

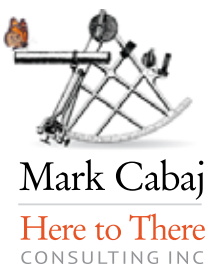
# DEVELOPMENTAL EVALUATION WORKSHOP

## 6 MAJOR TYPES OF EVALUATION

| PURPOSE                                                                                                           | PRIORITY QUESTIONS                                                                                                                                                                                                                                                                      | COMMON METHODS                                                                                                                                    | KEY FACTORS AFFECTING USE                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Developmental</b><br>Creation and adaptation in complex, emergent and dynamic conditions.                      | What is happening in the context in which the program operates? What can we control and not control?<br>What is developing? What are the effects of the program? What are the options for the next iteration of the program?                                                            | Emergent evaluation<br>Complexity frameworks<br>Ex ante evaluation                                                                                | <ul style="list-style-type: none"> <li>• Innovators interest in using data to inform their decisions</li> <li>• Tolerance for ambiguity and uncertainty</li> <li>• Balancing quality and speed of feedback</li> <li>• Integrate and synthesize multiple and conflicting sources of data</li> </ul>                |
| <b>Formative</b><br>Improve the design and delivery of program/model.                                             | What is working and what is not? What are the strengths and weaknesses of the program? What works for whom, in what context, and why? How can results be increased and costs reduced?                                                                                                   | Quality enhancement<br>Learning reviews<br>Reflective practice<br>Participant feedback<br>Appreciative Inquiry                                    | <ul style="list-style-type: none"> <li>• Creating a learning climate, openness to feedback and change</li> <li>• Trust</li> <li>• Evaluator skills in facilitated learning</li> <li>• Relevance of findings</li> </ul>                                                                                            |
| <b>Summative</b><br>Determine the value and future of the program/model.                                          | To what extent does the program achieve its goals? Does the program have value for money? How do its outcomes and costs compare with other options? To what extent can outcomes be attributed to the interventions? Should this program be sustained, wound down, replicated or scaled? | Impact Evaluation<br>Cost-Benefit Analysis<br>Randomized Controlled Trials                                                                        | <ul style="list-style-type: none"> <li>• Independence and credibility of the evaluator</li> <li>• Rigor of the design: validity and generalizability</li> <li>• Significance of the findings to decision-makers</li> <li>• Timeliness</li> </ul>                                                                  |
| <b>Accountability</b><br>Demonstrate that resources are well managed and efficiently implemented.                 | Are funds being used for intended purposes? Are goals and targets being met? Are problems being handled? Is implementation following the approved plan? Are quality-control mechanisms in place and being used?                                                                         | Program audits and inspections<br>Performance measurement and monitoring<br>Accreditation and licensing<br>End-of-project lists<br>Scorecards     | <ul style="list-style-type: none"> <li>• Government and funder mandated reporting</li> <li>• Validated indicators</li> <li>• Integrity and credibility of the system and those reporting</li> <li>• Balance and consistency of reporting.</li> </ul>                                                              |
| <b>Monitoring</b><br>Manage a program, routine reporting.                                                         | Are inputs and processes flowing smoothly? What are participation and dropout rates? Are these changing? Are outputs being produced as anticipated and scheduled? What bottlenecks are emerging? What variations occur across sub-groups?                                               | Management information systems<br>Quality control systems<br>Continuous quality improvement, Six Sigma, routine reporting, performance indicators | <ul style="list-style-type: none"> <li>• Timeliness, regularity, relevance, and consistency of reporting</li> <li>• Incentives to input data at field level and to use it at management level</li> <li>• Capacity and resources to manage system</li> <li>• Appropriate links to accountability system</li> </ul> |
| <b>Knowledge Generation</b><br>Enhance general understandings and identify generic principles about effectiveness | What are the general patterns and principles of effectiveness in programs, projects and sites? What lessons being learned? What principles can be extracted across results to inform practice?                                                                                          | Cluster evaluation<br>Meta-analyses<br>Synthesis evaluation<br>Lessons Learned<br>Effective practice studies                                      | <ul style="list-style-type: none"> <li>• Quality and comparability of source used</li> <li>• Quality of synthesis</li> <li>• Capacity of users to extrapolate</li> <li>• Rigour of triangulation</li> <li>• Identifying principles that can inform practice</li> </ul>                                            |

## 5 TYPES OF DEVELOPMENTAL EVALUATION

| FOCUS OF DEVELOPMENT                                                   | NATURE OF INNOVATION                                                                                                                                                                               | CONTRIBUTION OF DEVELOPMENTAL EVALUATION                                                                                                                                                                                       | KEY CONCERNS                                                                                                                                                                                         |
|------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Developing a new intervention aimed at a complex challenge             | Creating or inventing an original approach to a complex challenge.                                                                                                                                 | Clarifying the elements of the innovation; examining the effectiveness, unanticipated consequences, and the emergent dynamics of the innovation.                                                                               | <ul style="list-style-type: none"> <li>• Invention</li> <li>• Creativity</li> <li>• Originality</li> <li>• Counter conventional</li> </ul>                                                           |
| Ongoing adaptive development (Leadership Development)                  | Adapting an existing innovation to respond to shifting contexts, learnings and purposes.                                                                                                           | Clarifying the nature of the adaptive innovation: what is carried forward; what is changed; how these interact; and the consequences of ongoing innovative adaptation as a way to engage change through trial and error.       | <ul style="list-style-type: none"> <li>• Adapting an existing initiative or program</li> <li>• Changes that go beyond marginal improvements</li> <li>• Ongoing innovation</li> </ul>                 |
| Scaling an innovative model or principles to a new context (Mentoring) | Adaptation of an innovation from one context to another, or to a larger context. This requires changes to the original innovation to suit different contexts and scales.                           | Clarifying and elaborating the ways in which different contexts affect adaptive innovation; the degree, nature, and consequences of adaptive innovation from context to context as ideas and approaches are shared and spread. | <ul style="list-style-type: none"> <li>• Scaling</li> <li>• Expanding options by context</li> <li>• Adapting principles contextually (not replicating a model or recipe)</li> </ul>                  |
| Developing change in and across systems                                | Innovation through changed policies, structures, resource flows, cultures, relationships at different scales (neighborhood to State), and across domains (e.g., education, health, housing, etc.). | Tracking, mapping and interpreting systems changes both within and across systems; supporting adaptive innovation responses as systems changes become manifest.                                                                | <ul style="list-style-type: none"> <li>• Systems as the focus of change</li> <li>• Working across scales and domains</li> <li>• Loose and tight relationships</li> <li>• Unpredictability</li> </ul> |
| Developing rapid responses in crisis situations                        | The metaphor of ‘building a plane in the air’: rapid adaptive innovation in the face of humanitarian, political, social and economic crisis.                                                       | Tracking, documenting, and providing real-time feedback about emergent challenges, urgent needs, flow of resources, and aligning interventions in highly turbulent, uncertain conditions.                                      | <ul style="list-style-type: none"> <li>• Urgent</li> <li>• Real-time feedback</li> <li>• Simultaneous</li> </ul>                                                                                     |
| Patch Evaluation                                                       | Innovation work proceeds alongside (and integrated with) more traditional improvement and management efforts.                                                                                      | Employing developmental evaluation practices alongside more traditional evaluation models (e.g., summative, formative, accountability).                                                                                        | <ul style="list-style-type: none"> <li>• Multiple evaluation users and evaluation designs</li> </ul>                                                                                                 |



Source: Patton, M.P., McKegg, K., Wehipeihana, N. 2016. Developmental Evaluation Exemplars: Principles in Practices. New York, NY: Guilford Press. p. 292.

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