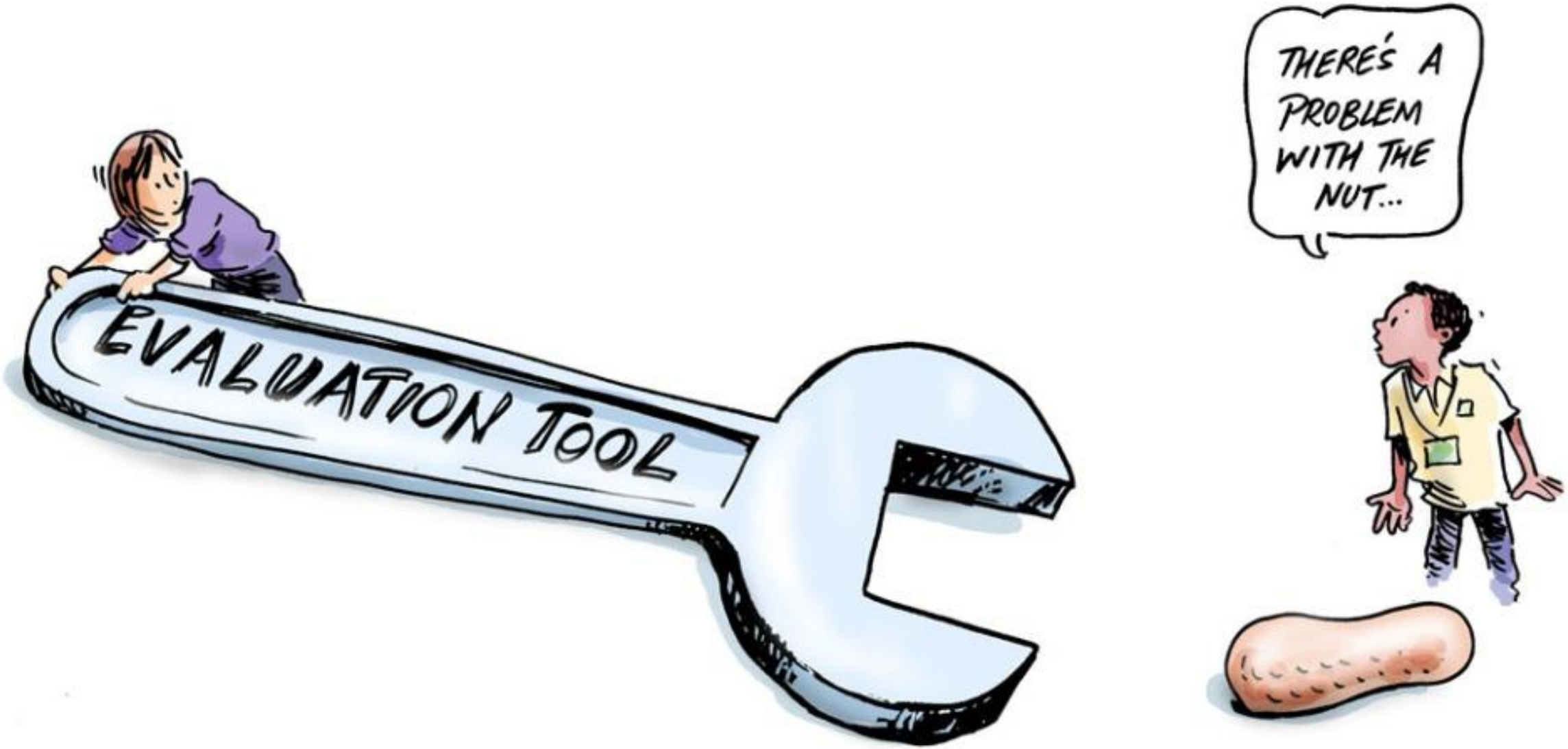
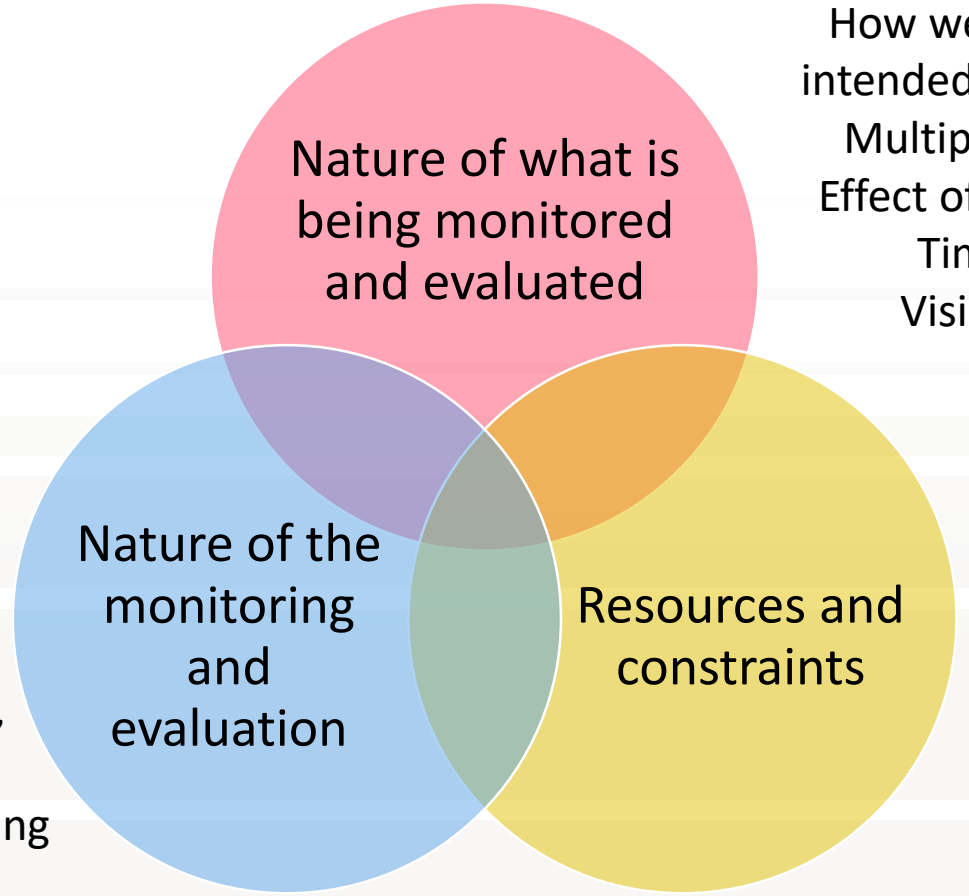
Scene setting presentation

Monitoring and Evaluation of Capacity-building
UNFCCC 1st Capacity Building Talk

Patricia Rogers, BetterEvaluation
27 November 2020


EVALUATION TOOL
THERE'S A PROBLEM WITH THE NUT...

Designing fit-for-purpose monitoring and evaluation



How well understood and predictable – intended results and how to achieve them
Multiple actors contributing to results
Effect of context on activities and results
Timelag before results evident
Visibility of activities and results

Primary intended users
Primary intended uses – learning, accountability, signalling
Timing of monitoring and evaluation compared to implementation (before, during, afterwards)
Types of Key Evaluation Questions being asked

Quantity, quality and relevance of existing data
Internal team time
Funding to engage external support
Goodwill and support of key stakeholders
IT systems
Barriers to travel and engagement

Challenge 1: Getting information about patterns that can inform decisions

Scenario:

After a training program has been completed, the following indicators are reported:

- 60% of participants did not meet the required level of competency by the end of the program
- 60% of participants were from rural areas

How can you use this information to either improve the course or change the targeting of participants to achieve better outcomes?

SCENARIO A: Does not work for rural participants

	Not competent	Competent	TOTAL
Rural	60	0	**60**
Urban	0	40	**40**
TOTAL	**60**	**40**	**100**

SCENARIO B: Does not work for urban participants or some rural participants

	Not competent	Competent	TOTAL
Rural	20	40	**60**
Urban	40	0	**40**
TOTAL	**60**	**40**	**100**

Data rehearsal – mock up data with different scenarios and trial making a decision based on it

Disaggregation – collect data in a way that allows this

Challenge 2: Evaluating performance given multiple dimensions and diverse evidence

Scenario:

A community-based program to reverse land degradation and salinity needs to understand how effective local groups are and track this over time.

Classic indicators:

Number of times group has met in past year

Number of registered members

Number of active members (attend more than half the meetings)

5 Exemplary	Most members of the community are contributing to the group and recognise they play an integral part in achieving holistic, long term and agreed community objectives. The group has its own identity and strives for excellence. **They are able to identify and implement innovative solutions to problems with little or no government support. Members are willing to accept leadership, responsibilities and different roles**. All members are implementing on-ground works and attending regular meetings. **The group is exceeding salinity tree and pasture establishment targets and will be able to halt salinity within 30 years**
	[4 and 3 not shown]
2 Not adequate	The group looks to government to set directions and activities. **A small group of dedicated members have held leadership roles for long periods and are experiencing 'burn-out'.** The group may compete with other organisations for membership, or members may consist of people with specific agendas. **There is no long term planning to assist direction setting and goals are strictly short term and self-centred.** On-ground works are completed by a small, dedicated core through government funding. **Salinity targets are not being met although small areas of salinity may be mediated with time**
	[1 not shown]

Global scale or rubric – developed and validated (reliable scoring), can track over time, can add other evidence, communicates about desirable values

Source: Corangamite dryland salinity program. https://www.betterevaluation.org/evaluation-options/rubrics

Challenge 3: Understanding Value for Money

Scenario:

A training program reports costs and benefits for two different modes. Which provides better value for money?

Option A: Residential course	Option B: Virtual course and online support
100 participants	100 participants
100% pass rate (100 pass)	60% pass rate (60 pass)

Adapted from King, Hurrell and Hutchings 2018 https://www.opml.co.uk/files/Publications/evaluating-vfm-in-complex-adaptive-development-programmes.pdf?noredirect=1

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Cost: $ 1,000,000	Cost: $120,000
($10,000 per pass)	($2,000 per pass)
Participants: local leaders of remote communities with little previous technical experience	Participants: urban residents with formal technical qualifications in a related field

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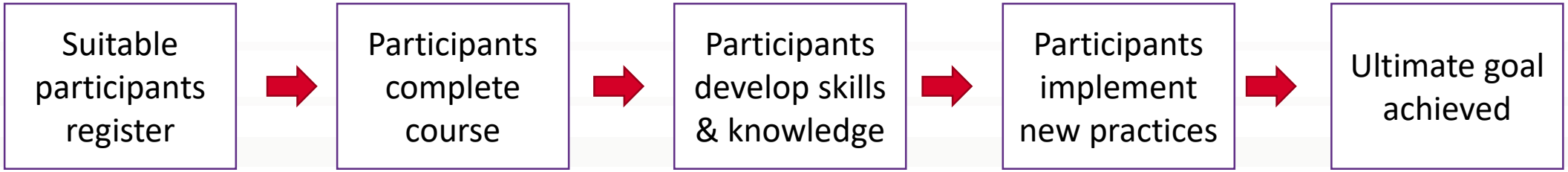
Challenge 4: Supporting single loop learning and double loop learning

Scenario:

After a training program, intended changes in practice are not being achieved – is it a problem in implementation or in design?



Target not met

Review recruitment processes

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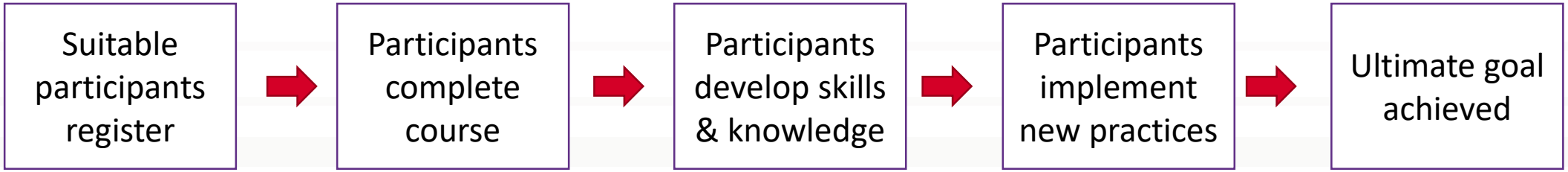

Target met

Target not met

Review course processes

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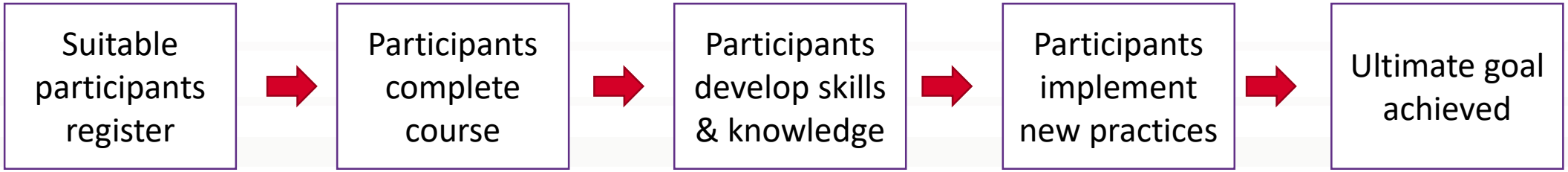

Target met

Target met

Target not met

Review course processes and content

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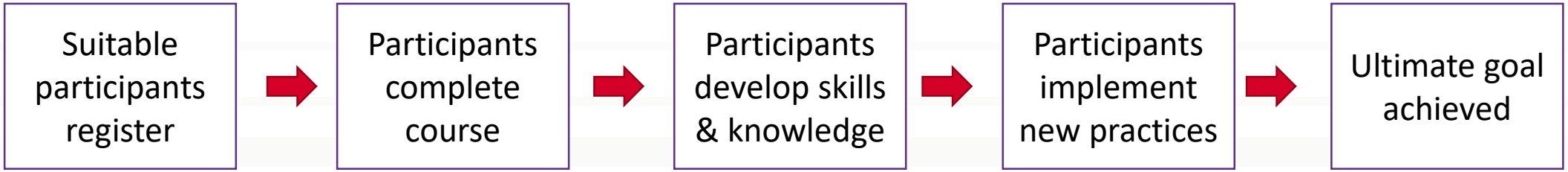
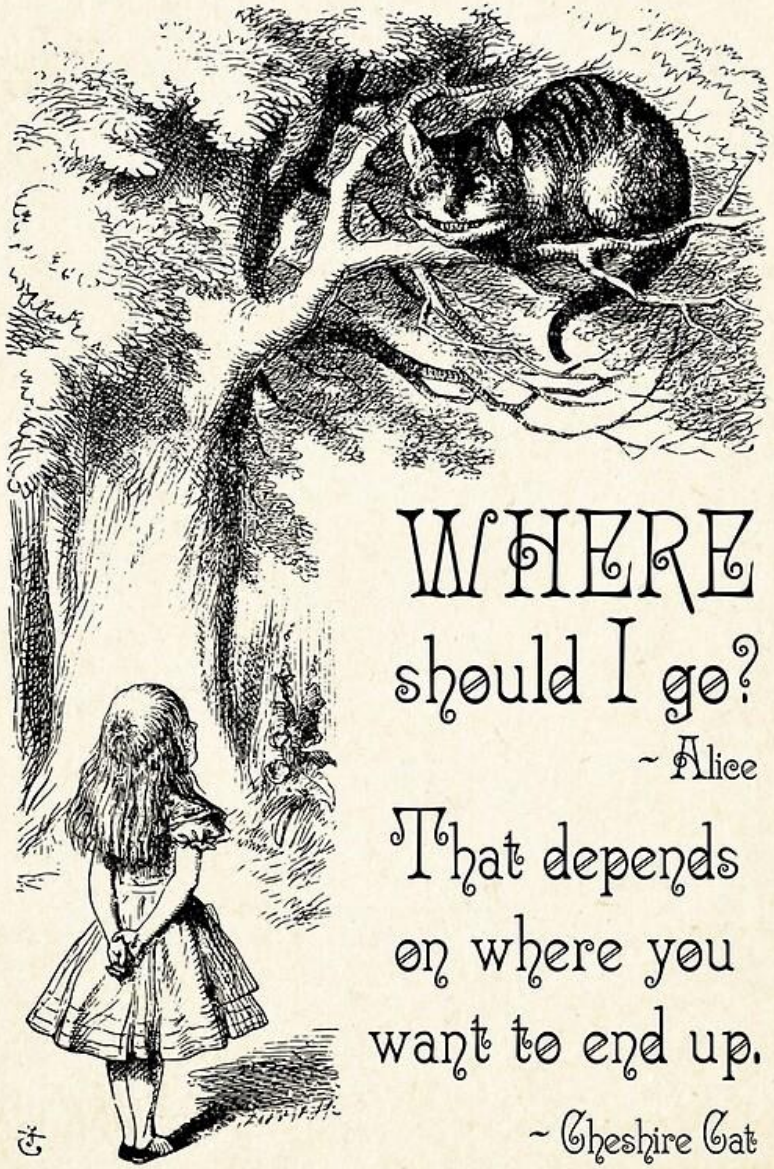
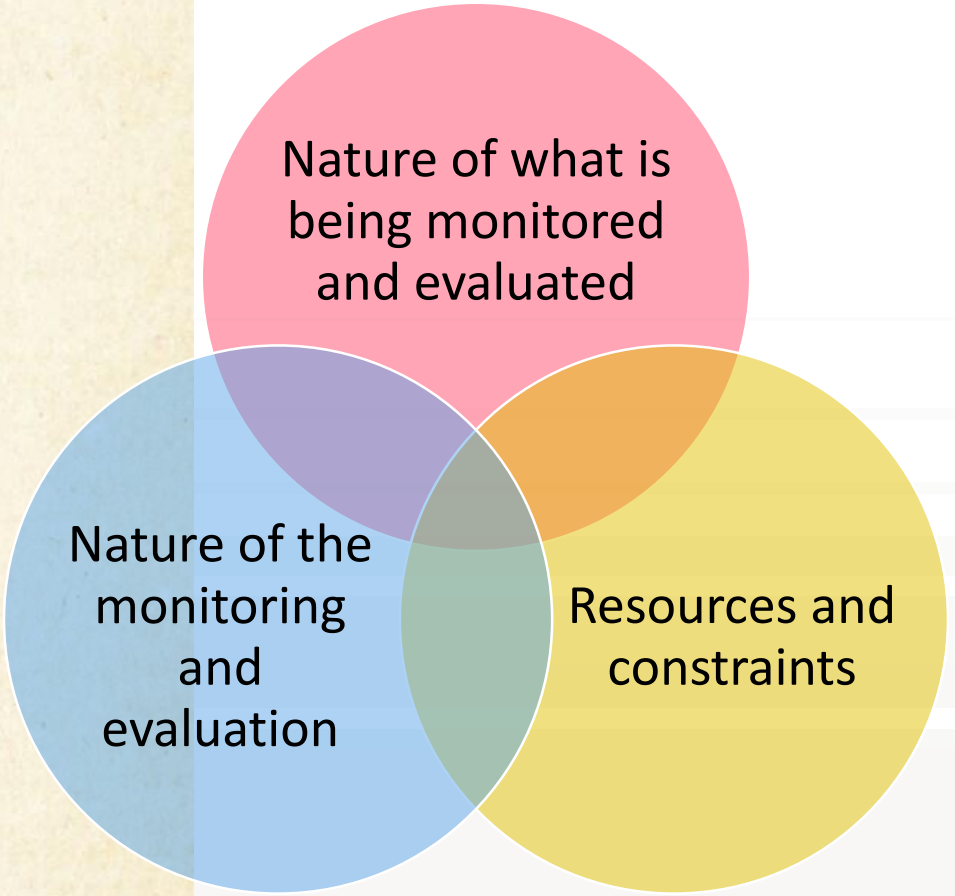
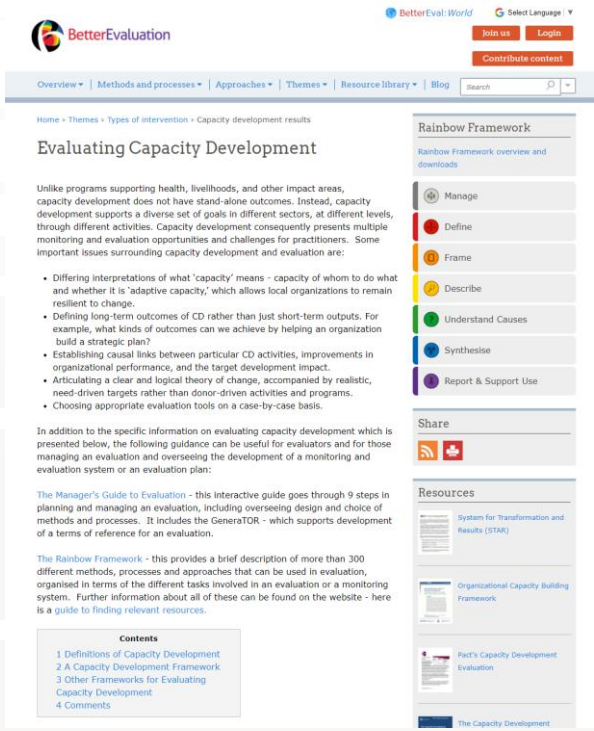


Target met | Target met | Target met | Target not met

Review theory of change
Obstacles to implementing new practices – opportunities, incentives?







https://www.betterevaluation.org/en/themes/capacitydevelopment