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GEI Working Group on Training and Professional Development

Kick-off meeting October 14, 2021

Purpose of the Working Group

- Use the Working Group as a platform for knowledge sharing, discussing strategic topics of common interest, coordinating our work, and embarking on strategic joint initiatives related to M&E training and professional development

- Eventually, we aim to:
  - Collectively benefit from each other's experience, expertise and resources, so all GEI partners can deliver high-quality training and professional development activities that prepare our M&E colleagues for the challenges of our time
  - Establish the GEI network as a global leader in M&E training and professional development, to the benefit of M&E stakeholders in developing countries as well as the broader global M&E community

- Today we kick off the work of the Working Group which will help us in our journey to get there

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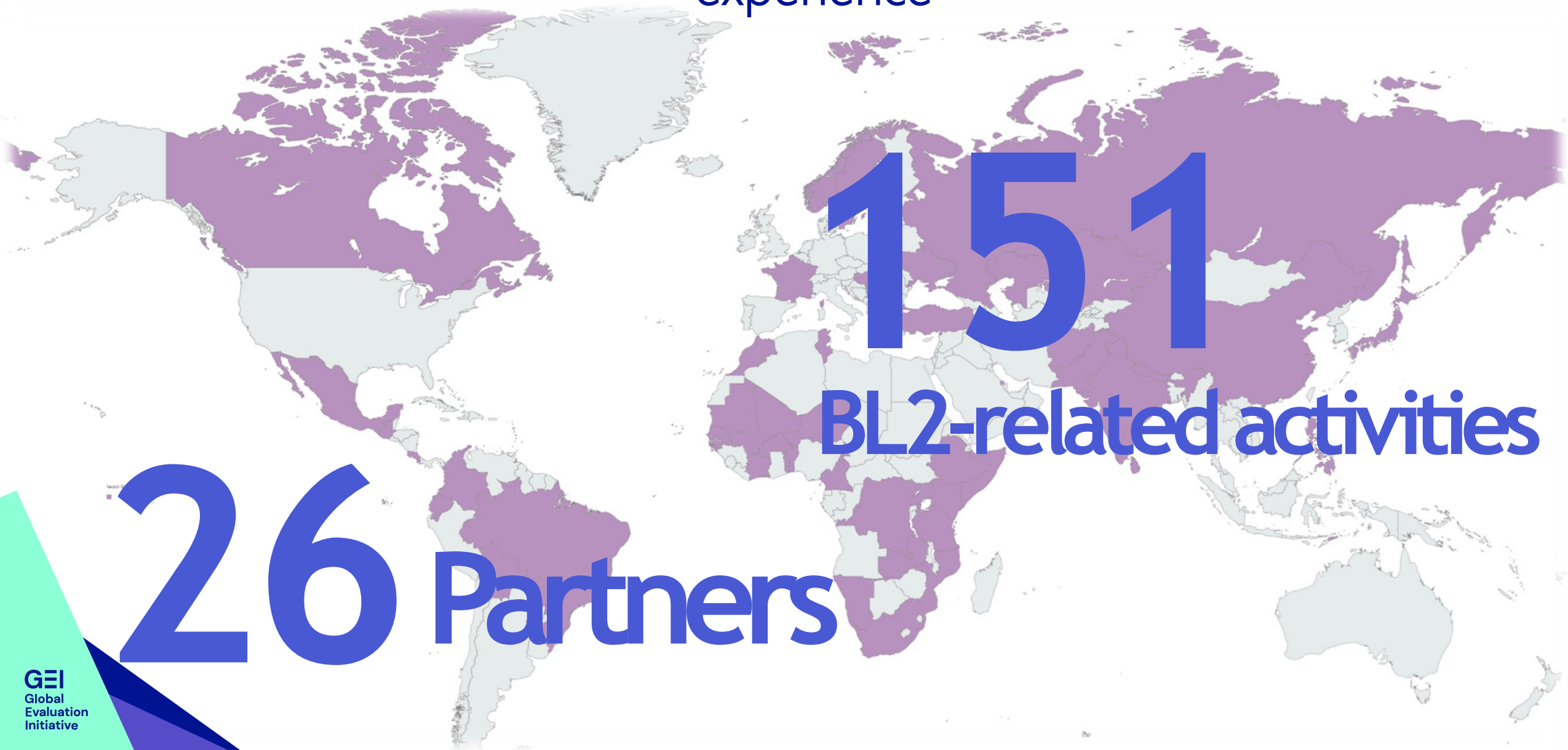Global
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Agenda

- Introduction

- The strength of the GEI network's TPD work

- M&E training and professional development – trends and challenges

- The vision of our work together

- Breakout group discussions and subsequently plenary debate on strategic topics

- Closing and next steps

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GEI Partners have a wealth of Training and Professional Development experience
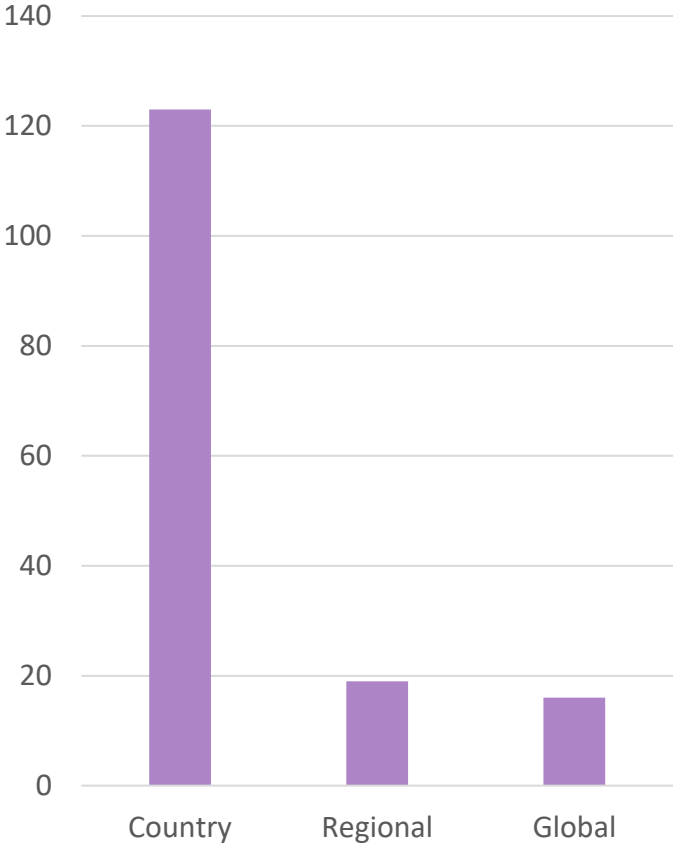

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BL2-related activities

26 Partners

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Snapshot of GEI Partner Training & Professional Development work since 2018

Activities by Region

Activity Level

Primary Target Audience
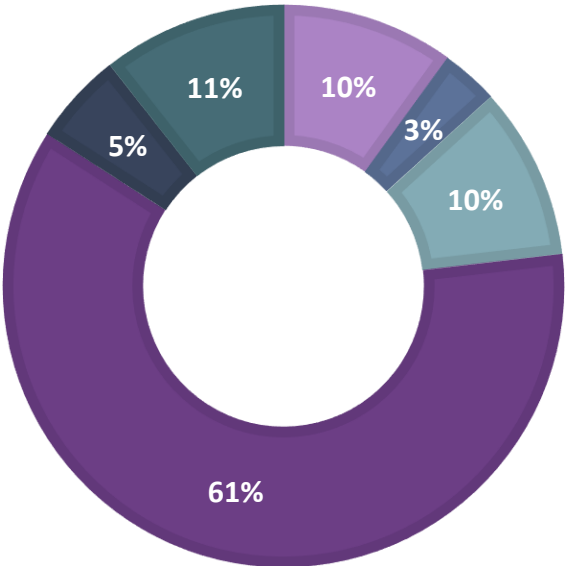
Activities by Region (donut chart):
- Asia & the Pacific — 10%
- Europe & Central Asia — 3%
- Latin America & the Caribbean — 10%
- Africa & MENA — 61%
- North America — 5%
- Global — 11%

Activity Level (bar chart):
- Country — ~123
- Regional — ~19
- Global — ~16
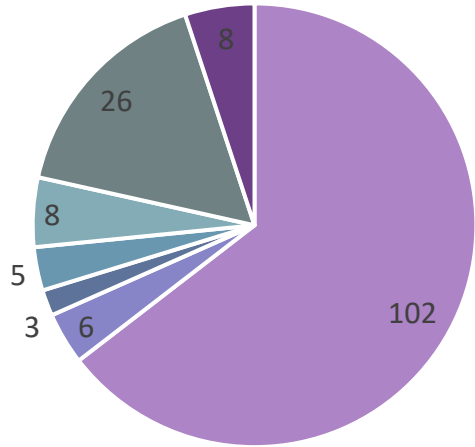
Primary Target Audience (pie chart):
- Government — 102
- Academia — 6
- M&E Networks — 3
- Young & Emerging Evaluators — 5
- Donor Agencies — 8
- Other/multiple — 26
- No response — 8

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Basics of M&E, RBM and evaluation for informed decision-making, managing/commissioning evaluations, establishing M&E systems
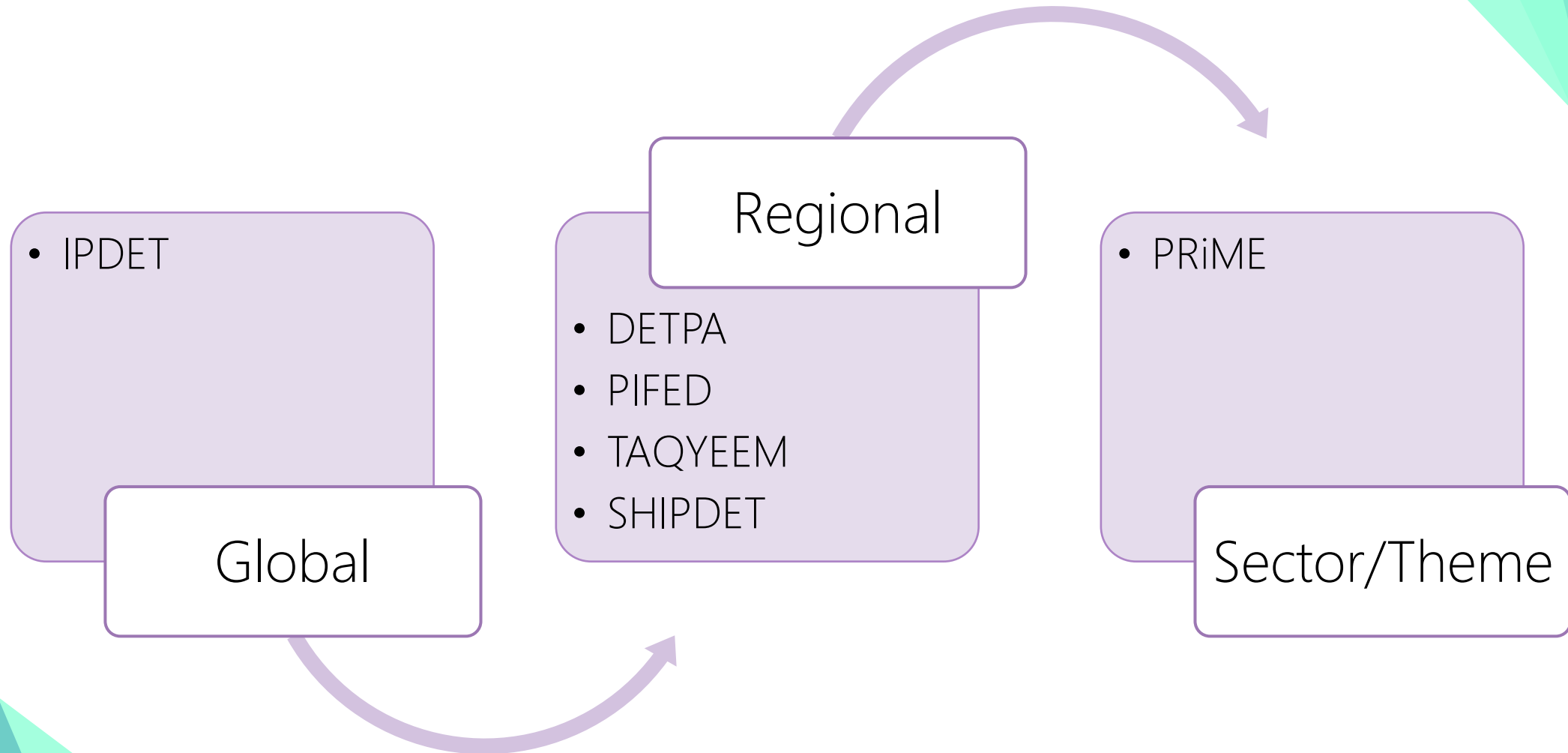
Specialized Topics (e.g.): Performance budgeting, participatory evaluation, impact evaluation, remote sensing and geospatial techniques, data visualization

Thematic trainings included foci on climate change, gender & inclusion, and the SDGs

Evaluation methodology (e.g.): Theory of Change, mixed methods, qualitative data analysis

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Topics and Themes

GEI Partners have a wide range of existing programs

Global
- IPDET

Regional
- DETPA
- PIFED
- TAQYEEM
- SHIPDET

Sector/Theme
- PRiME
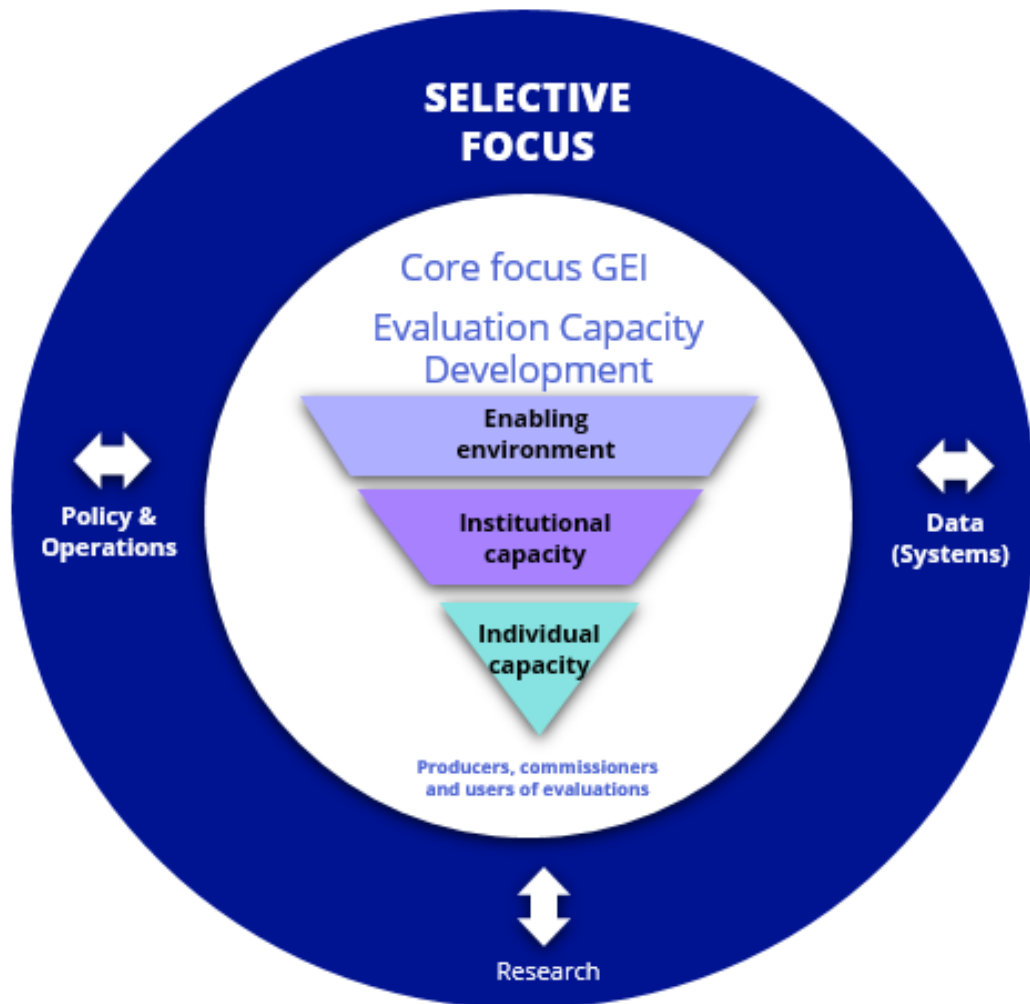
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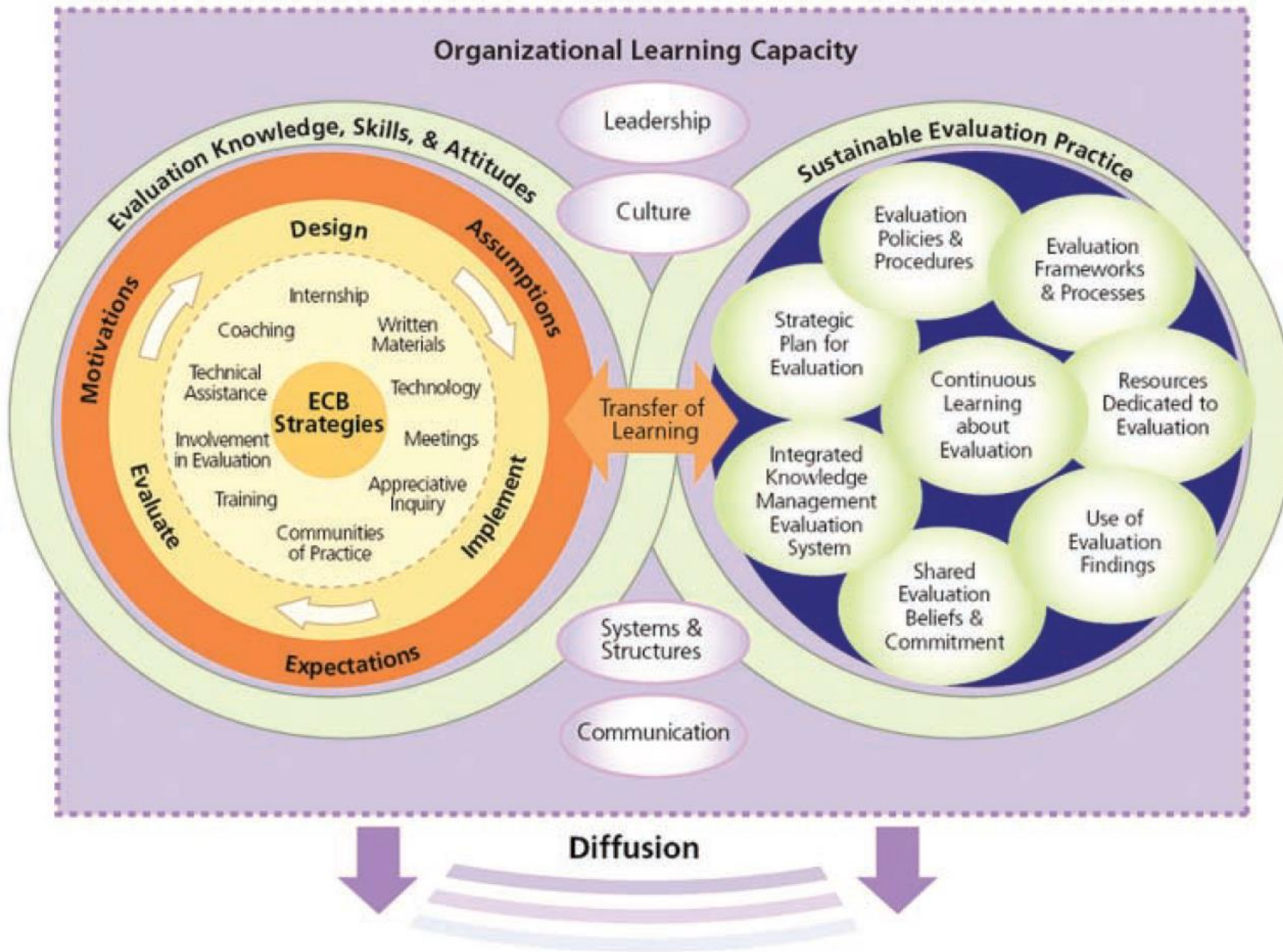
M&E training and professional development

Trends and challenges

Jos Vaessen, PhD

M&E training and professional development: what are we talking about

- Developing the knowledge, skills and attitudes of evaluators, M&E specialists and other M&E stakeholders

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Organizational Learning Capacity

Evaluation Knowledge, Skills, & Attitudes

Leadership

Culture

Design

Assumptions

Motivations

Internship

Coaching

Written Materials

Technical Assistance

ECB Strategies

Technology

Involvement in Evaluation

Meetings

Evaluate

Training

Appreciative Inquiry

Communities of Practice

Implement

Expectations

Transfer of Learning

Sustainable Evaluation Practice

Evaluation Policies & Procedures

Evaluation Frameworks & Processes

Strategic Plan for Evaluation

Continuous Learning about Evaluation

Resources Dedicated to Evaluation

Integrated Knowledge Management Evaluation System

Use of Evaluation Findings

Shared Evaluation Beliefs & Commitment

Systems & Structures
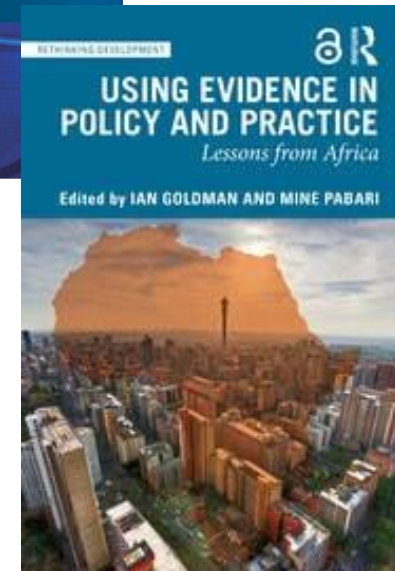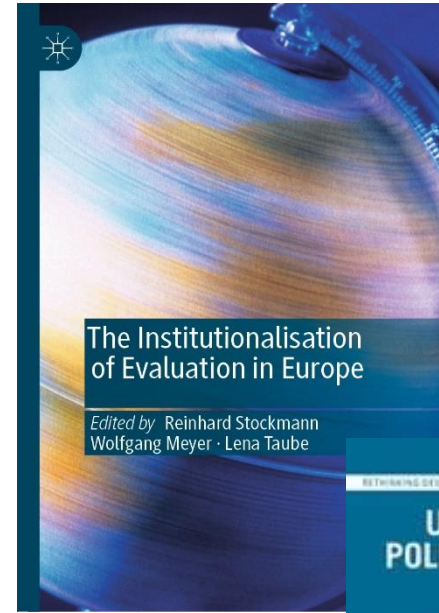
Communication

Diffusion

- Apart from trainings (covering different topics, target audiences, using different learning modalities, of different duration, etc.), what professional development activities are the most effective in instilling the necessary *knowledge, skills* and *attitudes* in M&E stakeholder audiences?

Source: Preskill and Boyle (2008)

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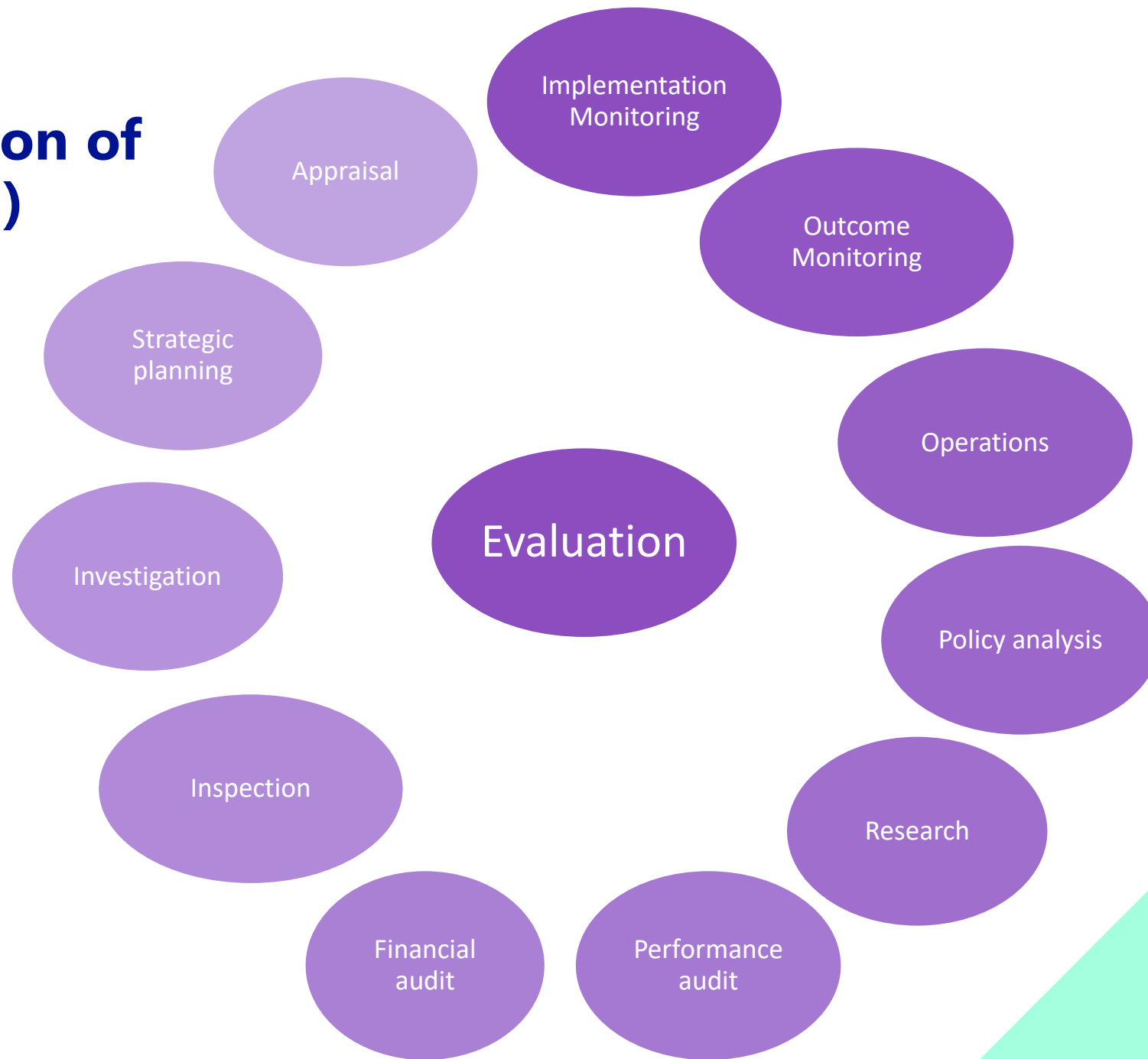
Key issues and trends

- The institutionalization of (monitoring and) evaluation

- Evaluation as: a profession, a (trans)discipline, a field of practice?

- The theory *of* evaluation

- Evaluator competencies

- The data revolution: implications for (monitoring and) evaluation

- Increasing competition in M&E training and professional development

- Advances in teaching (monitoring and) evaluation

- Thematic deepening

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The institutionalization of (monitoring and) evaluation (1)

- Evaluation as a function has spread across the globe in various waves

- The latest (and most global wave) has led to the widespread (at least incipient) establishment of evaluation functions in government in countries across the globe; many of these are (still) project-based and externally driven

- The institutionalization of evaluation, its relation to monitoring and other knowledge and oversight functions is highly diverse across countries and organizational contexts

- Evaluation implementation models differ across organizations

The Institutionalisation of Evaluation in Europe

Edited by Reinhard Stockmann
Wolfgang Meyer · Lena Taube

RETHINKING DEVELOPMENT

USING EVIDENCE IN POLICY AND PRACTICE

Lessons from Africa

Edited by IAN GOLDMAN AND MINE PABARI

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The institutionalization of (monitoring and) evaluation (2)

Evaluation as: a profession, a (trans)discipline, a field of practice?

- Evaluation encompasses a divergent field of practice

- Over time it has taken on disciplinary characteristics

- In many ways it can be considered a trans-discipline

- Some would consider it a profession, but this is highly contested and in many ways problematic

The Concept of a Transdiscipline:
And of Evaluation as a Transdiscipline

Michael Scriven
School of Behavioral and Organizational Sciences, Claremont Graduate University

There are two main meanings of this term that can be disinterred from the 8,000+ references to their definition in Google (at December 12, 2007), both of them sharing the idea of a discipline that crosses over the boundaries between *many* other disciplines: we can distinguish them as the 'point of view' sense of the term and the 'method' sense of the term. These senses are not sharply distinct from each other, but are distinct from 'interdiscipline' meaning a *compound* approach drawing from or working in the boundary area between two or sometimes more other disciplines; and from 'multidiscipline' meaning a compound approach involving more than two other disciplines.[1] In more detail:

1. Transdiscipline meaning a theory, point of view, or perspective that has some application in several disciplines. This is the earlier of these two uses of the term, and was applied by people in reference to both Marxism and feminism, since both points of view can affect one's stance in many traditional disciplines such as sociology, psychology, and economics.
2. Transdiscipline meaning a discipline that has standalone status as a discipline *and* is also used as an methodological or analytical tool in several other

disciplines (cf., Coryn & Hattie, 2006). Statistics is a good example, design and communication are often classified in this way, ethics has a strong claim that I have not seen pursued,[2] and the master transdiscipline is perhaps logic, which is used as a tool in *all* other academic disciplines, since they crucially involve inference and argument.

Evaluation is another candidate for the transdisciplinary crown since it is, first, an essential element in all other academic disciplines, as the tool that distinguishes them from pseudo-disciplines, that distinction being based on the ability to distinguish high quality data and hypotheses from shoddy ones in order to distinguish, for example, science from pseudo-science. Second (perhaps giving it an edge on logic), it is also an essential element in all physical disciplines such as tai chi, marathon running/training, dance, etc., since there are clearly standards of merit in these disciplines and judgments of it. It is only in recent years that it has become possible to argue that evaluation is an autonomous discipline, too, with not just a large number of people working professionally in it, in the 60 or so countries that now have a professional association of evaluators, but with some identification of a core logic and methodology. While it's true that

[1] The term 'transdiscipline' is sometimes used to mean nothing more than 'multidiscipline,' but it seems more useful to use it for something different.

[2] Computer science & information science are other recent and serious entries in the transdisciplinary stakes.

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July 2008

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The theory *of* evaluation (1)

- There are different schools of thought or theories of evaluation (e.g.):
  - Participatory
  - (Quasi)Experimental
  - Realist
  - Utilization-focused

- Based on different ontological and epistemological foundations, they result in different ideas about the functions, processes and methodological approaches underlying evaluation

Figure 1. Evaluation Theory Tree

Source: Alkin, M. C. (2012). *Evaluation roots* (2nd ed.). Thousand Oaks, CA: Sage.

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The theory *of* evaluation (2): the need for culturally responsive evaluation

Six overarching principles underlying Culturally Responsive Evaluation (CREA-University of Illinois):

- Understanding and recognizing the larger and system context;

- Being responsive to the needs and perspectives of stakeholders and participants by engaging and partnering with them in the evaluation process;

- Engaging in constant self-examination of values, biases, and assumptions that may influence aspects of an evaluation;

- Recognizing and addressing the dynamics of power, privilege, and equity (or lack thereof) within the systems, contexts, initiatives, and evaluations;

- Including shared life experiences within an evaluation; and

- Applying the CRE framework at all stages of an evaluation.
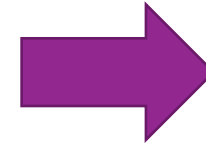
Balancing CRE with:
- Opportunities and challenges posed by the evaluation context
- International good practice in data collection and analysis

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# Evaluator competencies

Key competency areas:

- Evaluation expertise
- Methodological expertise
- Management expertise
- Communication and interpersonal skills
- Integrity and ethics
- Institutional expertise
- Substantive expertise
- Contextual expertise

(Sources: AEA, UNEG, IEG)

The data revolution: implications for (monitoring and) evaluation

- We can collect data increasingly efficiently using new technologies

- New and (old) big data are increasingly available for evaluative analysis

- New data science techniques allow evaluators and M&E practitioners to analyze data with higher levels of efficiency and accuracy and broaden the range of issues that can be assessed

- There are (un)known biases in the use of new technologies and techniques
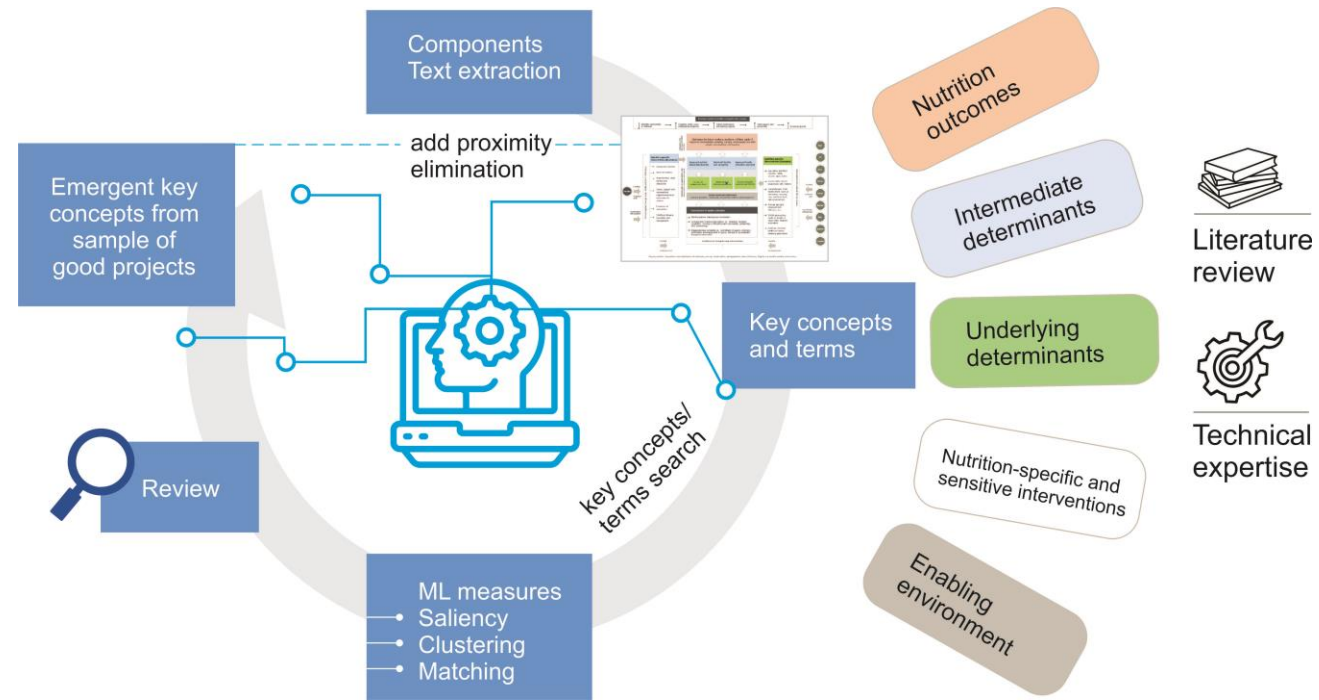
Source: IEG, Gold, Vellez and Ramirez

Increasing competition in M&E training and professional development

- The number of university (graduate) training programs in evaluation has been increasing across the globe

- The landscape of professional trainings in (monitoring and) evaluation is highly fragmented and mushrooming in some countries

- When looking at (monitoring and) evaluation training offers it is useful to look at different segments:
    - Academic training programs (not necessarily (primarily) about M&E)
    - Basic/foundational M&E trainings
    - Institution-specific trainings
    - Audience-specific trainings
    - Theme/topic-specific trainings

- How do we strengthen the GEI brand, harness our (joint) potential, specialize our TPD offer, build strategic partnerships with external institutions?

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Advances in teaching (monitoring) and evaluation

- The use of technology in teaching: online, blended, face to face learning; synchronous, asynchronous learning

- The challenges of the 'digital divide' and 'digital literacy' in the Global South

- Advancing the concept of lifelong learning

- Ensuring excellence in pedagogical design and learning experiences

Innovative Pedagogies of the Future: An Evidence-Based Selection

Christothea Herodotou*, Mike Sharples, Mark Gaved, Agnes Kukulska-Hulme, Bart Rienties, Eileen Scanlon and Denise Whitelock

Institute of Educational Technology, The Open University, Milton Keynes, United Kingdom

There is a widespread notion that educational systems should empower learners with skills and competences to cope with a constantly changing landscape. Reference is often made to skills such as critical thinking, problem solving, collaborative skills, innovation, digital literacy, and adaptability. What is negotiable is how best to achieve the development of those skills, in particular which teaching and learning approaches are suitable for facilitating or enabling complex skills development. In this paper, we build on our previous work of exploring new forms of pedagogy for an interactive world, as documented in our Innovating Pedagogy report series. We present a set of innovative pedagogical approaches that have the potential to guide teaching and transform learning. An integrated framework has been developed to select pedagogies for inclusion in this paper, consisting of the following five dimensions: (a) relevance to effective educational theories, (b) research evidence about the effectiveness of the proposed pedagogies, (c) relation to the development of twenty-first century skills, (d) innovative aspects of pedagogy, and (e) level of adoption in educational practice. The selected pedagogies, namely formative analytics, teachback, place-based learning, learning with drones, learning with robots, and citizen inquiry are either attached to specific technological developments, or they have emerged due to an advanced understanding of the science of learning. Each one is presented in terms of the five dimensions of the framework.

Keywords: evidence-based practice, educational innovation, pedagogy, teaching and learning, educational effectiveness, educational theories, 21st century skills

INTRODUCTION

In its vision for the future of education in 2030, the Organization for Economic Co-operation and Development (OECD, 2018) views essential learner qualities as the acquisition of skills to embrace complex challenges and the development of the person as a whole, valuing common prosperity, sustainability and wellbeing. Wellbeing is perceived as "inclusive growth" related to equitable access to "*quality of life, including health, civic engagement, social connections, education, security, life satisfaction and the environment*" (p. 4). To achieve this vision, a varied set of skills and competences is needed, that would allow learners to act as "change agents" who can achieve positive impact on their surroundings by developing empathy and anticipating the consequences of their actions.

Several frameworks have been produced over the years detailing specific skills and competences for the citizens of the future (e.g., Trilling and Fadel, 2009; OECD, 2015, 2018; Council of the European Union, 2018). These frameworks refer to skills such as critical thinking, problem solving, team work, communication and negotiation skills; and competences related to literacy, multilingualism, STEM, digital, personal, social, and "learning to learn" competences, citizenship, entrepreneurship, and cultural awareness

Thematic deepening

What are some of the priority areas the GEI should focus on in its training:

- Foundations

- Methods

- Country and organizational M&E systems and practices

- Themes (e.g.):
  - Inclusion (gender, race, disabilities, etc.)
  - Fragility and Conflict situations
  - Rural development
  - M&E data nexus

Sources: IPDET, PRiME

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Working Group on TPD

Harness the potential of the GEI's global network to contribute to strengthening the quality of training and professional development in M&E globally

A platform to:

- Sharpen GEI's strategic focus and lines of action in the field of TPD in M&E
- Share knowledge and expertise and learn from each other
- Coordinate activities, and collaborate
- Develop and adopt common quality standards, approaches, and curricula
- Develop sustainable partnerships among GEI and external partners

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Poll: (potential) strategic topics for discussion

- Modalities for supporting individual capacity development (TPD)

- The institutionalization of (monitoring and) evaluation

- Professionalization in evaluation (evaluation as a discipline/profession, theories of evaluation, competencies)

- The data revolution: implications for (monitoring and) evaluation

- Branding and positioning of GEI's TPD work

- Advances in teaching (monitoring and) evaluation

- Thematic deepening

- Other

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Breakout Group Discussions

➢ **25 minutes** to discuss key strategic issues in TPD that we would like to work on together

➢ **Plenary** discussion to share what each of the groups have come up with

Discussion Questions:

➢ What do you consider to be the **most important strategic topics** that we should work on together (in task teams)?

➢ Given what you have heard today, and your experience and expertise, on which **thematic areas** (i.e., inclusion, climate change, fragility and conflict, etc.) should GEI develop (additional) trainings?

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Working Group on TPD

How will we work together?

- WGTPD is a technical working group, open to all GEI partners

- Meetings are held every three months

- GEI Global team prepares and convenes the meetings

- In between WG meetings, members can collaborate on initiatives that are proposed by the WG

- Dedicated online space will be created on the GEI internal knowledge platform for the WG

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Strategic topics for the coming year

- Initial ideas for selected strategic topics/initiatives:
  - Thematic deepening: developing selected thematic courses
  - (Global) Internship program
  - (Global) Scholarship program
  - One or two topics identified from the discussion today

- We will finalize the list of topics based on your inputs today and develop them into a workplan which we will share with you

- We will invite you to participate in the task teams that work on the selected topics

Next steps

- Next meeting in January

- You will receive an invitation to join one or more of the task teams

- And: **please take the survey after this meeting!**
  - https://www.surveymonkey.com/r/WGTPD1

THANK YOU!

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