

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 revise 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

Upon successful completion of the course, participants will be able to:





- Define a theory-based approach to evaluation;
- Develop evaluation questions or sub-questions and testable hypotheses which are specific to the context and the intervention;
- Understand the different types of approaches used in theory-based evaluation (e.g., contribution analysis, process tracing, etc) and which approaches are suitable to answering different types of evaluation questions and sub-questions;
- Verify that the evaluation design will allow the testing of hypotheses to assess whether and how an intervention contributed to results;
- Review a draft evaluation report to determine if the theory-based evaluation design was used consistently and appropriately.

Commented [mo1]: What doesn't really come through in the learning outcomes is the methods component. Could that be made more explicit?



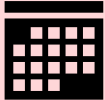

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6. Curricula






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

ORIENTATION SESSION	READ AND DISCUSS	VIDEO LESSONS	QUIZ
 <p>All participants will be invited to a 30-minute orientation session. The session will take place during the week of 18 May.</p>	 <p>Participants will read selected assigned excerpts on theory-based approaches to evaluation and answer questions in the forums.</p>	 <p>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.</p>	 <p>Participants will test their knowledge through multiple-choice quizzes.</p>



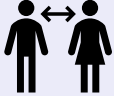
MODULE 2: KEY FEATURES OF THEORY-BASED APPROACHES TO EVALUATION

READ AND DISCUSS	VIDEO LESSONS	QUIZ	THEMATIC LIVE SESSION
 <p>Participants will read selected assigned excerpts and answer the questions in the forums.</p>	 <p>Participants will watch pre-recorded video lessons.</p>	 <p>Participants will test their knowledge through a multiple-choice quiz.</p>	 <p>All participants will attend a synchronous session with dynamic group exercises. The live session will take place during the week of 22 June.</p>

MODULE 3: QUALITY ASSURING A THEORY-BASED EVALUATION DESIGN WITHIN AN OVERALL EVALUATION DESIGN

READ AND DISCUSS	VIDEO LESSONS	THEMATIC LIVE SESSION	ASSIGNMENT	MENTORING SESSION
 <p>Participants will read selected assigned excerpts and answer the questions in the forums.</p>	 <p>Participants will watch pre-recorded video lessons covering quality assuring theory-based components of an evaluation design.</p>	 <p>All participants will attend a synchronous session with dynamic group exercises. The live session will take place during the week of 20 July.</p>	 <p>Participants will practice key module concepts through an assignment.</p>	 <p>Participants will have the opportunity join a mentoring session to talk through their reflections on the exercises and discuss how it can be further integrated in their day-to-day work.</p>

MODULE 4: QUALITY ASSURING A THEORY-BASED EVALUATION FINDINGS WITHIN AN OVERALL EVALUATION FINAL REPORT

READ AND DISCUSS	VIDEO LESSONS	ASSIGNMENT	MENTORING SESSIONS
 <p>Participants will read selected assigned excerpts and answer the questions in the forums.</p>	 <p>Participants will watch pre-recorded video lessons covering quality assuring theory-based components of an evaluation final report.</p>	 <p>Participants will practice key module concepts through an assignment.</p>	 <p>Participants will have the opportunity to join mentoring sessions to talk through their reflections on the exercises and discuss how it can be further integrated in their day-to-day work.</p>