

WINTER SCHOOL DETAILED PROGRAMME

Date: 14- 25 August 2017

Track 2: Advanced Track

14 AUGUST: OFFICIAL OPENING AND COCKTAIL NETWORKING EVENT

COURSE 1A: MADE IN AFRICA EVALUATION

1 ½ DAYS: 14-15th (half day – morning session) AUGUST

	MODULE	DESCRIPTION	TOPICS
1.1A	M&E and development in Africa	According to Chilisa (2015), the 4 th Niger AfrEA conference (2007), Bellagio Conference proceedings (2012) and the Paris Declaration (2012) have played a pivotal role in the emergence of the MAE discourse. The origin of the MAE can be traced back to the beginning of the re-invention period in the 1990's that was characterized by African resistance to the universalization of Euro-American thought and in particular the resistance by researchers, policy analysts and evaluators to evaluation practice dominated by external evaluators who often times were ignorant of the context and culture within which evaluation was conducted and focused on program evaluation outcomes as defined by the sponsors at the expense of the beneficiaries views on what counted as valuable program outcomes (ibid). In response to this colonial evaluation there was a call for local researchers to conduct independent policy evaluation research (Cloete 2014). Kate and Patel (2000) called for 'evaluation thinking for a better Africa' and creating 'a common vision' of evaluation in Africa. There are yet to be consensus on the definitions and the validity of the concept by various scholars and practitioners (Chilisa, 2015). This course begins to unpack these, allowing for the simultaneous building of the discourse, as well as learning amongst participants.	<ul style="list-style-type: none"> • Achieving transformative growth and sustainable development in Africa • Achieving the objectives of the AU Agenda 2063 • Mainstreaming the SDGs
1.2A	History and development of the MAE approach		<ul style="list-style-type: none"> • Background and History to MAE • Importance of MAE
1.3A	MAE: methods, approaches and tools		<ul style="list-style-type: none"> • M&E design and the recognition of context (diversity and its manifestation - cultures, religions, languages, histories, gender, ethnicity etc.) • The extractive nature of evaluation of current evaluation practice and its benefits to communities • Evaluation results and reality: dealing with disjunctures • African data collection methods and the problems of marginalisation

COURSE 2A: IMPACT EVALUATION

3 DAYS: 15th (half day- afternoon); 16th (full day); 17th (full day); 18th (half day- morning session) AUGUST

	MODULE		TOPICS
2.1A	Impact Evaluation	This course will introduce participants to impact evaluations. Topics to be covered include issues of causality and attribution, counterfactuals, randomised experiments, quasi and non-experimental methods, as well as validity. Participants will leave the session with an advanced understanding of impact evaluation.	<ul style="list-style-type: none">• What is Impact Evaluation?• 4 Key purposes of Impact Evaluation• Programmes well-suited to Impact Evaluation• 5 Focuses of Evaluation Questions• 5 Steps to conducting an Impact Evaluation• Impact Evaluation Methods• Causality and attribution• The counterfactual• Randomised experiments• Quasi-experimental methods• Non-experimental methods• Internal and External Validity
2.2A	Data collection for impact evaluation	Various methods of data collection will be addressed in this session, using the data collection pyramid as a backdrop. Both qualitative and quantitative methods will be interrogated.	<ul style="list-style-type: none">• The data collection pyramid• Data collection methods• Qualitative methods• Quantitative methods

18 AUGUST: EXPERT PANEL SEMINAR

OPTIONAL WEEKEND EXCURSION:

FRIDAY EVENING

- Jazz at the Orbit

SATURDAY

- JHB City Tour
- Shopping
- Lunch in Vilakazi Street, Soweto

SUNDAY FREE DAY

COURSE 3A: DEEPENING EVALUATION

2 DAYS: 21 & 23 AUGUST

	MODULE	DESCRIPTION	TOPICS
3.1A	Advanced Evaluation Methods	What are Evaluation Methods? How do we use them appropriately and effectively? How does our world-view affect our choice of evaluation methods? How may our understanding (and favouring) of particular evaluation methods affect the quality of our evaluations, and our findings? What are the consequences for development? These are some of the issues to be addressed in this module.	<ul style="list-style-type: none"> • Ontological foundations of Evaluation Methods and their influence on the choice of methods • An overview of Evaluation Approaches, designs and methods: incl. theory-driven, participatory, democratic, empowerment, realist, appreciative enquiry, contribution assessment • TOC and logic models: A refresher • Revisiting Indicator Development and Application • Quality Data Management
3.2A	Design evaluation and Evaluability Assessments	Participants will be introduced to design evaluations and evaluability assessments, which include reflections on interrogating theories of change, reviewing logic models and results chains. There will also be an analysis of strong and weak programme designs, and how to evaluate these.	<ul style="list-style-type: none"> • Effective design of evidence-based development interventions • Interrogating the Theory of Change • Review of Logic Models and Results Chains • Strong and Weak designs • Ensuring effective implementation: the "science of implementation"
3.3A	Evaluation values and the value of evaluation	Recent findings of a study of evaluations undertaken across 12 countries on the African continent revealed concerns around the quality of evaluations commissioned by established institutions. Many evaluations did not, for example, have a Theory of Change. This session will address issues of the preservation of the value of evaluation to development through the adherence to rigour and quality standards. The increasing initiatives for accreditation, credentialing and certification and their relationship to professionalization will be addressed.	<ul style="list-style-type: none"> • Ensuring and assessing the quality of evaluations (issues of design, data and analysis) • Improving practice: systematizing data and its analysis, and peer review mechanisms. • Transforming evaluation to knowledge: the development of a science of evaluation. • Evaluation Standards and ethics • Professionalisation, accreditation, credentialing and certification
3.4A	Grand Challenges for Evaluation	A number of critical issues have been raised by evaluators recently, which go beyond the technicalities of evaluation methods and approaches. Evaluators need to be on the cutting edge of these debates in order to remain relevant. The current debates around post-development, as well as the seismic shifts in the global political, economic, technological, social arena, requires agility and a break from instrumentalism. This course will begin to challenge conventional thinking around evaluation, and allow participants to engage on	<ul style="list-style-type: none"> • The intersection of the SDGs, the 4th Industrial Revolution, the Digital Economy and the Human Economy • The impact of technology and big data in development and evaluation • Buzzwords or the sign of our times?: evaluation and "scaling", "unintended consequences/impacts", "experimentation", "adaptive management", "sustaining impact", "inequality", "context", "complex systems", "nudge theory", "sustainability", and "resilience". • Systems thinking and complexity science: the influence on evaluation theories and methods

		some of the “grand challenges” for evaluation which demand “grand solutions” from development leaders.	<ul style="list-style-type: none"> • The rising demand for evaluation capacity building in governments, the development of national M&E systems and the mainstreaming of the Sustainable Development Goals (SDGs). • Strategic thematic evaluations (inequality, gender), country programmes, and transboundary influences (e.g. global value chains, global policy regimes, climate change mitigation) • Development funding and the SDG funding gap • Advocacy for evaluation and evidence in a “post-truth” era
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22 AUGUST: NATIONAL EVALUATION SYSTEM FIELD VISIT AND Q&A SESSION

COURSE 4A: IMPACT INVESTING 2 DAYS: 24 & 25 (Morning) AUGUST

	MODULE	DESCRIPTION	TOPICS
4.1A	Introduction to Impact Investing	Impact investments, the Global Impact Investing Network states, “are investments made into companies, organizations, and funds with the intention to generate social and environmental impact alongside a financial return” (Jackson and Harji, 2016). The creation of social and environmental value in various social sectors is a multi-billion dollar industry, with the deployment of large sums of capital into programmes in these areas. There is a need to systematically and independently evaluate the performance of such programmes, for the purposes of accountability, learning, improvement and risk management. Impact investing can play an important role in ensuring that private, public and philanthropic capital is mobilised for Africa’s sustainable development (ibid.). This course builds awareness, knowledge and skills in impact investing, linking it to “traditional” evaluation and learning from the sector how to hold stakeholders to account, and to optimise the benefits generated by private capital in social investment ventures.	<ul style="list-style-type: none"> • Introduction to Impact Investing • Impact Investing in Africa • Institutional Investors • Impact Enterprises • Fund Assessment • Ecosystem Development • Evaluation Approaches • Methods and Tools • Theory of Change • Gender Equality • Standards • Additionality • Development Bonds • Negative Outcomes • Impact Evaluation • Job quality • Mission Preservation • Household Impacts • Evaluation Costs • Global Goals
4.2A	Impact Investing in Africa		

25 AUGUST: CERTIFICATE: CLOSING CEREMONY AND BRAAI (BARBEQUE)