



The views expressed in this presentation are the views of the author/s and do not necessarily reflect the views or policies of the Asian Development Bank, or its Board of Governors, or the governments they represent. ADB does not guarantee the accuracy of the data included in this presentation and accepts no responsibility for any consequence of their use. The countries listed in this presentation do not imply any view on ADB's part as to sovereignty or independent status or necessarily conform to ADB's terminology.

Knowledge Forum:

How to capture knowledge transfer through Technical Assistance?

7 November 2018

Tomoo Ueda

Independent Evaluation





Outline

1. Context
2. ADB TA Portfolio
3. What to Assess on TA
4. New TA Completion Report Validation
5. Some Lessons from Other Donors
6. Want to hear suggestions!



Context: IED is soon to rate TAs!

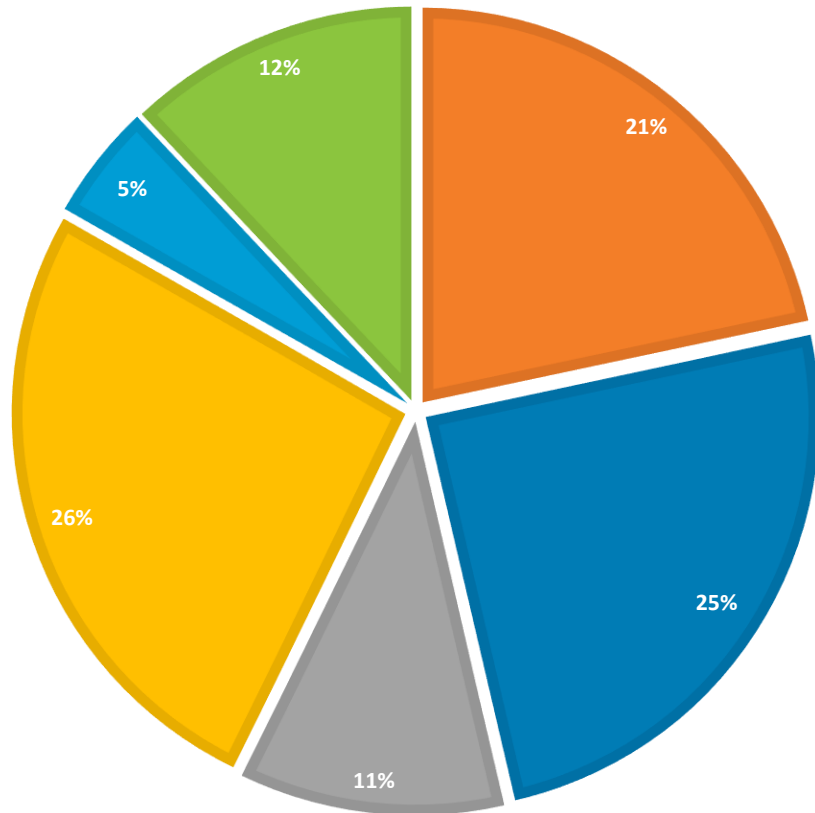
1. Keen to know if **precious TA resources** (\$4.4b over since 2002) are used efficiently and effectively. **<Accountability>**
2. **Strategy 2030**: “ADB will strengthen its role as a knowledge provider; most relevant knowledge & high-quality policy advice to our member countries and clients”. **<Learning>**
3. **One ADB**: Sharing and working together within ADB. There is need for improved ways of capturing and depositing Knowledge and Expertise. **<Learning/Sharing>**
4. *Self assessment has been consistently high (85-90%); but they **need independent assessment**.*



ADB TA portfolio (2002-2017)

TA APPROVED (2002-2017)

ADTA CDTA PATA PPTA RETA RDTA



- **4,155 TAs approved:** PPTA = 26%, CDTA = 25%, ADTA = 21%, RETA = 5%, & RDTA = 12% (\$225,000 below: 16%; many in \$500k to \$1m)
- An average of **260 TAs** approved per year
- The cumulative amount is about **\$4.4 billion** (PPTA amount = \$947,955,000)
- In **2017**, 203 TAs were approved, with a cumulative amount of **\$241,426,000**
- **Completed TAs (2002-2016): 3,949**
 - **64%** of the completed TAs have TCRs
 - For TAs without TCRs, majority is PPTA
- An average of **160 TCRs** circulated per year



What to assess on TA results

1. Need to assess the **TA impact**, effectiveness of **Knowledge & Skill transfer**
2. **How useful** were the ADB TAs?
3. **How do we assess** TAs?

IED proposal for new elements:

- Operational Learning & **Development effectiveness**
- Knowledge building, partner satisfaction, replication/scaling up, post TA resource commitment



Proposed TCR validation format

LESSONS LEARNED (1–3 implementation, 4–7 development results, 8. Other)

Criteria	Self-Assessment from TCR	IED Comment/Assessment
1.Design/planning		
2.Implementation/delivery		
3.Management (staffing)		
4.Knowledge building	<input type="checkbox"/> Awareness <input type="checkbox"/> Technical Product <input type="checkbox"/> Adoption/uptake <input type="checkbox"/> Building Institutional/system Capacity <input type="checkbox"/> National/Sector Practice (Guidelines) <input type="checkbox"/> Policy/Legal/Standards <input type="checkbox"/> Academic Literature	
5. Partner commitment/satisfaction		
6. Replication / Scaling up	<input type="checkbox"/> Replication <input type="checkbox"/> Scaling Up	
7. Post-TA funding commitments	<input type="checkbox"/> ADB <input type="checkbox"/> Gov't <input type="checkbox"/> Priv. Sector <input type="checkbox"/> other	
8. Other		



Some Lessons from others donor agencies

- **IFC** Advisory Service: **Emphasize learning, deemphasize success/failure.** *Reward staff for producing useful TCRs, especially for less successful projects.*
- **UNIDO**: Started to applying *Theory of Change and Bennett Hierarchy* to track outcomes (quantitative & qualitative) on skills and knowledge
- **DFID** also uses **Theory of Change (logical pathway to change)** and a Monitoring, Evaluation, Assessment, and Learning (MEAL) Framework

Kirkpatrick model

Level 4: Results	To what degree targeted outcomes occur, as a result of the learning event(s) and subsequent reinforcement.
Level 3: Behavior	To what degree participants apply what they learned during training when they are back on the job.
Level 2: Learning	To what degree participants acquire the intended knowledge, skills, and attitudes based on their participation in the learning event.
Level 1: Reaction	To what degree participants react favorably to the learning event.



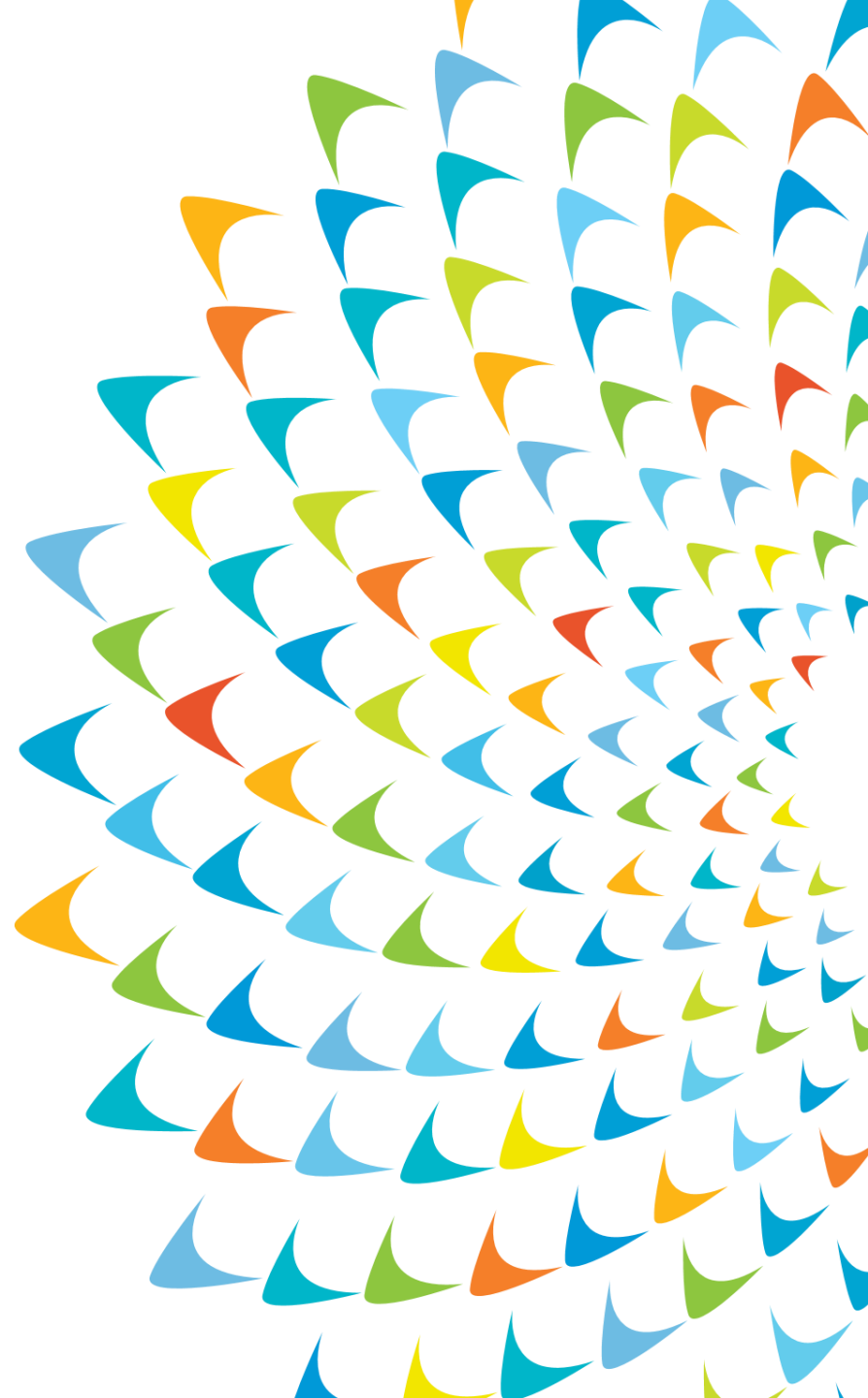
Any suggestions or experience?

Some Questions

1. *Do you think Outputs can be proxy for Outcome?*
2. *How do you measure if Knowledge or Skills were transferred or made real impact? Do you use KP (or similar) model?*
3. *Do you think conducting survey would be useful?*
4. *How do you rate events, publications, consultant reports?*
5. *Do you think we need different format or criteria for different types of support (capacity, policy, advisory, R&D)?*



Thank you.





IED Proposal

Improved TCR & Validation Process

ADB will be one of pioneers of proper TCRv (esp Sovereign TAs)

