

Micro-Credential Study Plan

1. **Title:** Evaluability Assessment (EA)
2. **Audience:** Evaluation Managers, Evaluation Officers, and Research Analysts providing substantive support to evaluations
3. **Level:** Intermediate level (M&E Officers P2/NOB/P3/P4; Evaluation Officers P3/P4)
4. **Prior knowledge and/or skills that a learner needs to have including prerequisite micro-credentials**

Knowledge	Skills
Basic knowledge of the key components of evaluation design in general, and in the WFP context in particular. This includes a basic knowledge of the relationships among evaluation purpose and questions, evaluation scope and context, data sources, data collection methods (including indicators and measures), and uses for a particular evaluation.	This course assumes that learners have basic skills in evaluation design, including developing an evaluation matrix based on evaluation questions, identifying lines of enquiry based on evaluation questions, selecting the most appropriate key measures or data sources to inform lines of enquiry based on possible sources, and developing data collection tools. This course will focus on building skills to use and assess an EA.

5. Learning Outcomes

Overall Learning Objective: Use and assess the use of an EA to improve evaluation quality.

LO	Description	Competencies	UNEG Competencies	Module
1	Define and characterize EA	<p>Knowledge: Definitions, purposes, types and components of EA</p> <p>Knowledge: Alignment of intervention intention with reality of implementation and stakeholder perspectives</p> <p>Knowledge: Plausibility of an intervention given program design, theory of change, and context</p> <p>Knowledge: Potential for evaluation quality given theory of change, intervention context, and data access and quality</p> <p>Skill: Focus an EA given evaluation needs and context</p>	<p>Knowledge base of evaluation [professional foundations]</p> <ul style="list-style-type: none"> - Understands current issues in evaluation practice and theory. <p>Identifying evaluation needs [technical evaluation skill]</p> <ul style="list-style-type: none"> - Recognizes the importance of a contextual perspective. 	Module 1: Understanding EA



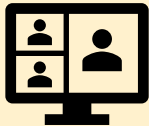



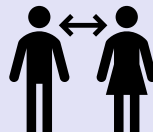
2	Use EA to identify potential evaluation opportunities and challenges	<p>Knowledge: The role of EA in shaping evaluation design</p> <p>Knowledge: Data and information sources for an initial EA</p> <p>Knowledge: Understand potential evaluation opportunities and challenges regarding equity and cultural responsiveness</p> <p>Skill: Determine alignment of intervention intention with reality</p> <p>Skill: Conduct assessment of the plausibility of an intervention</p> <p>Skill: Conduct assessment of potential for evaluation quality.</p> <p>Skill: Identify potential evaluation opportunities and challenges</p>	<p>Knowledge base of evaluation [professional foundations]</p> <ul style="list-style-type: none"> - Understands and applies the parameters of social science research in moderately complex evaluations. <p>Identifying evaluation needs [technical evaluation skill]</p> <ul style="list-style-type: none"> - Has solid ability to identify and analyse the existing evidence base. - Recognizes the importance of a contextual perspective. - Has solid knowledge of various types of theories of change and logic models and is able to apply an understanding of systems thinking in order to identify and facilitate the development of theories of change and logic models for moderately complex programmes and policies and in order to facilitate evaluative thinking among stakeholders. <p>Adapting the evaluation to fit circumstances [management skills]</p> <ul style="list-style-type: none"> - Has a solid understanding of and knows how to respect local customs, religious beliefs and practices, gender roles and ethnicities, while maintaining sensitivity to disability and age. 	Module 2: Using EA to Improve Evaluation
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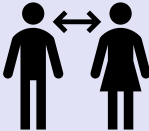
3	Assess the use of EA for informing an evaluation design, including strategies that support evaluation quality and use	<p>Knowledge: Verifying alignment of evaluation design with EA results and recommendations</p> <p>Skill: Identify strategies to support evaluation quality and use, given evaluation opportunities and challenges</p> <p>Skill: Develop criteria for assessing the use of EA for developing a quality evaluation design (e.g., during Inception Phase)</p>	<p>Upholding quality standards [technical evaluation skill]</p> <ul style="list-style-type: none">- Has solid understanding of and is able to establish the relevant evaluation quality assurance mechanisms for upholding high-quality standards. <p>Defining evaluation purpose and design [technical evaluation skills]</p> <ul style="list-style-type: none">- Has solid knowledge of elaborating evaluation designs for moderately complex evaluations, modifying existing designs to fit the context. <p>Evaluation approaches and methods and analysing the data [technical evaluation skills]</p> <ul style="list-style-type: none">- Has solid knowledge and experience in analysing data from diverse sources and identifying key trends.- Is able to validate data accuracy and data quality and to ensure that data collection and analysis have been conducted ethically. <p>Integrating evaluation into policy and programming [promoting a culture of learning for evaluation]</p> <p>Has solid knowledge of policy and programme monitoring and evaluation and mechanisms to promote learning within organizations.</p>	<p>Module 3: Assessing the Use of EA</p>
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6. Curricula




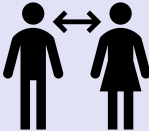
MODULE 1: UNDERSTANDING EVALUABILITY ASSESSMENT

VIDEO LESSONS AND READINGS	LEARNING REFLECTION	TEACHING CASE AND DISCUSSION FORUM	ON-THE-JOB GUIDED PRACTICE	GROUP MENTORING SESSION
 <p>Participants will watch pre-recorded video lessons and read selected publications which provide definitions of EA, purposes, and uses.</p>	 <p>Learners will reflect on past understanding and experiences they had with EA and respond to specific questions in their personal journal.</p>	 <p>Participants will work on a WFP teaching case and respond to specific questions in the dedicated discussion forum.</p>	 <p>Participant will be able to practice key module concepts through an on-the-job-guided practice.</p>	 <p>Modules activities and the on-the-job guided practice will be reviewed and discussed with a mentor in group.</p>

MODULE 2: USING EVALUABILITY ASSESSMENT TO IMPROVE EVALUATION

TEACHING CASE AND DISCUSSION FORUM	THEMATIC WEBINAR	ON-THE-JOB GUIDED PRACTICE	INDIVIDUAL MENTORING SESSION
 <p>Participants will work on a teaching case and respond to specific questions in the dedicated discussion forum.</p>	 <p>All participants will attend a dynamic synchronous session with group exercises and discussions.</p>	 <p>Participant will be able to practice key module concepts through an on-the-job-guided practice.</p>	 <p>Modules activities and the on-the -job guided practice will be reviewed and discussed with a mentor.</p>

MODULE 3: ASSESSING THE USE OF EVALUABILITY ASSESSMENT

TEACHING CASE AND DISCUSSION FORUM	THEMATIC WEBINAR	ON-THE-JOB GUIDED PRACTICE	MENTORING SESSION
 <p>Participants will work on a teaching case and respond to specific questions in the dedicated discussion forum.</p>	 <p>All participants will attend a dynamic synchronous session with group exercises and discussions.</p>	 <p>Participant will be able to practice key module concepts through an on-the-job-guided practice.</p>	 <p>Modules activities and on-the -job guided practice will be reviewed and discussed with a mentor.</p>