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**Effective Communication of Evidence to Fostering Organization Learning and Adaptive Management**

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**Objectives/aims**

The objective, purpose and use of evidence generation through research and evaluation are intertwined and often not readily distinguishable. The objective or goal of research and evaluation is to determine the merit, the worth, value and significance of a program or policy and it is always a purpose worth pursuit. Knowledge coming from evaluation is intended for particular uses including supporting decision making about program and providing accountability to donors and stakeholder. It also serves to contribute to a broader knowledge about development. The challenge is to communicate the knowledge coming from evaluation for effective decision making on policy and development initiative.

**Methods**

Literature Review

**Main findings**

There are three types of evaluation use; the Instrumental Use – which deals with the direct application of an evaluation or a piece of research to a specific decision or in defining a solution to a particular problem, the Conceptual Use – which is a more subtle and involve ways in which scientific knowledge gradually enters into the perspectives, understandings, attitude and actions of decision makers, and finally the symbolic Use – which refers to perfunctory support for evaluation and research but no real intent to take the findings or evidence seriously or selectively using evaluation findings to support political position. The challenge is how to decide the type of use an evaluation is intended for at any given situation, context, occasion and circumstance.

What evaluation communicate is very crucial and it can make the use of evaluation findings and recommendation acceptable and applicable to various stakeholders. Evaluation use is more about knowledge and less about information and data. Knowing the difference between data, information and knowledge is very important in the use of evaluation findings. While data and information can be used interchangeably, an evaluator should know that data refers to raw data, unprocessed information, data represent unstructured facts and they are not interpreted. Information on the other hand refers to processed data, or data presented in some sort of context and cultural setting. Information has meaning and use to a particular recipient in a particular context. Information comes from selecting data, summarizing it and presenting it in such a way that it is useful to the recipient. Evaluation information equals to knowledge and it is “Explicit knowledge”. Evaluation information expresses what is meant clearly, with nothing left implied.

The ability to know what information to communicate and what finding and recommendation should evaluation data should be analyzed and communicate is the challenge and at the same time the opportunity presented to an evaluator of a program interventions. Process, benchmarks, milestones and outputs data communicate information of how the program was carried out as planned and how well was it carried out. Outcome data presents information on whether the expected change occurred and how much the changed occurred. Impact data provides information on the change attributable to the program and whether the attributed change mean program “success”

Choosing appropriately on what to communicate in evaluation and the locus of evaluation use depends on three factors; the audience, your goals, the format/setting/medium. The evaluation use especially in Africa context and culture needs to be done wisely and appropriately