Integrating Evaluative Thinking into Organisational Practice: a Case Study of Lutino Adunu in Uganda

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Integrating evaluative thinking into organizational practice

A case study of Lutino Adunu in Uganda

Shilla Adyero

PIM 74

Capstone paper submitted in partial fulfillment of the requirement for a Master’s of Arts in Sustainable Development at the SIT Graduate Institute in Brattleboro, VT, USA.

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LIST OF ABBREVIATIONS

CHA.........................Cessation of Hostility Agreement
ECB..........................Evaluation Capacity Building
ET............................Evaluative Thinking
ETHOS........................Evaluative Thinking in Organizations Study
LRA...........................Lord’s Resistance Army
GoU...........................Government of Uganda
IDP............................Internally Displaced Persons
LA..............................Lutino Adunu
M&E............................Monitoring and evaluation
MDGs.........................Millennium Development Goals
OECD.........................Organization for Economic Co-operation and Development
SDI............................Service Delivery Indicator
SDGs..........................Sustainable Development Goals
TOC............................Theory of Change
UBOS..........................Uganda Bureau of Statistic
UNEB..........................Uganda National Examination Board
UNESCO......................United Nations Educational Scientific and Cultural Organization
UPE.............................Universal Primary Education
ACKNOWLEDGEMENT

This research is dedicated to the children and people of northern Uganda who taught me humility and resilience. To all of my family members and friends in Uganda and the United States, who believed in me and supported my education. And lastly, to the almighty God, who showered me with his love and blessings till this day.
ABSTRACT

Northern Uganda is still recovering from over two decades of civil war between the Government of Uganda and the Lord Resistance Army (LRA). The conflict created over 1.8 million Internally Displaced Persons (IDPs) who sought refuge in camps for 23 years. Around 80% of the affected population are mainly women and children. The displacement in the region caused large-scale loss of social and economic infrastructure, together with the productive resources. This contributed to the erosion of the social and financial capital of the affected areas population, forcing the population to depend on non-sustainable aid and relief services provided by international and local organizations.

As the displaced populations have left the camps and have started to rebuild their lives following the signing of Cessation of Hostility Agreement in 2006 at the Juba Peace Talks, the communities in northern Uganda continue to face several challenges including education, inadequate health system, and HIV/AIDS among others. Despite the various post-war initiatives implemented in northern Uganda, there is little impact to demonstrate the worth of billions of dollars spent in the reconstruction of northern Uganda.

Lutino Adunu (LA) was founded to address some of these challenges. However, Lutino Adunu recognizes that for effective and efficient projection of impact, Lutino Adunu needs to design a comprehensive monitoring and evaluation system, build staff capacity, and integrate evaluative thinking and evaluative culture into the organizational practice.

This research paper is focused on exploring how to integrate evaluative thinking (ET) into organizational practice, with a case study of Lutino Adunu, a community-based organization in northern Uganda. The organization was established with a vision of a transformed society where children’s educational rights are held in high esteem. The objective of this research is to adopt a flexible evaluative think model and make recommendations to LA on how to integrate ET into its organizational practice.

The study revised the Evaluation Capacity Building Model designed by Preskills, and Boyle (2008) and Evaluative Thinking Assessment Tools developed by Bruner Foundation and drew learnings that will support the integration of evaluative thinking into Lutino Adunu. The
research finding indicates that evaluative thinking is indeed a critical component of an organization motivated by a firm belief and value for evidence. Future study will focus on how to change staff’s perception on how to integrate evaluative culture into organizational practice.
CHAPTER 1: INTRODUCTION

I. Introduction

Let’s imagine being born and raised in the middle of a controversial conflict, a conflict that no one, including the parties involved, could explain why the war even started. Alternatively, imagine going to bed in the night and not being sure of waking up alive the next day because your house might have been burnt.

Assisting the children in post-war northern Uganda is the focus of a local community-based organization (CBO) called Lutino Adunu. Established four years ago, the organization’s mission statement is to promote educational learning and support through community libraries, sponsorship, and the establishment of a model school to rebuild the lives of children in post-conflict northern Uganda. The purpose of my research is to explore five research questions including: 1) What does Evaluative Thinking look like within an organization? 2) How are evaluative thinking and evaluative capacity related? 3) What is needed to enhance and broaden evaluative thinking in an organization? 4) What evaluative thinking models currently exist and how do they compare and contrast with each other? 5) For the type of organization that Lutino Adunu represents, what kind of model would be most useful? Moreover, how can it be implemented to achieve an evaluative thinking culture within the organization?

The paper is organized into chapters, with Chapter One describing the history and context of northern Uganda, Uganda’s education system, organizational background, and research design. The next sections include the literature review on evaluative thinking and related studies, data analysis and findings, conclusion, and references.

History and context of northern Uganda.

Northern Uganda is still recovering from over two decades of civil war between the Government of Uganda and the Lord Resistance Army (LRA). The conflict created over 1.8 million Internally Displaced Persons (IDPs) who sought refuge in camps for 23 years. Around
80% of the affected population are mainly women and children. The displacement in the region caused large-scale loss of social and economic infrastructure, together with the productive resources. The two-decade conflict contributed to the erosion of the social and financial capital of the affected population, forcing the population to depend on non-sustainable aid and relief services provided by international and local organizations. The humanitarian issues in northern Uganda have taken precedence over other concerns, especially lack of access to and availability of quality education services. The continued economic oppression of women, the breakdown of social structures and extreme poverty contributed to the vulnerability.

However, in 2006 in a bid to bring peace to the region, the Government of Uganda (GoU) and the Lord’s Resistance Army (LRA) signed the Cessation of Hostility Agreement (CHA) at the start of Juba Peace Talks. This agreement formally brought the war to an end in Uganda, although the LRA has extended their operation to parts of the Democratic Republic of Congo, and the Central African Republic. During the 2006 Juba Peace Talks, agreements were reached between the LRA and the GoU, but a final peace agreement was not signed by the LRA because of the International Criminal Court’s warrant to arrest and prosecute top LRA commanders. The relative peace in northern Uganda ushered in the return and resettlement of many displaced persons to their original homelands.

II. Education system

In 1997, the Government of Uganda adopted Universal Primary Education (UPE) as a primary policy tool for achieving poverty reduction and human development following a political commitment during the election campaign by His Excellency President Yoweri Museveni. President Museveni proposed that the Government of Uganda would meet the cost of primary education of four children per family. However, his commitment was shortly extended to allow all Ugandans to access free primary education.

Since the adoption of the Universal Primary Education, the government of Uganda has made significant progress in improving primary school enrollment for both boys and girls.
However, in the recent years, UPE has faced several attacks by different scholars on the quality of education and lack of monetary support from both the international community who designed the program and the governments who are implementing the strategies in developing countries. In Uganda, the most pressing challenges facing the education sector include a stagnant education system, lack of trained teachers, and lack of teaching materials. The broken education system and high unemployment rate in Uganda which reflects government’s failure to prioritize key sectors such as education and addressing the most pressing issues affecting most Ugandans.

According to Policy Brief 10 (2006), the introduction of UPE increased gross enrollment in primary school from 3.1 million in 1996 to 7.6 million in 2003. In retrospect, this is a 145% increased enrollment level (4.5 million children), compared to an increase of 39% (0.9 million children) between 1986 and 1996 before the UPE was adopted.

As enrollment of pupils in schools skyrocketed around the country, more than 54% of pupils, particularly the girl child dropped out of school. According to Uganda Bureau of Statistic (2013), the net secondary school enrollment rate was still very low, since most students drop out of school. Some of the main reasons for high school dropout, high costs of secondary education, especially in private schools; early marriages; teenage pregnancy and lack of facilities for the girls during their menstrual periods. In a conversation with the Nwoya District Education Officer, he stated that it is unfortunate that the rate of retention, particularly among the girl child, and the rate of literacy is far worst among pupils from disadvantaged households compared to children from relatively wealthier households (I. Personal conversation April, 30th 2014).

The Uganda National Examination Board, an institution delegated by the government of Uganda to set and mark national examinations noted that in more than two pupils that have finished two years of primary school in Uganda failed to pass basic tests of English, or numeracy (UNEB, n.d). As a result, many Ugandans remained illiterate with a literacy rate standing at only 65% with primary education reaching only about 50% of the age group. To make things more difficult, Uganda being a British former colony, all education is done in English, a foreign language to Ugandans, a language that is hardly spoken in rural villages. It is undoubtedly true that limited
access to reading materials, particularly in the case of northern Uganda has contributed to the poor literacy skills as reflected in the national examination. It is also true that most rural schools around Uganda are overcrowded and sorely underfunded by the government, and teachers are lucky if they have one textbook for every twenty children in a classroom.

However, as a sustainable development practitioner, I would like to think that other factors such as poor reading culture and poverty in Uganda have largely contributed to poor education outcome observed in Uganda. It is true that Uganda’s education system has continued to train Ugandans to read for examination purposes rather than fun. Ugandan children see no pleasure in reading books, let alone the availability component. Several scholars have labeled African culture generally as “an oral society” or rather a society that lacks a reading culture (Mulindwa, 2001). Machet argued that in South Africa, reading is seen by black communities as an abnormal and anti-social activity as well as connected to educational purposes. These attitudes do not promote the development of a reading culture (Machet 2002, p. 80-81).

Magara, and Batambuze (2005) in “Towards a Reading Culture for Uganda” identified one obstacle for the establishment of a reading culture is the fact that African societies are predominantly oral (p. 36). In Kenya and Tanzania, it is believed that the quality of education in these countries is facing serious challenges under UPE including inadequate funding just like in the case of Uganda. Research has demonstrated that the quality of education has dropped significantly partly due to excessive pressure on the limited educational resources. While the population of school-age children has increased, it is sad that most teachers that graduate from Teaching Training Schools are also ill-trained and ill-equipped to deliver modern and high-quality education (Sifuna, 2007). For instance, a 2013 Service Delivery Indicator (SDI) study has shown that only 19 percent of public school teachers showed mastery of the curriculum they teach and that only 14 percent of classes in public schools used textbooks (World Bank et al. 2013b).

The 2004 global monitoring released by the United Nations Educational Scientific and Cultural Organization’s (UNESCO) demonstrated that 22 countries in Sub-Saharan were far from achieving the Millennium Development Goals (MDGs) of education due to low primary
enrollments, gender ratio inequality, widespread illiteracy, poor educational quality and low school retention. In 2015, developing countries committed themselves and adopted yet another new set of goals under the Sustainable Development Goals (SDGs) that replaced the MDGs. It was not a surprise that countries who committed to implement the MDGs had limited evidence to demonstrate the achievements made over the past fifteen years of implementing goals to carry forward. Partly, this was because there were no accountability frameworks or systems set to support developing countries to track and measure impact. It is critical to note that the western world determined these set of goals, and yet these impoverished countries whose goals have been set for had no involvement in crafting these strategies to improve their lives. Secondly, the development sector had undervalued the significance of monitoring and evaluation of programs and yet billions of dollars have been spent with no substantial evidence of impact.

### III. Organizational background.

As relative peace prevails in northern Uganda, many international interventions and development programs have phased out amidst slow recovery from the effects of a protracted two-decade conflict. The people of northern Uganda are still faced with several challenges, including land conflict, education, poor health service delivery, corruption, and HIV/AIDS etc. The Lutino Adunu was established to promote education for children in post-conflict northern Uganda through community libraries, sponsorship, and the establishment of a model school to rebuild the lives of children in the post-conflict northern Uganda.

Lutino Adunu has evolved over the years from a book club into a fully registered organization in Nwoya district, Uganda. It started with the aim to bring together war affected children to participate in reading, writing, and singing. Initially, the project intended only to unite children, but turned out to be therapeutic for children traumatized by the two decade war in northern Uganda. Okello, a child born in captivity during the civil conflict in Northern Uganda shocked everybody when he drew a picture of a boy pointing a gun at the forehead of another child. Okello is an example of thousands of children who are still suffering as a result of the war.
and yet little attention has been paid by the Government of Uganda to address such critical issues that have long affected the people of Northern Uganda.

Lutino Adunu has committed its effort to address some of these identified challenges through an effective educational program to provide a quality learning experience for children at the grassroots level, especially in communities and schools that are hardly funded by the government of Uganda. The Lutino Adunu has developed an M&E framework that measures organizational performances in order to improve effectiveness and efficiency. In 2015, Lutino Adunu officially opened its first community library, launched adult literacy classes and established a microfinance project for women in Nwoya district, Uganda. The program has received tremendous support and response from the community as children and adults alike throng to the library.

Due to the high demand for library services, Lutino Adunu has introduced several additional initiatives to meet the needs of targeted beneficiaries. To accommodate the growing population of patrons at the library, the popular "Story Time", a reading activity designed to offer the story-time experience to larger audiences of children has proven to be an extraordinary success and continues to attract younger children to the library. The Lutino Adunu Community Library does not only appeal to children but also adults. After long years of civil unrest and non-existence of resource centers, many elders are now enjoying a renewed sense of hope and higher learning in a safe, public educational facility. The Lutino Adunu Community Library offers men and women not only the opportunity to improve their reading skills, but to learn and master trade skills that will improve the quality of their lives, families, and communities. Amidst devastation after 23 years of civil war much was lost, including cultural traditions and practices. Among them, the practice of "wang'oo"; nightly fireside meeting with family and friends. These meetings provided a time of storytelling, community information exchange, and social gathering. Wang'oo was once considered the social, cultural, political and ideological foundation of our society and its disappearance has led to a general sense of loss of tradition and social breakdown.
Based on the 2015 strategic plan, Lutino Adunu seriously focused its priorities on developing the operational capacity of the literacy, education, and women empowerment projects. Lutino Adunu’s constitution predicates the importance of establishing a library which is adequately equipped to provide for the needs of the Nwoya community. The Lutino Adunu recognized its strength and unique position as the only resource center in providing educational materials to the community.

This capstone paper focused on the Lutino Adunu Community Library. The scope of this research is to strategize and revise the existing evaluative thinking models to integrate into the Lutino Adunu community library. The research also seeks to broaden staff’s knowledge and skills in demonstrating achievement and impact of projects implemented by Lutino Adunu. This research paper has put emphasis on the term evaluative thinking defined in this context as thinking explicitly about how Lutino Adunu arrives at a judgment about the value and quality of data and analysis. It does not only involve using evidence, but using evidence to make an estimation of merit or value. For Lutino Adunu to achieve this, it is critical that the organization has an effective monitoring and evaluation system that is fully integrated into the organizational practice. The system must also remain flexible and adaptable to the changing realities and the operational context.

Lutino Adunu in its current state has developed a monitoring and evaluation framework and plans for the community library, microfinance and adult literacy projects. The volunteer team in Uganda is the leading team implementing the projects with the guidance of Lutino Adunu’s founder, Shilla Adyero, and Board of Directors. This research was done with the hope that the model and frameworks revised will strengthen Lutino Adunu’s capacity in measuring and reflecting the impact of the projects.

Shilla’s experiences in northern Uganda shaped her perception and appreciation for life with the determination and dedication to advocate for the rights of children, women, and girls in Uganda.
I. Research objectives and data collection

The research focused on reviewing evaluative thinking models and made recommendations on how Lutino Adunu may strengthen evaluative thinking into its organizational practice. The five research questions included:

1. What does evaluative thinking look like within an organization?
2. How are evaluative thinking and evaluative capacity related?
3. What is needed to enhance and broaden evaluative thinking in an organization?
4. What evaluative thinking models currently exist and how do they compare and contrast with each other?
5. For the type of organization that Lutino Adunu represents (mission, goals/objectives, and the context in which it works), what kind of model would be most useful? Moreover, how can it be implemented to achieve an evaluative thinking culture within the organization?

I used three different research methods, including desk review, survey and in-depth interview. Firstly, I reviewed Lutino Adunu documents, including M&E frameworks, project narratives, and reports to understand the general understanding of the organization M&E and its revalence to Lutino Adunu. I also examined several assessment reports, M&E manuals, websites and peer-reviewed articles as indicated in the appendices. I further narrowed my focus to two sub-categories of this research, evaluative thinking, and evaluative capacity building with the intention to revise the existing evaluative thinking models, and assessment tools.

To supplement my literature review, I conducted in-depth interviews with four key informants, two from each organization, World Learning, and Lutino Adunu. The in-depth interviews provided a deeper look at different experiences of professionals in the areas of M&E, program development, and management. The in-depth interview enriched the research in gauging participants’ perception and experiences in building an M&E culture. Furthermore, the in-depth interview also examined program developer’ perspective on evaluative thinking and their involvement in M&E and as well as they have supporting building of an M&E culture in their organizations.
Regarding the survey, I administered an online survey with Zoho Survey, and 13 survey participants responded to the survey questionnaire out of 25. The participants had an average of 5 years in M&E. The gender breakdown of the research participants was seven female and twelve male. Please see annexes III and IV for survey questionnaires and interview questionnaires, respectively.

My findings from the literature review and interviews shaped my discussion on the model I identified, and my reflection on how they could best be applied to an organization like Lutino Adunu.

An introductory email was sent out to the research participants before the commencement of the research. All participants received consent forms before participating in the research. The research guideline was also presented and discussed at the beginning of every interview. None of the research participants were exposed to any potential risks. Research Participants and their organization were not named in subsequent write-ups and materials submitted to SIT Graduate Institute or Lutino Adunu.

II. Research Limitation

The two main challenges I faced while conducting this research were; first, it was hard to set a convenient time to interview some of the participants in Uganda and those who were traveling.

Since ET is a complex topic to discuss in the development arena, the lack of scholarly articles on the subject matter limited this research.
CHAPTER 2: LITERATURE REVIEW

I. Findings from Literature review

To assess what research has been done in the broader field of monitoring and evaluation, I reviewed several assessment reports, M&E manuals, websites and peer-reviewed articles as indicated in this chapter. I further narrowed my focus to two sub-categories of this research: Evaluative Thinking and Evaluative Capacity Building (ECB) with the intention to revise the existing Evaluative Thinking Model and Assessment Tools designed by the Bruner Foundation. The primary reason why I narrowed the research focus to Evaluative Thinking and Evaluative Capacity Building was due to the lack of literature and framework on ET that I could compare and contrast.

It is utterly true that the field of evaluation has evolved over the years, especially with increased interest in both Evaluative Thinking and Evaluative Capacity Building. Research has shown that Evaluative Thinking has increasingly become a key component of Evaluative Capacity and widely recognized as high-quality evaluation practice (Wind & Carden, 2010, Patton, 2005; Baker, 2011; Baker & Bruner, 2012). With this in mind, by jointly reviewing both models I strengthened my knowledge in making recommendations on how to integrate ET in Lutino Adunu. For the sake of this research, the following definition is our working definition of evaluative thinking:

Evaluative Thinking as a cognitive process, in the context of evaluation, motivated by inquisitiveness and a belief in the value of evidence, which involves: identifying assumptions, posing thoughtful questions, pursuing a deeper understanding through reflection and perspective taking, and making informed decisions in preparation for action. The definition evolves around several interlocking attributes of reflection, value added, inquiry, evidence, systematic and adaptive. (Buckley, J. and T. Archibald, 2013).

The above definition emphasized the term “context of evaluation” that included both formal and informal evaluation endeavors with regards to any organization and program. The
definition is also in agreement with other descriptions of ET (such as, Baker, Bruner, Sabo, & Cook, 2006; Patton, 2005) that emphasize the integration of ET in the entire organizational capacity areas. However, Buckley et al. (2013) argued that promoters of ET are challenged in articulating the difference between ET and a good evaluation, and yet these concepts are not the same. In “Defining and Teaching Evaluative Thinking: Insights From Research on Critical Thinking,” Buckley et al. (2013) emphasized that a combination of evaluative knowledge and skills is essential for high-quality evaluative practice (P. 378). However, due to lack of a precise definition of Evaluative Thinking, Patton warned that “as attention to the importance of evaluative culture and evaluative thinking has increased, we face the danger that these phrases will become vacuous through sheer repetition and lip service” (2010, P. 162). As a skill, ET must be learned and practiced. The learners and implementers of ET must have an understanding of the theories, knowledge and skills to practice it. Buckley et al. (2013) argued that for Evaluative Thinking to be useful and valued in the field of evaluation, it is critical that evaluation community develop a clear and accepted definition (2013).

Reports have shown that the lack of ET in organizations stagnates evaluation process which usually affect evaluation planning, implementation, and change. In retrospect, ET is what makes evaluation develop and thrive in an organizational setting. Generally, organizations should note that not everyone in an organization needs to be an evaluator, though if people involved in planning, implementation and evaluation are evaluative thinkers, the programs have a much higher chance of succeeding. As represented in the definition of ET, evaluation can still take place in the absence of ET. This could be done through data collection though such data might not be useful in a case where the person collecting and analyzing the data is not skilled to incorporate unexpected development or setbacks, a notion that is in line with Patton and Volkov’s description of ET as a protective factor to prevent against the risk of senseless, mindless evaluation (2011).

In trying to operationalize ET into organization setting, Patton advised that infusing Evaluative Thinking into organization culture involves looking at how decision makers and staff incorporate evaluative inquiry into everything they do as part of an ongoing attention to mission
fulfillment and continuous improvement. Patton believes that the integration of evaluation into organizational culture means “mainstreaming evaluation” – that is, making it central to the work rather than merely an add-on, end of paperwork project mandate (P, 1, 2014).

It is true that a strong evaluative culture greatly increases the likelihood of a sustained impact and stronger relationships with the communities served. However, for the evaluative culture to survive in any organization, staff’s capacity needs to be built for them to meet the ET needs. Statistically, Evaluative Capacity Building has widely been described in the field of evaluation (Alkin & Christie, 2002; Darabi, 2002; Febey & Coyne, 2007; Kelley & Kaczynski, 2008; Lee, Wallace, & Alkin, 2007; Oliver, Casiraghi, Henderson, Brooks, & Mulsow, 2008). In contrast ET is hardly described in most evaluation work. Stockdill, Baizerman, and Compton (2002) defined Evaluative Capacity as the intentional work to continuously create and sustain the overall organizational process that makes quality evaluation and its uses routine (p. 14). Both Evaluative Capacity and Evaluative Thinking emphasize the commitment to evaluate programs and as well as use in other aspects of the organization. Baker, and Bruner (2012) argued that for an organization to improve its Evaluative Capacity, the five evaluative skills of how to ask questions of substance, determine what data are required to answer specific questions, collecting data using appropriate strategies, analyzing collected data and summarizing findings and using the results are critical.

Apparently, these same five evaluative skills are also required in integrating Evaluative Thinking into an organization in areas other than programs, strategies, and initiatives. Baker reiterated that Evaluative Thinking involves integrating systematic questioning, data collection, and taking action to an organization’s work practices. This is what sets apart Evaluative Thinking since it occurs throughout the entire organizational practices and not just evaluation work.

**Guiding Principles for Promoting ET**

In 2014, Linda Keuntje, Monitoring, Reporting and Learning Specialist at World Learning posted a question on LinkedIn, in a group Monitoring & Evaluation Professionals, “Does anyone
have any experiences they can share increasing the amount of evaluative thinking in their organization?" A wide range of professionals responded to Linda’s question with insightful information on the topic. One respondent reported that critical and evaluative thinking applied in the context of evaluation in a broader sense that encompasses M&E, learning, accountability and other organizational development units.

Furthermore, she suggested four evaluative thinking principles that she had used in the previous trainings. First, she argued that evaluative thinking promoters need to be opportunistic in engaging learners in evaluative thinking into their organizations with the intention to build and maximize intrinsic motivation (Bransford, Brown, & Cocking, 1999; Brookfield, 2012; Piaget, 1978; Vygotsky, 1978). Secondly, incremental experiences have to be incorporated in the organization following the developmental process of “scaffolding”¹ (Bransford et al., 1999; Brookfield, 2012). Thirdly, she argued that “evaluative thinking is not an in-born skill, nor does it depend on any particular educational background; therefore, promoters should offer opportunities for it to be intentionally practiced by all who wish to develop as evaluative thinkers” (Brookfield, 2012; Ericsson & Charness, 1994). Fourthly, evaluators must be aware of—and work to overcome—assumptions and belief preservation (Bransford et al., 1999; Brookfield, 2012; Foley, 1999; Halpern, 1998; Simon, 2000). Lastly, to sustain evaluative thinking in an organization, it must be applied and practiced in multiple contexts and alongside peers and colleagues.

However, Sheila B Robinson, one of the respondents counter-argued and challenged the third principle by posing a question to re-examine whether evaluative thinking is to some extent an in-born skill? Sheila argued that human beings are predisposed to think evaluatively though it is often suppressed by most cultures. For instance, humans are taught to be and to value being “non-judgmental” in most cultures which end up shaping human beings (n.d).

¹ http://edglossary.org/scaffolding/
i. **Multidisciplinary Model of Evaluation Capacity Building**

The figure below is the Evaluation Capacity Building (ECB) Model designed by Preskills, and Boyle (2008) and Evaluative Thinking Assessment Tools designed by Bruner Foundation. These two framework models are what I drew learnings from to support the integration of evaluative thinking into Lutino Adunu.

The ECB model was designed with the hope that it will provide some cohesion and perspective in the achievement of Evaluative Capacity Building effort.

**Figure 1: A Multidisciplinary Model of Evaluation Capacity Building**
The left side of the model represents planning, design and implementation of the model. The outer circle demonstrates the goal of the model being the development of evaluative knowledge, skill, and attitudes. Within the circle, the model developer assumed that the initiators of Evaluative Capacity Building have various kinds of motivation, and are operating the sets of assumptions about evaluation and capacity building and have an implicit or explicit expectation of what Evaluative Capacity Building will achieve. Preskill and Boyle argued that these expectations, motivations, and assumptions will affect the design and implementation of all ECB activities.

The middle circle of the Multidisciplinary Model of Evaluation Capacity Building reflects the ten ECB strategies about various teaching and learning approaches for developing the knowledge, skills, and attitudes to think evaluatively and engage in evaluation practice. It is necessary for organizations to consider various design options that reflect their organizational needs before choosing the strategies and whose capacity, the level, goal, and objectives, resources, relevant evaluation, learning or theory of change.

Furthermore, it is important to note that timing, expertise, effectiveness, frequency and quality of participants and the length of the training will affect the outcome. There, it’s critical that organizations bear this in mind when design evaluative capacity building to obtain the desired results.

A double sided arrow connects the two circles by transferring learning from the skills, knowledge, and attitudes to the work context. The transfer arrow is what connects ECB effort to what is required to sustain evaluative thinking and practice.

ii. Bruner Foundation’s Evaluative Thinking Model and Assessment Tool and explanation.

In 2005, Bruner Foundation evaluation consultants in partnership with 12 non-profit organizations in Rochester, New York assessed the extent to which evaluative thinking is presented in numerous organizational capacity. This tool grew out of the Bruner Foundation’s Evaluative Thinking in Organizations Study (ETHOS). The Bruner Foundation and partners
defined Evaluative Thinking as a type of reflective practice that incorporates the use of systematically collected data to inform organizational decisions and others.²

iii. How the Evaluative Thinking Assessment Tool Works.

The Evaluative Thinking Assessment Tool was designed to capture the perception of leaders about Evaluative Thinking in the critical subset of organizational capacity at a particular point in time. The modified version of Evaluative Thinking Assessment Tool includes multiple questions, including indicators of Evaluative Thinking in the 15 different organizations that were involved in designing the assessment tool. The assessment tool was designed in such a way that respondents would report whether an indicator of Evaluative Thinking is present or not using a drop down code designed with the assessment tool.

In the end, an organizational projection of Evaluative Thinking would help an organization in gauging the extent to which to incorporate specific Evaluative Thinking strategies into its organizational work while prioritizing strategic changes related to evaluative thinking. It is usually advised that organizations should complete the 15 sheets provided in the assessment tool and then review the summary table and summary graph that are generated automatically. A few copies of the Evaluative Thinking Assessment worksheets are included as appendices.

The table below is an example that demonstrates how the report would look like after an organization has assessed its evaluative thinking level.

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² The Bruner Foundation’s Evaluative Thinking Assessment Report
Table 1: Evaluative Thinking Assessment Scores, By Organizational Capacity Area

<table>
<thead>
<tr>
<th>Organizational Capacity Area</th>
<th>Capacity Score*</th>
<th>Action Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mission</td>
<td>50</td>
<td>No action required in this area</td>
</tr>
<tr>
<td>2. Strategic Planning</td>
<td>40</td>
<td>Action suggested see priorities</td>
</tr>
<tr>
<td>3. Governance</td>
<td>20</td>
<td>Action suggested see priorities</td>
</tr>
<tr>
<td>4. Finance</td>
<td>20</td>
<td>Action suggested see priorities</td>
</tr>
<tr>
<td>5. Leadership</td>
<td>60</td>
<td>No action required in this area</td>
</tr>
<tr>
<td>6. Fund Development/ Fund Raising</td>
<td>10</td>
<td>Action suggested see priorities</td>
</tr>
<tr>
<td>7. Evaluation</td>
<td>40</td>
<td>Action suggested see priorities</td>
</tr>
<tr>
<td>8. Program Development</td>
<td>20</td>
<td>Action suggested see priorities</td>
</tr>
<tr>
<td>9. Client Relationships</td>
<td>60</td>
<td>Action suggested see priorities</td>
</tr>
<tr>
<td>10. Communication and Marketing</td>
<td>30</td>
<td>Action suggested see priorities</td>
</tr>
<tr>
<td>11. Technology Acquisition and Planning</td>
<td>10</td>
<td>Action suggested see priorities</td>
</tr>
<tr>
<td>12. Staff Development</td>
<td>20</td>
<td>Action suggested see priorities</td>
</tr>
<tr>
<td>13. Human Resources</td>
<td>10</td>
<td>Action suggested see priorities</td>
</tr>
<tr>
<td>14. Business Venture Development</td>
<td>10</td>
<td>Action suggested see priorities</td>
</tr>
<tr>
<td>15. Alliance and Collaboration</td>
<td>40</td>
<td>Action suggested see priorities</td>
</tr>
</tbody>
</table>

*Evaluative Thinking Assessment Scores

Please note, scores will calculate automatically as data are entered into the worksheets. These scores will replace the #DIV/0! Error message

3 brunerfoundation.org/ei/docs/evaluativethinking.assessment.v4.xls
iv. Sustainability of evaluative thinking in organizations

Looking at the guiding principles of ET, I couldn’t resist but to think of how organizations could sustain ET and make meaning out of it. Tough questions such as how does sustainability look like in organizational setting? And how will organization sustain Evaluative Thinking? In the Multidisciplinary Model of Evaluation Capacity Building, Preskills, and Boyle (2008) argued that transferring learning from the skills, knowledge, and attitudes to work context is what’s required to sustain evaluative thinking and practice.

Most scholars have done an in-depth study on organizational sustainability with a focus on the impact of organizations on the environment due to its use or misuse of resources. However, it is critical that equal effort should be put into all aspects of the organization. According to Hollingworth (2009) in “Building 360 Organizational Sustainability” he argued that for organizations to comprehensively analyze sustainability, four different inter-related resources are needed to be examined to determine if each one is sustainable. These resources include first, the organization itself, secondly, its human resources (both inside and outside of the organization), thirdly, its community/society/ethno-sphere, and lastly, the planet’s biosphere (the environment).

In reality, for any organization to be effective in meeting its deliverables, it is crucial that the organization has both evaluative skills and the ability to transfer those skills into organizational competencies. This study informs the development of a framework which has provided clarity and direction for the integration of evaluative thinking into grassroots organizations such as Lutino Adunu.

II. Summary of Findings from survey and interviews

The research findings demonstrated active participants’ opinions toward the creation and support of an evaluative thinking and evaluative culture in an organization. The survey questionnaire was administered using Zoho Survey, an online survey mechanism while the interviews included Skype calls for international participants and face to face interviews with participants in the U.S. The following findings focused on what the survey and interview participants thought were critical in integrating evaluative thinking into organizational practice.
Overall, most participants were knowledgeable of the general M&E principles and its relevance in measuring program impact. The survey and interview findings were closely similar to the results of research from the desk review. One main finding was on the significance of understanding organizational context. Most of the research participants reported that in trying to integrate ET, promoters of ET must understand the context in which the organization operates before beginning to integrate ET. This finding is lined with Buckley, J. and T. Archibald's definition of ET where they pointed out the significance of understanding formal and informal evaluation endeavors with regards to the organization and program when integrating ET. This way, promoters of ET can understand the nature of the organization and best approaches to be used in attempting to integrate ET. A substantial majority of the research participants acknowledged their organization's positive view towards M&E as an integral part of program design, implementation and its significance in measuring impact. However, a few participants indicated that thorough setting of an effective and efficient M&E system is one step towards building an M&E culture in any organization.

Secondly, as the organization continues to build an M&E culture in an organizational setting, participants thought that it is significant for organizational leadership to recognize the role of staff who directly work with the program in sustaining M&E culture. A participant reported that “staff have the ability to either break it or strengthen any organizational ideas.” Therefore, educating program staff becomes critical in sustaining and integrating ET in all organizational capacity areas. The research findings demonstrated that different approaches such as training and mentorship were used by various participants’ organizations in reinforcing Evaluative Thinking and Evaluative Culture. Research participants suggested that organizations with funds should hire an M&E specialist or create an M&E department to support M&E needs in an organization. This way, program staff will have the support needed in building and supporting M&E culture. Just like Brookfield (2012), some participants noted that organizations should design creative ways and
approaches to entice staff to the idea of integrating ET into organizational practice. These approaches should be participatory and inclusive for staff to feel connected to the notion.

Generally, participants demonstrated that as the discussion on the integration of ET is going on, the use of M&E principles should continue with the organization practice. One participant reported that “if M&E is not included in the program design stage, the program will be hindered at the implementation and evaluation stage.” Research participants agreed that developing an M&E system helps in setting benchmarks and acting as a guide to program implementation and assessment. Organizations with an effective M&E system usually have a specific impact tracking system which aids in making a critical decision on whether programs are meeting their goals or not. Usually, these systems usher in the smooth process of making necessary program adjustment based on the generated M&E reports. Patton and Volkov (2011) described ET as a protective factor to prevent against the risk of senseless, mindless evaluation.

In regards to participants’ experience with evaluation, most of the participants had extensive experience in conducting formative and summative evaluations. One respondent, in particular, had evaluated over five multinational grants. Another research participant had over ten years of experience in program evaluation, and the rest of the participants were in the middle. Only one survey participant reported having limited evaluation experience. Another participant had limited experience with quantitative assessment, but had extensive experience with qualitative analysis.

**Supporting ET in organization setting**

Regarding evaluative thinking, participants indicated that supporting ET is critical both to the internal program implementation as well as to consulting stakeholders. The research analysis demonstrated that participants’ understood the difference between evaluative thinking and evaluative culture (Archibald & Buckley, 2013; Archibald, Buckley, & Trochim, 2011; Trochim et al., 2012). In attempting to sell the ET ideas to organizations, one research participant from Lutino Adunu reported that the organization should continue with nurturing a culture where people think evaluative so that it becomes the backbone of Lutino Adunu. Mayne (2008) in “Building and
Evaluative for Effective Evaluation and Results Management", defined evaluative culture as an organizational culture that deliberately seeks out information on its performance to use that information to learn how to manage better and deliver its programs and services, and thereby improve its performance. Mayne argued that such organizations value empirical evidence on the results—outputs and outcomes—it is seeking to achieve. (P.5). Organizations with strong evaluative culture are reflected in their values, leadership styles, symbols, the procedures, routine and uniqueness in defining success.

As noted by one survey participant, it takes time for people to adapt to a new culture and practices, especially those that involve change. In one of the research participant’s experience in supporting evaluative thinking in his organization, his colleagues had always resisted the idea of ET at first but appreciated it later during program implementation and evaluation. On the other hand, another research participant reported that they had continued to encourage co-workers to consider the impact of their work at the forefront of everything they do through designing creative ways to collect data to measure and track program impact. This approach has inspired confidence in her colleagues, and they are attempting to apply M&E skills in their work.

When asked about strategies research participants used in integrating ET into their organizational practice, the following were the most mentioned approaches they have used; training, participatory approaches, resource allocation, infographics, participatory methods, and working on the team. Some participants reported that their organizations have made M&E mandatory in organizational policy, demanding every staff member to abide by the policies.

Some research participants have developed an easy-to-use program management tool, data collection, assessment tools that are user-friendly for staff to use. Other participants have formulated M&E in report format to integrate M&E activities in the reporting.

Furthermore, some research participants scheduled M&E start-up workshops with the program team starting with how to design a logical framework to other results matrix which made them realize project linkage. One research participant who is also an M&E manager reiterated that through continuous talks on the significance of integrating evaluative culture and evaluative
thinking in staff meetings and at individual conversations, there has been a noticeable change in the organization.

**Challenges faced in supporting ET in organizations**

The research participants also shared some challenges they have faced in trying to support the integration of M&E culture /Evaluative Thinking into their organizations. One participant reported that integrating an M&E culture requires consistent documentation and reflection. To get program staff to think evaluatively there needs to be a push that is often contrary to greater cultural norms if it is not an integral part of an organization. In this case, it becomes critical to strengthening staff’s evaluative capacity needed to enhance the organization. Although some staff still can’t see the importance of evaluative thinking or evaluative culture in an organization, research has indicated that people's attitude are changing over time.

The Lutino Adunu research participants’ indicated that it is critical to note that people are usually put off when talked about things that don't relate to them. One participant reported that it is unfortunate that most program staff in his organization perceive M&E as an audit function which makes them limit their participation in the process. In addition to that, people understand M&E concepts differently which has caused many inconsistencies, especially in reporting.

Through workshops and presentation, one participant demonstrated that he has integrated evaluative thinking into his organizational practice, a practice Lutino Adunu staff has suggested being adopted to support the integration of ET into the organization to help build consensus on acceptable concepts and terms to be used by the team. Participants’ acknowledged that integrating evaluative culture into organizations usually start small with processes that are easy to implement. Some research participant has also involved their staff in drafting tools and M&E templates even though it has taken more time compared to the time a specialist would have taken to draft.

In conclusion, the research participants had a general understanding of Evaluative Thinking and its significance in organizational capacity areas. Despite the fact that the research participants did not mention of any Evaluative Thinking models used in their organizations, some learnings
and approaches were generated that could be emulated by Lutino Adunu in integrating Evaluative Thinking as reflected in the paragraphs above.

CHAPTER 3: SIGNIFICANCE OF THE ET MODEL TO LUTINO ADUNU.

The Bruner Foundation Evaluative Thinking Model was created in 2005 under the Evaluative Thinking in Organizations Study (ETHOS) project. The model was designed in partnership with consultants and representatives from 12 non-profit organizations to assess the presence of evaluative thinking in various organizational capacity areas. The newly developed ET model was influenced by other models such as the McKinsey Capacity Assessment Grid\(^4\) that assess organizational capacity. The model was designed for organizational purposes and is considered by other organizations with a similar interest in assessing evaluative thinking.

The ETHOS team reviewed multiple organizational assessment models to come up with this model. The team agreed that evaluative thinking could be applied to the various organizational capacity areas. These include the mission, governance, strategic planning, finance, leadership, fund development, technology acquisition and training, evaluation, program development, client relationships, communication, and marketing, staff development, human resources, business venture development, alliances, and collaborations.

The ETHOS encouraged the evaluative practitioner, including organizations such as Lutino Adunu, who are interested in ET to collect data and summarize evaluative thinking scores, assess data in subcategories and share with multiple stakeholders such as executive director, management team, the board of trustees and others as appropriate. This ET model is designed in a way that a skilled and knowledgeable stakeholder can use it in assessing and helping to enhance organizational ET.

Based on research findings, Lutino Adunu acknowledges that the ETHOS evaluative thinking model is comprehensive and could be adopted and used in its efforts to integrate evaluative thinking into organizational practice. The research findings have indicated that the ET model addresses the five key components of evaluative thinking. These components include: asking questions of substance and determining the quality and the nature of data needed in addressing questions, systematic collection, analysis and sharing of data findings, and the development of strategies on evaluation results.

The ET model is an instructive model that doesn’t require any training compared to other models that need coaching. I believe that through conducting an initial assessment, Lutino Adunu will be provided with facts on good practice that are indicative of either the presence and absence of evaluative thinking as well as ways to integrate evaluative thinking into organizational practice.

The evaluative thinking model also emphasizes the value of having a clear and concise mission statement that represents the organization’s work and values. This is something Lutino Adunu could learn from as they continue to seek best practices in building an M&E culture. Through this, Lutino Adunu could strengthen the approaches taken to achieve the organizational goals and objectives. On the other hand, the ETHOS repeatedly mentioned the significance of having a strong organizational leadership that values evaluative thinking, a component that is still missing in Lutino Adunu. It takes a great leadership and committed staff to make evaluative thinking a culture in an organizational setting. Brookfield argued that through designing creative ways such as training, engaging in effective and critical peer review of the existing organizational framework, organizational staff can actively participate in the integration of ET (2012). However, the ETHOS team argued that organizational leadership could start by educating staff about ET and its relevancy through asking relevant questions before making any decision. This can only be attained in a situation where organizational leadership has the knowledge and desire to promote ET. As I mentioned early on, this process should be aided by a systemic collection and data analysis to inform decision making. The ETHOS suggested that organizations such as Lutino Adunu should set the stage for other organizations by using ET in its practice. I believe that Lutino
Adunu could do this by hosting staff meetings to discuss key concepts on ET and provide clarity on how ET might work in the different organization efforts.

Based on learning from the ET models, Lutino Adunu should start by assessing the presence of evaluative thinking in organizational practice using the tool designed by the Bruner Foundation to determine the presence of evaluative thinking in its practice. On completing the assessment of evaluative thinking into organizational practice, the ETHOS argued that organizations such as Latino Adunu should share the results obtained to aid the development of an action plan to help the integration of evaluative thinking into organizational practice. This should be followed by follow-up assessments after trying strategies to increase the use of Evaluative Thinking. The ETHOS team advised that organizations should include multiple perspectives to increase its value.

However, as much as the ET model seem to have the structure needed for integrating evaluative thinking, I felt that the model should have included sustainability among one of the fifteen organizational capacity areas. This way, organizations are reminded to give equal attention to ensure that all aspects of the organization are sustained since organizational sustainability is critical in showing organizational relevancy and in measuring the impact as stated by Preskills and Boyle (2008) in Multidisciplinary Model of Evaluation Capacity Building. Preskills and Boyle argued that transferring learning from skills, knowledge, and attitudes to the work context is what is required to sustain evaluative thinking and practice. Therefore, for Lutino Adunu to adopt and support evaluative thinking in organizational practice, the organization needs to design sustainability strategies that should help in enhancing the application of evaluative thinking to meet its overarching goal. This way, Lutino Adunu can continue to integrate ET concepts in the different organizational capacity areas.
CHAPTER 4: CONCLUSION

In conclusion, Lutino Adunu is a young organization that has the potential of growing into a resourceful entity in the post reconstruction of northern Uganda. Therefore, developing the capacity of the organization, staff, and volunteers to value measuring impact and growth of Lutino Adunu is paramount. Thus, developing the evaluation capability and mindset of the organization team is a prerequisite for sustainability of the organization and attracting more partners in engaging in the reconstruction of Northern Uganda.

However, it is important to note that as a practicing evaluator, while enforcing the integration of new ideas such as evaluative thinking, it is very easy for people to feel attacked in cases where the initiator of the notion is not among the top management.
APPENDICES

I. Interview Informed Consent Form


Student Researchers:

Shilla Adyero  
shilla.adyero@mail.sit.edu  
(603) 439-1914

Faculty Advisor:

Amy Jersild

Faculty Member - SIT Graduate Institute, Brattleboro, VT

Purpose of the Research:

This interview is solely for pursuing a Master’s in Sustainable Development. The content and results of this survey will be shared with Lutino Adunu, a community-based organization I have founded to promote educational learning and support through community library, sponsorship and the establishment of a school for rebuilding the lives of the children in the post-conflict northern Uganda and SIT Graduate Institute. The research results will not be published.

The purpose of this study is to examine how to integrate evaluative thinking into organization practice and examine the existing evaluative thinking models which will be modified to suit the needs of Lutino Adunu.

Procedures:

I’m requesting your participation in an in-depth interview. Your participation will involve approximately 30 minutes.

Confidentiality:
All information obtained in this study will be kept strictly confidential by the researcher. All identifying information will be removed from the collected materials, and all materials will be stored in a secure and private location for the duration of the study. Upon termination of the study, all records will be destroyed.

**Note About Voluntary Nature of Participation and a Statement About Compensation:**

I recognize the subject matter is not sensitive and causes no risk to the participants. Your participation in this research is entirely voluntary. You may refuse to participate or may discontinue participation at any time during the interview. While I cannot compensate you for your time, your participation will be invaluable to this research.

**Information about This Study:**

At any time you may ask or even after the end of the interview about this research by e-mailing or calling me on the contacts listed above. All inquiries are confidential.

**Participant’s Agreement Statement:**

If you agree to participate in this study, please sign and date this form.

____________________________________________________________________

I have read the information provided above, and I voluntarily agree to participate in this study.

_______________________________

Printed Name

_______________________________  ________________________________

Signature                      Date

Thank you.
II. Survey Consent Form

Dear participant,

Thank you for taking the time to participate in this survey.

My name is Shilla Adyero and I’m a Master’s candidate in Sustainable Development at SIT Graduate Institute in Brattleboro, VT. As a prerequisite for graduation, I am researching how to integrate evaluative thinking into organizations practice. I have randomly selected key informants based on their experience in the fields of monitoring & evaluation, and program or project management.

This study will also examine the existing evaluative thinking models which will be modified to suit the needs of Lutino Adunu, a community-based organization I have founded to promote educational learning and support through community library, sponsorship and the establishment of a school for rebuilding the lives of the children in the post-conflict northern Uganda.

Your participation in the survey is completely voluntary and anonymous, and your responses will be kept secure. No particular participant will be the subject of this research.

I appreciate your willingness to take the time to help me learn more on how to integrate evaluative thinking into organizational practice.

If you have any questions, please do not hesitate to contact me at (shilla.adyero@mail.sit.edu), or my supervisor, Amy Jersild (amy.jersild@sit.edu).

By proceeding with the survey, you are indicating that you have read the above, understand the study and agree to participate.

I sincerely thank you for your thoughtful responses,
III. Survey Questionnaire

Gender

What is the nature of your organization?

What is your experience with program design and implementation?

How important is M&E at program design stage?

What is your particular experience trying to support an M&E culture (evaluative thinking) into the organization?

What strategies did you use?

What challenges have you faced in trying to integrate M&E culture (Evaluative Thinking) into your organization?
And how did you change those challenges into successes?

IV. Interview questions


1. What is the nature of your organization?

2. What is your experience with program design and implementation?

3. What is your experience with program evaluation? How has implementing an M&E system impacted program outcomes in your organization?

4. What are the best M&E tools/models to measure impact for a grassroots organization?

5. What is your particular experience trying to support an M&E culture (evaluative thinking) into your organization? How have you gone about it? What strategies did you use?

6. What challenges have you faced in integrating M&E culture (Evaluative Thinking) into your organization? And how have you changed those challenges into successes?
### V. Community Library Logical Framework

<table>
<thead>
<tr>
<th>Project</th>
<th>Project Objective (Intervention Logic)</th>
<th>Objectively Verifiable Indicators of Achievement</th>
<th>Sources and Means of Verification</th>
<th>Risks/Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal</td>
<td>To contribute to the transformation of children and community education status in the post war northern Uganda.</td>
<td>100% improved children’s literacy is improved by 100%</td>
<td>Project and evaluation reports</td>
<td>Assume that the community will support the project</td>
</tr>
</tbody>
</table>
| Specific Objectives | 1. Equip the community library with a wide variety of books and resourceful materials.  
To improve literacy rate and learning in Nwoya District | % increased access to reading materials in both English and native language of Acholi | Financial, project, and evaluation reports | Assume that children and the community will use the library materials |
| Outputs | 1.1. Buy 2000 Ugandan curriculum books  
2.1. Started school semester book loan scheme | Number of people accessing library materials | Project and evaluation reports | Assume that funds are available |
<table>
<thead>
<tr>
<th>Activities</th>
<th>Increase literacy rate</th>
<th>Baseline survey report</th>
<th>Assume that funds are available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.1. Conduct a baseline survey</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1.2. Purchase 2,000 Ugandan curriculum books</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1.1. Identify local schools to participate in school semester book loan system</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## VI. Stakeholder Roles and Analysis

<table>
<thead>
<tr>
<th>Stakeholder Groupings And Individuals</th>
<th>Stakeholder Roles</th>
<th>Stakeholder Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make policy</td>
<td>Funds</td>
<td>Stakeholder Interest in the project</td>
</tr>
<tr>
<td>Input Evaluation</td>
<td>Publicity</td>
<td>Assessment of the impact/risks of the Stakeholder on the project</td>
</tr>
<tr>
<td>Interest only</td>
<td></td>
<td>Potential strategies for obtaining support</td>
</tr>
</tbody>
</table>

<p>| Government                          | ✓                  | ✓                    | ✓ | Project be in line with country strategic plan | Low | Follow country’s strategic plan |
| Wnwoya district                     | ✓                  | ✓                    | ✓ | Project in line with the district strategic plan | High | Follow district strategic plan |
| Donors                              |                   | ✓                    | ✓ | Fund project (s) | High | Similar areas of interest |
| Traditional leaders                 | ✓                  | ✓                    |   | Design and Implementation | High | Sensitization |
| Partners                            |                   | ✓                    | ✓ | Design and implementation | High | Initiate partnership |
| Direct target                       | ✓                  | ✓                    |   | Benefit from the project (s) | High | Sensitize and include them |
| Indirect target                     | ✓                  | ✓                    |   | Benefit from the project (s) | Low | Encourage them to |</p>
<table>
<thead>
<tr>
<th></th>
<th>Publicize activities</th>
<th>High</th>
<th>Continuous updates of progress</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Benefit from the project(s)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media</td>
<td>✓ ✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opposer(s)</td>
<td>✓</td>
<td>Low</td>
<td>Initiate activities for them</td>
</tr>
</tbody>
</table>
### VII. Community Library M&E Framework

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Definition</th>
<th>Baseline</th>
<th>Target</th>
<th>Data Source</th>
<th>Frequency</th>
<th>Who</th>
<th>Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal</strong></td>
<td>Improve literacy among children in northern Uganda</td>
<td>100% improved children’s literacy is improved by 100%</td>
<td>30%</td>
<td>80%</td>
<td>Improved school performances</td>
<td>Annual</td>
<td>Project Manager</td>
</tr>
</tbody>
</table>

<p>| <strong>Outcomes</strong> | Reading and writing proficiency among children | % increased access to reading materials in both English and native | Average Score: 27 | Average score: 50 | Reading proficiency tests using the national | Every 6 months | Library Assistant, and Schools | Quarterly by Library Assistant, and Schools |</p>
<table>
<thead>
<tr>
<th>Outputs</th>
<th>language of Acholi</th>
<th>assessment tool</th>
<th>Finance reports</th>
<th>Library reports</th>
<th>Library Assistant</th>
<th>Library report</th>
</tr>
</thead>
</table>
| 1. Buy 2000 Ugandan curriculum books  
2. Started school semester book loan scheme | Number of people accessing library materials | 0 | 2000 | Monthly | | |
VII. Community Library Project Theory of Change

**Lutino Adunu Community Library Project**

**Theory of Change**

- Introduce school library time, story times, reading camps to attract more young readers.
- Introduced football, music, dance and drama as a tool for social change to attract more young readers.
- Conduct adult literacy classes to attract and engage more adults into the library.
- Strengthened reading, listening and articulation skills among children.
- Attract, engage and retain more young readers to participate in library activities including through story writing and events.
- Strengthen literacy skills among girls and women to influence increase of parent-child reading at households.
- Improved school performance, improved literacy rate among children in Nwoya district.
- Increased ability of girls and women reading with their children.

**Transformed community where children’s educational right are held in high esteem.**
### VIII. Example of Evaluative Thinking Data Collection, Leadership

<table>
<thead>
<tr>
<th>LEADERSHIP</th>
<th>Agree</th>
<th>Disagree</th>
<th>Don’t Know</th>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Executive leaders support and value program evaluation and evaluative thinking.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Plans for executive leadership succession include attention to evaluation the new executive leader is expected to value and be knowledgeable about evaluation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Executive leaders use evaluation findings in decision-making for the organization.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Executive leaders educate staff about the value of evaluation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) Program decisions are based in part on program evaluation results.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f) Executive leaders motivate staff to regularly use specific evaluation strategies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g) Executive leaders modify the organizational structure as needed to embrace change in response to evaluation findings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h) Executive leaders foster use of technology to support evaluation and evaluative thinking</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i) Management uses data to set staff goals and evaluate staff performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j) Plans for management succession include attention to evaluation – new managers are expected to value evaluation and where possible are knowledgeable about evaluation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>k) Staffing decisions are based on data.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
REFERENCE


Govender, P. and G. Steven (2004) ‘*Nepal Policy Focus Series Back to the Blackboard Looking beyond Universal Primary Education in Africa: The South African Institute of International Affairs*


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