill & Torres, 2015)
- **Scott Chaplowe** - organizational assessment tool for Red Cross Red Crscent National Societies in planning, monitoring, evluation and reporting (PMER, 2014, revised 2017).
- **Gorgens & Kusaek** - *Making Monitoring and Evaluation Systems Work; A Capacity Development Toolkit*. (The World Bank, 2009).

## 5. Align and pursue ECB with other organizational objectives



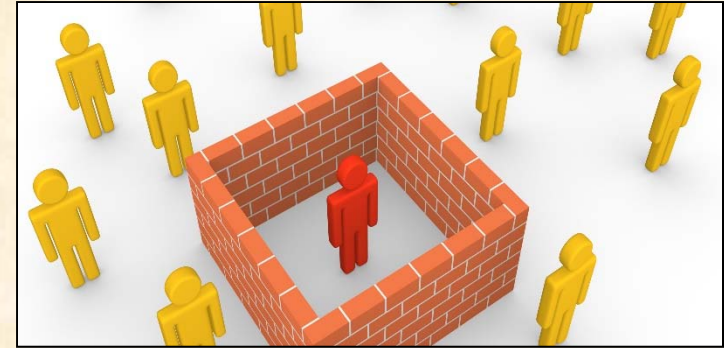
**M&E Training: A Systematic Approach (2016).** Chaplowe & Cousins. Sage Publications



## # 5 Auxiliary...

### Don't alienate (silo) "evaluation"

“The three biggest themes in the responses related to **customized strategies for different populations**, the design of learning experiences, and the work to engage organizational leaders”  
(Organizational Learning & Evaluation Capacity Building TIG 2015 survey)



**“Participation is increasingly being recognized as being integral to the M&E process**, since it offers new ways of assessing and learning from change that are more inclusive, and more responsive to the needs and aspirations of those most directly affected.” (World Bank, 2014a)

6. Ensure your ECB strategy is practical and realistic to organizational capacities



# Brain “Hurricane”???

**Partner Exchange** (2 minutes) - turn to a person sitting next to you and identify some additional key considerations.

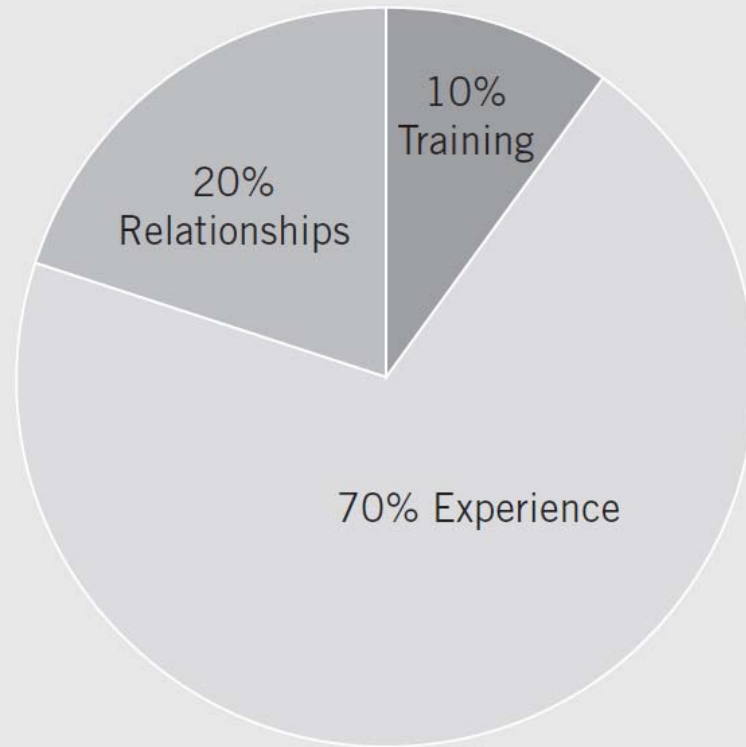
## 7. Identify & capitalize on different sources of ECB

Face-to-Face Delivery	Distance Delivery	
<ul style="list-style-type: none"> <li>• Instructor-led classroom</li> <li>• Training workshop</li> <li>• On-the-job training</li> <li>• One-on-one instruction</li> <li>• Coaching</li> <li>• Mentoring</li> <li>• Internships</li> </ul>	Synchronous (real-time)	Asynchronous (not real-time)
	<ul style="list-style-type: none"> <li>• Video/audio conferencing</li> <li>• Teleconferencing</li> <li>• Online chatting</li> <li>• Interactive whiteboards (with sound)</li> <li>• Polling</li> <li>• Live webinars</li> <li>• Virtual (online) workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Self-paced reading material (print or e-book)</li> <li>• Websites and online reading</li> <li>• Virtual presentations (slideshow)</li> <li>• Audio/video recording, podcasts</li> <li>• Recorded webinars (webcasts)</li> <li>• Automated mobile applications</li> <li>• Computer-Based Training (CBT)</li> <li>• Email and email lists</li> <li>• Online messaging</li> <li>• Online discussion &amp; bulletin boards</li> <li>• Blogs &amp; micro-blogs (Twitter)</li> <li>• Wikis</li> </ul>
<b>Blended Delivery</b> = combination of the above delivery media		

**M&E Training: A Systematic Approach, (2016).** Chaplowe & Cousins, 2016. Sage Publications



# 70-20-10 Model



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2. The 70-20-10 model was developed by was developed by Morgan McCall, Robert W. Eichinger, and Michael M. Lombardo at the Center for Creative Leadership, <http://www.ccl.org/leadership>.

## 8. Design and deliver learning grounded on adult learning principles

“The existing literature provides some information concerning a practical application component; **however, there is almost no discussion of pedagogy or, more specifically, the selection of teaching strategies for a program evaluation course,**”

(Oliver, Casiraghi, Henderson, Brooks, & Mulsow, 2008, American Journal of Evaluation)

“The three biggest themes in the responses related to customized strategies for different populations, the **design of learning experiences**, and the work to engage organizational leaders.”

(OL & ECB TIG 2015 survey)

**TABLE 4.4 Summary of Key Adult Learning Principles for M&E Training**

1. **Establish a safe and respectful climate**—Adults learn better when they feel safe and respected.
2. **Respond to the “need to know” (NTK)**—Adults prefer to know *what*, *why*, and *how* they are learning.
3. **Provide a structured yet flexible progression**—Adults prefer learning that is well organized.
4. **Empower with genuine participation**—Adults want to share full responsibility for their learning.
5. **Incorporate past experience**—Adults prefer learning that builds upon their prior experience.
6. **Keep it relevant and meaningful**—Adults prefer practical learning that meets their needs.
7. **Provide direct experience**—Adults learn best by doing.
8. **Make it active, fun, and challenging**—Adults learn more when it is engaging and enjoyable.
9. **Use mixed/multisensory methods**—Adult learners require a mixture of learning approaches.
10. **Differentiate instruction**—Adult learning is more effective when instruction is tailored to different learners’ needs.
11. **Utilize collaborative, peer learning**—Adults effectively learn from each other.
12. **Include practice and repetition**—Adult learning is enhanced by repetition.
13. **Design for primacy and recency**—Adults remember best what they learn first and last in sequence.
14. **Provide feedback and positive reinforcement**—Adults want to know if they are learning and to be encouraged in the process.

Chaplowe & Cousin

**M&E Training: A  
Systematic Approach**

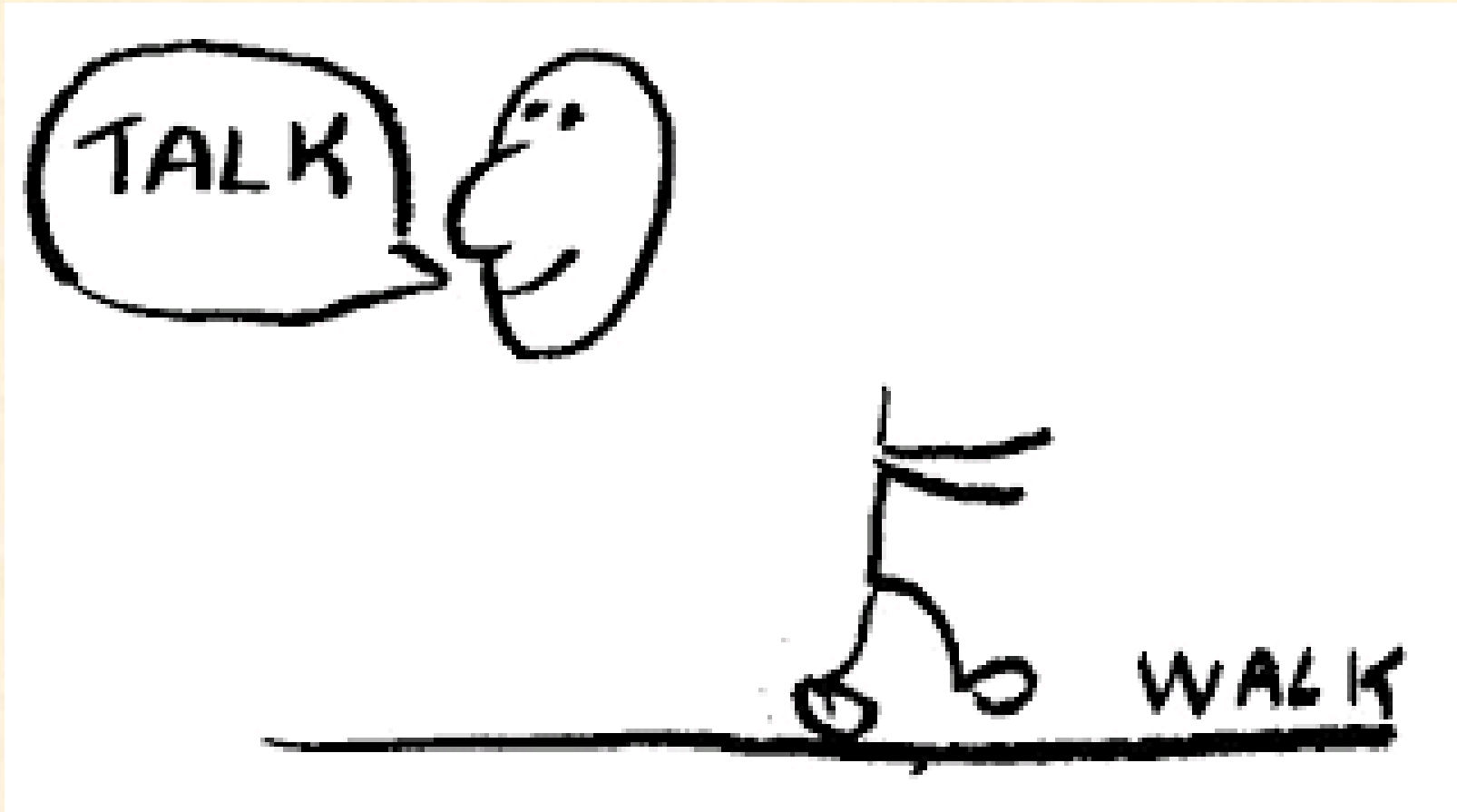
Sage Publications (2016)

## 9. Uphold professional standards, principles & ethics

- ***Guiding Principles For Evaluators*** (AEA, 2004)
  - ***Program Evaluation Standards Statements*** (The Joint Committee on Standards for Educational Evaluation, 2015)
  - ***Statement on Cultural Competence in Evaluation*** (AEA, 2011).
- 
- ***Standards on Ethics and Integrity*** (Academy of Human Resource Development, 1999)
  - ***Code of Ethics of the National Association of Social Workers*** (NSAW, 2008)
  - ***Code of Ethics for Training and Development Professionals in the Human Service*** (National Staff Development and Training Association, 2004)
  - ***American Society for Training & Development's Competency Model*** (ASTD, 2013)
  - ***National Staff Development and Training Association's Instructor Competency Model*** (NSDTA, 2004a)



10. Monitor and evaluate your ECB efforts to learn and adapt (*practice what you preach*)



## Post Hoc #11:

Have disclaimers for a “Top 10” list

## Scott's Top 10 List for Organizational ECB Considerations

- 1. Adopt a systemic (systems) approach to organizational ECB.**
- 2. Plan, delivery and follow-up ECB with attention to transfer**  
*(Navigate ECB champions and “adversaries”)*
- 3. Meaningfully engage stakeholders in the ECB process**
- 4. Systematically approach organizational ECB, but remain flexible and adaptable to changing needs**
- 5. Align ECB with other organizational objectives**
- 6. Ensure your learning strategy is practical and realistic the organizational capacities**
- 7. Identify and capitalize on different sources of ECB**
- 8. Design and deliver learning grounded on adult learning principles**
- 9. Uphold professional standards, principles and ethics**
- 10. Monitor and evaluate your ECB efforts to learn and adapt**

## Resources

This webpage is devoted to various resources I have found useful and recommend for M&E practice, learning, capacity building and development. For the most part, I have limited my recommendations to those resources that can be accessed freely online, and will try to keep hyperlinked addresses up-to-date. However, internet addresses often change, and if a hyperlinked resource does not work, let me know; in the meantime, an online search using the resource title should lead you to it. Please [contact me](#) if you come across an oversight or have additional resources you would like to bring to my attention.

### **QUICK LINKS FOR THIS PAGE**

[Some Recommended Publications for M&E](#)

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[Training & Learning Resources for M&E](#)

*Scott Chaplowe – “Top 10 for ECB” – AEA 2017 Conference, Washington DC*

### **Book Video**



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September 9, 2016

[“Beneficiary” Revisited](#)

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[Logical Bridge Game for M&E Training](#)