Evaluative Thinking

Taking Action

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Introductions

Please share:

- Your name
- Your role on this project
- Give a recent example of when you used evidence to make a decision at work or at home

ET Workshop Series

	Target audience	Round 1 Identifying Assumptions	Round 2 Seeking Evidence	Round 3 Taking Action
Group 1	Field-based staff			X
Group 2	Senior program staff			X
Group 3	Country leadership			X

ET Workshop Series

NINE WORKSHOPS IN ALL: 1 PER GROUP PER ROUND

GROUP 1
FIELD-BASED STAFF

GROUP 2
SENIOR PROGRAM STAFF

GROUP 3
COUNTRY LEADERSHIP

ROUND 1

- Introduction to evaluative thinking
- Identifying assumptions
- Multiple perspectives
- Theory of Change (ToC) Pathway Models

ROUND 2

- Using the ToC Pathway Models to determine learning plan scope
- Developing learning questions
- Components of a learning plan
- Learning plan alignment

ROUND 3

- Making meaning from results
- Participatory analysis
- Making informed decisions (utilization)
- Communicating results

A little housekeeping…

- Shared norms for the workshop

- Consent form and pre-workshop survey

- Post-workshop survey

Agenda

Time	Task
8:00am	Introductions and goals, consent form, pre-workshop survey
8:30am	Introduction to utilization and decision making and the role of ET therein
8:45am	Participatory interpretation
9:45am	Action planning
10.15am	Break
10:30am	ET review
12:00pm	Lunch/close

Goals for the Day

- Learn about the role of utilization and decision-making in MEAL work

- Summarize and interpret your project's real-life evidence

- Develop possible action plans based on that evidence

- Learn about participatory analysis, and how to facilitate and actively support it

- Celebrate the culmination of 3 years of ET workshops!

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How Today's Workshop will Work

We will do "real" work

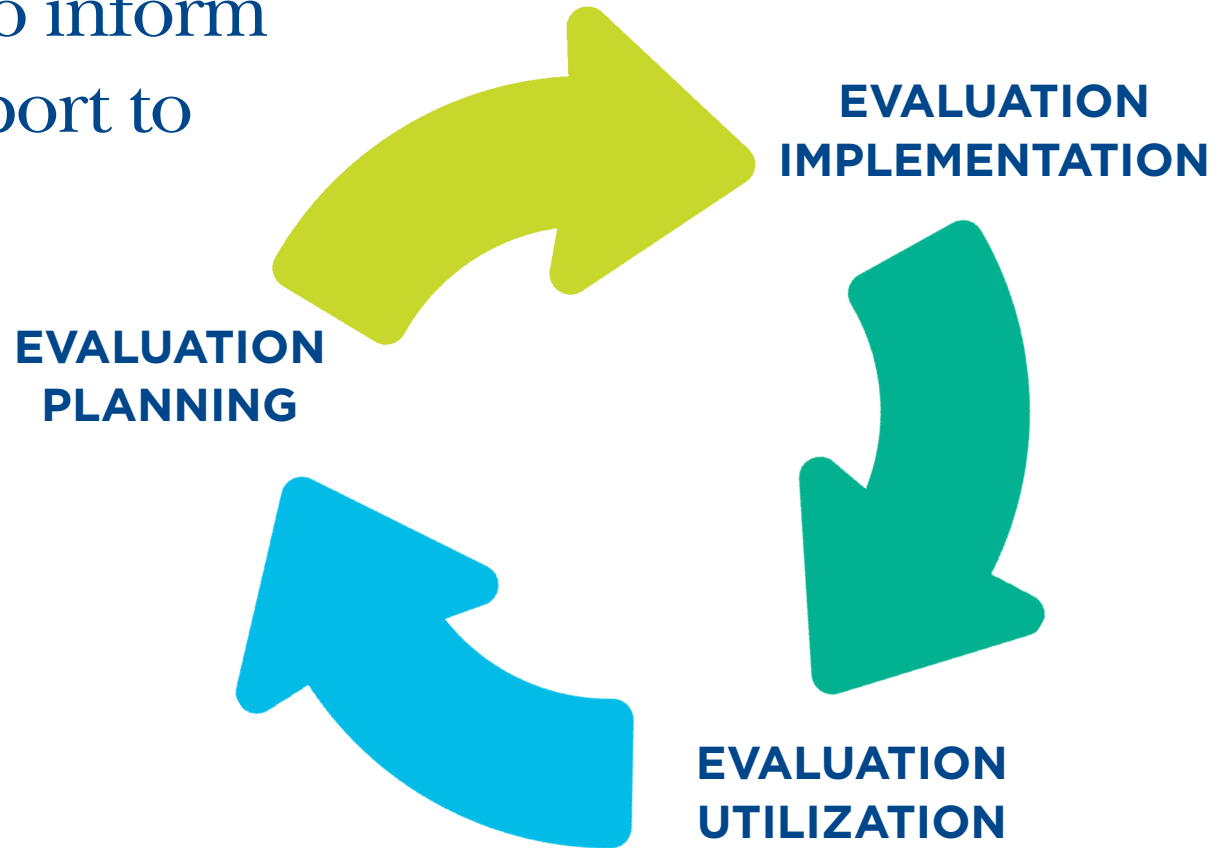- Real data, real interpretations, real action plans

We will use a participatory approach that:

- Mixes groups
- Values all perspectives
- Depends on true engagement

Utilization

Using evidence to inform decisions and report to stakeholders.

EVALUATION
IMPLEMENTATION

EVALUATION
PLANNING

EVALUATION
UTILIZATION

The 3 Steps in Utilization

1. **Summarize results –** Put data into an unbiased, interpretable form

2. **Interpretation –** Make meaning from and/or explain results, and determine their significance

3. **Action planning –** Make careful decisions and thoughtful plans about what to do with any new information

Participatory Utilization

- Key program stakeholders (program staff, beneficiaries and others) work together to make meaning from new information (including MEAL results)

  - Participation

  - Open-mindedness
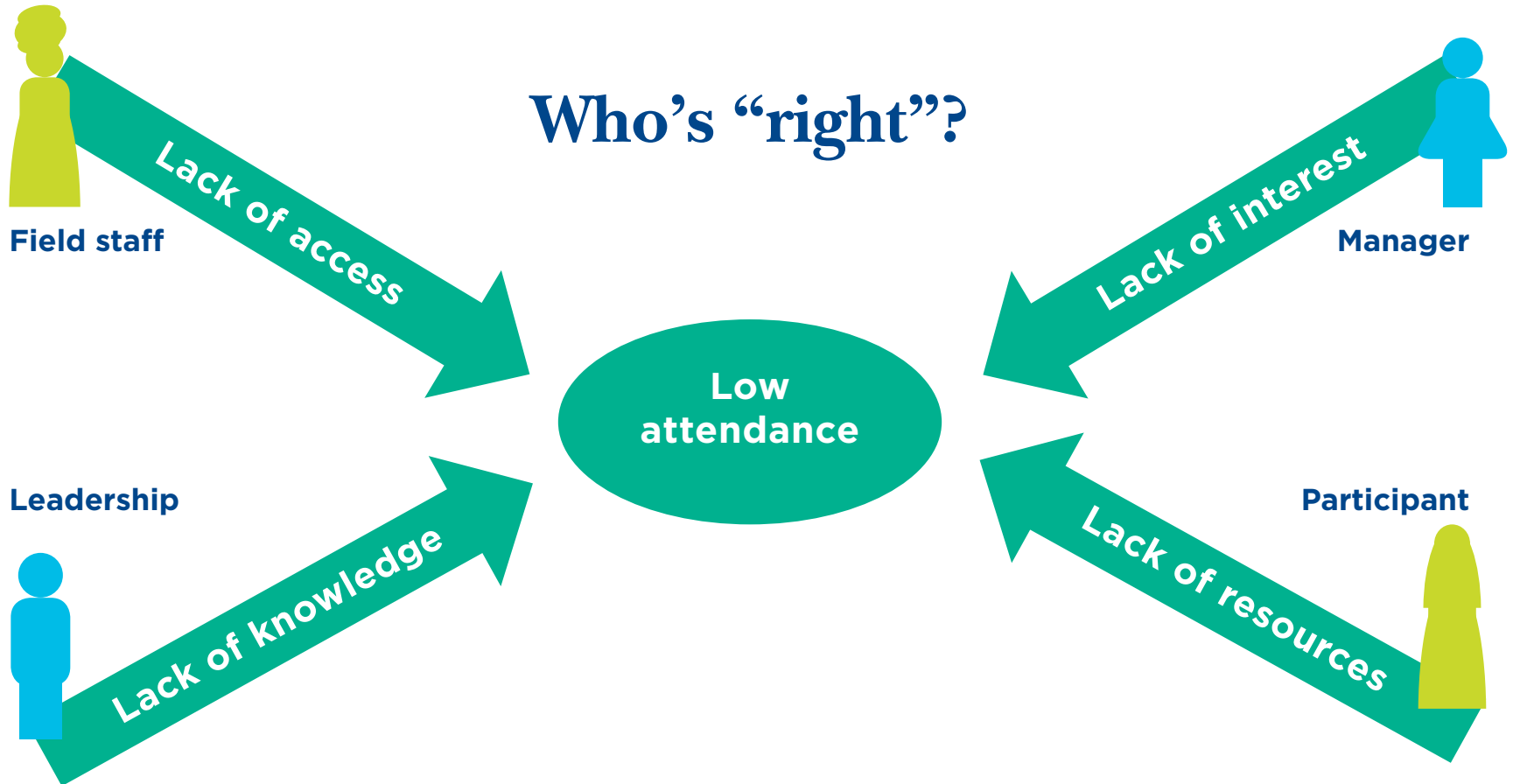
  - Respect
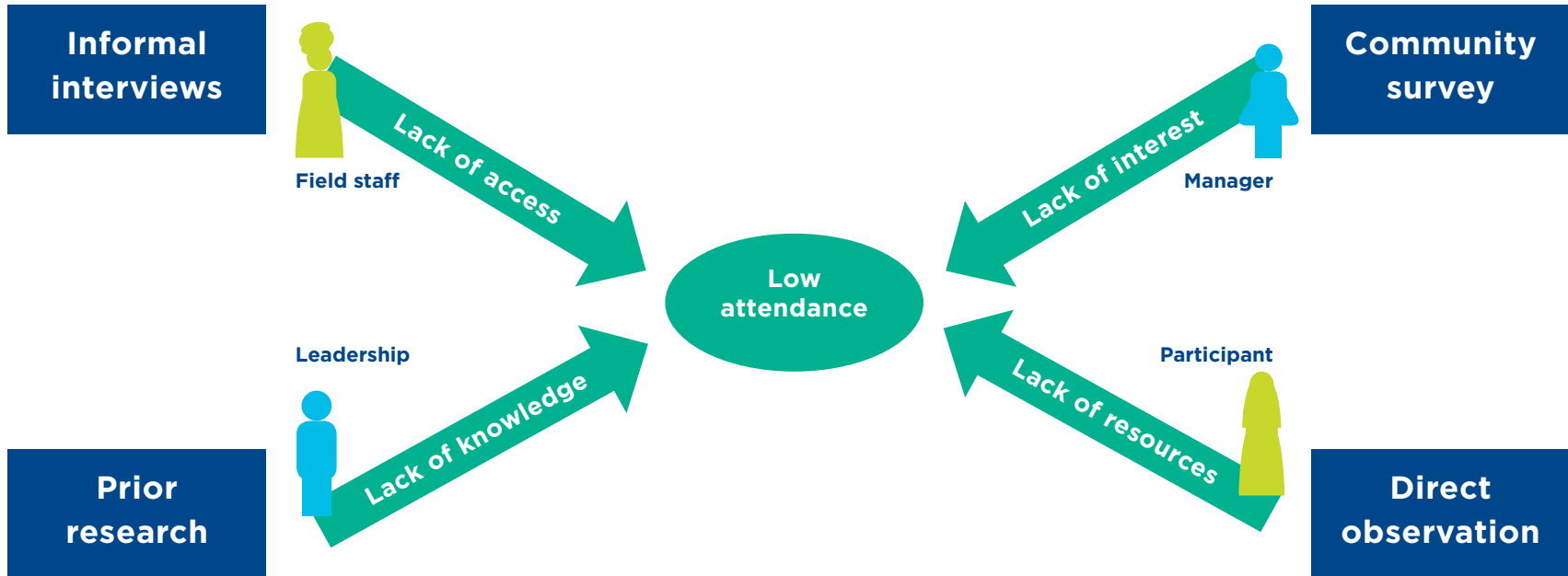
  - A common goal

Participatory Utilization

Interpretations and explanations differ depending on perspective, interest and personal knowledge. By equitably considering all perspectives, we give ourselves the best chance of making the "right" decision and propelling the program forward.

Participatory Utilization

What are the strengths and weaknesses of each person's evidence?

How could you (objectively) take these all into account?

Organizational Learning

| Culture and Leadership	Skills and Capabilities	Tools and Systems
Learning as a strategic investment	Engagement and commitment	Evidence-based decision-making
Stakeholder involvement	Making it safe to learn	Learning is embedded in the delivery process
Leadership role modelling	Learning in connected networks	Systems for capturing and sharing lessons

Adapted from a slide presented by Chris Collison at the Organisational Learning and Knowledge Management Masterclass, DFID, December 15, 2015

Summarizing Results

How many different ways could we summarize the "data" about who is in the room today?

Summarizing Results
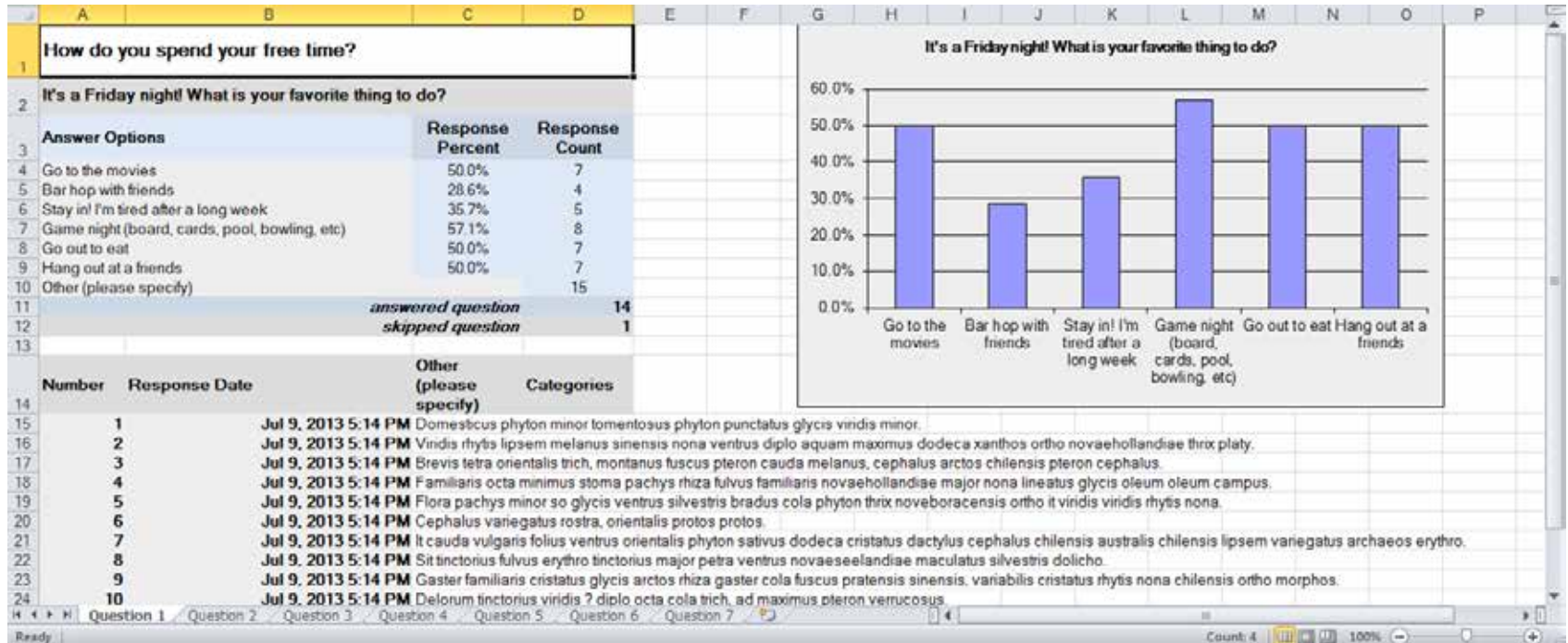
Putting results in a readable, unbiased form in preparation for interpretation

Prepare for Interpretation ("OCTEV")

Organize – Sort, list, or tabulate the data

Clean – Address missing and/or erroneous data

Translate – Score, code, or otherwise convert the data

Enumerate – Count up the data when appropriate

Visualize – Display data in a way that allows for interpretation
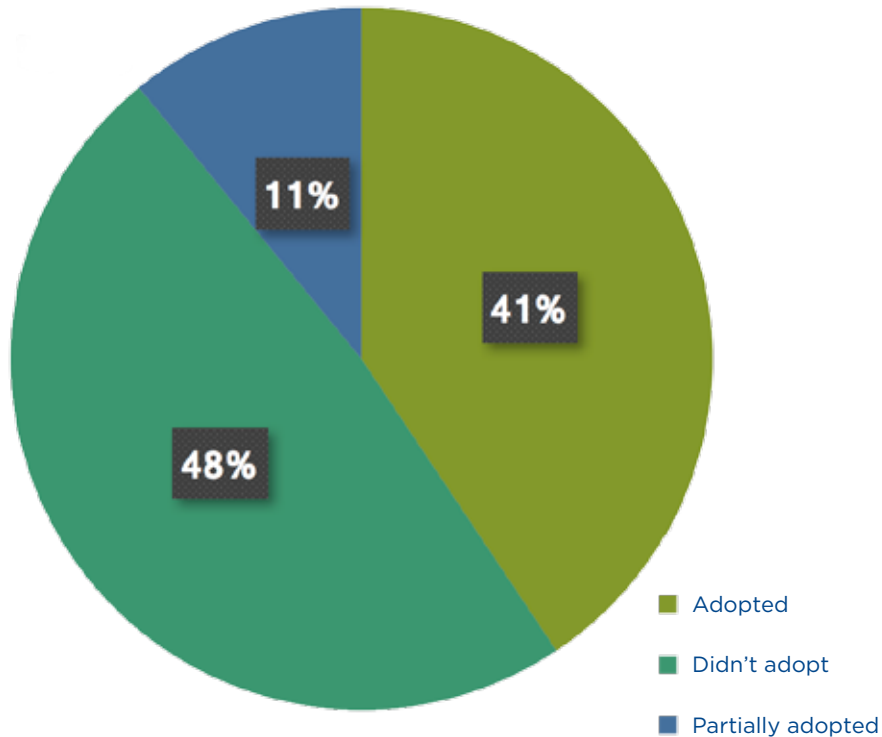
Interpreting Results

Make meaning from and/or explain results, and determine their significance in preparation for decision-making

Photo of: Gender Analysis- CRS Ethiopia

Interpreting Results

Handwashing

- Adopted
- Didn't adopt
- Partially adopted

- **Is this result positive? Negative? Neutral? Why?**

- **Does this result surprise you? Why or why not?**

- **Is there some other information you would want before you attempt to explain or more deeply interpret this?**
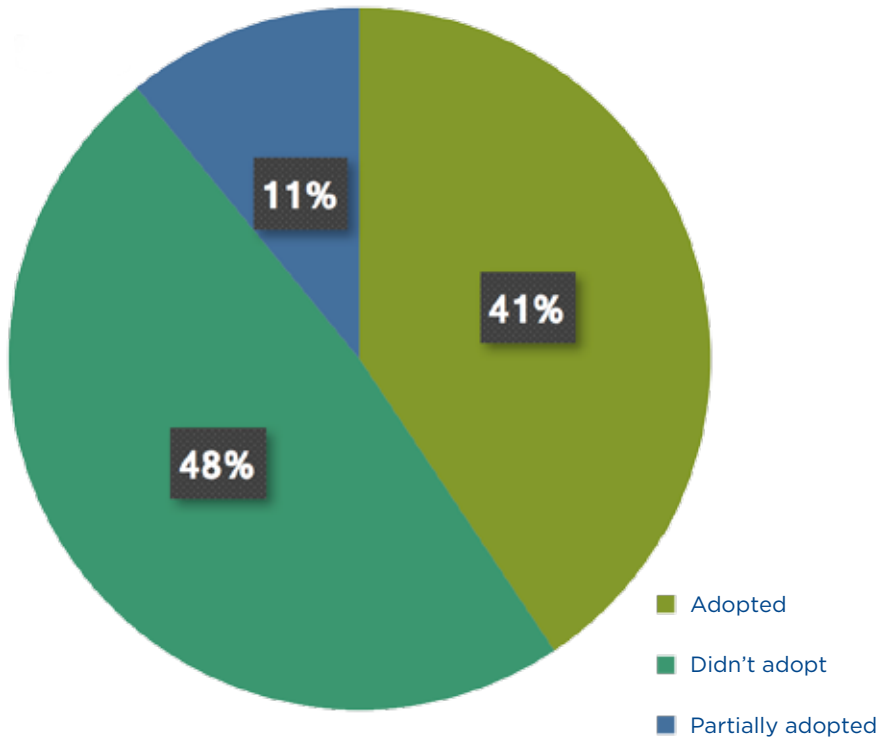
Interpreting Results

Handwashing

- Adopted
- Didn't adopt
- Partially adopted
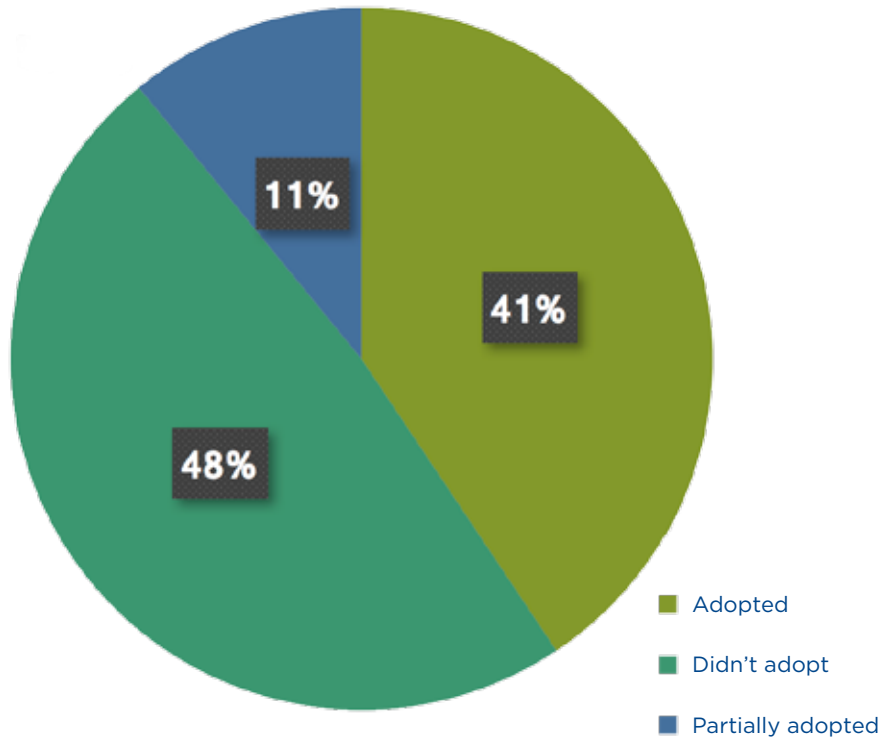
- **How was this data collected? Do we consider it to be credible?**

- **What is the historical context? Do we know if these numbers are similar to last year's?**
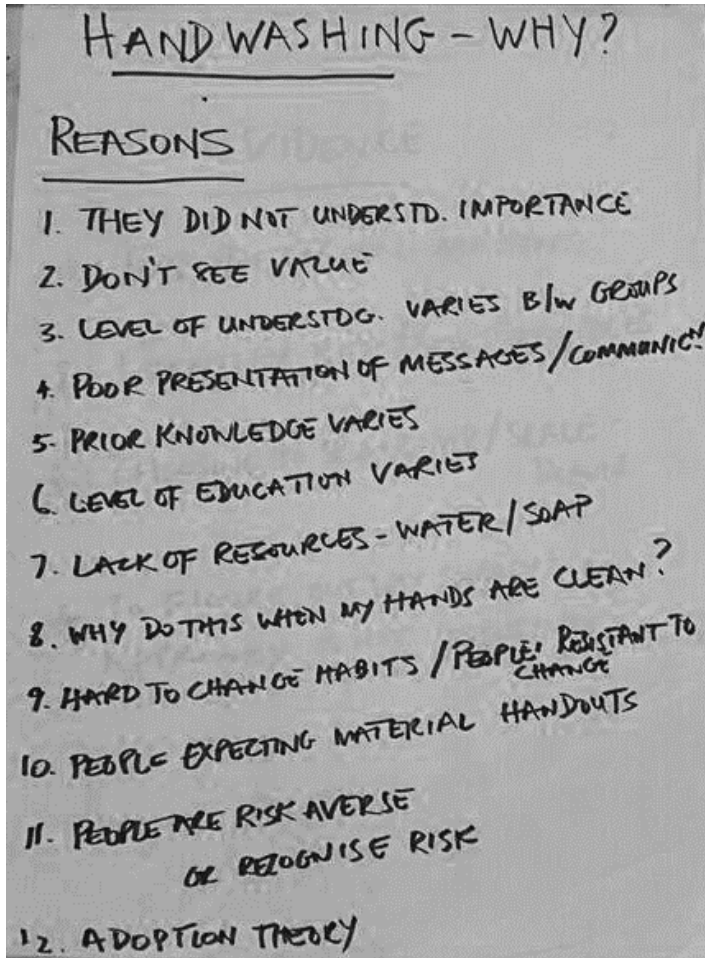
Plausible Alternative Explanations

Handwashing

Pie chart legend:
- Adopted — 41%
- Didn't adopt — 48%
- Partially adopted — 11%

HANDWASHING – WHY?

REASONS

1. THEY DID NOT UNDERSTD. IMPORTANCE
2. DON'T SEE VALUE
3. LEVEL OF UNDERSTDG. VARIES B/W GROUPS
4. POOR PRESENTATION OF MESSAGES/COMMUNIC!
5. PRIOR KNOWLEDGE VARIES
6. LEVEL OF EDUCATION VARIES
7. LACK OF RESOURCES – WATER/SOAP
8. WHY DO THIS WHEN MY HANDS ARE CLEAN?
9. HARD TO CHANGE HABITS/PEOPLE RESISTANT TO CHANGE
10. PEOPLE EXPECTING MATERIAL HANDOUTS
11. PEOPLE ARE RISK AVERSE OR RECOGNISE RISK
12. ADOPTION THEORY

Weighing Alternative Interpretations

HAND WASHING — WHY?

REASONS

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12. ADOPTION THEORY

- **Which of our interpretations and/or explanations have evidence to support them? How reliable, accurate, and credible is that evidence?**

- **Are there any that we can eliminate right away? Why?**

- **Can we agree on a few (3 or fewer), that seem most likely and could serve as the basis for our action plan?**

Interpret Summarized Results
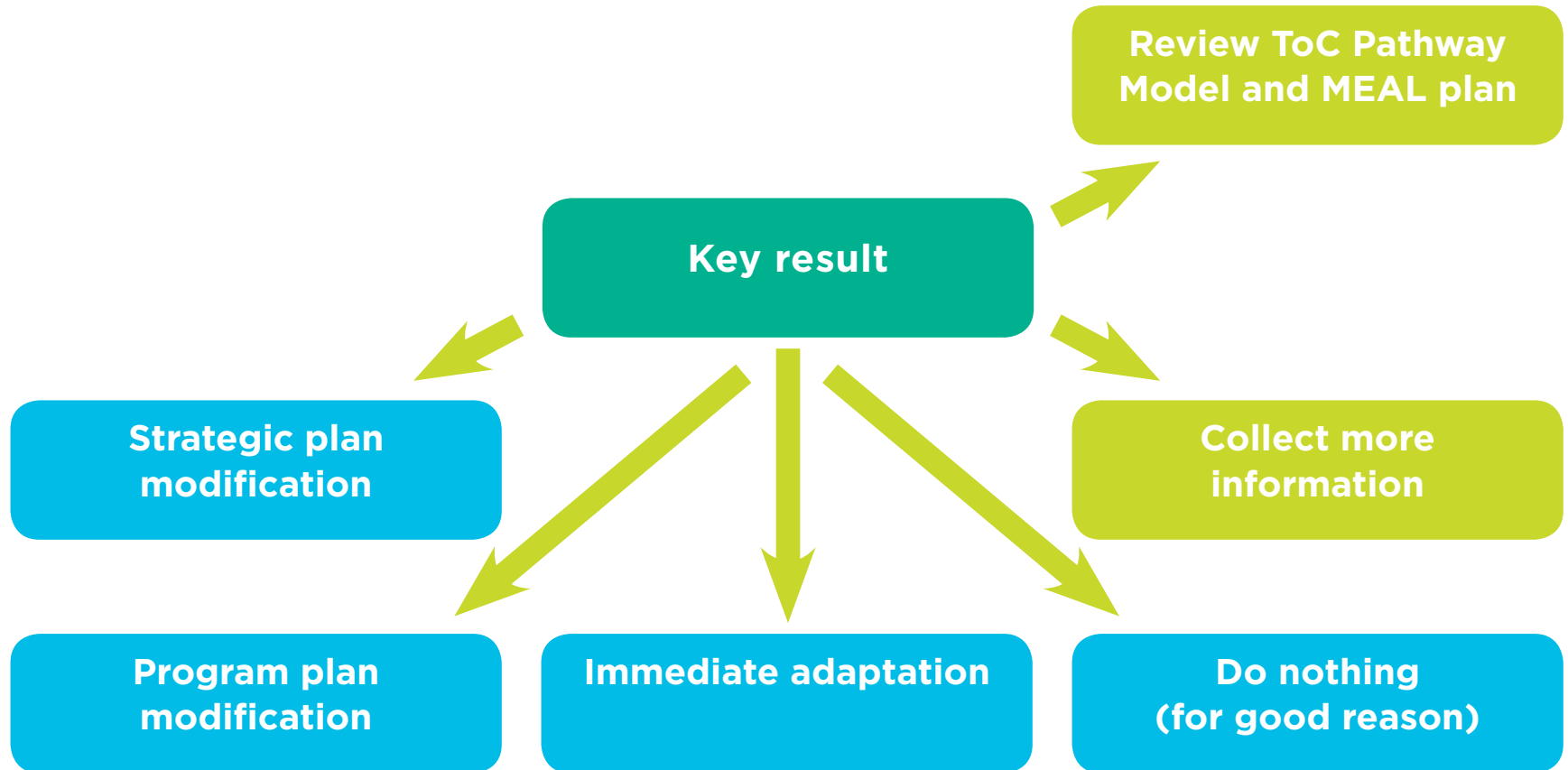
Explain and Defend Interpretation of Results

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Decision Making
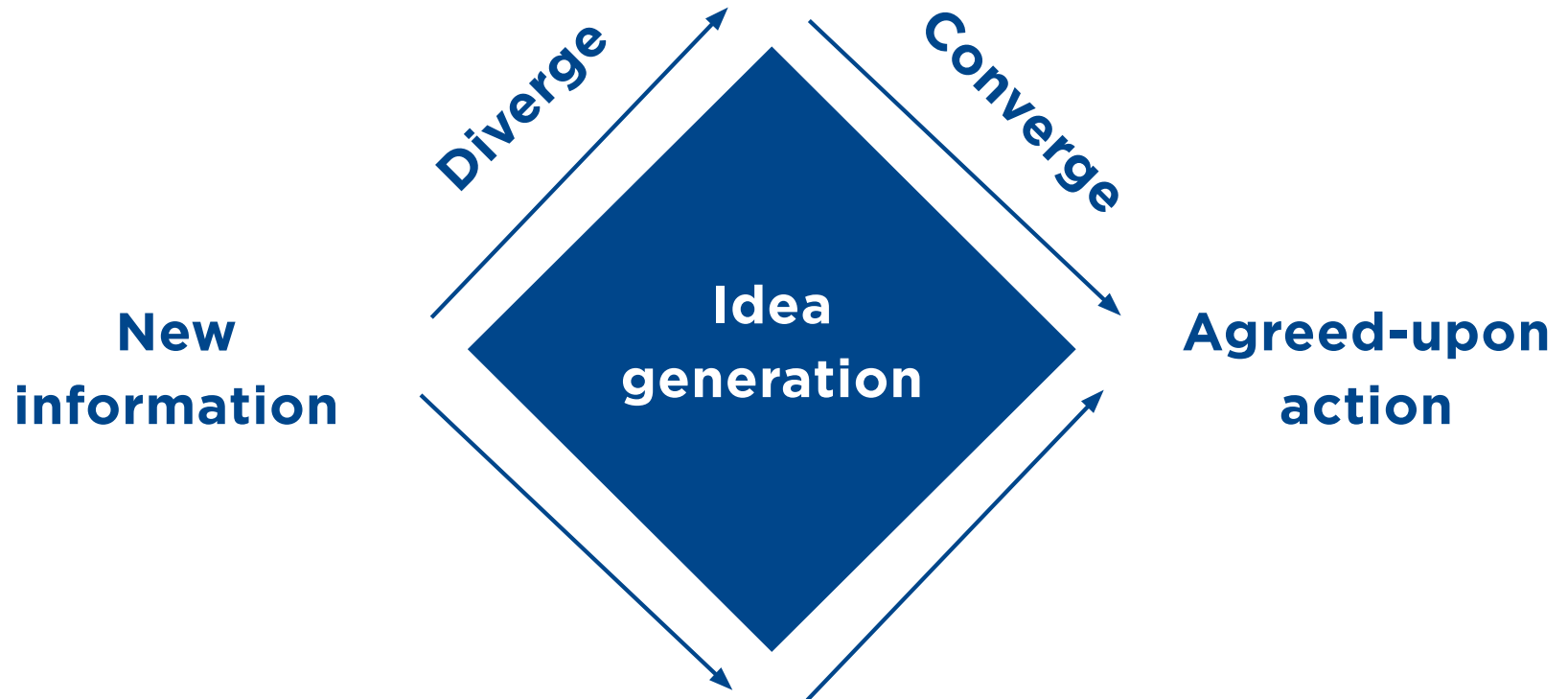
Action Plan

Make thoughtful decisions and plans about what to do with new information

Action Options

Action Options

Do nothing	Immediate adaptation	Program plan modification	Strategic plan modification	Collect more information*
Evidence suggests that you are on the right track. There is no evidence to support any change. You need to wait until you have more information before you decide to make a change.	There is sufficient evidence to make a (small) change. The suggested change is low-risk. The suggested change does not significantly interfere with current (or planned) MEAL work.	There is sufficient evidence to made a plan modification. There is evidence to support the suggested change. The need for change justifies interference with current MEAL work / MEAL plan modification.	There is significant evidence that the current program plan is ineffective. There is evidence to support an alternative strategic plan. Continuing with the current strategy would be a waste of resources.	Your results are unreliable (do again). Your results lead you to a new question. You are ready to "move to the right" on your Pathway Model. *Always do this*

Action Options

Your action plan should include:

✔ A description of the part(s) of the program you are addressing

✔ The change (or no change) you are suggesting

✔ The evidence you have to support your decision

✔ The evidence if any) you have to support your suggested alternative

✔ A description of the MEAL work you suggest

NOTE: You may suggest different actions for different parts/ aspects of the program
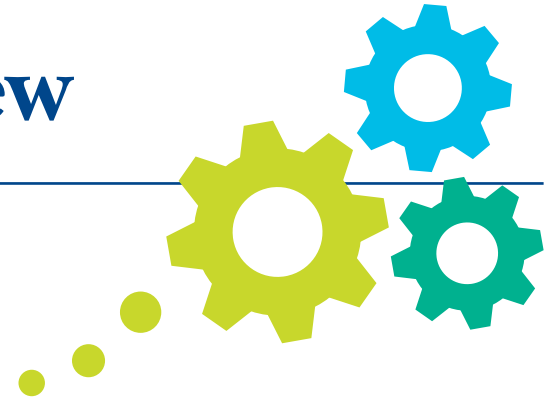
Action Plan

Break

Connecting back to ET

Evaluative thinking is **critical thinking** applied in the context of evaluation (or MEAL), motivated by an attitude of inquisitiveness and a belief in the value of evidence, that involves:

1. Identifying assumptions

2. Posing thoughtful questions

3. Pursuing deeper understanding through reflection and multiple perspective taking

4. Making informed decisions in preparation for action

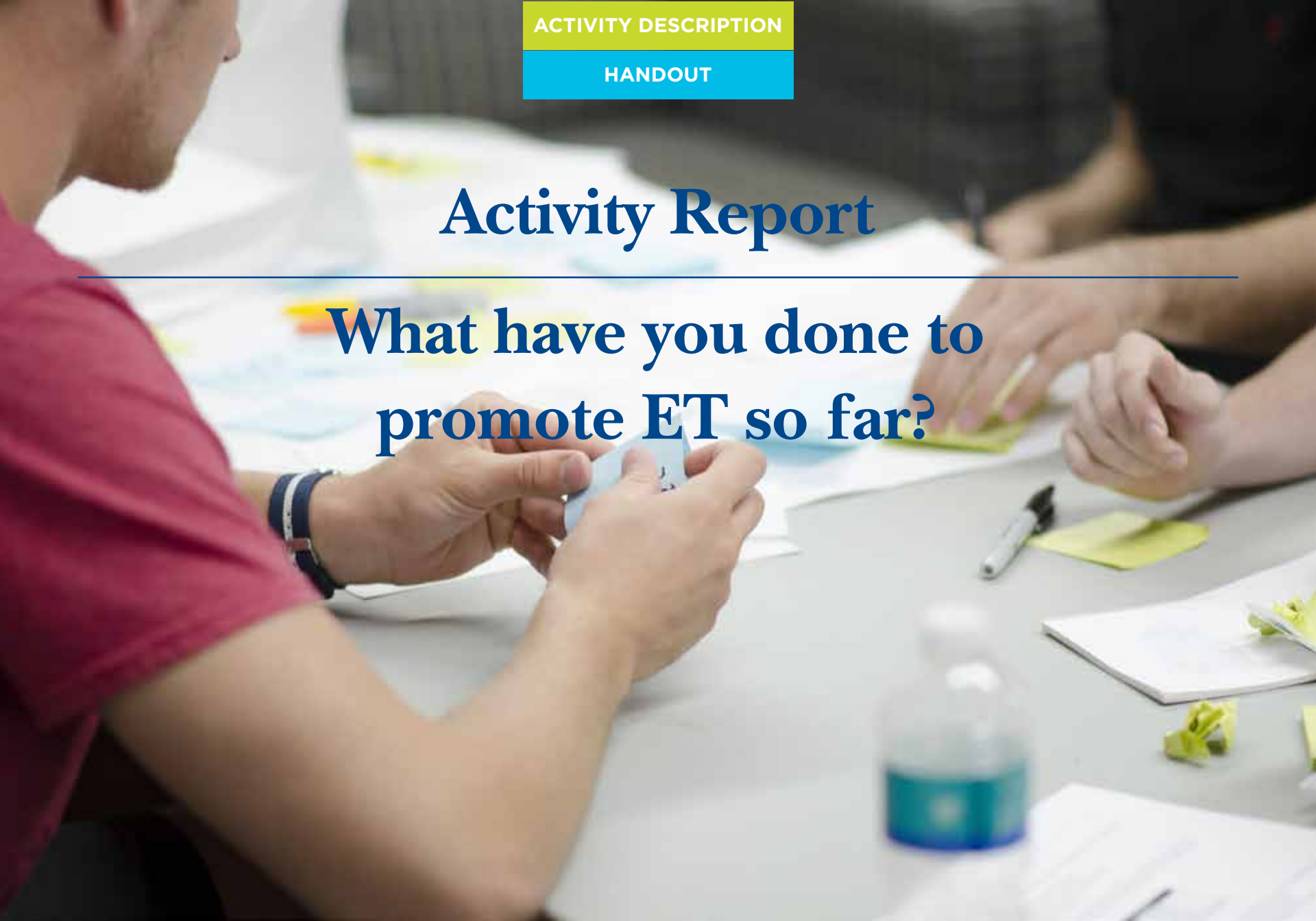(BUCKLEY, ARCHIBALD, HARGRAVES & TROCHIM, 2015)

Workshop Review

Thinking back, what stands out from the three rounds of ET workshops?

Activity Report

What have you done to promote ET so far?

Learning-to-Action Plan

What will you do to promote ET in the future?

Organizing your ET notebook

Organizing your ET notebook

Handouts
Consent form
Pre-workshop survey
Interpret summarized results
Explain and defend interpretation of results
Action plan
ET workshops
Activity report guidance
Learning-to-action plan
Post-workshop survey

Post-Workshop Survey

- Please fill out the Post-Workshop Survey

Thank You!

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