Micro-Credential Study Plan

1. Title: Theory-based approaches to evaluation

2. Audience: Evaluation Managers

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 pre-requisite micro-credentials

This micro-credential assumes that participants have basic knowledge about theories of change, including:

- Defining what a theory of change is, its key elements and how they fit together
- Why and when to use a TOC for different evaluation purposes, including testing underlying assumptions and causal chain between outputs and outcomes
- What is a nested TOC and when it is useful to have one

This micro-credential assumes that learners are able to construct and reconstruct a theory of change for evaluation purposes as pre-requisite prior knowledge for taking this course. It also assumes that learners possess the following knowledge as a pre-requisite for this micro-credential:

KNOWLEDGE	SKILLS
Basic knowledge on the key components of evaluation design, particularly in the WFP context. This course is designed to help participants infuse theory-based approaches to evaluation into an evaluation design process, but assumes a basic knowledge of the relationships between evaluation questions, evaluation matrices, indicators/measures, data sources, and data collection tools.	This course assumes that participants 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 adding skills around how to integrate theory-based approaches to evaluation within these core evaluation design skills.

5. Learning Outcomes

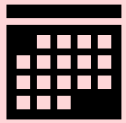
Overall Learning Objective: Determine where using a theory-based approach (TBA) to evaluation is most useful and relevant to answer key evaluation questions (based on context).

LO	Description	Competencies	UNEG Competencies	Module
1	Define a theory-based approach (TBA) in evaluation	**Knowledge:** What is a TBA to evaluation **Knowledge:** Understand difference between TBA and other evaluation approaches **Knowledge:** What are different methods used within theory-based approaches to evaluation and when is it appropriate to use and combine methods?	**Knowledge base of evaluation [professional foundations]:** Understands current issues in evaluation practice and theory Understands and applies the parameters of social science research in moderately complex evaluations **Evaluation approaches and methods and analysing the data [technical evaluation skills]:** Has solid knowledge and the ability to apply a range of evaluation data collection and analysis methods, and is able to use methods appropriate for the given context Recognizes the importance of multiple and mixed methods	MODULE 1: INTRODUCTION TO THEORY-BASED APPROACHES (TBA) TO EVALUATION
2	Develop evaluation questions (or sub-questions in case of CSPEs) and testable hypotheses which are specific to the context and the intervention	**Knowledge**: What types of questions can be answered / are most suited to TBA **Skill**: Ability to develop questions (or sub-questions in the case of CSPEs) using TOC	**Defining evaluation purposes and design [technical evaluation skills]:** Has solid understanding of and is able to establish the relevant evaluation quality assurance mechanisms for upholding high-quality standards	MODULE 2: QUALITY ASSURING A THEORY-BASED EVALUATION DESIGN

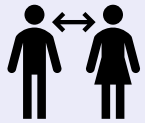
3	Verify that the evaluation design will allow the testing of hypotheses to assess whether and how an intervention contributed to results	**Skill:** Ability to review evaluation design (during inception), including the evaluation matrix and the data collection tools to ensure that the design responds to evaluation questions (extent to which it is used to follow the lines of enquiry related to causal linkages and assumptions suggested in TOC)	**Upholding quality standards [technical evaluation skills]:** Has solid experience in developing high-quality terms of references for moderately complex evaluations, including clear and focused evaluation questions **Upholding quality standards [technical evaluation skills]:** Has solid knowledge of elaborating evaluation designs for moderately complex evaluations, modifying existing designs to fit the context	MODULE 2: QUALITY ASSURING A THEORY-BASED EVALUATION DESIGN
4	Review a draft evaluation report to determine if the theory-based evaluation design was used consistently and appropriately	**Skill**: Ability to review evaluation report to ensure that hypotheses have been used in analysis to respond to evaluation questions (ensuring that where and when it is used in analysis is transparently presented)	**Upholding quality standards [technical evaluation skills]:** Has solid understanding of and is able to establish the relevant evaluation quality assurance mechanisms for upholding high-quality standards	MODULE 3: QUALITY ASSURING A THEORY-BASED EVALUATION FINAL REPORT

6. Curricula

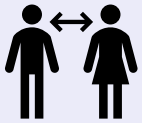
MODULE 1: INTRODUCTION TO THEORY-BASED APPROACHES (TBA) TO EVALUATION

ORIENTATION SESSION	READ AND DISCUSS	VIDEO LESSONS	THEMATIC LIVE SESSSION	QUIZ
				
All participants will be invited to a 30-minute orientation session. **The session will take place during the week of 10-14 March.**	Participants will read selected assigned excerpts on theory-based approaches to evaluation and answer the questions in the forums.	Participants will watch pre-recorded video lessons covering interlinked topics around theory-based approaches to evaluation, situating these approaches within the broader range of designs and methods for evaluations.	All participants will attend a synchronous session covering theory and concrete examples of different theory-based evaluations. **The live sessions will take place during the week of 24 – 28 March.**	Participants will test their knowledge through multiple-choice quizzes.

MODULE 2: QUALITY ASSURING A THEORY-BASED EVALUATION DESIGN

READ AND DISCUSS	VIDEO LESSONS	CASE STUDY	THEMATIC LIVE SESSSION	GROUP MENTORING SESSION	ON-THE-JOB GUIDED PRACTICE
					
Participants will read selected assigned excerpts and answer the questions in the forums.	Participants will watch pre-recorded video lessons.	Prior to the beginning of the Thematic Live Session, participants will be provided a brief case study to practice previous concepts.	All participants will attend a synchronous session with dynamic group exercises. **The live session will take place during the week of 14 – 18 April.**	During the mentoring session, the group will get to know each other, have an opportunity to ask questions or seek clarifications on the materials presented in the first half of the course,	Based on the readings and the coursework covered in prior activities, participants will delve into an exercise and case study on an actual WFP evaluation to practice providing feedback on an evaluation design.

MODULE 3: QUALITY ASSURING A THEORY-BASED EVALUATION FINAL REPORT

READ AND DISCUSS	VIDEO LESSONS	ON-THE-JOB GUIDED PRACTICE	GROUP MENTORING SESSIONS	COURSE CLOSE-OUT AND CRITICAL REFLECTIONS
				
Participants will read selected assigned excerpts and answer the questions in the forums.	Participants will watch pre-recorded video lessons covering quality assuring theory-based components of an evaluation final report.	Participants will be given a case study based on an actual WFP evaluation to practice providing feedback on an evaluation final report.	Participants will have the opportunity join two group mentoring sessions to talk through their reflections on the exercises and collaboratively discuss how it can be further integrated in their day-to-day work.	All learners will participate in a close out session where they will be guided through structured reflection sessions to think about what they've learned over the course and how they can begin to integrate these learnings into their current and future work. **The session will take place during the week of 23-27 June**.