Schweizerische Eidgenossenschaft
Confédération suisse
Confederazione Svizzera
Confederaziun svizra

Eidgenössisches Justiz- und Polizeidepartement
**Bundesamt für Justiz**

# Evaluation und gouvernmentales Lernen im Rahmen von Konferenzen und Workshops - die "Lernspirale" in Theorie und Praxis

Dr. Raoul Blindenbacher, Berater EDA und BJ

Netzwerk Evaluation in der Bundesverwaltung
8. Juni 2011; 10.30 – 12.15 Uhr

# Content

# 1. WBG at a Glance: History

1. Marshall Plan/European Recovery Program 1944 -

2. Decolonization in Asia and Africa 1950 –

3. Fall of Iron Curtain 1989 –

4. Globalization 2000 –

# 1. WBG at a Glance: Branches

1. The International Bank for Reconstruction and Development IBRD (1946/48)

2. The International Finance Corporation IFC (1956)

3. The International Development Association IDA (1960)

4. The International Centre for Settlement of Investment Disputes (1966)

5. The Multilateral Investment Guarantee Agency MIGA (1988)

# 1. WBG at a Glance: Branches

1.  **The International Bank for Reconstruction and Development IBRD (1946/48)**

2. The International Finance Corporation IFC (1956)

3. **The International Development Association IDA (1960)**

4. The International Centre for Settlement of Investment Disputes (1966)

5. The Multilateral Investment Guarantee Agency MIGA (1988)

# 1. WBG at a Glance: Structure/Matrix

Structure: Member Countries, Board of Governors, Board of Directors, President, Management and Staff/Support Staff

Six Regions

|  | AFR | SAP | ECA | LCR | MNA | SAR |
|---|---|---|---|---|---|---|
| HDN |  |  |  |  |  |  |
| SDN |  |  |  |  |  |  |
| PREM |  |  |  |  |  |  |
| FPD |  |  |  |  |  |  |

Four Sectors

# 2. IEG at a Glance: Organization

1. History: Established 1973 as Operations Evaluation Department OED, since 2005 IEG

2. Task: Evaluation of WB, IFC (1996) and MIGA (2002) activities

3. Structure: The Director-General of IEG reports directly to the World Bank Group's Board of Directors

# 2. IEG at a Glance: Products

Sector and Thematic Reviews, Regional and Global Reviews, Country Assistance and Project Evaluations, Cluster Evaluations, Emergency Response, Evaluation Capacity Building, Corporate Evaluations
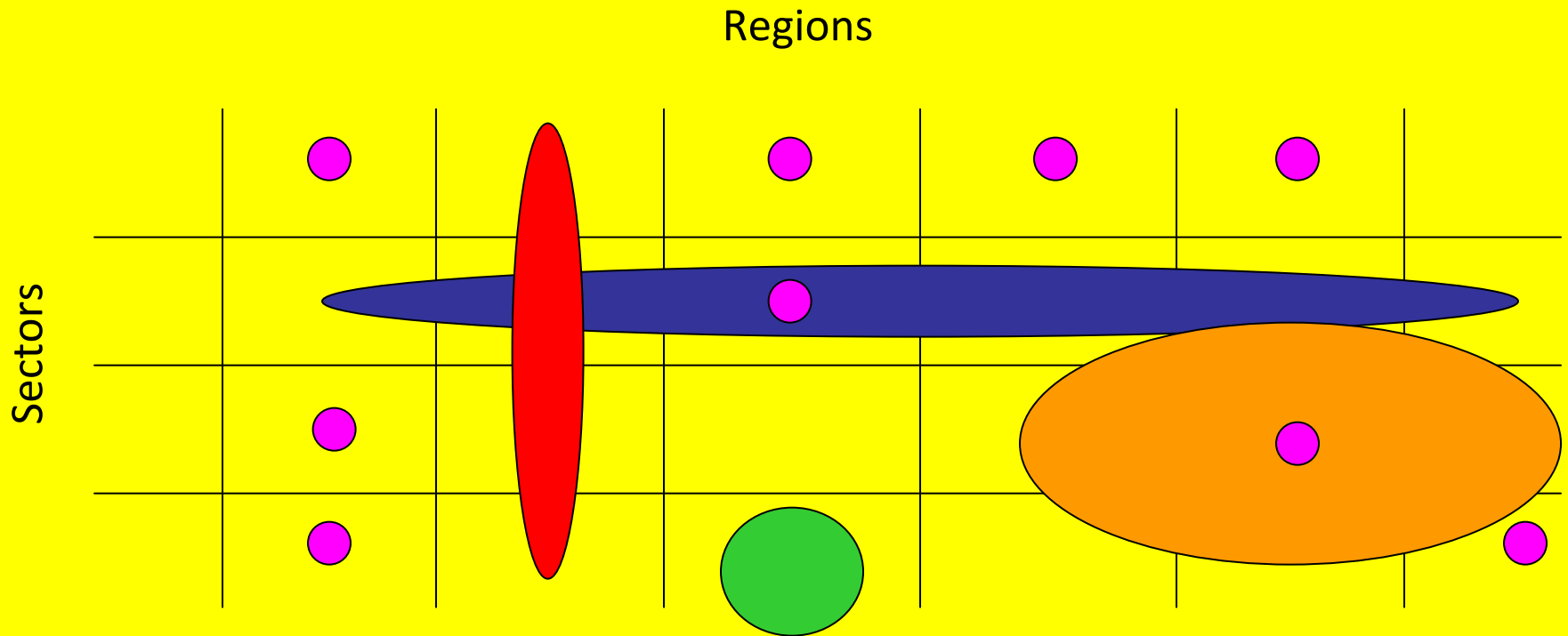
# 2. IEG at a Glance: Methods

1. Review of self-evaluation reports prepared by WBG staff and supplemented by independent assessments

2. Document Analysis (Reviews of Literature, Project Documentation)

3. Case Studies

4. Structured Interviews and Surveys of Staff and Stakeholders

5. Impact Evaluations

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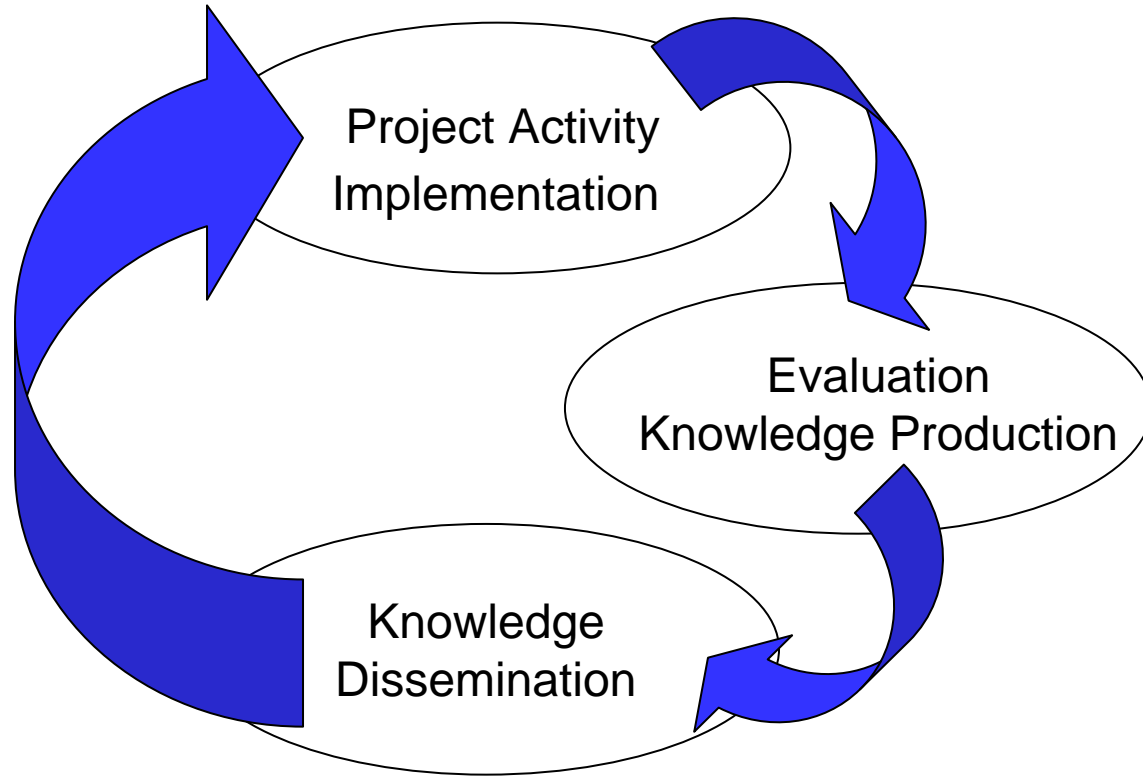
5. Impact Evaluations

# 2. IEG at a Glance: From OPE to IEG
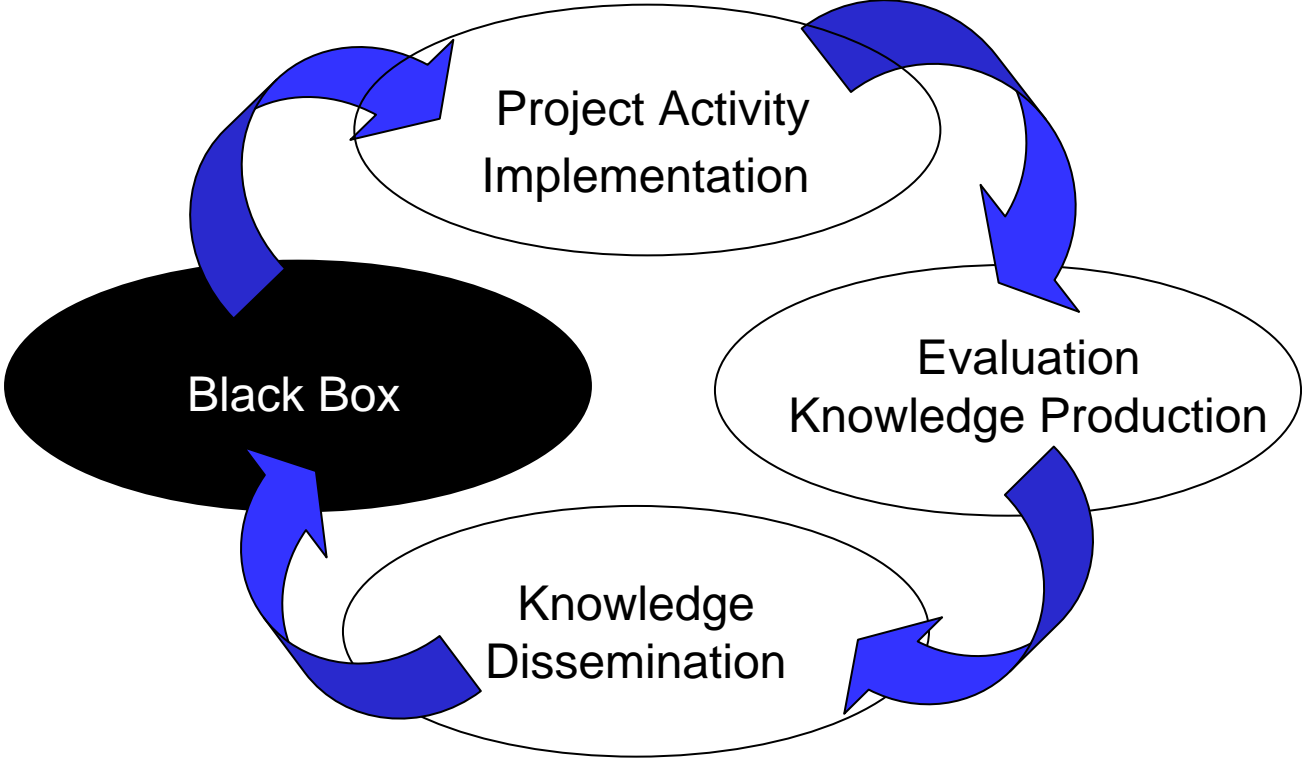
**Change of Paradigm 2005**

**OED**: Providing an objective assessment of the results of the WBG work – *Accountability* (looking backwards)

**IEG**: and to improve result in the future - *Learning* (looking forward)
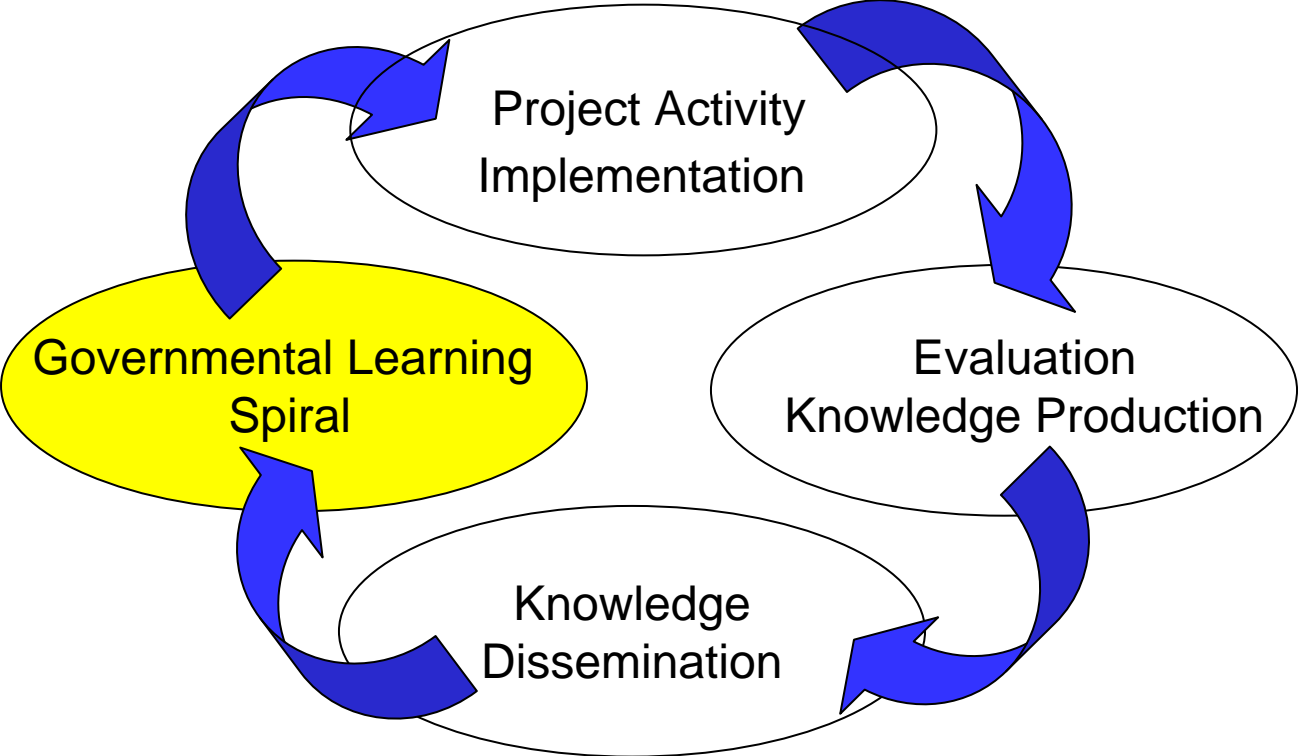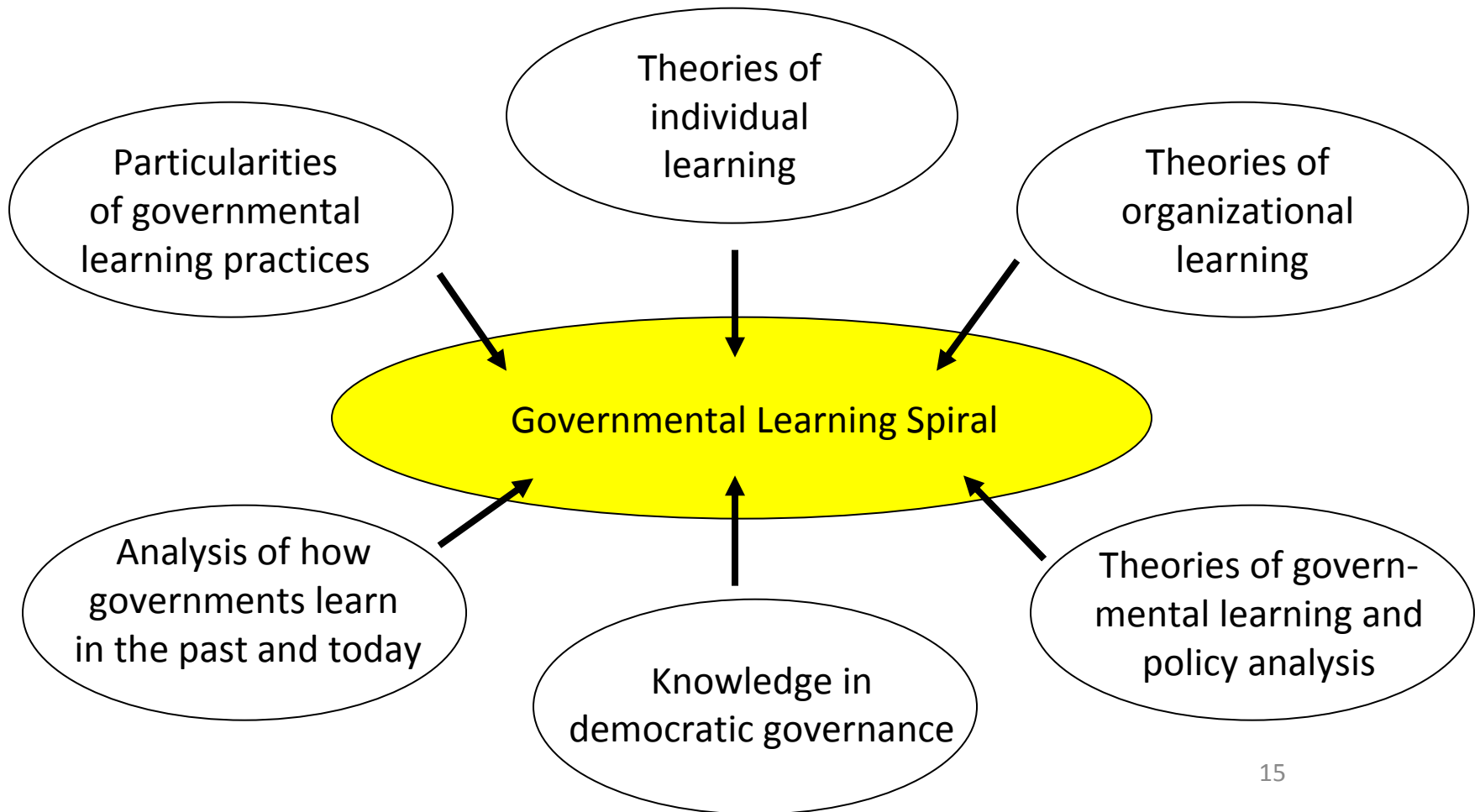
# 3. Analytical Considerations: WBG Activity Cycle



Project Activity Implementation

Evaluation Knowledge Production

Knowledge Dissemination

# 3. Analytical Considerations: WBG Activity Cycle



Project Activity Implementation

Evaluation Knowledge Production

Knowledge Dissemination

Black Box

# 3. Analytical Considerations: WBG Activity Cycle



Project Activity Implementation

Evaluation Knowledge Production

Knowledge Dissemination

Governmental Learning Spiral

# 4. Theoretical Considerations: Kaleidoscope



Theories of individual learning

Particularities of governmental learning practices

Theories of organizational learning

Governmental Learning Spiral

Analysis of how governments learn in the past and today

Knowledge in democratic governance

Theories of governmental learning and policy analysis

# 4. Theoretical Considerations: Kaleidoscope



**Theories of individual learning**

**Particularities of governmental learning practices**

**Theories of organizational learning**

**Governmental Learning Spiral**

**Analysis of how governments learn in the past and today**

**Knowledge in democratic governance**

**Theories of govern-mental learning and policy analysis**

# 4. Theoretical Considerations: Individual Learning Theories

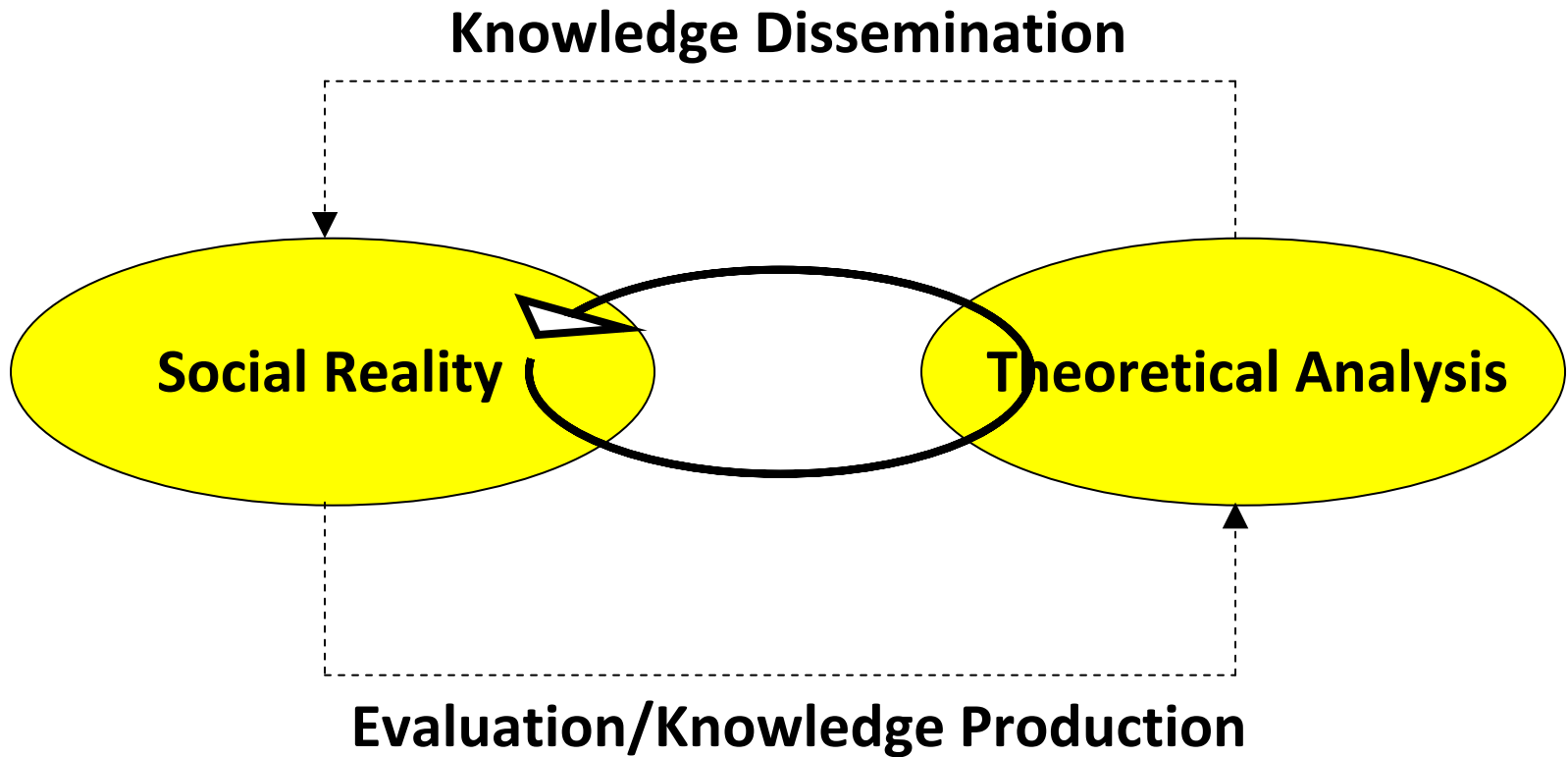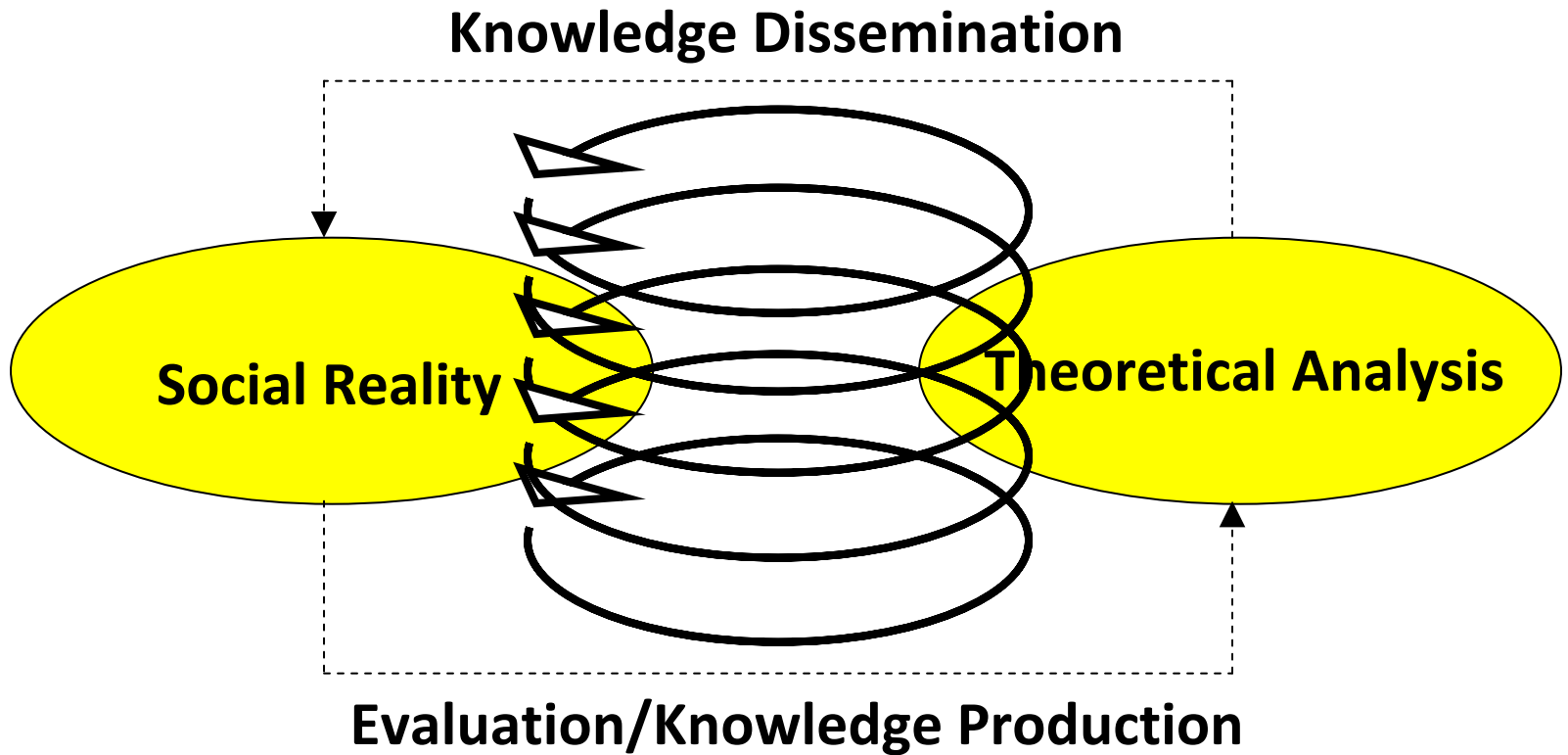|  | Internal Stimulus | External Stimulus |
|---|---|---|
| Informal, Unstructured Learning | **Humanist Approach** Learning through intrinsic motivation *"curiosity"* Maslow/Rogers | **Social Approach** Learning through Interaction *"inspiration"* Meed/Dewey |
| Formalized, Structured Learning | **Cognitive Approach** Learning through discrepancies *"discovery, difference"* Lewin/Piaget | **Behavioral Approach** Learning through appropriate incentives *"incentives"* Pavlov/Skinner |

# 4. Theoretical Considerations: Kaleidoscope

Theories of individual learning

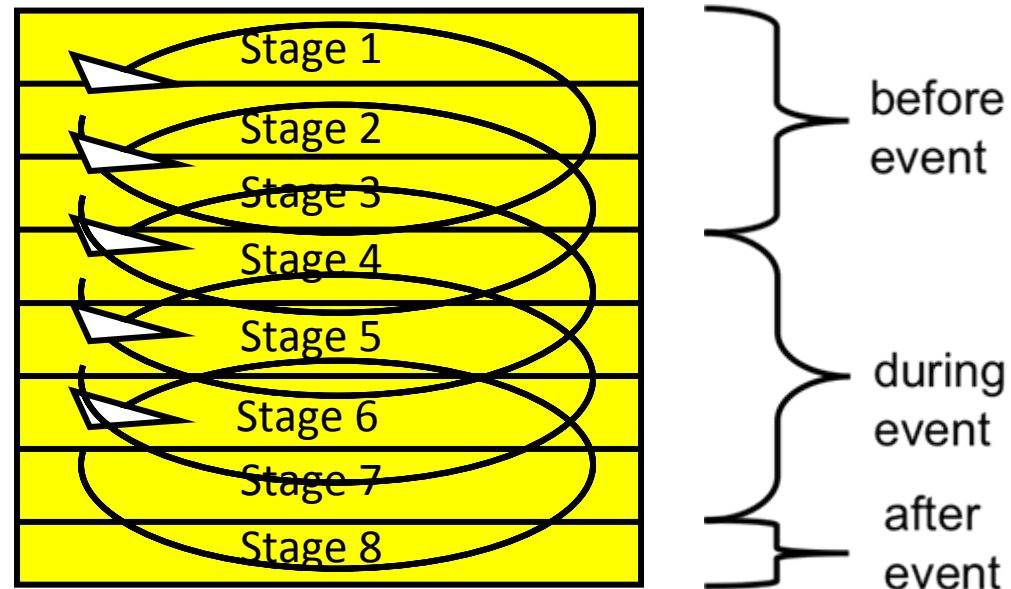Particularities of governmental learning practices

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# 4. Theoretical Considerations: Learning Cycle in Democratic Governance

**Knowledge Dissemination**

**Social Reality**

**Theoretical Analysis**

**Evaluation/Knowledge Production**

# 4. Theoretical Considerations: Learning Cycle in Democratic Governance



**Knowledge Dissemination**

**Social Reality**

**Theoretical Analysis**

**Evaluation/Knowledge Production**

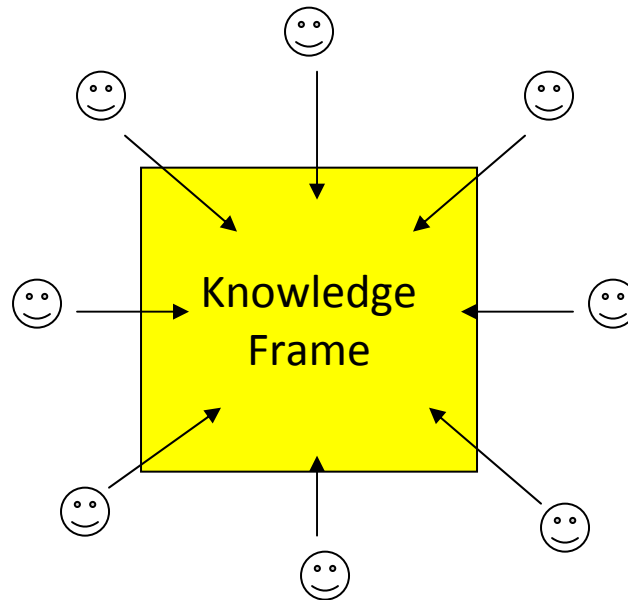# 5. Template "Governmental Learning Spiral"

# Stage 1: Conceptualization

- Learning Broker
- Customization knowledge to be learned

Knowledge
Frame
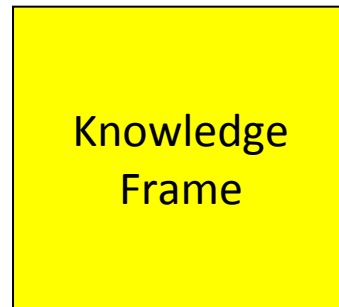
# Stage 2: Triangulation

- Content triangulation
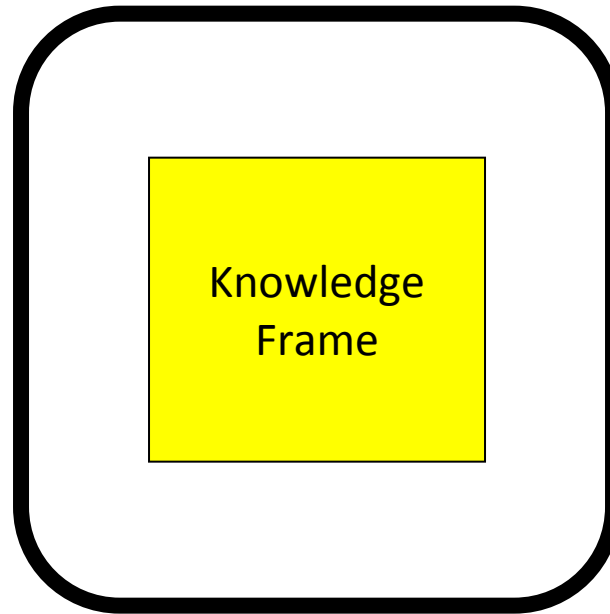- Stakeholder triangulation

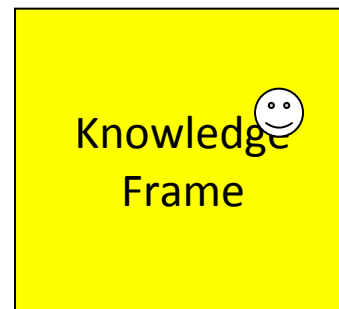# Stage 3: Accommodation
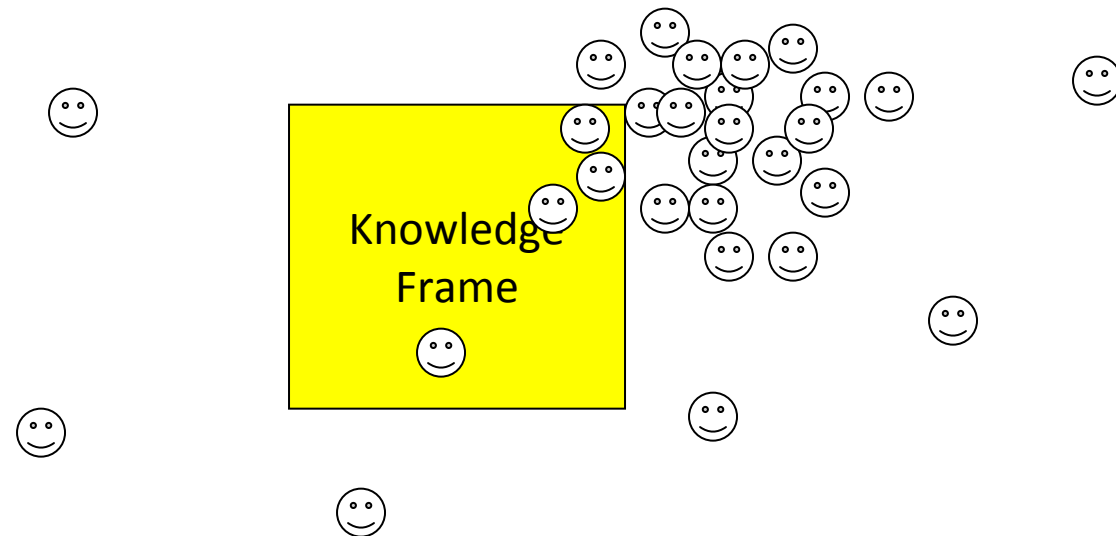
- Creation of a learning space
- Hierarchy of needs



Knowledge Frame

# Stage 4: Internalization

- Space for self-reflection
- Validation of individual reality (deduction)
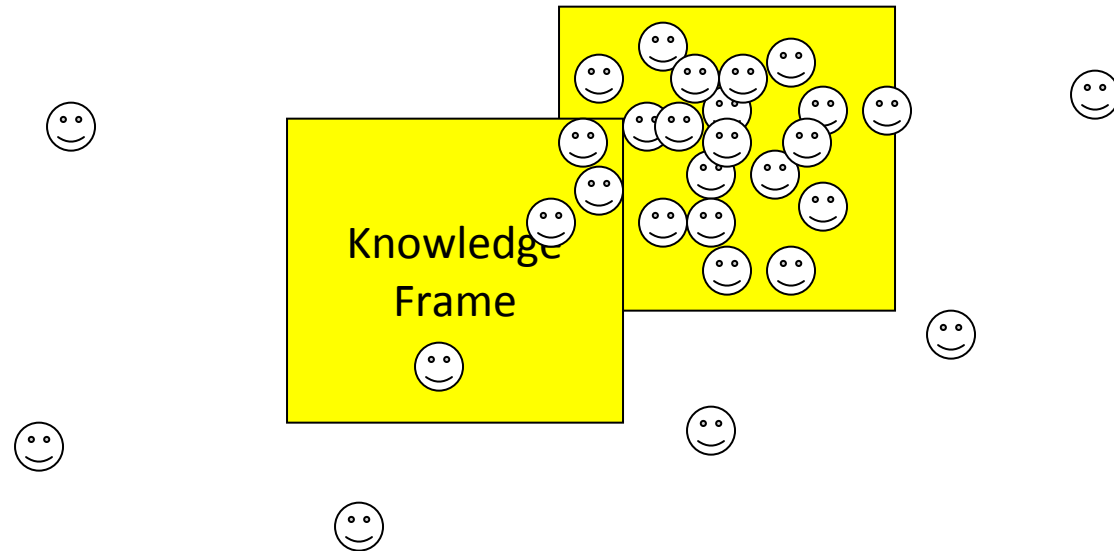
Knowledge
Frame

# Stage 5: Externalization

- Space for group reflection
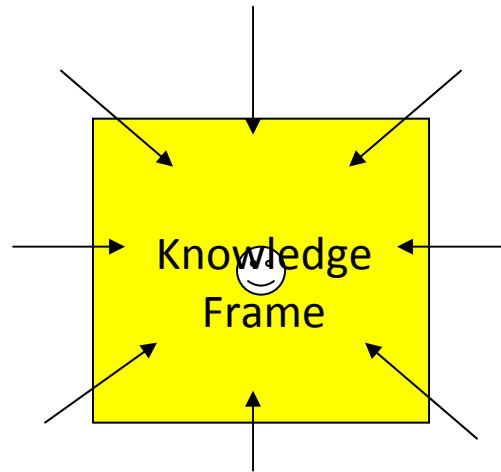- Validation of collective reality

# Stage 6: Reconceptualization

- Overlaps and patterns
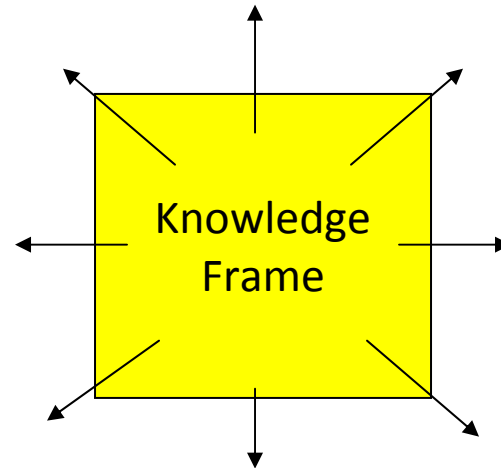- Updating and reframing knowledge (induction)

Knowledge Frame

# Stage 7: Transformation

- Deduction reframed knowledge into context
- Planning implementation (deduction)

# Stage 8: Configuration

- Configuration of new knowledge (induction)
- Sustainability of learning process

Knowledge
Frame

# 5. Template: "Governmental Learning Spiral" System

| Project Activity |
| --- |
| Evaluation/Knowledge Production |
| Knowledge Dissemination |

| Conceptualization |
| --- |
| Triangulation |
| Accommodation |
| Internalization |
| Externalization |
| Reconceptualization |
| Transformation |
| Configuration |

| Implementation/Project Activity |
| --- |
| Evaluation/Knowledge Production |
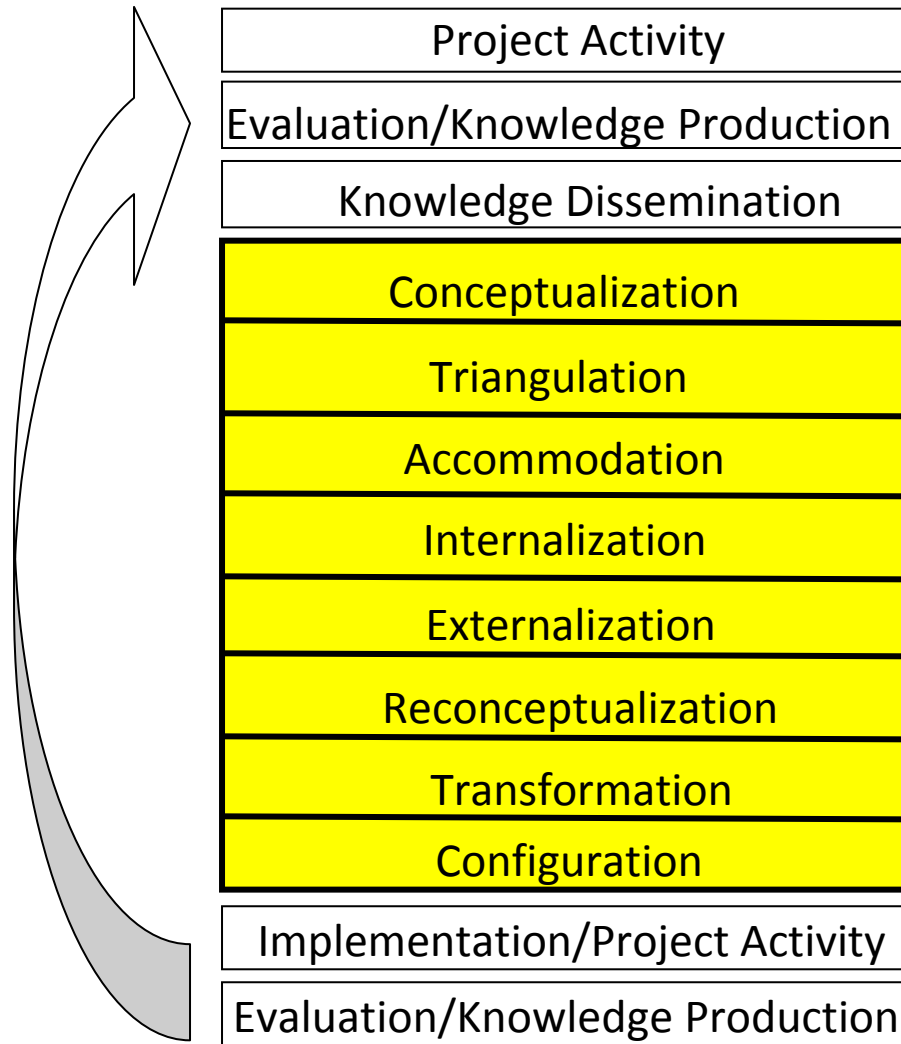
# 6. Practical Application:
# Eight African States - Public Sector Reform

| Conceptualization |
| Triangulation |
| Accommodation |
| Internalization |
| Externalization |
| Reconceptualization |
| Transformation |
| Configuration |

**IEG**
INDEPENDENT EVALUATION GROUP

**Lessons from a Decade of Public Sector Reform**
Workshop on Public Sector Reform in Africa
December 9–10th, 2008 ✤ Sheraton Hotel, Addis Ababa, Ethiopia
(Organized by IEG, AFTPR, Norad and PRMPS)
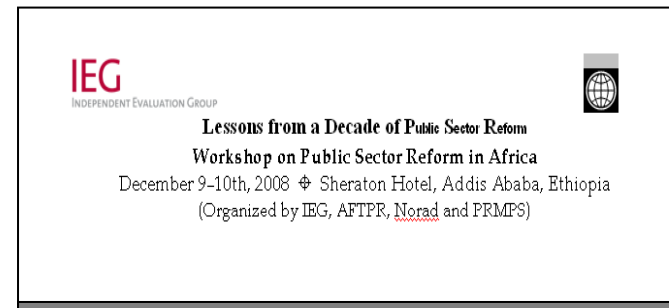
| **Conceptualization** |
| Triangulation |
| Accommodation |
| Internalization |
| Externalization |
| **Reconceptualization** |
| Transformation |
| Configuration |

- Four evaluation studies on Public Sector Reform summarized in a **concept note**
- Organized in collaboration with AFTPR, PREMPS, WBI, and NORAD
- Sixty participants from eight client countries

| |
|---|
| **Conceptualization** |
| **Triangulation** |
| Accommodation |
| Internalization |
| Externalization |
| **Reconceptualization** |
| Transformation |
| Configuration |

**Content triangulation**: Authors of the four evaluation reports, international experts on the subject and representatives of the international donor community

**Stakeholder triangulation**: Five participants from each country representing all major spheres on the national and sub-national levels, academics, and representatives of non-governmental organizations

| |
|---|
| Conceptualization |
| Triangulation |
| **Accommodation** |
| Internalization |
| Externalization |
| **Reconceptualization** |
| Transformation |
| Configuration |

- Chatham house rules
- Communication rules
- Recognition of cultural diversities

| |
|---|
| Conceptualization |
| Triangulation |
| Accommodation |
| **Internalization** |
| Externalization |
| **Reconceptualization** |
| Transformation |
| Configuration |

- Presentation of evaluation findings (plenary)
- Reflection of the individual country situations in the light of the presented findings (breakout groups)

| |
|---|
| Conceptualization |
| Triangulation |
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| **Externalization** |
| **Reconceptualization** |
| Transformation |
| Configuration |

Participants share their individual reflections (plenary session)

| |
|---|
| Conceptualization |
| Triangulation |
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| Internalization |
| Externalization |
| **Reconceptualization** |
| Transformation |
| Configuration |

Participants search for new trends and patterns in Public Sector Reform (open space)

| |
|---|
| Conceptualization |
| Triangulation |
| Accommodation |
| Internalization |
| Externalization |
| Reconceptualization |
| **Transformation** |
| Configuration |

Participants develop in country teams **action plans** with concrete recommendations and present them in the plenary

| |
|---|
| Conceptualization |
| Triangulation |
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| Externalization |
| **Reconceptualization** |
| Transformation |
| **Configuration** |

- Drafting the workshop findings in a brochure and other multimedia components
- Complement the evaluation reports
- Building virtual network (social medias)
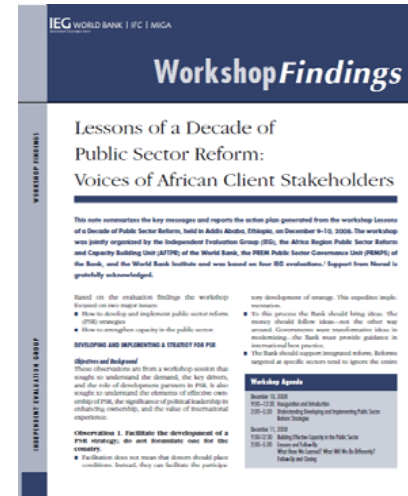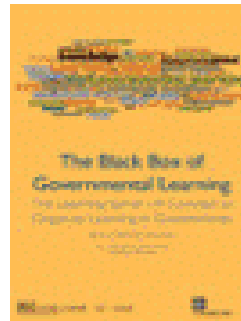
# 7. Conclusions

1. Bridging dissemination and implementation phases
2. Multitude of content and institutional perspectives
3. Participants are knowledge holders and recipients alike
4. Alternate knowledge deduction and induction
5. Knowledge validation and development through iterative process
6. Template application for every new learning event design
7. Content shapes event design
8. Sustainability of governmental learning (networks)
9. Learning outcomes are unpredictable

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**Bundesamt für Justiz**

# Herzlichen Dank für Ihre Aufmerksamkeit!

Für weitere Informationen siehe:
http://www.worldbank.org/ieg/learningspiral/index.html