# Sample Schedule (brief)

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| **Day 1** | | |
| 9:00 | Welcome and introduction | |
| Module 1: Understanding the role of evaluation and learning in innovation | |
| 11:05 | Morning tea | |
| 11:20 | Module 2: Defining your project goals and priorities | |
| 12:45 | Lunch | |
| 1:15 | Module 3: Understanding the people connected to the project (stakeholders) | |
| Module 4: Stakeholder participation and communication | |
| 3:05 | Afternoon tea | |
| 3:20 | Module 5: Doing the right thing by the people involved with the project (ethics) | |
| Brief recap and wrap up of the day | |
| 5:00 | Finish day 1 | |
| **Day 2** | | |
| 9:00 | | Introduction, recap of the previous day |
| Module 6: Planning data-use |
| 10:35 | | Morning tea |
| 10:50 | | Module 7: Asking the right questions |
| Module 8: Planning information and data collection |
| 12:45 | | Lunch |
| 1:15 | | Module 8 (continued) |
| Module 9: Making sense of data |
| 3:25 | | Afternoon tea |
| 3:40 | | Module 10: Reporting and sharing |
| Brief recap and wrap up of the workshop |
| 5:00 | | Finish day 2 |
| **Day 3** | | |
| 9:00 | | Working individually or in teams on finalising evaluation plans.  Appointments and 1-on-1 consultations with facilitators. |
| 12:30 | | Finish day 3 |

# Sample Schedule (detailed)

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| **Module** | Time | **Content** | **Mins** |
| **Day 1** | | |  |
| **Introduction** | 9:00 | Official start time: Welcome people as they arrive. | 15 |
| **Introduction** | 9:15 | **Presentation:** Introduction of facilitators  Introduction, housekeeping. | 5 |
|  | 9:20 | **Facilitation:** Introductions by participants  Personal introductions, introductions of projects. | 10 |
|  | 9:30 | **Activity:** Icebreaker | 15 |
|  | 9:45 | **Facilitation or activity:** Workshop guidelines | 5 |
|  | 9:50 | **Presentation:** Workshop schedule | 5 |
|  |  | *(Optional activity: Expected outcomes)* | *(+5)* |
|  | 9:55 | **Presentation:** Overview of the *IDEAS Guide*  Covering the objectives. | 5 |
| **Module 1** | 10:00 | **Presentation:** Introduction to module 1:  Understanding the role of evaluation and learning in innovation | 10 |
|  | 10:10 | **Activity 1:** Understanding which type of course you are travelling  Group activity using a spectrum on paper or creating a physical line in the room. | 20 |
|  | 10:30 | **Activity 2:** Considering the type of evaluation that matches your learning pathways  Small group activity to reflect on the learning pathways and implications. | 20 |
|  | 10:50 | **Presentation and facilitation:** Differences between common thinking about evaluation and the *IDEAS Guide* evaluation approach | 10 |
|  | 11:00 | **Facilitation:** Wrap up | 5 |
|  | **11:05** | **Morning tea** | **15** |
| **Module 2** | 11:20 | **Presentation:** Introduction to module 2:  Defining your project goals and priorities | 10 |
|  | 11:30 | **Activity 1:** What are you trying to do?  Statements about future change. | 20 |
|  | 11:50 | **Activity 2:** How are you trying to do it?  Group sorting and ranking to understand components. | 45 |
|  | 12:35 | **Facilitation:** Wrap up | 10 |
|  | **12:45** | **Lunch** | **30** |
| **Module 3** | 1:15 | **Presentation:** Introduction to module 3:  Understanding the people connected to the project (stakeholders) | 10 |
|  | 1:25 | **Activity:** Stakeholder mapping  In small groups create a map of stakeholders. | 30 |
|  | 1:55 | **Facilitation:** Wrap up | 10 |
| **Module 4** | 2:05 | **Presentation:** Introduction to module 4:  Stakeholder participation and communication | 10 |
|  | 2:15 | **Facilitation:** Engaging different kinds of expertise, and considering culture and customs | 10 |
|  | 2:25 | **Activity:** Thinking about your engagement and communication styles  Building on the stakeholder map to clarify the appropriate ways to communicate with stakeholders. | 30 |
|  | 2:55 | **Facilitation:** Wrap up | 10 |
|  | **3:05** | **Afternoon tea** | **15** |
| **Module 5** | 3:20 | **Presentation:** Introduction to module 5:  Doing the right thing by the people involved with the project (ethics) | 15 |
|  | 3:35 | **Activity 1:** Risks in media and communication projects  Discussing ethics in relation to a series of examples. | 30 |
|  | 4:05 | **Activity 2:** Considering your own project’s ethical risks  Group work on potential ethical risks. | 30 |
|  | 4:35 | **Facilitation:** Wrap up  (Note: there is a 15-minute buffer in case of running late.) | 10 |
|  | 5:00 | **Finish day 1** |  |
| **Day 2** | | |  |
|  | 9:00 | Official start time  *(Ideally you should start on time, especially if punctuality was discussed during expectations and workshop guidelines on day 1. However, the schedule allows for an extra 5 minutes.)* |  |
|  | 9:05 | **Facilitation:** Welcome back, recap of day 1  Sharing of one key thing that stood out from day 1.  **Presentation:** Introduction to day 2, introduction of the concept of ‘data’ | 15 |
| **Module 6** | 9:20 | **Presentation:** Introduction to module 6:  Planning data-use | 10 |
|  | 9:30 | **Activity 1:** Uses and users of evaluation data | 10 |
|  | 9:40 | **Presentation:** Introduction to the data-use calendar | 10 |
|  | 9:50 | **Activity 2**: Data-use calendar | 30 |
|  | 10:20 | **Presentation:** Introduction to the learning loop | 5 |
|  | 10:25 | **Facilitation:** Wrap up | 10 |
|  | **10:35** | **Morning tea** | **15** |
| **Module 7** | 10:50 | **Presentation:** Introduction to module 7:  Asking the right questions | 10 |
|  | 11:00 | Activity 1: Thinking again about the uses and users of evaluation | 5 |
|  | 11:05 | **Activity 2:** Specifying the key evaluation questions | 30 |
|  | 11:35 | **Facilitation:** Wrap up | 10 |
| **Module 8** | 11:45 | **Presentation:** Introduction to module 8:  Planning information and data collection | 5 |
|  | 11:50 | **Presentation:** Tracking project activities and achievements (‘monitoring’) | 5 |
|  | 11:55 | **Activity 1:** Creating a monitoring plan  Groups create a monitoring plan using the template provided. | 15 |
|  | 12:10 | **Presentation:** Capturing the unexpected | 5 |
|  | 12:15 | **Activity 2:** Choosing evaluation methods using methods cards  Groups match methods to key questions. | 30 |
|  | **12:45** | **Lunch** | **30** |
|  | 1:15 | **Facilitation:** Discussion of ethics in data collection and evaluation | 15 |
|  | 1:30 | **Activity 3:** Compiling an evaluation plan  Groups transfer decisions made into the matrix provided. | 20 |
|  | 1:50 | **Facilitation:** Wrap up | 10 |
| **Module 9** | 2:00 | **Presentation:** Introduction to module 9:  Making sense of data | 5 |
|  | 2:05 | **Facilitation:** Managing data | 5 |
|  | 2:10 | **Presentation:** Making sense of data | 5 |
|  | 2:15 | **Activity 1:** Workshop evaluation  Individually fill out a workshop evaluation questionnaire. | 20 |
|  | 2:35 | **Activity 2:** Analysing workshop evaluation data  Analysing questionnaire responses as a group. | 40 |
|  | **3:15** | **Facilitation:** Wrap up | 10 |
|  | **3:25** | **Afternoon tea** | **15** |
| **Module 10** | 3:40 | **Presentation:** Introduction to module 10:  Reporting and sharing | 10 |
|  | 3:50 | **Presentation and facilitation:** Traditional and innovative reporting options | 5 |
|  | 3:55 | **Activity:** Choosing reporting options using reporting cards  Groups go through and decide which options they would like to use. | 25 |
|  | 4:20 | **Facilitation:** Wrap up | 10 |
| Cibc  **Conclusion** | 4:30 | **Facilitation:** Reflection on key insights and wrap up  (Note: there is a 15-minute buffer in case of running late.) | 15 |
|  | 5:00 | **Finish day 2** |  |
| **Day 3** | | |  |
|  | 9:00-12:30 | Working individually or in teams on finalising evaluation plans.  Appointments with facilitators. |  |

# Evaluation form

**Workshop and toolkit evaluation questionnaire**

Please circle your response to the items.

1 = ’Strongly disagree’", or the lowest, most negative impression

2 = ’Disagree’

3 = ’Neither agree nor disagree’, or an adequate impression

4 = ’Agree’

5 = ’Strongly agree’, or the highest, most positive impression

Choose N/A if the item is not appropriate or not applicable to this workshop.

Your feedback is sincerely appreciated. Thank you.

**Multiple Choice**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Workshop |  |  |  |  |  |  |
| 1. This workshop lived up to my expectations. | 1 | 2 | 3 | 4 | 5 | N/A |
| 2. The pace of this workshop was appropriate. | 1 | 2 | 3 | 4 | 5 | N/A |
| 3. The facilitators were well prepared. | 1 | 2 | 3 | 4 | 5 | N/A |
| 4. I will be able to use what I learned in this workshop. | 1 | 2 | 3 | 4 | 5 | N/A |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| *IDEAS Guide* |  |  |  |  |  |  |
| 5. The *IDEAS Guide* lived up to my expectations. | 1 | 2 | 3 | 4 | 5 | N/A |
| 6. The *IDEAS Guide* is relevant to my projects and work. | 1 | 2 | 3 | 4 | 5 | N/A |
| 7. I can imagine how I could use the *IDEAS Guide* in my work. | 1 | 2 | 3 | 4 | 5 | N/A |
| 8. The pace and length of this *IDEAS Guide* is appropriate. | 1 | 2 | 3 | 4 | 5 | N/A |
| 9. I was able to understand the activities in the *IDEAS Guide.* | 1 | 2 | 3 | 4 | 5 | N/A |

**Short answer questions**

10. In what ways will you be able to put the things you have learned from the workshop into practice? Please give examples.

11. What improvements would you recommend be made to this workshop?

12. What is most valuable about the *IDEAS Guide*?

13. What is least valuable about the *IDEAS Guide*?

14. What improvements would you recommend to the *IDEAS Guide*?

15. What do you think should happen next?

# Appointment sheet

|  |  |  |
| --- | --- | --- |
| 1 | 9:00-9:45 |  |
| 2 | 9:45-10:30 |  |
| 3 | 10:30-11:45 |  |
| 4 | 11:45-12:30 |  |