BUILDING COMMON UNDERSTANDING ON MEASURING LEARNING RESULTS

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- . What is Learning Results?
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- What are the Key actions to building common Understanding on Learning Results?

What is Learning Results?

- Capacity building is broader than Training
- Training is a key instrument of capacity building
- The Results of Training is Learning
- Learning therefore is the **USE** of skills, Knowledge and information acquired through Training
- Learning Results is the CHANGE that occur as a result of use of what has been learned.

Why is Learning Results Important?

- Over the years Training emphasizes outputs (how many)
- Learning Results emphasizes the transformation that occurs as a result of application of knowledge and skills acquired through Training
- Why is it important?
 - + Emphasis on development problem analysis
 - + Identification of key capacity constraints
 - + Is expected Change (results) requires training?
 - + Types of Training events to implement

Why should we measure Learning Results?

- Measuring learning results should be considered a core function of any development intervention because:
- Learn from experience to improve service delivery
- Gather information on the effect of your program
- Focuses intervention on results rather than activities
- Reduces budget-driven mindset
- Emphasis on Results-for-money (planning and resource allocation)
- o Promotes benchmarking and analysis of project performance
- It encourages M&E practice
- $_{\circ}$ Help in resource mobilization / buy-in when results are demonstrated to key

Challenges to Measuring Results

- Moving from INPUT-OUTPUT reporting culture to OUTCOME-IMPACT reporting culture may encounter resistance
- Development Results may become incremental and difficult to measure (attribution, contribution, plausibility, beyond reasonable doubt)
- May induce focus and workloads to tasks that are easier to measure rather than staying focused on what is important from a development perspective

Mechanism for moving from Training Institutes to Learning Institutes

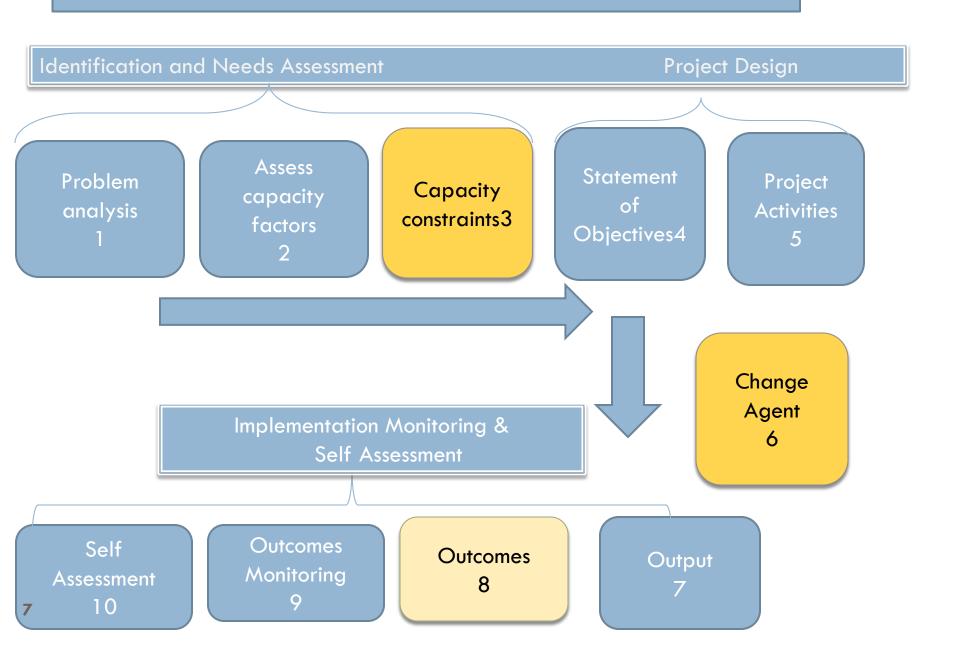
Context:

- In March 2005, over 100 donors and recipients committed to "Paris
 Declaration on Aid Effectiveness" with five principles on aid delivery: Country
 ownership; Harmonization; Alignment; MfDRs; and Mutual Accountability
- In Sept 2008, the Accra Action Agenda calls for action to address three challenges to the progress of Paris Declaration. These are: Country Ownership; Partnership for Development; and Development Results

Mechanisms

- Broad Identification of Capacity Constraints (all problems does not require training solutions) Capacity must be correctly diagnosed.
- Specific Learning needs assessed
- Change agents correctly identified
- Proper linkage between learning results and development Goals
- Articulation of Chain of results (process, immediate, intermediate, &final)

ACBF PROJECT LEVEL RESULTS FRAMEWORK



ACBF Project Level Results Framework

| Project / Program Name | | | | | | | | | |
|-------------------------|------------|------------|---------|-------|----------|------------------------|----------|--------|----------------------|
| Development Problem | | | | | | | | | |
| Project Goal | | | | | | | | | |
| | | | | | | | | | |
| Impact Indicator | | | | | | | | | |
| Capacity Constraints | Objectives | Activities | Outputs | Reach | Outcomes | Outcomes Indicators | Baseline | Target | Assumptions /Risk |

How do we measure Learning Results?

- Identification of generic capacity indicators
- Learning results may include changes that occur at:
 - + Individual Level (increasing awareness and enhanced skills)
 - + Organizational (vision, mission strategy, processes & procedures, norms, culture)
 - + Institutional (consensus building, coalitions & networks, new policy instruments)
- Adoption of results-based M&E framework

What are the Institutional Implications of measuring Learning Results?

- □ Skills & Tools
- Facilitation skill for bilateral meetings on development goals and major constraints
- Organizational skills for workshop to identify goals and constraints
- Validation tool for workshop follow-up
- Project Development skill
- ToR for technical working group to facilitate process and for specific consultant tasks, including reporting, data collection, etc.
- Identify capacity needs to support local actors to change these constraints –
 use this to outline the change process and results framework
- Negotiation skill for agreeing on Results measurement Framework
- Data management skills for Capturing and coding results
- M&E Tools

(Human and Financial Resources)

Key Actions to Building common Understanding on Learning Results?

- Aligning Learning results with national priorities
- Practitioners to agree on generic Learning results indicators (Individual, Organizational and Institutional)
- Adopt "learning-by-doing" approach by incorporating results measurement in learning program events
- Exchange of knowledge on existing results management framework with peers

Discussion Questions

- How can we improve how we define and measure the results of learning?
- Do your organizations currently focus on the results of learning results? (if yes, share experience)
- What challenges could your organization face in moving towards measuring learning results?