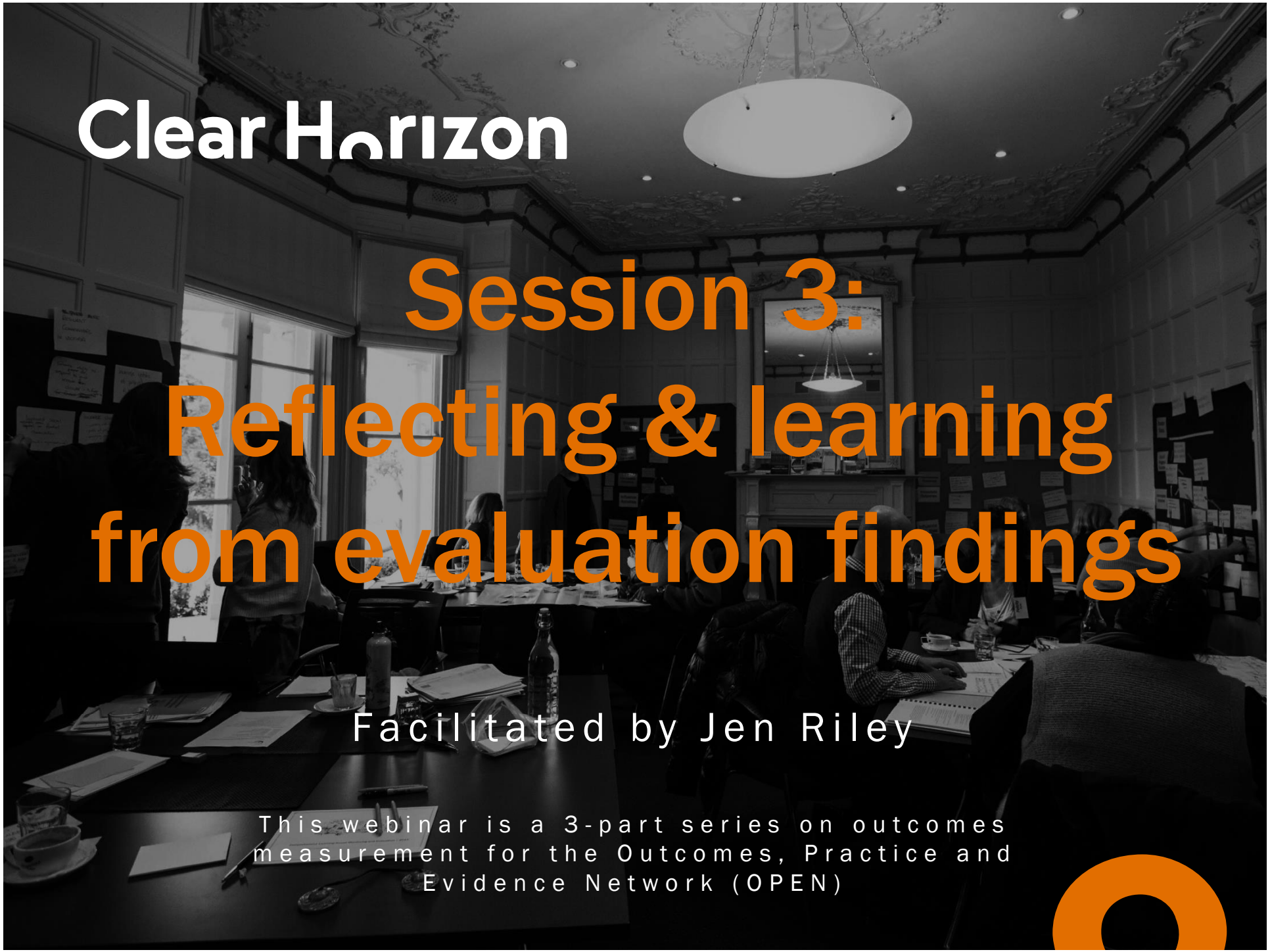

Clear Horizon
Session 3:
Reflecting & learning
from evaluation findings
Facilitated by Jen Riley
This webinar is a 3-part series on outcomes measurement for the Outcomes, Practice and Evidence Network (OPEN)

Why we're here today

Session 1: How to measure outcomes

- How do we measure outcomes?
- Selecting indicators & targets to measure outcomes
- Selecting data collection methods

Session 2: How to evaluate outcomes

- The role of evaluation questions in framing outcomes measurement
- Considering data collection methods, analysis, synthesis, rubrics
- What is effective reporting
- Reporting outcomes using dashboards, infographics, report cards

Session 3: Reflecting & learning from evaluation findings

- The role of evaluative thinking – what happened, so what, now what – in learning and reflection
- How to reflect on and apply learnings through workshops, feedback loops, sprints

Learning objectives

By the end of the lunchtime session, you'll be able to:

- Understand the role of evaluative thinking – what happened, so what, now what – in learning and reflection
- Understand participatory methods for reflection in order to promote the use of findings: reflection workshop and feedback loops

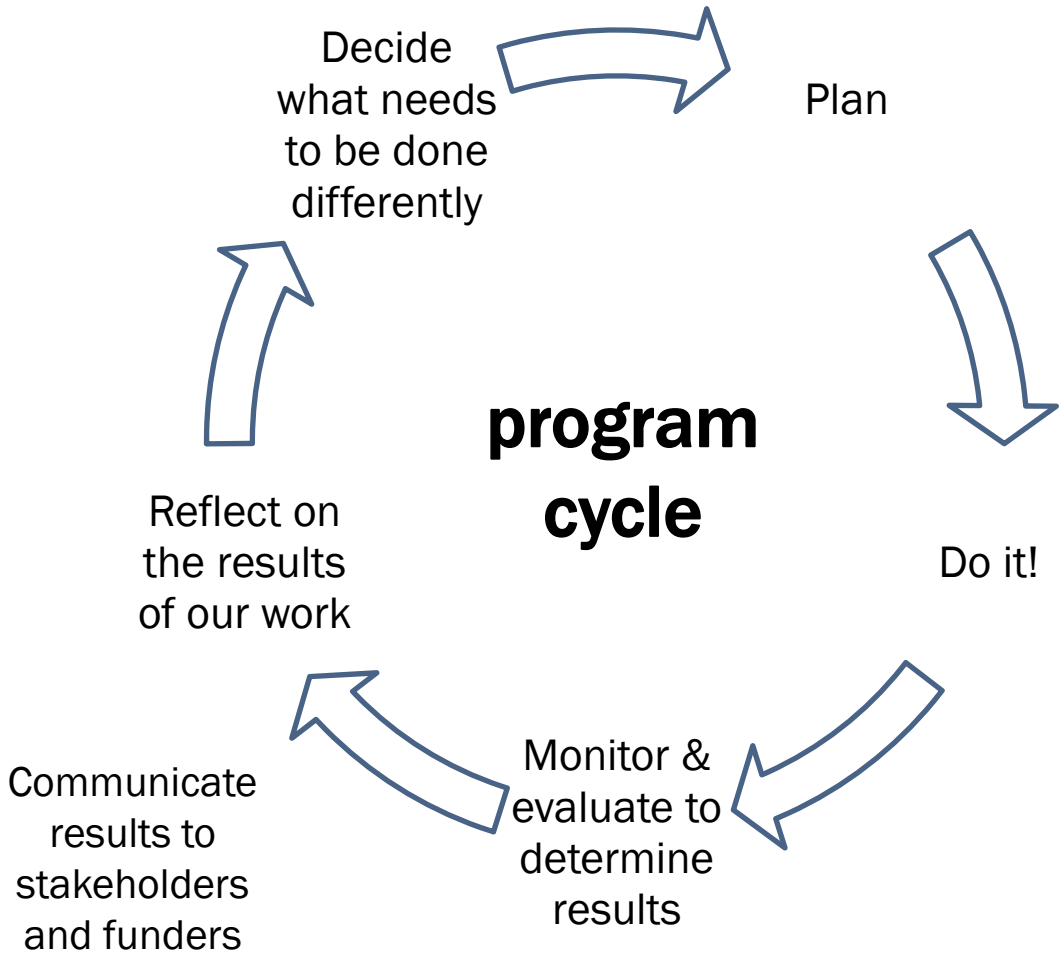
Why do we do evaluation?

Type a word or two.

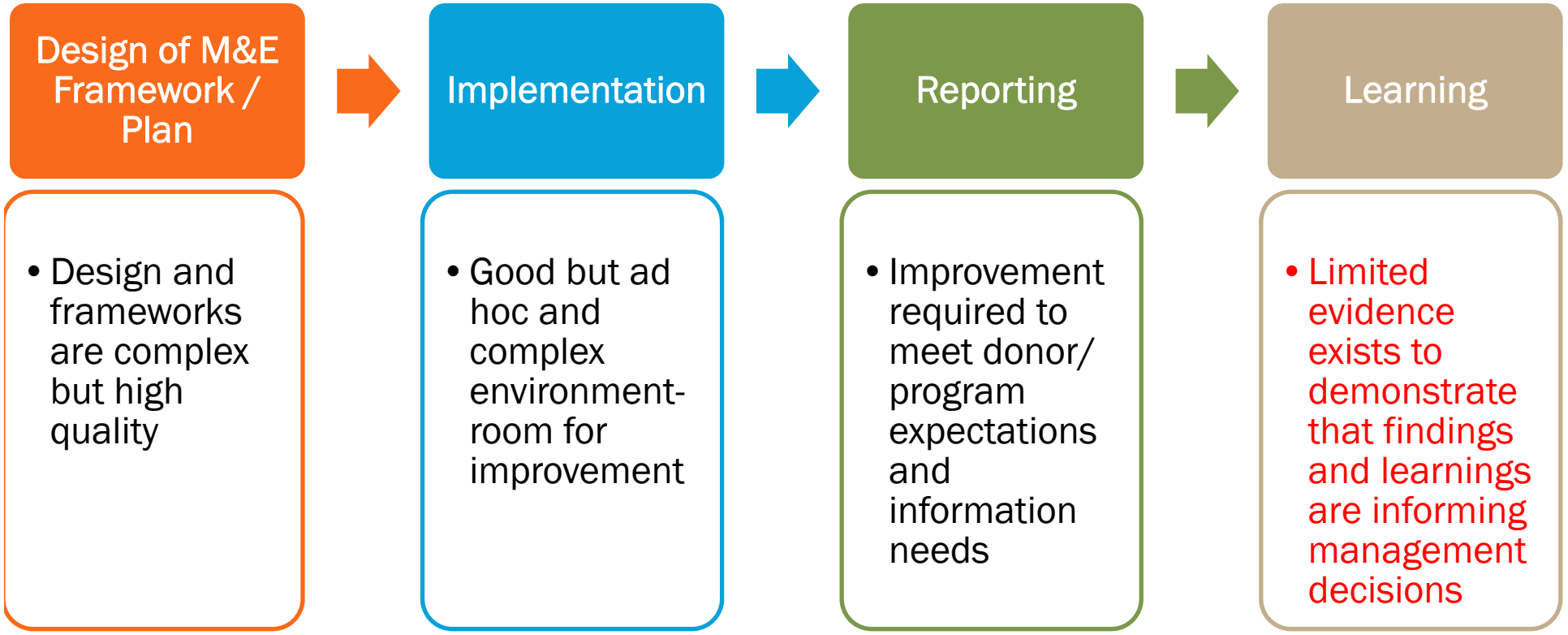
PROGRAM IMPROVEMENT

-CAN'T LOCK THAT AWAY IN A CUPBOARD!!
EVALUATION DATA
SK

M&E is an intrinsic part of the program cycle



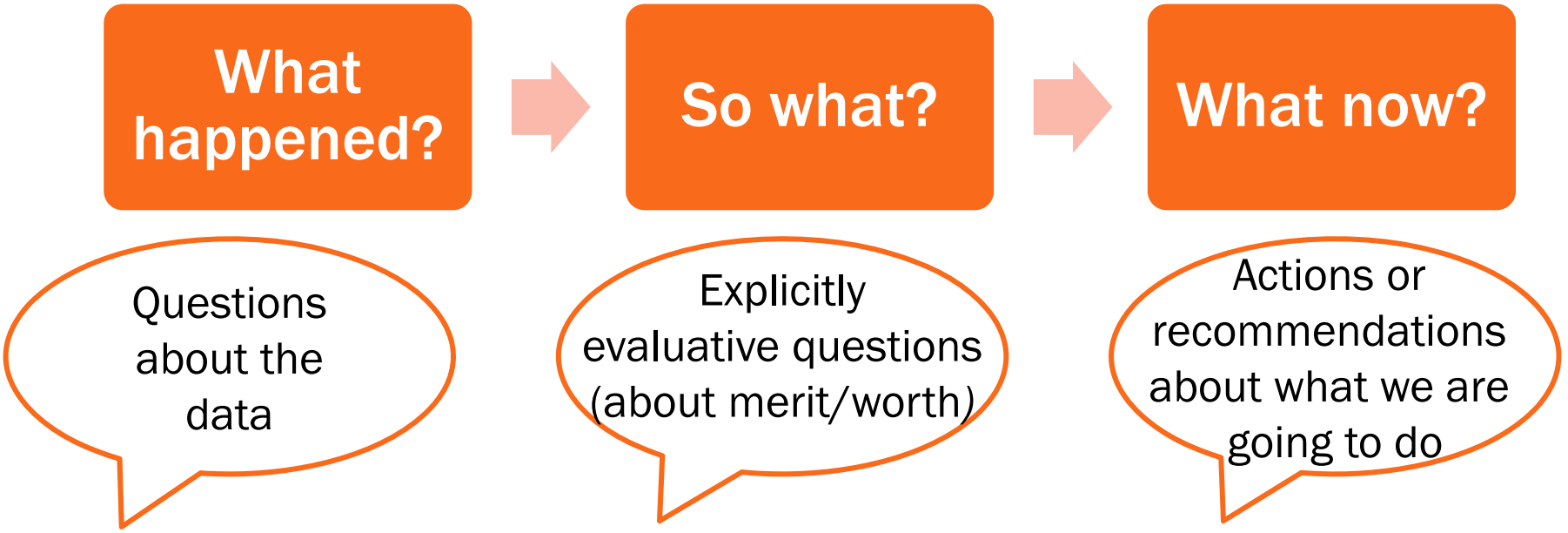
Common issues across monitoring and evaluation systems



Program improvement

- Ensure that program teams look at monitoring data, analyse it and adapt the program based on their learnings. In a sense this is creating a '*learning organisation*'.
- One of the biggest failings in monitoring and evaluation is that findings are frequently underused. If this happens, you may need to ask yourself why this occurred, for example:
  - Was this because the monitoring system or evaluation did not target the right areas?
  - Were findings presented in a non-user friendly way?
  - Have stakeholder requirements changed over the life of the program?

Framework for "evaluative thinking" or reflective practice



Data collection & synthesis

Interpretation & Judgement

Recommendations

Acknowledgement: Jane Davidson

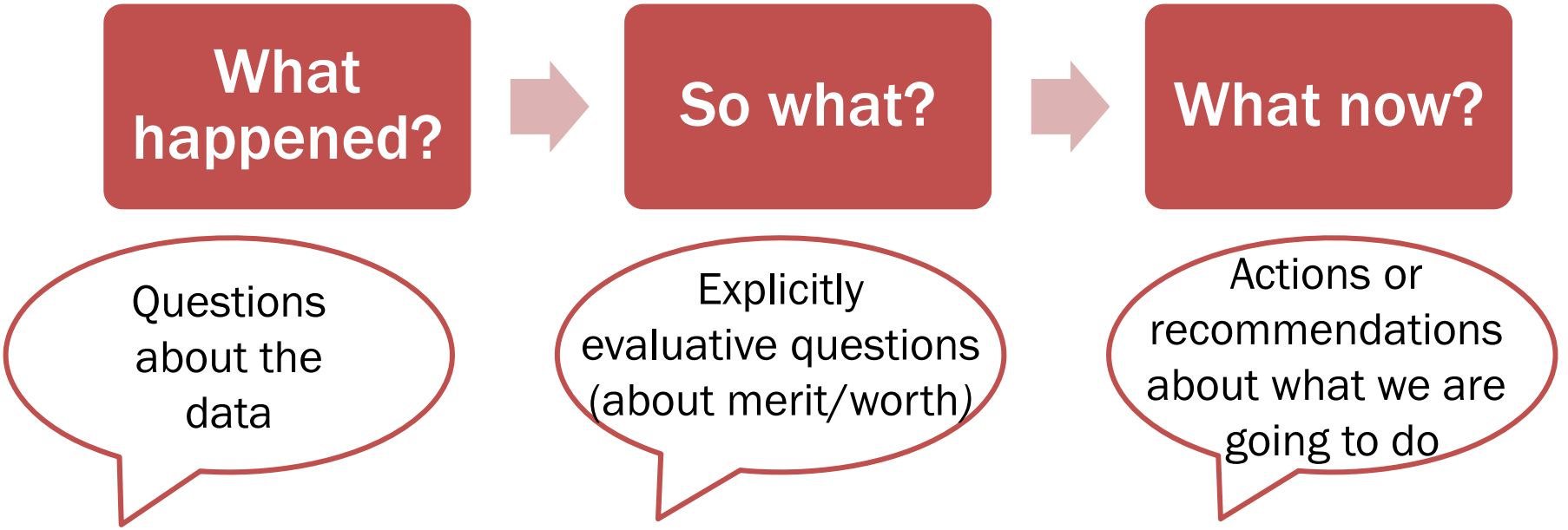
Who has seen or used this *what happened – so what – what now* framework before?

Share an example.

REFLECTION WORKSHOPS

Elements of a
reflection
workshop

Framework of a reflection workshop



Data collection & synthesis

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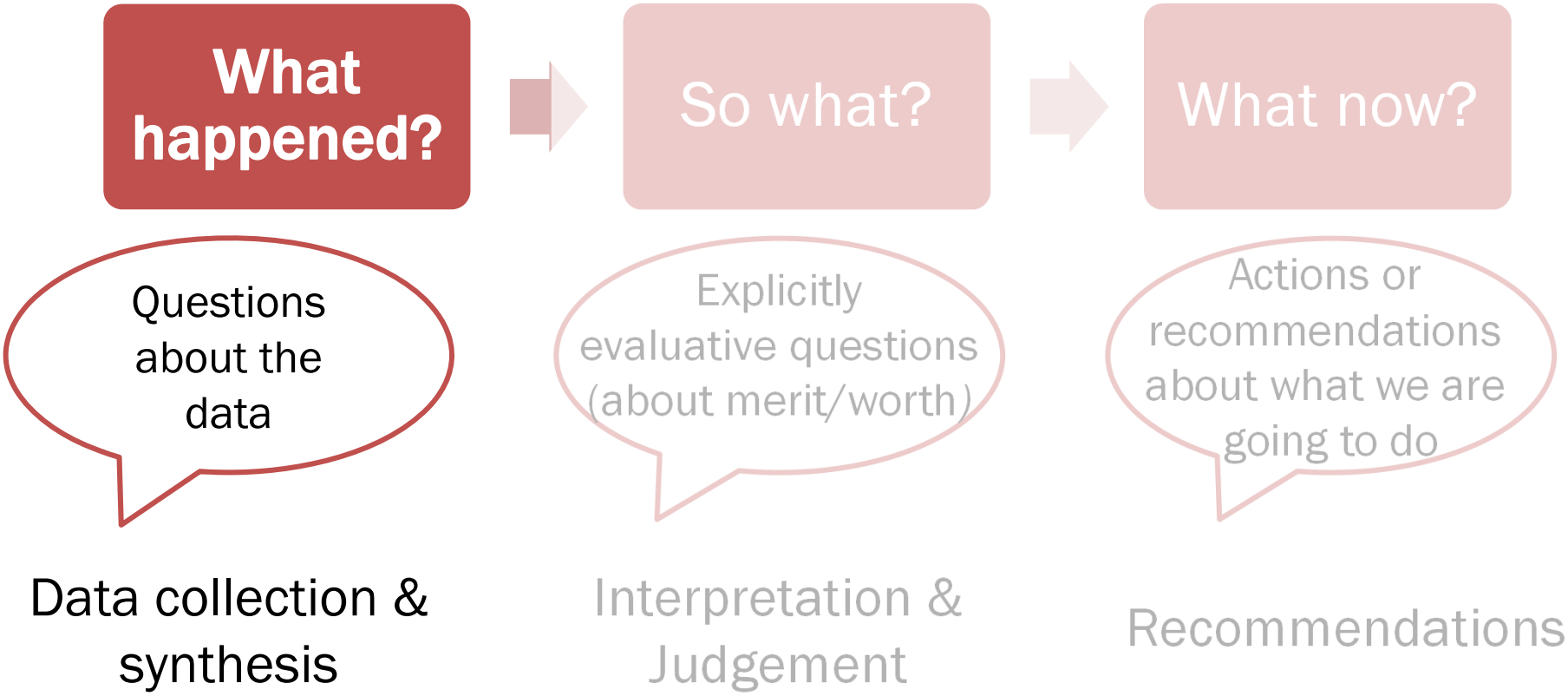
Acknowledgement: Jane Davidson

What happened?–objective thinking



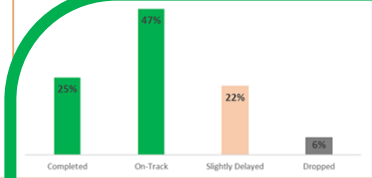
Acknowledgement: Jane Davidson

What happened? – objective thinking

- Before we can make an evaluative judgment ('so what'), we need to prepare a **solid evidence base** for the **'what happened'**, that is, sufficient, meaningful data which we can then interpret and use as the basis for judgment.
- We do this by reviewing the evidence provided on the results table/evidence matrix.

Review the evidence provided

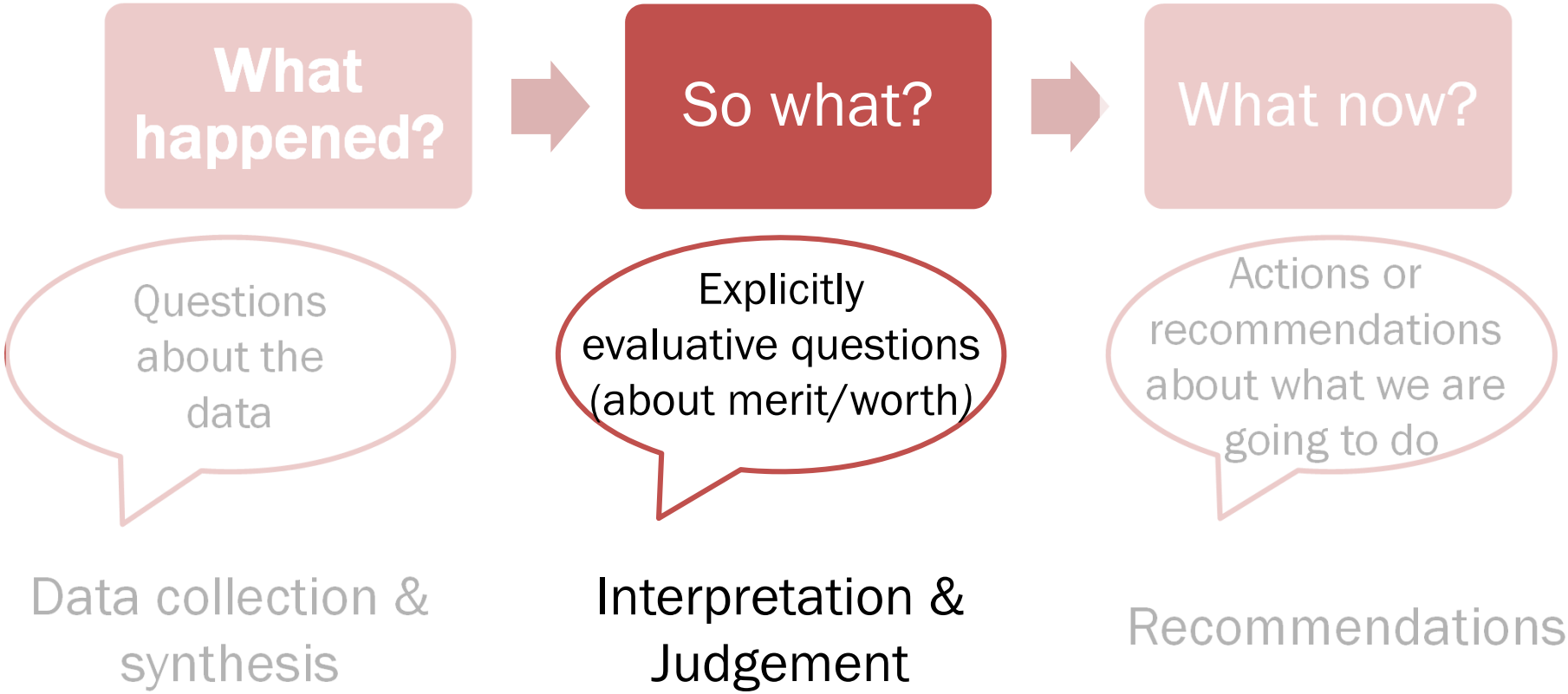
As a group, review the evidence provided.
Link back to the theory of change.

Key evaluation questions	Key messages	Evidence	Strength of evidence (weak, moderate, strong)	Recommendation
Overall progress				
Progress – Socio Emotional Skills Experiment		a) The impact evaluation report of the first intervention on the "Socio-Emotional Skills Experiment" was finalized in May 2018 *(activity log)* b) In May 2018, the project team met with the Director of Junior High School Development. In the meeting, the team presented findings of the "Socio-Emotional Skills Experiment" report. This first experiment shows some impacts, however they are limited. These results were endorsed by the Director of Junior High School. The second experiment was planned to be conducted in July and August 2018 *(Minutes of Meeting, April 6th 2018)* c) MoE (through Echelon 2) showed their full support in implementing the second experiment in July and August 2018 by appointing an echelon 3 to be the project team counterpart on this experiment. *(Minutes of Meeting, May 7th 2018).* d) The project team is currently collaborating with Ministry of Education (MoE) to implement additional interventions for the second experiment targeting students and teachers. MoE requested the project team to focus on the additional intervention on schools in remote areas as this is in line with MoE priorities *(Activity log, Minutes of Meeting, May 7th 2018)* e) MoE have facilitated field visits (on one trip an Echelon 3 staff brought her entire team to provide feedback on intervention design) in the end of May 2018. MoE also facilitates letters, demonstrating endorsement of intervention and presenting a collective front to districts and schools. *(field trip report, invitations to schools from MoE, Slides, interview with Echelon 3)* f) The donor has provided additional funding of AUD500,000 to fund the second experiment, brought the total funding to AUD924,000. These additional resources will finance an in-depth impact evaluation of the project using primary data collection, and develop an in-depth survey of student beliefs and behaviors *(new funding contract, activity log)*		
Progress – child mother nutrition and breastfeeding experiment		a) Echelon 1 from Ministry of Health (MoH) expressed support and agreement with the experiment design and implementation plan. The project team has an echelon 2 and Director of Nutrition as the main counterparts. This cooperation is to be formalized in an MoU *(Minutes of Meeting on 11 Jan 2018 with echelon 1,2,3 from MoH)* b) MOH requested the team to align the experiment with child mother health book (Buku Kesehatan Ibu dan Anak), and prioritise it in 100 priority districts. MoH also agreed to provide reference materials for the project team to prepare relevant instruments. They expressed their support to the experiment and acknowledged the potential benefits of this impact evaluation (*Minutes of Meeting on 29 Jan 2018)* c) The team has met with multi-sectoral stakeholders to discuss the experiment design (instruments, treatment arms and sampling): • National Midwives Association offers support of the experiment and facilitates team engagement with midwives at local health centers level *(see 26 February 2018 meeting notes)* • Irawati Budiningsih (IB), AIMI counselor, provided input on the experiment and instrument design *(see 15 March 2018 meeting notes)* d) MoH recommended the project team contributes inputs based on the findings of the impact evaluation of Breastfeeding Project to the next version of child mother health book (Buku Kesehatan Ibu dan Anak), which is scheduled for revision in 2019. *(Activity log, see 6 April 2018 meeting notes)*		

Activity Status	#	%
Completed	9	25%
On-Track	17	47%
Slightly Delayed	8	22%
Dropped	2	6%
Total	36	100%

Sample activity

Session 4: So what? – reflective and interpretative thinking

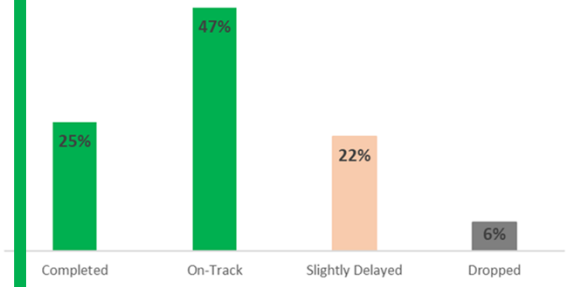


Acknowledgement: Jane Davidson

So what? – reflective and interpretive thinking

- Participants interrogate the evidence, develop and review key messages for progress report.
- The key messages are a reflection and interpretation of the data.
- Findings are then prioritised based on the key messages.

Write down the key messages, linked to the theory of change.

Key evaluation questions	Key messages	Evidence	Strength of evidence (weak, moderate, strong)	Recommendation
Overall progress		 **Activity Status** / **#** / **%**: Completed 9 25%; On-Track 17 47%; Slightly Delayed 8 22%; Dropped 2 6%; Total 36 100%		
Progress – Socio Emotional Skills Experimen		a The impact evaluation report of the first intervention on the "Socio-Emotional Skills Experiment" was finalized in May 2018 *(activity log)* b In May 2018, the project team met with the Director of Junior High School Development. In the meeting, the team presented findings of the "Socio-Emotional Skills Experiment" report. This first experiment shows some impacts, however they are limited. These results were endorsed by the Director of Junior High School. The second experiment was planned to be conducted in July and August 2018 *(Minutes of Meeting, April 6th 2018)* c MoE (through Echelon 2) showed their full support in implementing the second experiment in July and August 2018 by appointing an echelon 3 to be the project team counterpart on this experiment. *(Minutes of Meeting, May 7th 2018).* d The project team is currently collaborating with Ministry of Education (MoE) to implement additional interventions for the second experiment targeting students and teachers. MoE requested the project team to focus on the additional intervention on schools in remote areas as this is in line with MoE priorities *(Activity log, Minutes of Meeting, May 7th 2018)* e MoE have facilitated field visits (on one trip an Echelon 3 staff brought her entire team to provide feedback on intervention design) in the end of May 2018. MoE also facilitates letters, demonstrating endorsement of intervention and presenting a collective front t districts and schools. *(field trip report, invitations to schools from MoE, Slides, interview with Echelon 3)* f The donor has provided additional funding of AUD500,000 to fund the second experiment, brought the total funding to AUD924,000. These additional resources will finance an in-depth impact evaluation of the project using primary data collection, and develop an in-depth survey of student beliefs and behaviors *(new funding contract, activity log)*		
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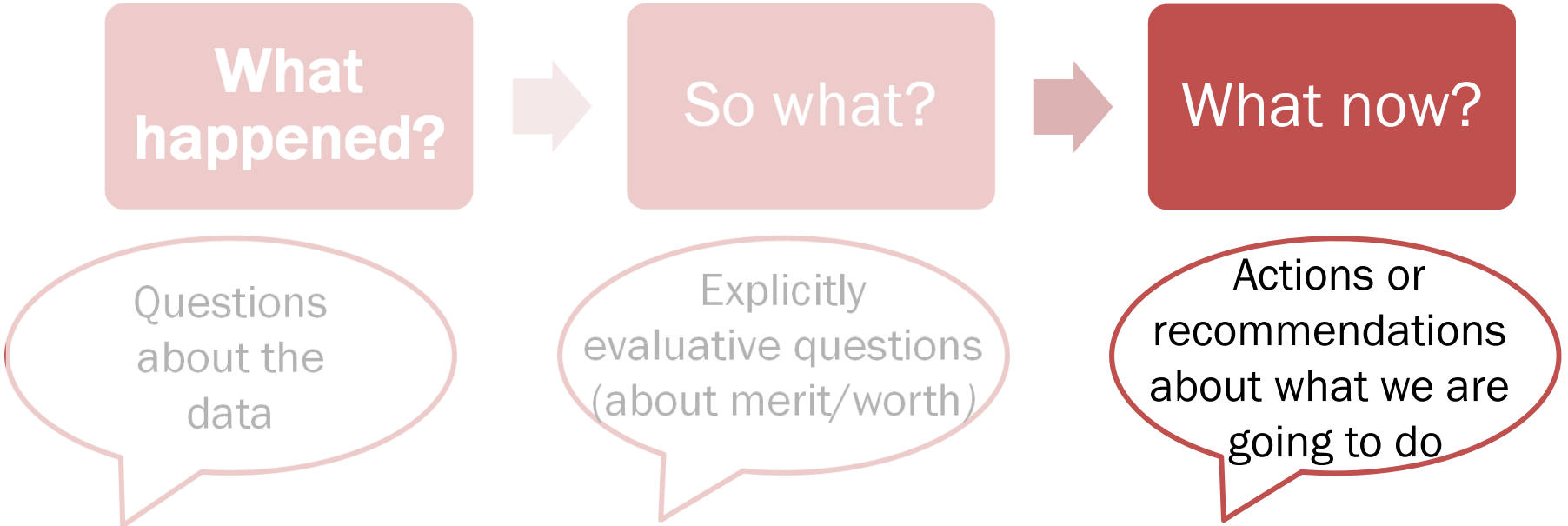
Sample activity

What now? – decisional thinking



Data collection & synthesis

Interpretation & Judgement

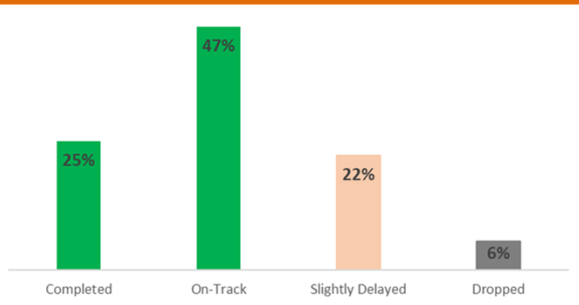
Recommendations

Acknowledgement: Jane Davidson

What now? – decisional thinking

- Participants identify and discuss the key lessons and recommendations for improvement.
- Recommendations should be specific, though not too numerous. They should be practical and not overly aspirational.

A results table/evidence matrix sample

Key evaluation questions	Key messages	Evidence	Strength of evidence (weak, moderate, stron)	Recommendation
Overall progress		 **Activity Status** / **#** / **%** Completed: 9 / 25% On-Track: 17 / 47% Slightly Delayed: 8 / 22% Dropped: 2 / 6% Total: 36 / 100%		
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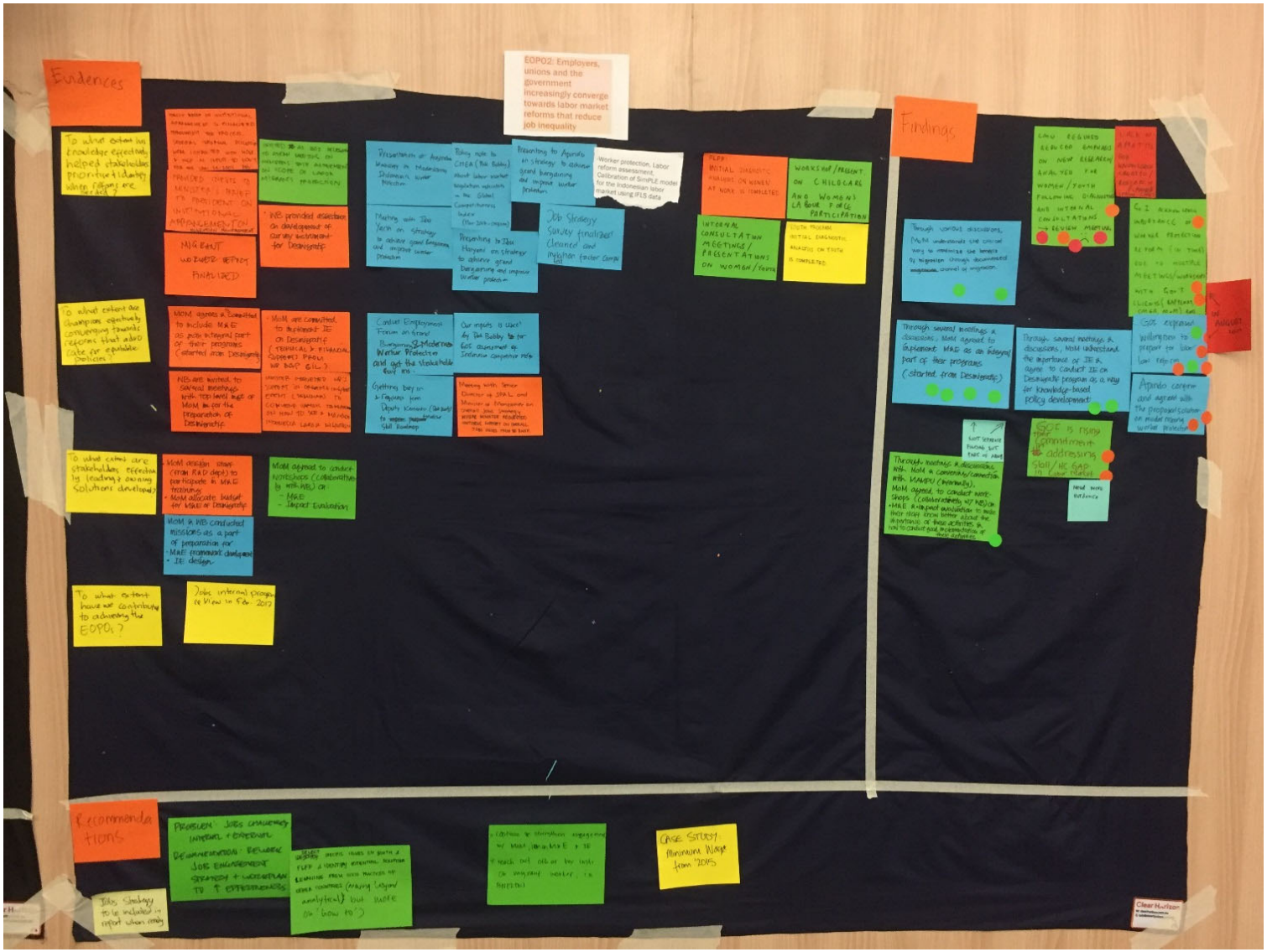
Results table/evidence matrix on the magic wall



Expected outputs of a reflection workshop

- The main output of a reflection workshop is a finalized evidence matrix. This includes:
  - key messages for the progress report
  - supporting evidence to back up key messages
  - a set of recommendations capturing learning and action plans for improvements.
- The evidence matrix can be used to:
  - draft a progress report (reporting purposes)
  - document learning and recommendations/action plans (learning and improvement purposes)

Sample evaluation plan from Session 2

KEQ	Sub-questions	Indicator (if relevant)	Data Source	Target	Evaluation method
1. To what extent have young people successfully transitioned to earning or learning?	1.1 To what extent has the program contributed to young people improving their career knowledge and skills?	% of young people that demonstrate the knowledge and skills to successfully transition to earning or learning.	Survey and observation	By 2020, young people report having the knowledge and skills to successfully transition to earning or learning.	Statistical analysis
	1.2 To what extent have young people created connections with industry mentors?	% of young people that report having strong relationships with industry mentors.	Interviews with stakeholders		Thematic analysis

Sample results chart/evidence matrix from Session 2

KEQ	Sub-questions	Summary of results	Supporting evidence
1. To what extent have young people successfully transitioned to earning or learning?	1.1 To what extent has the program contributed to young people improving their career knowledge and skills?	Evidence shows that 80% of young people in the program have improved their career knowledge and skills (job search, career planning) after participating in the program.	According to program member survey 6 months after the program, 80% strongly agree that they have increased their knowledge and understanding of the labour market, as well as labour market engagement (survey) Program staff report that more youth (aged 19-24) in the program are choosing some form of vocational education and training as a pathway option on their career plan. During consultations, they also demonstrate strong job search skills and improved ability to career plan after 6 months in the program compared to when they first started. (observation)

Based on what you've heard about what goes into a reflection workshop, what do you think would be criteria for a good one?

E.g. Provides safe space to voice opinions

Criteria for a good reflection workshop

- It provides a safe space to voice opinions from all relevant stakeholders.
- It brings insights and realisations for participants, their assumptions are surfaced.
- It provides an opportunity to thoughtfully use the M&E data, evidence and findings.
- It provides an opportunity to learn from the previous project implementation.
- It encourages action to improve the future program implementation.

INTEGRATING FEEDBACK LOOPS

Some techniques to maximise utilisation and learning

- Get buy in from senior management
- Develop an organisational wide (or collaboration) evaluation strategy and standards
- Involve the data collectors/ users in building the plan and tools
- Annual reflection workshops
- Mandate a management/governance response

Adding reflective questions to existing meetings

What do you think makes good reflective questions in a meeting situation?

E.g. follow the what – so what – now what framework

Type your answers.

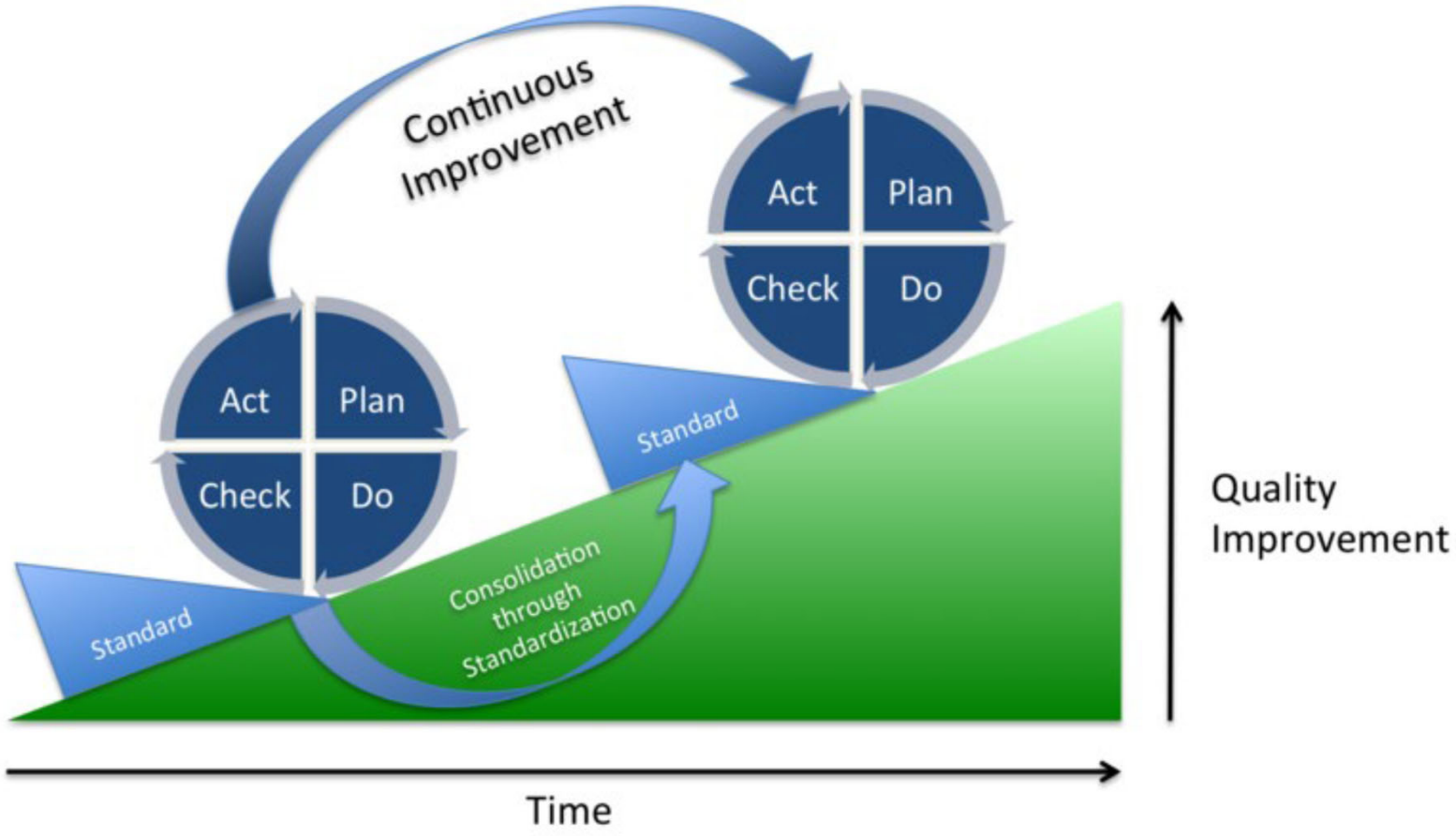
Example reflective questions for existing meetings

- How good have our achievements been over the past X months?
  - What is our evidence for that?
  - How good is good enough?
- What challenges or issues have we faced in the past X months?
- What insights have we had from other programs, and other organisations in the past X months?
- What do we need to improve because of what we have learnt?

Case study: learning and sensemaking through “sprints”

Young Farmer Business Program evaluation

Continuous improvement from the Plan, Do, Study, Act cycle



- How do you see reflective questions and sprints applied in your current project or program?
- What opportunities and challenges do you see?
- What do we need to do to build a culture of evaluation?

Any other trends you see that are encouraging more participatory approaches to learning and reflection?

(for the purpose of using findings)

Q&A

Review of 3-part webinar series

Session 1: How to measure outcomes

- How do we measure outcomes?
- Selecting indicators & targets to measure outcomes
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Session 3: Reflecting & learning from evaluation findings

- The role of evaluative thinking – what happened, so what, now what – in learning and reflection
- How to reflect on and apply learnings through workshops, feedback loops, sprints

That ends our 3-part series

If you want to dive deep into the topics today, or other evaluation techniques, Clear Horizon offers face-to-face training in:

- Evaluating outcomes (1 day)
- Monitoring, evaluation and learning (5 days)
- Engagement evaluation (1 day)
- Evaluation across the design cycle (1 day)
- Most significant change (2 days)

https://www.clearhorizon.com.au/training-mentoring.aspx

What was your key takeaway from today's session?

Type a word or two on the chat.

Thanks for coming and watch out for a participant survey coming your way after this session.