

REVIEW OF INTERNATIONAL BEST PRACTICES IN PUBLIC ENGAGEMENT AND LEARNING MEASUREMENT

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1.0 INTRODUCTION

The following is a summary of a largely internet based review of examples of good, as well as “best” practice in public engagement and learning measurement. In conducting the review a vast range of international work was examined, largely but not exclusively focusing on the international development sector. But what has been included in this paper were those examples and reference sources which were deemed most relevant to the current work being undertaken by Aga Khan Foundation Canada to develop and implement a comprehensive monitoring and evaluation system for their public engagement and professional learning program.

The sources and examples below have been roughly clustered in general categories of focus and interest acknowledging that there is overlap between these categories.

- ✓ Innovative efforts that attempt to “dig deep” in elaborating models of transformative social change, and articulating outcomes, the kinds of key evaluation questions that need to be asked and relevant measurable indicators.
- ✓ Further examples of work formulating indicators, progress markers and benchmarks of change.
- ✓ Examples of work that are testing out some different tools and methodologies for monitoring and measuring public engagement and learning initiatives.
- ✓ Works that examine the question of designing approaches to M&E that can also facilitate transformative “double loop” learning into the work of the organization leading the public engagement and learning initiative.

In the process of undertaking this research it became clear that there is no shortage of research and writings examining the challenges of formulating and implementing comprehensive M&E designs in the field of public engagement. The ocean is vast! Where the shortage lies is in models and examples of tried and true methodologies that explicitly demonstrate examples of *measurable indicators* of change especially at level of building deepened learning, values and behaviour change, and capacity to act.

Additionally, while many advances have been made to particularly develop *quantitative* measurements for public *participation* – in the area of building capacity to design and implement complementary *qualitative* processes and methodologies to monitor, measure and adequately “tell the story” of deeper *public engagement, learning and application of this to sustained action for social change*, is still a complex and somewhat “elusive butterfly”. Nonetheless it is hoped that the examples and reference sources that follow will help to inform AKFC’s design and implementation of an approach to monitoring and evaluating that can build upon the lessons learned to date and have new value-added to the work of other practitioners in this field.

2.0 INNOVATIVE MODELS ARTICULATING SOCIAL CHANGE OUTCOMES, KEY EVALUATION QUESTIONS AND INDICATORS

Edward Taylor¹ offers a theory and lens on adult learning for transformative change and implications for facilitators of such learning processes. As applied to public engagement and professional learning it explores how individuals, through learning experiences of engagement and active reflection can come to transform how they are conceptualizing issues and make new choices about their subsequent behaviours and actions.

The Women's Funding Network is a global network of over 160 organizations that channel funding to support the building of a more just and equitable world for women and girls. The main focus of their work is on advocacy and resourcing social change initiatives. They have developed a "Change Indicators Matrix" model which conceptualizes categories of indicators to assess outcomes of social change initiatives.²

These indicators include:

- i. Shifts in *definitions* (i.e. the issue is defined or seen differently in the community or larger society as a result of your work);
- ii. Shifts in *behaviours* (i.e. Individuals or a community behave/do things differently and for better usually building a sense of personal empowerment.);
- iii. Shifts in *engagement* (i.e. more people are engaged in an idea or action as a result of your work);
- iv. Shifts in *policies* (i.e. An institutional, organizational, local, regional, provincial or international policy or practice has changed to better serve social change ideals); and,
- v. *Maintaining* past gains (i.e. Earlier progress and gains on issues have been maintained generally in the face of opposition).

John Hopkins Centre for Communications Programs have developed an integrated Model of Communications for Social Change (CFSC)³ that encompasses social change indicators for monitoring and measuring communications *processes* (versus outputs) and how this contributes to longer term change outcomes, addressing the overarching question of: How do we know when communications for social change is working? The model proposes that social change can be best facilitated through an *iterative process of community dialogue and collective action* for change that combines such elements as; horizontal information sharing, equitable participation, building mutual understanding and agreement, and individual and group empowerment. But they

¹ Taylor, Edward W. *Transformative Learning Theory*. New Directions for Adult and Continuing Education. No. 119, Fall 2008, pp 5-13. Available online in Wiley InterScience: www.interscience.com and at http://meds.queensu.ca/ohse/assets/new_article_tl.pdf

² The Women's Fund Network. <http://www.womensfundmke.org/sites/default/files/uploads/Social%20Change%%Indicators.pdf>

³ Figueroa, Maria Elena, D.Lawrence Kincaid, Manju Rani and Gary Lewis (John Hopkins University Center for Communications Programs). *Communication for Social Change: An Integrated Model for Measuring the Process and it's Outcomes*. Working Paper Series No. 1. New York: The Rockefeller Foundation, 2001. <http://www.communicationforsocialchange.org/pdf/socialchange.pdf>

also point out that community change initiatives have most potential for success when there is a catalyst “trigger” that can initiate dialogue about a specific issue of concern or interest, then followed by a process that supports building deeper communications, knowledge and capacity – collective and individual.

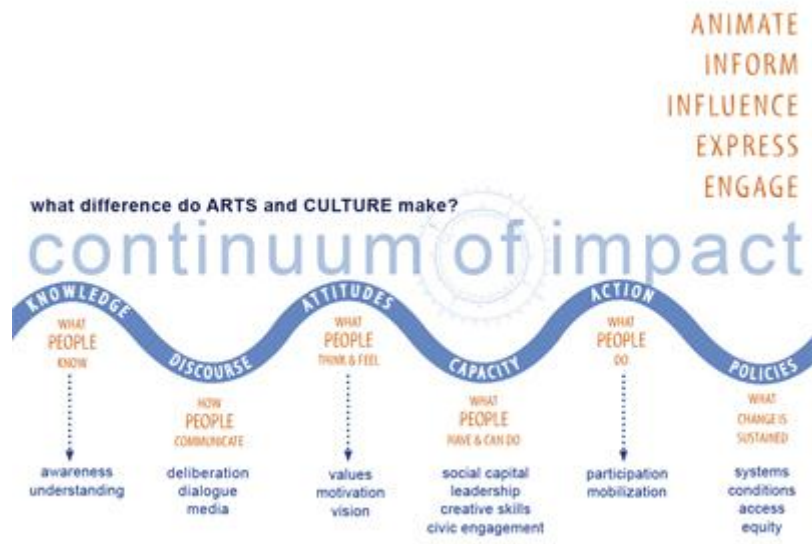
Their model identifies two categories of change indicators; individual and social.

Individual Change	Social Change
<ul style="list-style-type: none"> • Skills (to perform new behaviours) • Ideation i.e. Knowledge, Attitudes, Perceived Risk, Subjective Norms, Self-image, Emotion e.g. sense of solidarity, empathy and confidence, Self-Efficacy, Social Influence, and Personal Advocacy • Intention (to engage in new behaviour in future) • Behaviour (related to the issue being addressed) 	<ul style="list-style-type: none"> • Leadership • Degree and Equity of Participation • Information Equity • Collective Self-Efficacy (confidence that we can succeed together) • Sense of Ownership • Social Cohesion (degree to which members of the community are connected and want to cooperate) • Social Norms (rules of participation) • Collective Capacity (to engage and act)

For each category of indicators they also offer specific monitoring and evaluation questions and matrix tools.

Animating Democracy⁴ “inspires, informs, promotes, and connects arts and culture as potent contributors to community, civic, and social change” in the America’s. They have developed, through their Arts and Civic Engagement Impact Initiative, a continuum of impact and a rich bank of information and resources for mapping outcomes and indicators of social change as well as tools and strategies for collecting evidence to measuring the social impact of change initiatives. As an organization they seek to answer the specific question: What difference do Arts and Culture make? but their approach is very generic and transferrable. Their continuum of impact is outlined below.

⁴ Animating Democracy: A program of Americas for the Arts. <http://animatingdemocracy.org/social-impact-indicators>.



They also propose what kinds of indicators should be paid attention to and measured at the front end of the spectrum i.e. Awareness, Knowledge and Understanding which are seen as important for creating conditions for deeper levels of change. They propose the following:

<p>AWARENESS: Cognizance or consciousness of a civic or social concern or opportunity</p>	<p>KNOWLEDGE: Being informed, educated or prepared with information or knowledge about a civic issue, concern, topic or opportunity.</p>	<p>UNDERSTANDING: Comprehension of aspects of a civic issue, concern, or opportunity such as the: human implications, complexities, nuances, causes and effects, perspectives held by various stakeholders.</p>
<p>INDICATORS MEASURE: attention paid to a civic issue or common concern; numbers and types of participants reached; numbers of stories, articles, blogs; letters or comments responding to stories and blogs; sign on campaigns and rate of response; advocacy campaigns; donations</p>	<p>INDICATORS MEASURE: breadth, depth currency, accuracy of knowledge possessed; citations and applications of new information; references made to data and information.</p>	<p>INDICATORS MEASURE: change in understanding (new, deepened or broader); change in how the issue is defined; degree of shared understanding; ability to view issues from alternative, multiple, or wider perspective; empathetic response.</p>

As part of a larger global dialogue, in 2006 the **Institute for Development Studies** hosted an intensive 3-day workshop and international e-fora⁵ that brought together facilitators of social change processes from around the world to explore the relationship between knowledge, learning and progressive social change. Through the event a dynamic conceptual framework of learning for social change evolved that links assumptions about social change, strategies for action for social change and forms of knowledge and learning. At the heart of this framework is the argument that “social change is profoundly shaped by the choices social actors make, and that the character of those choices is significantly determined through dialogue and information”. This argument further proposes that in efforts to achieve progressive social change outcomes, investments should focus on providing quality information and creating opportunities and processes for quality dialogue processes through which people can actively reflect, explore opportunities, and make decisions.

3.0 OTHER EXAMPLES OF, AND APPROACHES TO FORMULATING INDICATORS, PROGRESS MARKERS AND BENCHMARKS OF CHANGE

Of note, is that many of the sources cited elaborated on the issue of being careful in M&E frameworks and in the search for plausibly data sources, to differentiate between making defensible claims of *contribution* of activities to outcomes as opposed to *attribution* and being explicit about where this difference lies.

The International NGO Training and Research Center (INTRAC)⁶ have examined how a Theory of Change (TOC) can help make understanding, monitoring and evaluating complex change processes in development work more manageable. When TOC are evolved to identify important “dimensions of change” and relevant indicators, key *impact assessment questions* and processes can be integrated into traditional M&E frameworks and approaches to complement and strengthen them. Key impact questions include: *What’s changing? For whom? How significant are these changes?* Integration of impact assessment also allows the possibility of developing “rolling baselines” against which future change can be assessed. Integrating impact questions into various methodologies (largely qualitative) can help illustrate and tell the story of *contribution* to change, versus trying to directly measure and attribute change to specific activities and interventions – which is often the most challenging.

The International Institute for Sustainable Development (IISD) in collaboration with Manitoba Education for Citizenship and Youth (MECY), The University of Manitoba and the Institute for Social Research and Evaluation at the University of Northern British Columbia undertook a project between 2007-2009 to design, execute and analyze results of a survey to assess knowledge, attitudes and behaviours towards sustainable development among youth and adults in Manitoba⁷.

⁵ Taylor, Peter, Andrew Deak, Jethro Pettit and Isabel Vogel (eds). *Learning for Social Change: Exploring Concepts, Methods and Practice*. London: Institute for Development Studies, 2006.
<http://www.pnet.ids.ac.uk/docs/Archive/FLASC.pdf>

⁶ O’Flynn, Maureen. *Impact Assessment: Understanding and Assessing our Contributions to Change*. International NGO Training and Research Centre. M&E Paper #7. October 2010.
<http://www.intrac.org/data/files/resources/695/Impact-Assessment-Understanding-and-Assessing-our-Contributions-to-Change.pdf>

⁷ Michalos, Alex C, Heather Creech, Christina McDonald and Maurine Hatch Kahlke. *Measuring Knowledge, Attitudes and Behaviours towards Sustainable Development: Two Exploratory Studies*. International Institute for Sustainable Development, January 2009. http://www.iisd.org/pdf/2009/measuring_knowledge_sd.pdf

The intent was to try to establish baseline data that could inform the development of a monitoring framework and system to assess change over a number of years – which could eventually be used on a wider scale i.e. within Canada and internationally. The process of developing the survey was a rigorous one which started from, and built upon, the 15 strategic socio-cultural strategic perspectives and topics⁸ for education and learning about sustainable development as outlined in the UNDES International Implementation Scheme. The study shares the process undertaken, the eventual items identified for the survey in each of the 3 areas, knowledge, attitude and behaviour and the analysis of survey results. The results were unfortunately not conclusive but the work does provide a point of departure for future work in this area of quantitative assessment.

The Ecumenical Advocacy Alliance commissioned an extensive literature review⁹ of approaches to monitoring and evaluating advocacy campaigns, acknowledging the challenges and complexity of this field and the lack of a standard framework to guide evaluators in this work. The research covers a wide scope of approaches, logic models, theories of change and change indicators from different sources and for different stakeholders. The author herself proposes some general behaviour change indicators and related evaluation questions which, while focussed on policy makers could also have some application to other change agents, which are:

GENERAL BEHAVIOUR CHANGE INDICATORS	GENERAL EVALUATION QUESTIONS
Knowledge	What do they know about the issue? Have they learned anything new?
Saliency	How important is this issue for them? What other issues are more important?
Attitude	Is their attitude towards the issue negative or positive? What influences their attitude?
Norms	How does their working environment, constituency or party affiliation affect their attitude and behaviour about the issue? Is the environment changing?
Self-Efficacy	How much control do they feel they have over the problem? Are they more or less convinced

⁸ UNESCO. *Highlights on DESD Progress to Date*. January 2007.
www.desd.org/highlights%20on%20ESD%20progress-%20Jan%202007.pdf,p.2.

⁹ Mansfield, Cristina. *Monitoring and Evaluating of Advocacy Campaigns: Literature Review*. Geneva: Ecumenical Advocacy Alliance, 2010.
<http://www.actknowledge.org/resources/documents/MonitoringandEvaluationofAdvocacyCampaignsLiteratureReview.pdf>

GENERAL BEHAVIOUR CHANGE INDICATORS	GENERAL EVALUATION QUESTIONS
	that they can help solve it?
Behaviour Intention	Have they expressed any intention of supporting the issue, whether in meeting or to the press?
Behaviour	Have they taken any concrete action to support your policy proposal, such as sponsoring or voting in favour of a bill?
Skills	How have skills changed as a result of the campaign? As policy makers are they better able to present arguments on the issue?

inProgress¹⁰ have developed a very accessible manual outlining an approach and steps to designing and implementing an integrated monitoring system embedded within organizations as a complement to traditional evaluation processes and that can enable ongoing reflection, learning, evolution, adaptation and improvement. In defining indicators they emphasize the importance of not only identifying those that show whether the outcomes have been achieved, but also that show progress along the way and that answer: “How will we know that we are moving in the right direction and getting closer to the intended result”. They map the stages of a gradual process of change from awareness to action, and encourage developing indicators of success according to what we; “expect to see”, “would like to see”, and “would love to see” (see grid that follows). Additionally they examine different potential methods for data collection and key inquiry questions along the change continuum.

	EXPECT TO SEE ->		LIKE TO SEE ->		LOVE TO SEE
STAGE	Awareness Stage	Preparation Stage	Decision Stage	Action Stage	Sustaining Change Stage
TYPE OF INDICATOR	Recognize there is a need for	Taking 1 st steps, obtaining the skills and knowledge	Have a strong positive intention (or make a	Doing it	Building support networks etc.

¹⁰ Herrero, Sonia. *Integrated Monitoring: A Practical Manual for Organizations that Want to Achieve Results*. Berlin: inProgress, 2012. [http://www.inprogressweb.com/files/cms/resource/inProgress Monitoring Manual v1.pdf](http://www.inprogressweb.com/files/cms/resource/inProgress%20Monitoring%20Manual%20v1.pdf)

	change	necessary to perform behaviour	commitment) to perform the behaviour		
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Health Canada¹¹ identified a continuum of five levels of *public involvement* for which they have also identified relevant key evaluation issues at each level to guide the development of indicators about both processes and outcomes.

EVALUATION ISSUES RELATED TO THE PUBLIC INVOLVEMENT CONTINUUM					
	LEVEL 1 INFORM	LEVEL 2 GATHER INFORMATION	LEVEL 3 DISCUSS	LEVEL 4 ENGAGE	LEVEL 5 PARTNER
Representativeness	✓	✓	✓	✓	✓
Clear task definition & accountability	✓	✓	✓	✓	✓
Equal opportunity to participate	✓	✓	✓	✓	✓
Timeliness	✓	✓	✓	✓	✓
Transparency	✓	✓	✓	✓	✓
Adequate resources	✓	✓	✓	✓	✓
Coordination	✓	✓	✓	✓	✓
Learning	✓	✓	✓	✓	✓
Capacity building			✓	✓	✓
Participant satisfaction		✓	✓	✓	✓
Influence on decision making		✓	✓	✓	✓

Innovation Network¹² have developed a Composite Logic Model to help guide advocacy strategy development and evaluation planning. The model has a complementary Advocacy Progress Planner¹³ which is an on-line tool that can be used to identify what kinds of outcomes can or should be measured in advocacy initiatives, beyond simply achieving a policy goal and guides an organization through a process of articulating a more comprehensive logic model for their particular advocacy program or initiative. This model can then guide development of a comprehensive and achievable framework for evaluation and organizational learning.

¹¹ Health Canada. *Evaluating Public Involvement Activities: A Framework and Resources for Health Canada: Corporate Consultation Secretariat; Communications, Marketing and Consultation Directorate, 2004.*

¹² <http://www.innonet.org>

¹³ <http://www.planning.continuousprogress.org>

The **Asia Society**¹⁴ offers some very good resources for the teaching of global learning in schools including an evaluation/assessment tool for educators to self-assess progress of advancing global learning in their school environment. Some of the embedded change indicators may be useful to draw upon.

4.0 TOOLS AND METHODOLOGIES

The **Most Significant Change (MSC) Technique**¹⁵ is frequently cited in recent literature as a valuable methodology, approach and technique not only for participatory monitoring and evaluation of the impact and outcomes of social change initiatives but also to facilitate organizational reflection and learning. It focuses on the collection of stories of most significant changes that happened in the lives of people involved in a change initiative. Rather than tracking indicators, the lens is on capturing recording and analyzing stories within different domains of change.

The Annie E Casey Foundation work “to build better futures for disadvantaged children in the United States” In 2007 the Foundation commissioned two works aimed at addressing some of the challenges of defining and measuring advocacy and policy change outcomes: *A Guide to Measuring Advocacy and Policy*¹⁶ and a companion *Handbook of Data Collection Tools*¹⁷. In these works they work from a Theory of Change approach proposing a consistent language to codify and frame outcomes, indicators of changes in awareness, attitudes and level of engagement of advocacy “champions” and offer some useful methodologies, metrics and evaluation tools to guide work in this area.

On Think Tanks is a blog site that focuses in particular on international development issues. On the blog “*A Pragmatic Guide on Monitoring and Evaluating Research Communications Using Digital Tools*”¹⁸ Nick Scott of **Overseas Development Institute** discusses lessons learned in developing and applying an M&E Dashboard to track ODI research outputs and to measure the reach and efficacy of research communications to policy influence and change. He shares the process for developing the M&E framework, and how it guided the development and use of a range of digital (website and on-line) strategies, platforms and tools to collect both qualitative and quantitative data.

¹⁴ <http://asiasociety.org/education>

¹⁵ Davis, Rick and Jess Dart. *The Most “Significant Change” (MSC) Technique: A Guide to its Use. UK V1, 2005.*
<http://www.mande.co.uk/docs/MSCGuide.pdf>

¹⁶ Reisman, Anne Gienapp and Sara Stachawiak (Organizational Research Services). *A Guide to Measuring Advocacy and Policy.* Annie E. Casey Foundation. 2007.
<http://www.aecf.org/upload/publicationfiles/DA3622H5000.pdf>

¹⁷ Reisman, Anne Gienapp and Sara Stachawiak (Organizational Research Services). *A Handbook of Data Collection Tools: Companion to “A Guide to Measuring Advocacy and Policy”.* Annie E. Casey Foundation. 2007.
http://www.innonet.org/resources/files/a_handbook_of_data_collection_tools.pdf

¹⁸ <http://onthinktanks.org/2012/01/06/monitoring-evaluating-research-communications-digital-tools/#comment-1522>

Overseas Development Institute (ODI) have posted a background note “*Assessing the Policy Influence of Research: A Case Study of Governance Research in Vietnam*”¹⁹ which looks at a project that was undertaken to assess the impact of the production and dissemination of a knowledge product (The Vietnamese Development Report 2010 – Modern Institutions) on practice i.e. how it informed policy influence in a particular context, how particular tools were utilized for measuring this impact and the ultimate outcome of changing behaviour of policy actors, civil society actors and citizens. The project drew significantly on the work of Ingie Hovland²⁰ testing his M&E model that breaks down policy influence of research into five areas for monitoring and investigation, outlines purpose and proposes a number of methods for gathering important qualitative and quantitative information (see below).

Hovland’s Areas of monitoring and evaluation of the policy influence of research

Areas of M&E	Purpose	Suggested tools
Evaluation of strategy and direction of the policy research	Assess the basic plan/strategy of the research to reach its policy objective	Logframe Analysis, Social Network Analysis, Impact Pathways
Evaluation of the research management approach	Assess the system in place to ensure that the strategy is carried out and that high quality policy research is produced	Light Touch Quality Audits of Management Processes and Approach, Fit for Purpose Reviews, Appreciative Inquiry
Evaluation of research outputs	Assessment of the tangible products and services that a research has produced	Peer Review of Articles and Research Reports, Evaluation of Briefing Papers, Evaluation of Websites, Evaluating of Networks, After Action Reviews
Evaluation of research uptake	Assessment of the direct responses to a piece of research	Impact Logs, Citation Analysis, User Surveys
Evaluation of outcomes and impacts	Assessment of change in behaviour, knowledge and policies, capacities and practices to which the research has contributed directly or indirectly	Outcome Mapping, Most Significant Change, Episode Studies, Innovation Stories

The Aspen Institute’s Continuous Progress Strategic Services have worked on developing a monitoring and evaluation framework and methodologies for measuring initiatives to create “champions of policy change” amongst Members of Congress who participated on CARE US

¹⁹ Pellini, Arnaldo, James H. Anderson, Huong Thi Lan Tran and Renwick Irvine. *Assessing the policy Influence of research: A case study of governance research in Viet Nam*. Background Note. May 2012. London: Overseas Development Institute. <http://www.odi.org.uk/resources/docs/7687.pdf>

²⁰ Hovland, I. *Making a Difference: M&E of Policy Research*. Working Paper 281, London: Overseas Development Institute. <http://www.odi.org.uk/resources/docs/2426.pdf>

Learning tour experiences²¹. Though a more quantitative in approach it is of interest because of the steps taken to develop an analytical framework and methods that could be implemented with reliability and within the means and organizational capacity of CARE. To begin, they developed 3 broad categories of champion traits: Demonstrates Awareness; Promotes Awareness; Advocates for Improved Policy and Practice. Within each category they then defined a series of specific traits that could be measured reliably and cost effectively. These traits were then ranked according to level of engagement which informed the development of a Scale and Scoring System (“Champion Scorecard”) to guide the data collection, with further refinements made in the early stages of testing. A significant advantage was that they were able to establish some initial baselines by tracking electronically previous records of policy interventions of the Members of Congress. Their discussion of the process also shares suggestions of potential future applicability of such scorecards.

For general guidance in developing comprehensive monitoring and evaluation frameworks, data collection methods and processes two works by **Michael Quinn Patton** are particularly useful i.e. the “*Utilization-focused Evaluation Checklist*”²² that examines steps of in the evaluation process from the perspective of who will use the evaluation and for what purpose, and the “*Qualitative Evaluation Checklist*”²³ which provides guidance in determining use and appropriateness of various qualitative evaluation methods.

5.0 INTEGRATING ORGANIZATIONAL “DOUBLE LOOP LEARNING”

The **Theory of Action** was initially conceptualized through the work of C. Argyris and D. Schon²⁴ and through its evolution has greatly contributed to work in the area of *reflective practice and organizational learning*. The theory introduces an approach that pushes individuals and organizations to integrate processes to actively reflect on their practice in ongoing way to identify and address the gaps between espoused “theories of practice” and actual “theories in use” in order not only change behaviour but question the very assumptions and theory that are driving that behaviour. As applied to M&E work it can contribute to making organizations more agile and open to active and ongoing reflection and monitoring of their Theory of Change so that there is more openness to reformulating and adapting the theory, what their monitoring lens is focussed on, and the nature of the activities designed to reach desired outcomes.

²¹ Devlin-Foltz, David and Lisa Molinaro. *Champions and “Champion-ness”: Measuring Efforts to Create Champions for Policy Change*. Centre for Evaluation Innovation, 2010.
<http://www.innonet.org/resources/files/Champions and Championness Aug2010.pdf>

²² <http://www.wmich.edu/evalctr/checklist/ufe.pdf>

²³ <http://www.wmich.edu/evalctr/checklist/ufe.pdf>

²⁴ Argyris, C and Schon, D. *Organizational Learning: A Theory of Action Perspective*. Reading, Mass: Addison Wesley. 1978.
Schon, D. *Educating the Reflective Practitioner*. San Francisco and London: Josey-Bass. 1987.
For an introduction to the core concepts see: www.infed.org/thinkers/argyris.htm and, www.kairos2.com/argyis-schon.htm

The **Centre for Evaluation Innovation**²⁵ proposes a set of core strategic principles that should guide approaches to evaluation and data collection, particularly for complex social change initiatives, and that support deepened organizational learning and more strategic thinking. These core strategic learning principles include:

1. Evaluation is a support for strategy.
2. Evaluation is integrated and conducted in partnership.
3. Evaluation emphasizes context.
4. Evaluation is client-focused.
5. Evaluation places a high value on use, and helps to support it.
6. Evaluation data to inform strategy can come from a wide variety of sources and methods.
7. Evaluation must take place within a culture that encourages risk taking, learning, and adaptation.
8. Evaluation is flexible and timely, and ready for the unexpected.
9. Evaluation is constructivist.

Comic Relief commissioned a review²⁶ of how their organization used a Theory of Change to enable increased institutional learning and to orient their work with donors, partners and in programming and some of the benefits, challenges and learnings along the way. It presents an interesting case and analysis of “theory to practice”.

6.0 OTHER WORK AND PROJECTS OF INTEREST

The Impact and Learning Team at the **Institute of Development Studies**²⁷ are exploring how intermediaries can help make research and knowledge on international development more relevant and accessible to people outside the research community in order to “support people to think about the differences they want to make as well as how they are going to go about it”. Although they are focussing mainly on facilitating knowledge exchange between researchers and decision-makers (e.g. to inform pro-poor policy change) they also have done some interesting work around “info-seeking behaviour” and indicators for change in this area, building “Universes of Knowledge” and building capacity of knowledge brokers and how this can contribute to social change. They are also using action research to test assumptions about “supply and demand” and probing such issues as what defines and effective knowledge intermediary and how can efficient and effective collaboration between knowledge intermediaries be best supported.

²⁵ Coffman, Julia and Tanya Beer. *Evaluation to Support Strategic Learning: Principles and Practices*. Centre for Evaluation Innovation. June 2011.
<http://www.evaluationinnovation.org/sites/default/files/strategic%20Learning%20Coffman%20and%20Beer.pdf>

²⁶ James, Cathy. *A Theory of Change Review* (Commissioned by Comic Relief). 2011.
<http://mande.co.uk/blog/wp-content/uploads/2012/03/2012-Omic-Relief-Theory-of-Change-Review-FINAL.pdf>.

²⁷ <http://www.ids.ca.uk/go/research-teams/impact-and-learning-team>

InterMedia²⁸, undertook a major multi-country study, funded by the Gates Foundation, to analyze the nature of knowledge and information that is of most value to different constituency groups, towards deepening their awareness of, and engagement with, international development issues and policy. They focussed on three key constituencies; interested citizens, influentials and government decision-makers. The study argues that there is fertile ground for international development organizations to more strategically address gaps in knowledge and information by better addressing the nature of the knowledge and information, but also what form it is communicated in.

In exploring *The Elusive Craft of Evaluating Advocacy*²⁹ **Teles and Schmitt** discuss the challenges of the “complex, foggy chains of causality” in this area of work, and the elusiveness of signs of progress where the eventual goal is to change social, policy and political outcomes. They propose that, because successful advocacy and social change efforts are often characterized by the strategic capacity of the implementers of the change processes and the advocates to “nimble and creatively react to unanticipated challenges or opportunities”, it is the tracking of this capacity where the evaluation lens should focus rather than simply on linear logic model outcomes and outputs.

Information and Knowledge for Development³⁰ website is an ACP European Union Technical Centre for Agriculture and Rural Cooperation initiative. The site offers an extensive and “live” “Smart Tool Kit” www.smarttoolkit.net that focuses on monitoring and evaluating knowledge and information projects, products and services – with a particular focus on participatory evaluation to inform organizational learning. The kit offers practical information and guidance about criteria for defining outcomes and good indicators and the site includes a monthly newsletter and a wide range of downloadable articles, posts, etc. relevant to M&E

The **Canadian Council for International Cooperation** (CCIC) undertook and documented^{31a} *Public Engagement Practice (PEP) Project* aimed at better defining good practice in public engagement and global citizenship, and identifying evaluation methodologies, with particular emphasis on participatory evaluation, that could be applied by CSO’s to better document and articulate their effectiveness in this area. The project took place over a two and a half year period (2006-2009) taking an action research approach to monitoring and capturing lessons learned from a series of public engagement initiatives – in particular the work of four member organizations who integrated a theory of change into PE pilot projects, the corresponding M&E approaches and processes to facilitate organizational “double loop” learning.

²⁸ Debeljak, Klara. *Building Support for International Development: Results and Recommendations from a Multi-country Study Aimed at Understanding and Communicating with Key Policy Constituencies*. London: InterMedia, March 2012. <http://www.audiencescapes.org/sites/default/files/finalreport.pdf>

²⁹ Teles, Steven and Mark Schmitt. *The Elusive Craft of Evaluating Advocacy*. Stanford Social Innovation Review. Stanford, Conn: Summer 2011, pp 39-43.

³⁰ www.ink4dev.net

³¹ Stephens, Michael. *Toward Good Practice in Public Engagement: A Participatory Evaluation Guide for CSOs*. Canadian Council for International Cooperation. 2009. http://www.ccic.ca/files/en/what_we_do/002_public_engagement_2009-03_toward_good_practice_in_public_engagement.pdf

In order to maximize the impact of their pan-national activities and collective learning the **InterCouncil Network (ICN) of Canadian Provincial and Regional Councils of International Cooperation** are currently working in collaboration to develop a comprehensive joint Global Logic Model and Global Performance Management Framework for public engagement. The framework maps a wide range of relevant indicators of change and data collection methodologies. While still “works in progress” these may be available for review on request. The Councils are also currently in the process of launching, in the fall of 2012, a series of national *Learning Hubs* on public engagement practice. One of these hubs will focus specifically on monitoring and evaluation.