

# BUILDING COMMON UNDERSTANDING ON MEASURING LEARNING RESULTS

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1. What is Learning Results?
2. Why is Learning Results Important?
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# 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)
  - Promotes benchmarking and analysis of project performance
  - It encourages M&E practice
  - Help in resource mobilization / buy-in when results are demonstrated to key stakeholders

# 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

Identification and Needs Assessment

Project Design

Problem analysis  
1

Assess capacity factors  
2

**Capacity constraints**  
3

Statement of Objectives  
4

Project Activities  
5



Implementation Monitoring & Self Assessment

**Change Agent**  
6

Self Assessment  
10

Outcomes Monitoring  
9

**Outcomes**  
8

Output  
7

7

# ACBF Project Level Results Framework

**Project / Program Name**

**Development Problem**

**Project Goal**

**Impact Indicator**

<b>Capacity Constraints</b>	<b>Objectives</b>	<b>Activities</b>	<b>Outputs</b>	<b>Reach</b>	<b>Outcomes</b>	<b>Outcomes Indicators</b>	<b>Baseline</b>	<b>Target</b>	<b>Assumptions /Risk</b>



# 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

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- 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?