TAMARACK
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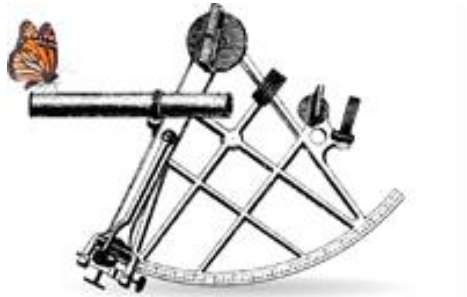
Evaluating Impact: Participatory Approaches

September 30, 2019
3:00 to 4:30



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Background

Gone (mostly) are the days when the evaluator was the expert and stakeholders were anxiously awaited their feedback and judgement. In today's world, initiative stakeholders can play a key role in every step of the evaluation, from establishing questions to making sense of results.

This is particularly true when working with complex challenges where stakeholders have very different - even conflicting – values, interests and power and everyone's perspective and voice is required.

Responding to Complex Challenges

Experimental

Collaborative

Systemic

Complex Challenges

TRIADS

- Your name, home and passion.
- What brought you to this session today?

Intent & Agenda

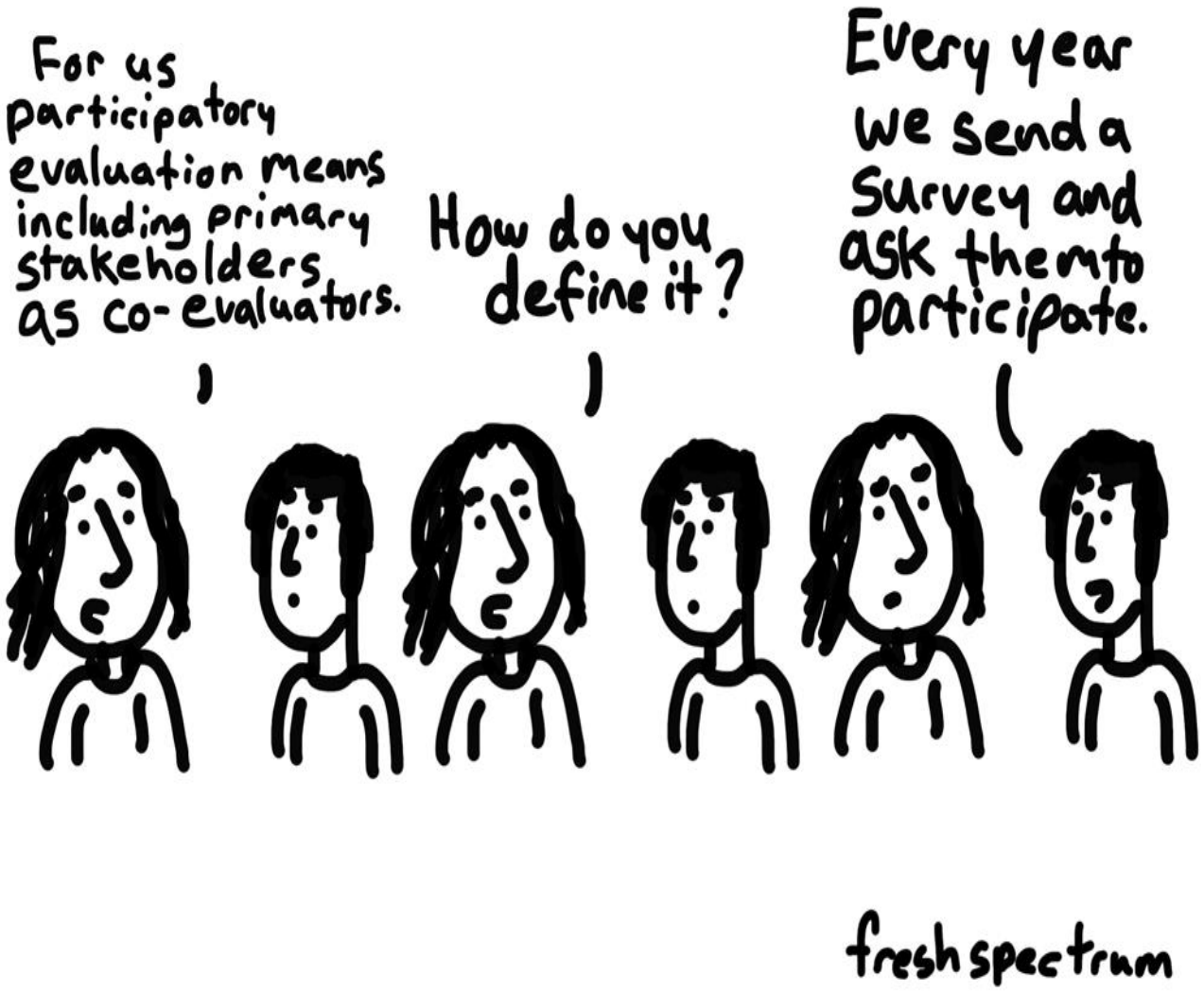
- The Foundation
- Three Approaches
- Exemplar Methods
- Discussion

Foundations

What, Why, Who, When, Where and How

What

Participatory evaluation is an approach that involves the stakeholders of a program or policy in the evaluation process.



Why are you interested in employing participatory evaluation?

Why

There are multiple reasons to be participatory.

1. Relevance – improves the prospects that the evaluation is focused on the issues and questions that stakeholders want to assess.

2. Richness – broadens perspectives, experiences and data used to answer evaluation questions.

3. Ownership – increases the chances that the results of the evaluation are used to make decisions.

4. Meaningful Voice & Power – allows a great range of voices to be heard (aka ‘nothing about us without us’), speak truth to power and use evaluation as a change-making tool.

5. Capacity – expands the number and variety of ways to gather and analyze data.

6. Other?

Who are your users?

Who

Are the stakeholders or users?

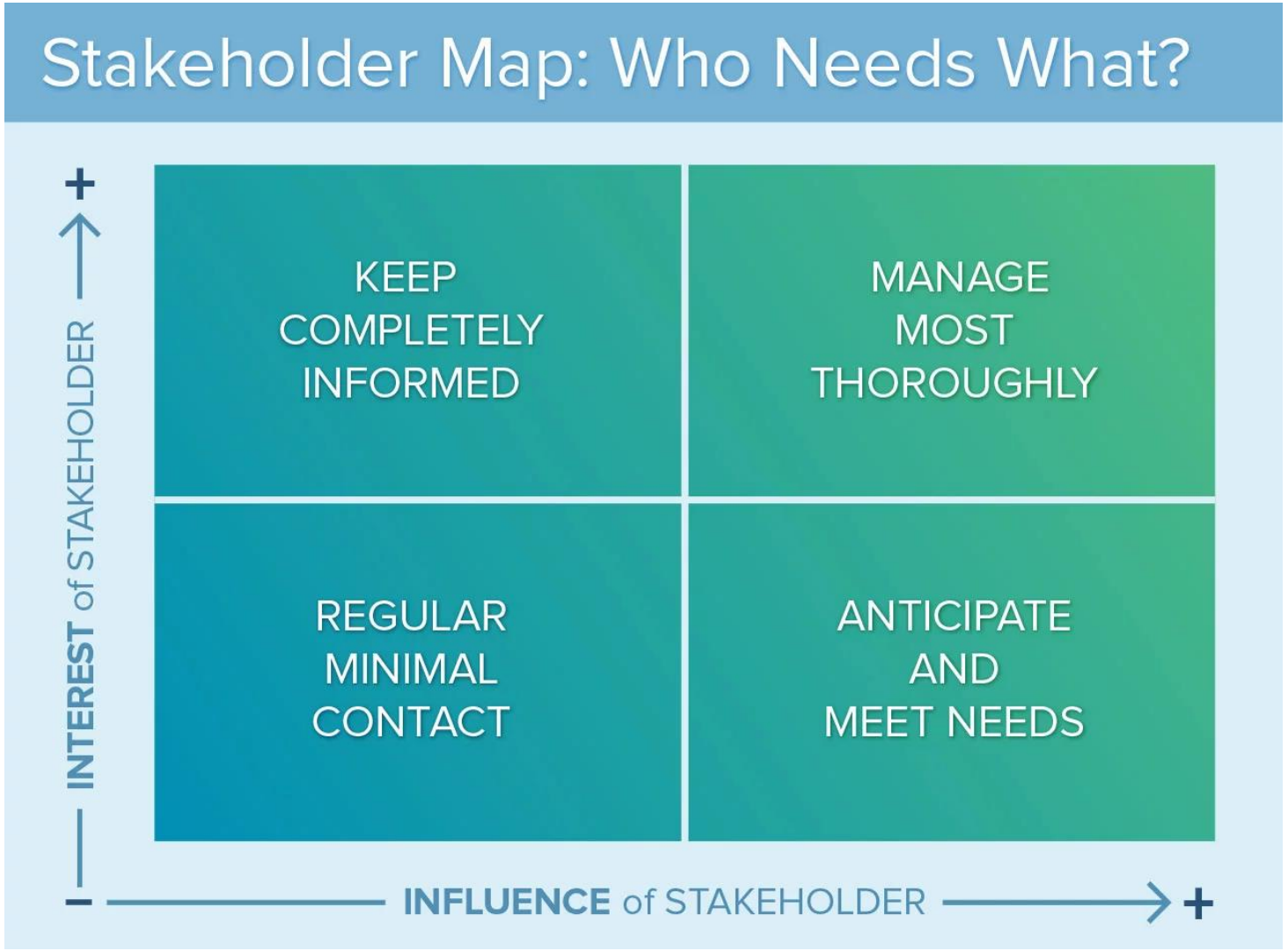
1. Primary Users – people who make use evaluation process and/or findings to make decisions about the intervention.

2. Secondary Users – people who may influence the intervention with evaluation process and findings.

3. Tertiary – may use evaluation process and/or findings but don’t influence intervention or evaluation.

Who

Are the stakeholders or users?



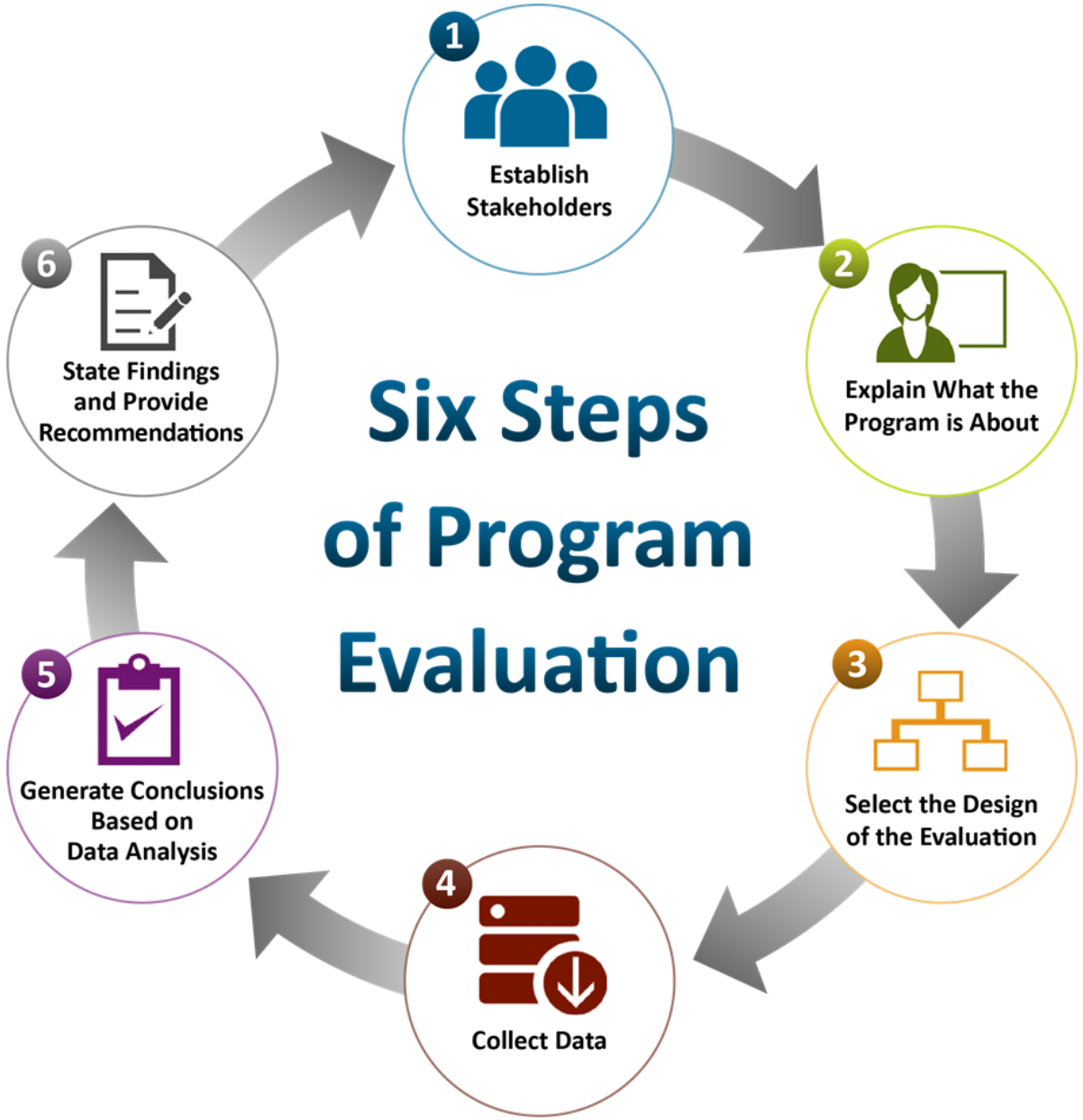
When

There are multiple reasons or purposes to be participatory.

Purpose	Description	Example
Developmental	To help develop and/or continually adapt an intervention.	A network of funders and grantees begin experimenting with a new
Formative	To improve an intervention so that its more effective.	A coalition of agencies addressing homelessness explore how well they follow their guiding principles and how they might improve.
Summative	To judge the merit or worth of an intervention to help decide is future.	A group of agencies, a capacity building organization and design firm assess the results of a pilot project to determine if it should be expanded.
Monitoring	To track the routine operations of an intervention to ensure things are on track and/or surface issues that warrant further investigation.	Tracking Monarch Butterfly migration patterns across North America.
Accountability	To assess whether funds are managed well, program is following key standards and guidelines, and plans are being implemented as promised.	Participants, experts and agency staff working on mentoring models complete an audit to see if funds were used well and program operating to standards.
Knowledge Building	To gather and make sense of evaluative data to generate lessons and principles to inform future efforts.	The participants, funders and facilitators of an innovation lab on racism come together to identify lessons learned for future labs?

Where

You can employ participatory approaches in all steps of an evaluation process.



Where

You can employ participatory approaches in all steps of an evaluation process.

How

Its not a recipe – it's a set of (emerging) principles that provide guidance on how to employ participatory approaches in diverse contexts.

PRACTICE/RULE

PRINCIPLE

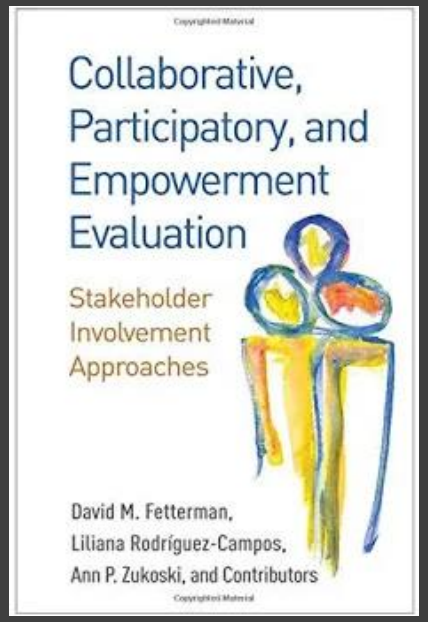
Discussion

What new insights and questions emerge from this quick review of the foundational ideas of participatory evaluation?

Three Approaches

Collaborative, Participatory & Empowerment

Three Approaches



Collaborative Evaluation

- Where there is a substantial degree of collaboration between the evaluator and stakeholders throughout the process to the extent they are willing and capable to be involved.

- Collaborative evaluators are **in charge** of the evaluation but they continually **engage** stakeholders.

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Collaboration Evaluation Principles

1. **Development** – training to increase learning and improvement
2. **Involvement** – feasible and meaningful engagement
3. **Empathy** – sensitivity and understanding of others
4. **Empowerment** – create sense of efficacy by delegating authority
5. **Qualification** – calibrating involvement to level of stakeholder knowledge and skills
6. **Social Support** – managing relationships and enhancing participation
7. **Trust** – building and enhancing trust throughout

Participatory Evaluation

- Where evaluators and stakeholders **co-design** and implement an evaluation together.

- They **jointly** own and control the process and findings.

Participatory Evaluation Principles

1. **Learning** – focus on discovering what does/does not work
2. **Action-Planning** – identify points of action to improve intervention
3. **Participant Focus & Ownership** –structure and process for broad and meaningful involvement
4. **Negotiation Balance of Power** – amongst participants and evaluator
5. **Sharing Control** – shared authority over evaluation process
6. **Objectives Set Jointly** – by everyone acknowledging diverse agendas
7. **Work Out Difficulties Together** – prepared to identify and address challenges.
8. **Flexibility** – adjust for resources, skills and needs of participants

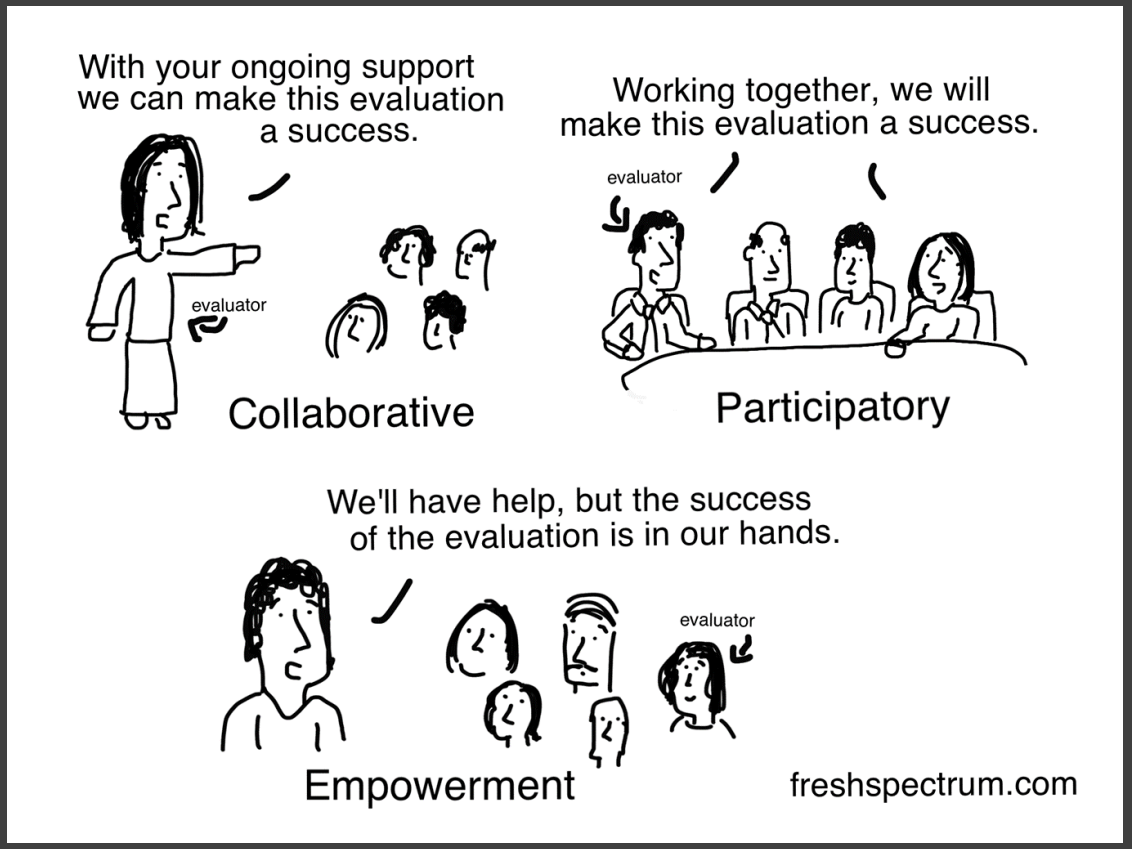
Empowerment Evaluation Principles

- Empowerment evaluation is a stakeholder involvement approach designed to (1) provide groups with the **tools** & **knowledge** they need to monitor and evaluate their own performance and accomplish their goals and (2) foster **self-determination** & **sustainability**.

Empowerment Evaluation Principles

1. **Improvement** – empowerment evaluation is designed to help people improve program performance; it is designed to help people build on their successes and re-evaluate areas meriting attention
2. **Community ownership** – empowerment evaluation values and facilitates community control; use and sustainability are dependent on a sense of ownership
3. **Inclusion** – empowerment evaluation invites involvement, participation, and diversity; contributions come from all levels and walks of life
4. **Democratic participation** – participation and decision making should be open and fair
5. **Social justice** – evaluation can and should be used to address social inequities in society

6. **Community knowledge** – empowerment evaluation respects and values community knowledge
7. **Evidence-based strategies** – empowerment evaluation respects and uses the knowledge base of scholars (in conjunction with community knowledge)
8. **Capacity building** – empowerment evaluation is designed to enhance stakeholders' ability to conduct an evaluation and to improve program planning and implementation
9. **Organizational learning** – data should be used to evaluate new practices, inform decision making, and implement program practices; empowerment evaluation is used to help organizations learn from their experience (building on successes, learning from mistakes, and making mid-course corrections)
10. **Accountability** – empowerment evaluation is focused on outcomes and accountability; empowerment evaluations functions within the context of existing policies, standards, and measures of accountability; empowerment evaluations ask: did the program accomplish its objectives?



Discussion

Which of the three stances to participatory evaluation appeals to you most? Why?

Some Exemplar Practices

User Profile, Ripple Effect Mapping, Outcome Harvesting and Failure Reports

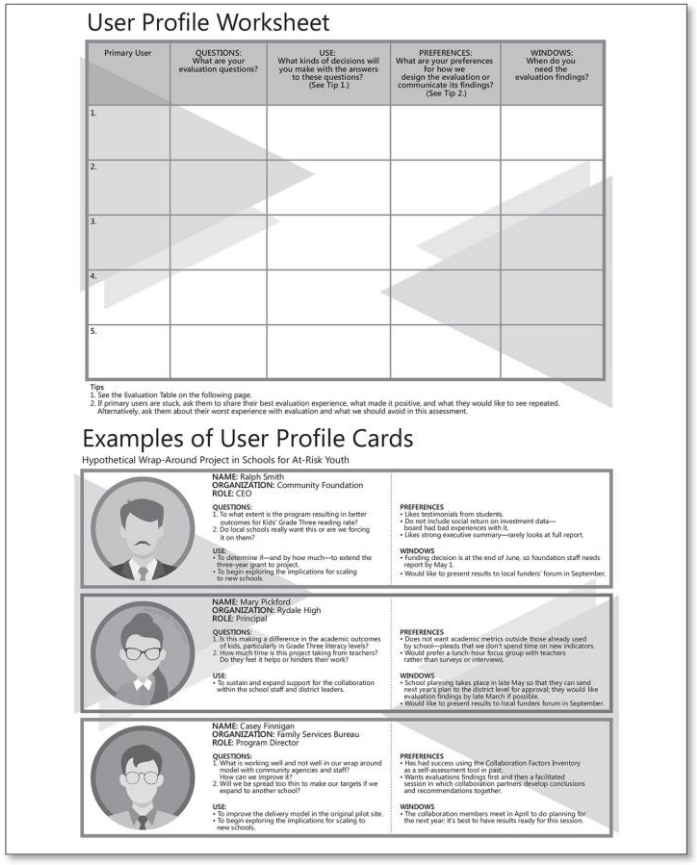
Practices

Today

- User Profile
- Ripple Effect Mapping
- Outcome Harvesting
- Failure Reports

Tomorrow

- Most Significant Change
- Collaborative Outcome Reporting
- Rapid Rural Appraisal
- Evaluation Rubrics
- Gender-Based Analysis
- Indigenous Evaluation
- Equitable Evaluation
- Critical System Heuristics



User Profile Worksheet

Primary User	QUESTIONS: What are your evaluation questions?	USE: What kinds of decisions will you make with the answers to these questions? (See Tip 1.)	PREFERENCES: What are your preferences for how we design the evaluation or communicate its findings? (See Tip 2.)	WINDOWS: When do you need the evaluation findings?
1.				
2.				
3.				
4.				
5.				

Tips
1. See the Evaluation Table on the following page.
2. If primary users are stuck, ask them to share their best evaluation experience, what made it positive, and what they would like to see repeated. Alternatively, ask them about their worst experience with evaluation and what we should avoid in this assessment.

Examples of User Profile Cards

Hypothetical Wrap-Around Project in Schools for At-Risk Youth

NAME: Ralph Smith
ORGANIZATION: Community Foundation
ROLE: CEO

QUESTIONS:
1. To what extent is the program resulting in better outcomes for Kids' Grade Three reading rate?
2. Do local schools really want this or are we forcing it on them?

USE:
- To determine if—and by how much—to extend the three-year grant to project.
- To begin exploring the implications for scaling to new schools.

PREFERENCES
- Likes testimonials from students.
- Do not include social return on investment data—board had bad experiences with it.
- Likes strong executive summary—rarely looks at full report.

WINDOWS
- Funding decision is at the end of June, so foundation staff needs report by May 1.
- Would like to present results to local funders' forum in September.

NAME: Mary Pickford
ORGANIZATION: Rydale High
ROLE: Principal

QUESTIONS:
1. Is this making a difference in the academic outcomes of kids, particularly in Grade Three literacy levels?
2. How much time is this project taking from teachers? Do they feel it helps or hinders their work?

USE:
- To sustain and expand support for the collaboration within the school staff and district leaders.

PREFERENCES
- Does not want academic metrics outside those already used by school—pleads that we don't spend time on new indicators.
- Would prefer a lunch-hour focus group with teachers rather than surveys or interviews.

WINDOWS
- School planning takes place in late May so that they can send next year's plan to the district level for approval; they would like evaluation findings by late March if possible.
- Would like to present results to local funders forum in September.

NAME: Casey Finnigan
ORGANIZATION: Family Services Bureau
ROLE: Program Director

QUESTIONS:
1. What is working well and not well in our wrap around model with community agencies and staff? How can we improve it?
2. Will we be spread too thin to make our targets if we expand to another school?

USE:
- To improve the delivery model in the original pilot site.
- To begin exploring the implications for scaling to new schools.

PREFERENCES
- Has had success using the Collaboration Factors Inventory as a self-assessment tool in past.
- Wants evaluations findings first and then a facilitated session in which collaboration partners develop conclusions and recommendations together.

WINDOWS
- The collaboration members meet in April to do planning for the next year. It's best to have results ready for this session.

Practice 1: User Profiles

- A process to identify the different 'users' of an evaluation, their questions, when they need the evaluation feedback, and their preferences for how the evaluation is designed and implemented.

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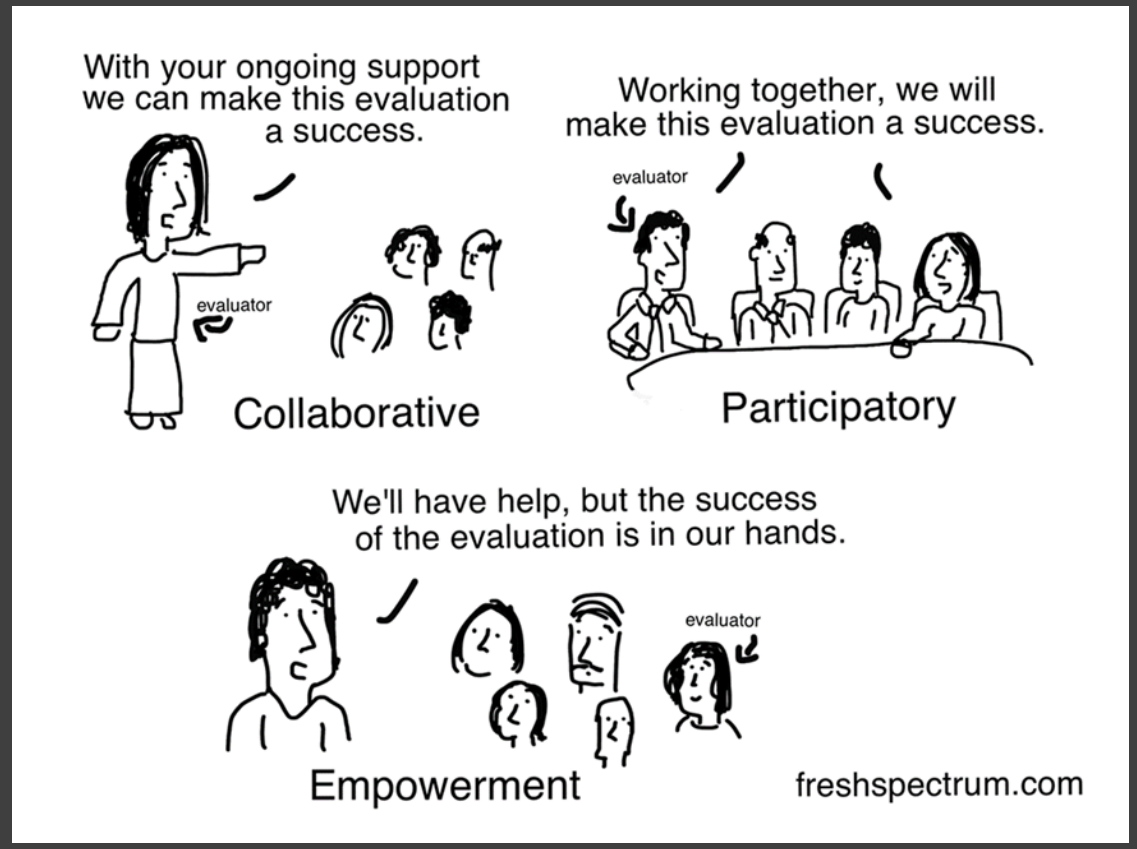


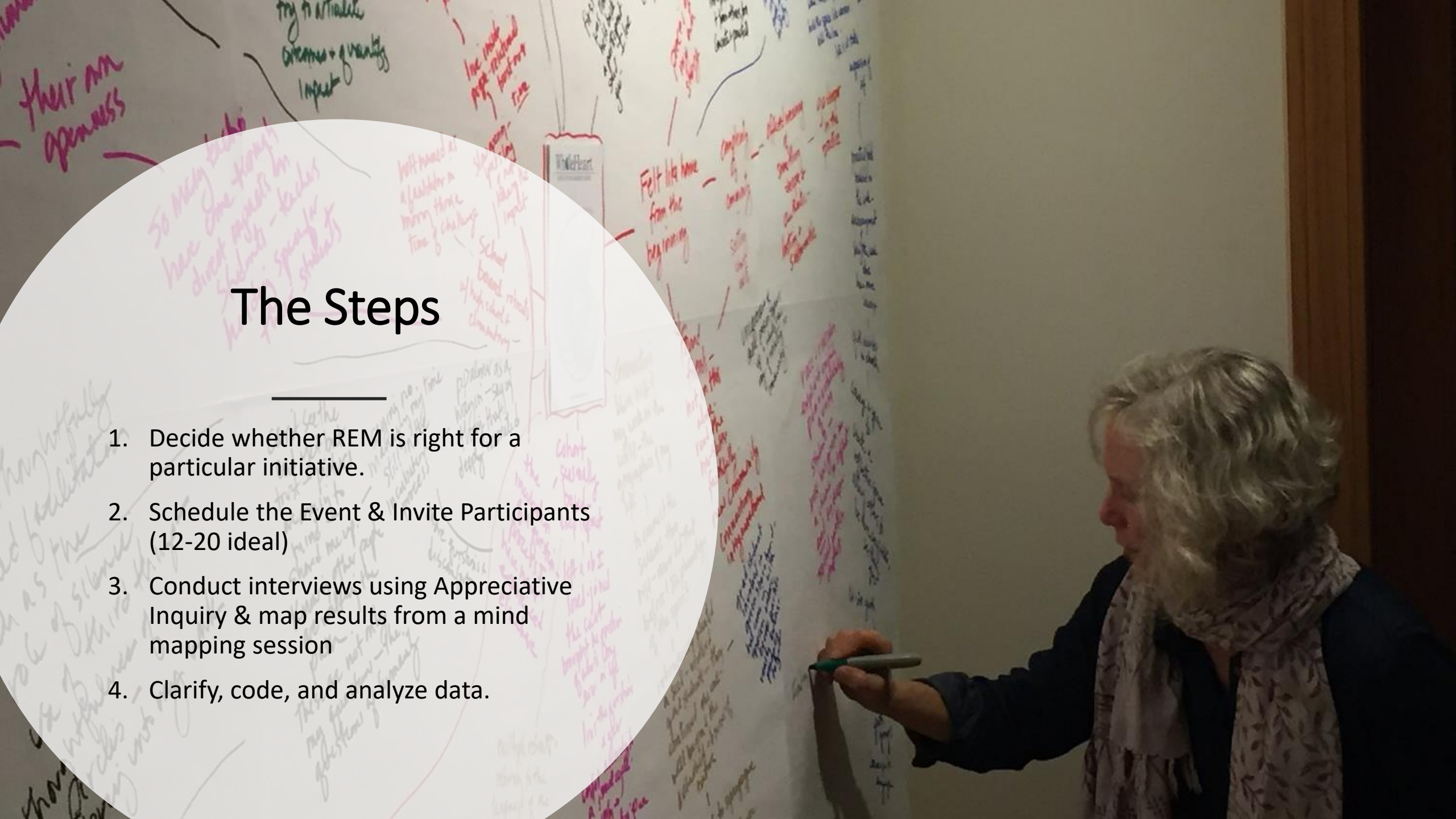
How would each approach employ a User Profile exercise?

Practice 2: Ripple Effect Mapping

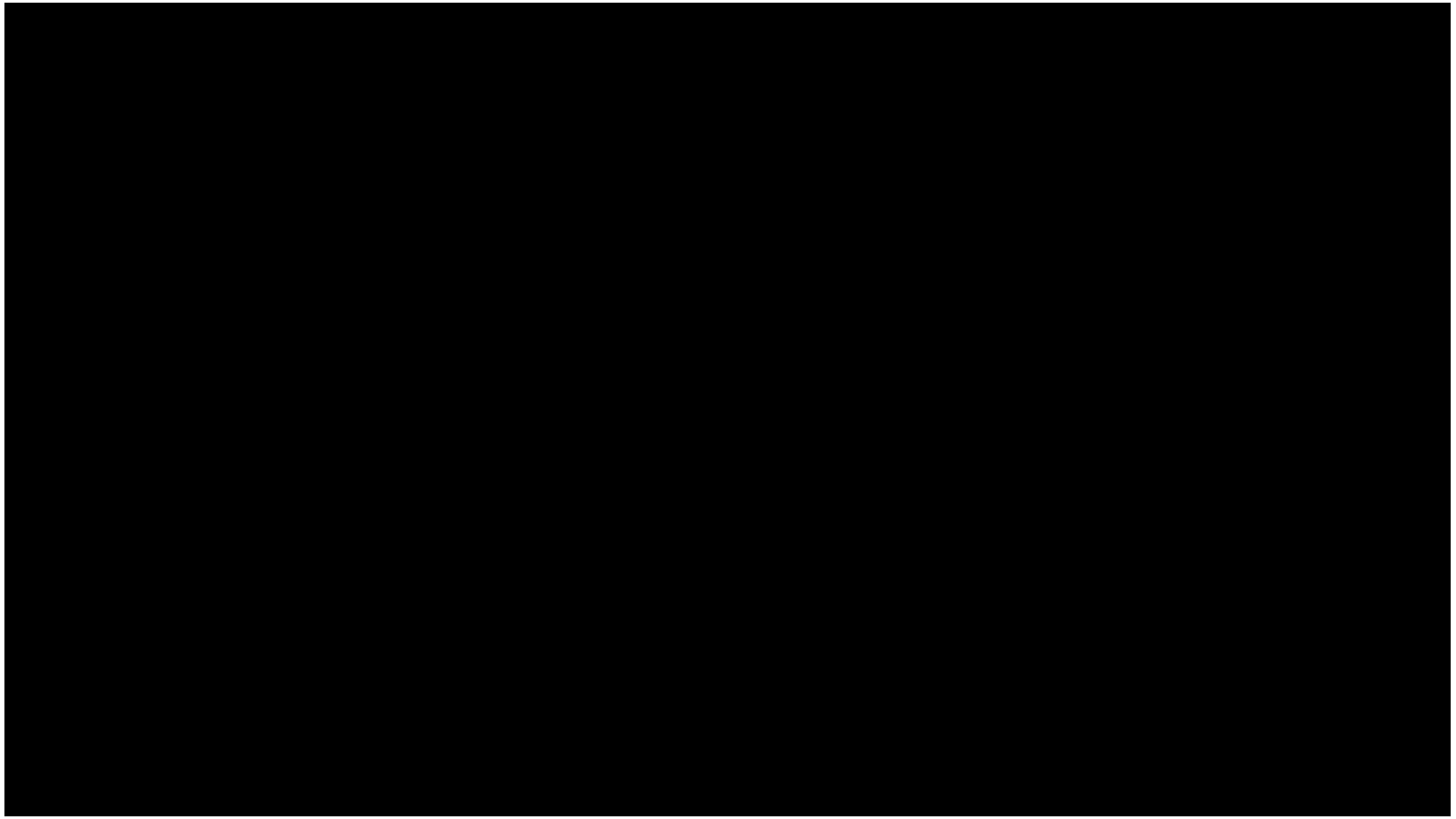
- Ripple effect mapping is a participatory technique to document the multiple impacts of a project or program.
- It’s a participatory approach to ‘appreciative inquiry’.
- It can't replace conventional evaluation techniques, but it's a great addition to the evaluator's toolbox.

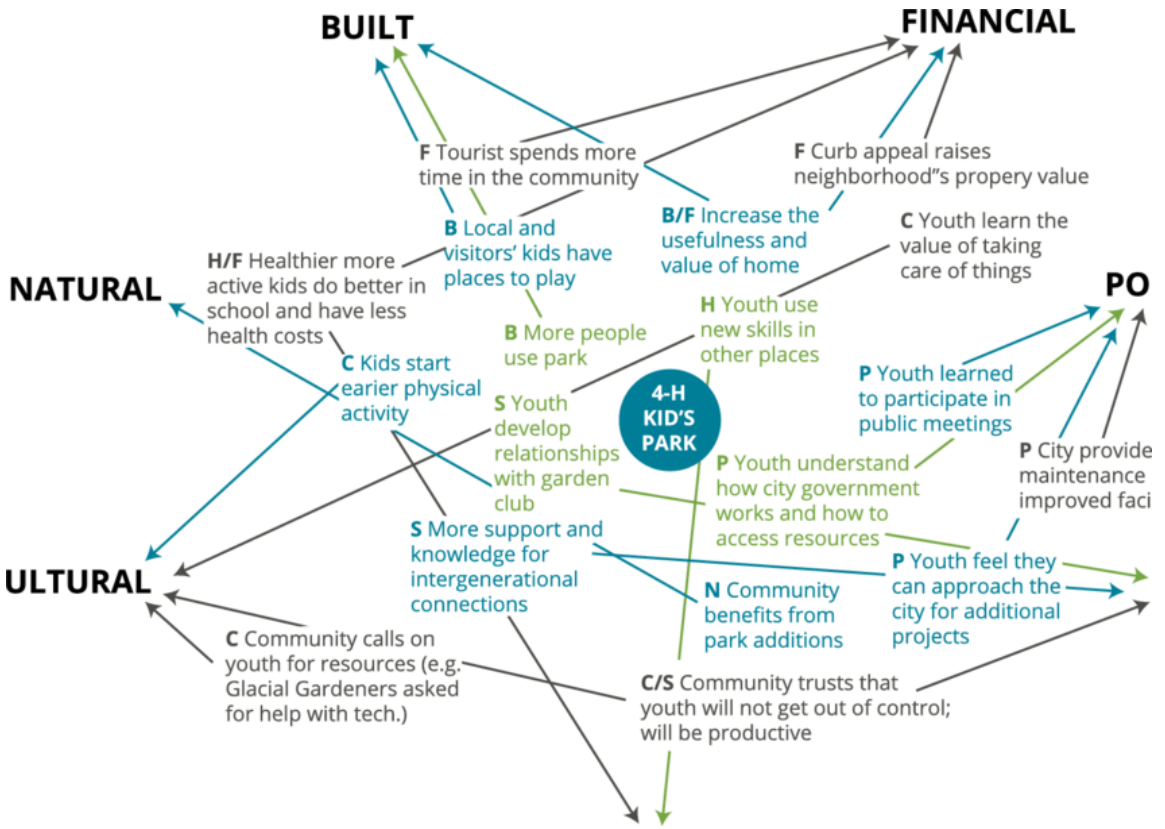
The Steps

1. Decide whether REM is right for a particular initiative.
2. Schedule the Event & Invite Participants (12-20 ideal)
3. Conduct interviews using Appreciative Inquiry & map results from a mind mapping session
4. Clarify, code, and analyze data.



Method 1: Ripple Effect Mapping




BUILT
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4-H KID'S PARK
F Tourist spends more time in the community
F Curb appeal raises neighborhood"s propery value
B Local and visitors' kids have places to play
B/F Increase the usefulness and value of home
C Youth learn the value of taking care of things
H/F Healthier more active kids do better in school and have less health costs
B More people use park
H Youth use new skills in other places
C Kids start earier physical activity
S Youth develop relationships with garden club
P Youth learned to participate in public meetings
P Youth understand how city government works and how to access resources
P City provide maintenance improved faci
S More support and knowledge for intergenerational connections
P Youth feel they can approach the city for additional projects
N Community benefits from park additions
C Community calls on youth for resources (e.g. Glacial Gardeners asked for help with tech.)
C/S Community trusts that youth will not get out of control; will be productive

Ririe Horizons

Example

Ripple Effect Mapping of the Tourism Assessment Program

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Clip slide

Tourism Assessment Program

Minnesota's Tourism Assessment Program (TAP) analyzes a community's tourism potential. The program includes identification of tourism assets by the community, a site assessment by visiting team of experts, and written recommendations developed by the University of Minnesota Tourism Center and Extension's Center for Community Vitality. Five Tourism Assessment Programs have been conducted in Minnesota communities since 2007. This research identified the changes the program has helped to stimulate.

Ripple Effect Mapping

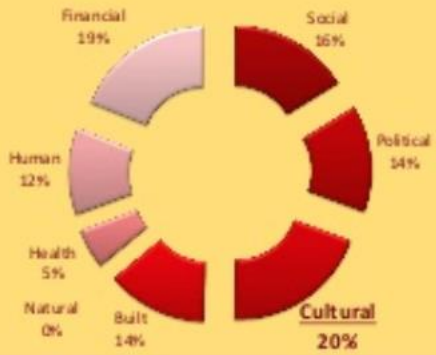
Using Ripple Effect Mapping (REM), we engaged program participants and other community stakeholders within three of the communities in discussion groups to identify intended and unintended outcomes and impacts of Tourism Assessment Programs that were conducted in each community 5-6 years ago. Mapping the changes provided stakeholders a powerful visual of the progress they have made toward their tourism development goals. Several long-term impacts have been documented in three main areas: (1) increased community cooperation through relationship building, (2) enhanced marketing efforts resulting from a better understanding of their visitor markets and, (3) expanded awareness of area attractions. Coding results of this study within the Community Capitals Framework (Emery & Flora, 2006) can show each community how their involvement in the Tourism Assessment Program and subsequent development efforts could be targeted to have greater impact in supporting the long term sustainability and vitality of their communities. Utilizing REM to evaluate the program has also helped inform future Tourism Assessment Program design.

Participating Community Groups

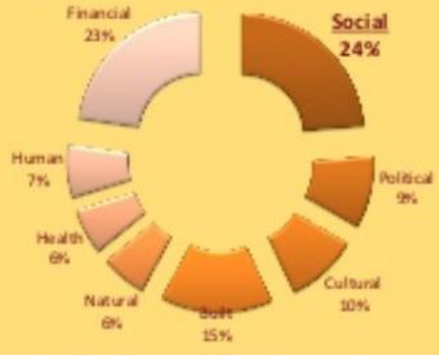
New York Mills: 14 participants in REM 2013 discussion group, 20 in original 2007 Tourism Assessment Program.
Chisago Lakes: 18 community participants in 2013 REM discussion group, 55 in original 2008 Tourism Assessment Program.
Fertile: 22 community participants in REM 2013 discussion Group, 18 in original 2008 Tourism Assessment Program.

For the most part the proportion of influence for each of the capitals was similar across the three communities. The differences really reflected the core aspects of the community's tourism focus.

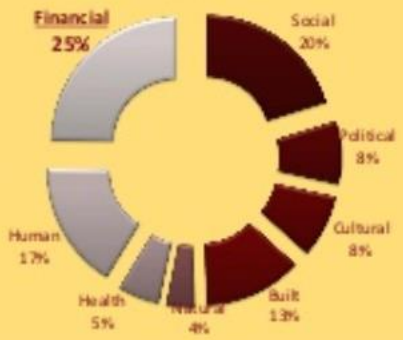
New York Mills



Chisago Lakes



Fertile



New York Mills

Assets Identified in 2007 TAP

+ Cultural Center
+ Finn Creek Museum,
+ Good regional connections.
- Limited lodging
- Weak community theme

Mapped Development Impacts in 2013

Relationships:
Large local manufacturer (Lund Boats) is more engaged in community.

Visitor Markets:
Through new open enrollment policy, a diversifying school student body is facilitating connection with other regional communities.

Community Infrastructure:
Farmers market established with support from Extension.

Chisago Lakes

Assets Identified in 2008 TAP

+ Swedish heritage
+ Lakes
- Limited lodging
- Lack of regional & community collaboration

Mapped Development Impacts in 2013

Relationships:
Tourism Committee with cities & businesses increased communication & collaboration.

Visitor Markets:
Participation in Tourism Assessment Program catalyzed joint regional marketing and development efforts.

Community Infrastructure
Expanded lodging definition to include camping. Bought and refurbishing youth camp.

Fertile

Assets Identified in 2008 TAP

+ Nature based recreation
+ Polk County Fair
- Limited lodging
- Competition with other communities

Mapped Development Impacts in 2013

Relationships:
Participation in Horizons and Tourism Assessment Program helped catalyze deeper engagement between area businesses.

Visitor Markets:
Family focused branding of County Fair has increased attendance.

Community Infrastructure
New Agassiz Environmental Learning Center bridge.

For more information on:
Tourism Development, see: Messer, C.C. et al. 2010. *Community Tourism Development*. 3d ed. University of Minnesota Extension.

Ripple Effect Mapping, see Hansen Kollock, D., Rage, L., Chazdon, S., Paine, N., and Higgins, L. 2012. Ripple Effect Mapping: A "Radiant" Way to Capture Program Impacts. *Journal of Extension* 50(5). Available online at http://www.joe.org/joe/2012october/tt6.php

Community Capitals Framework, see: Emery, M., and Flora C. "Spiraling-Up: Community Transformation with Community Capitals Framework." *Journal of the Community Development Society*. 37.1 (2006): Spring. Web. 07 Aug. 2013. http://intranet.catie.ac.cr/intranet/posgrado/Met Cual Inv accion/MCIAP2010/Semana7/DocumentosSem710/Emery & Flora. 2006 Spiralin-up.pdf

Authors: Bhattacharyya R., Templin E., Messer C., Chazdon S., and Hermanson, L.

Community Partners: Chisago Lakes Area Chamber of Commerce, City of Fertile, and the New York Mills Regional Cultural Center

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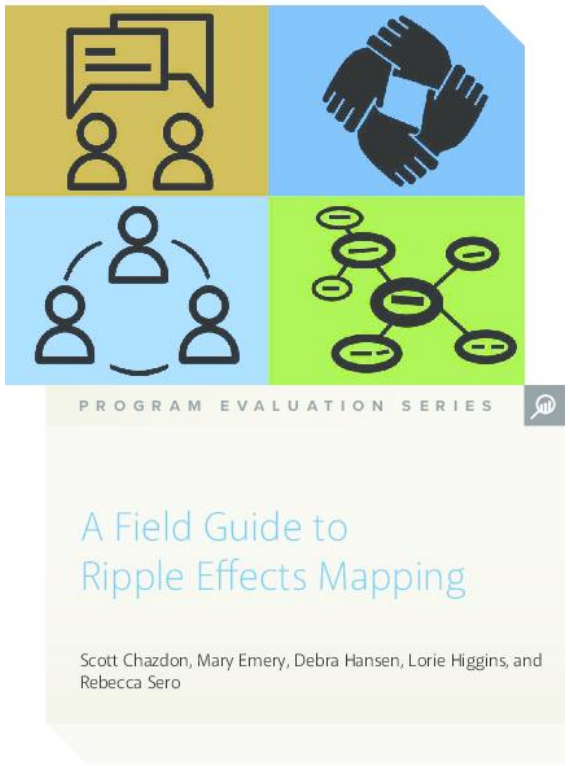
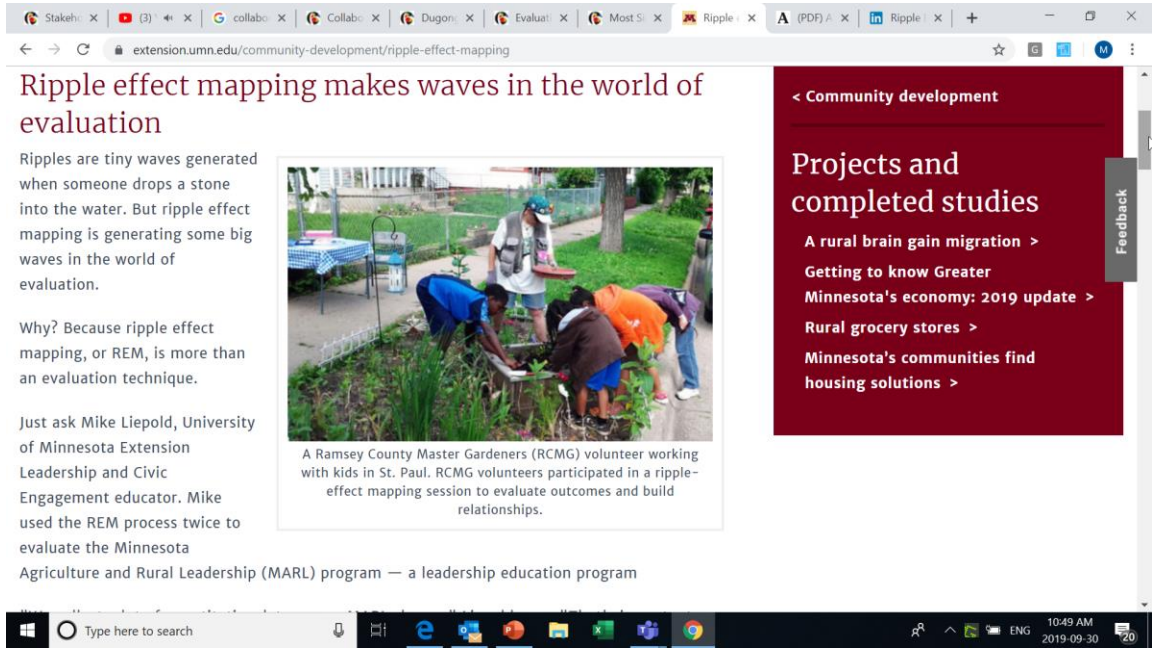
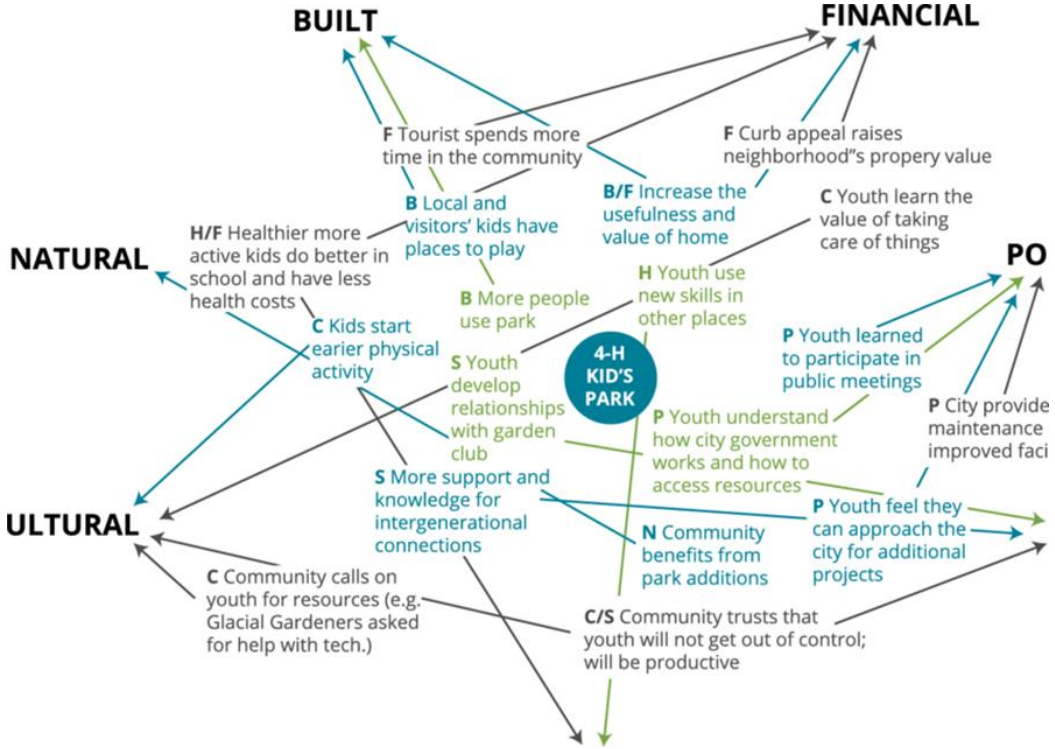




Interested in More?



How might each approach ripple effect mapping?

Practice 3: Outcome Harvesting

- Outcome Harvesting collects ("harvests") evidence of what has changed ("outcomes") and, then, working backwards, determines whether and how an intervention has contributed to these changes.

- It has proven to be especially useful in complex situations when it is not possible to define concretely most of what an intervention aims to achieve, or even, what specific actions will be taken over a multi-year period.

Implementing Reform Initiatives in Solid Waste Management in Bosnia

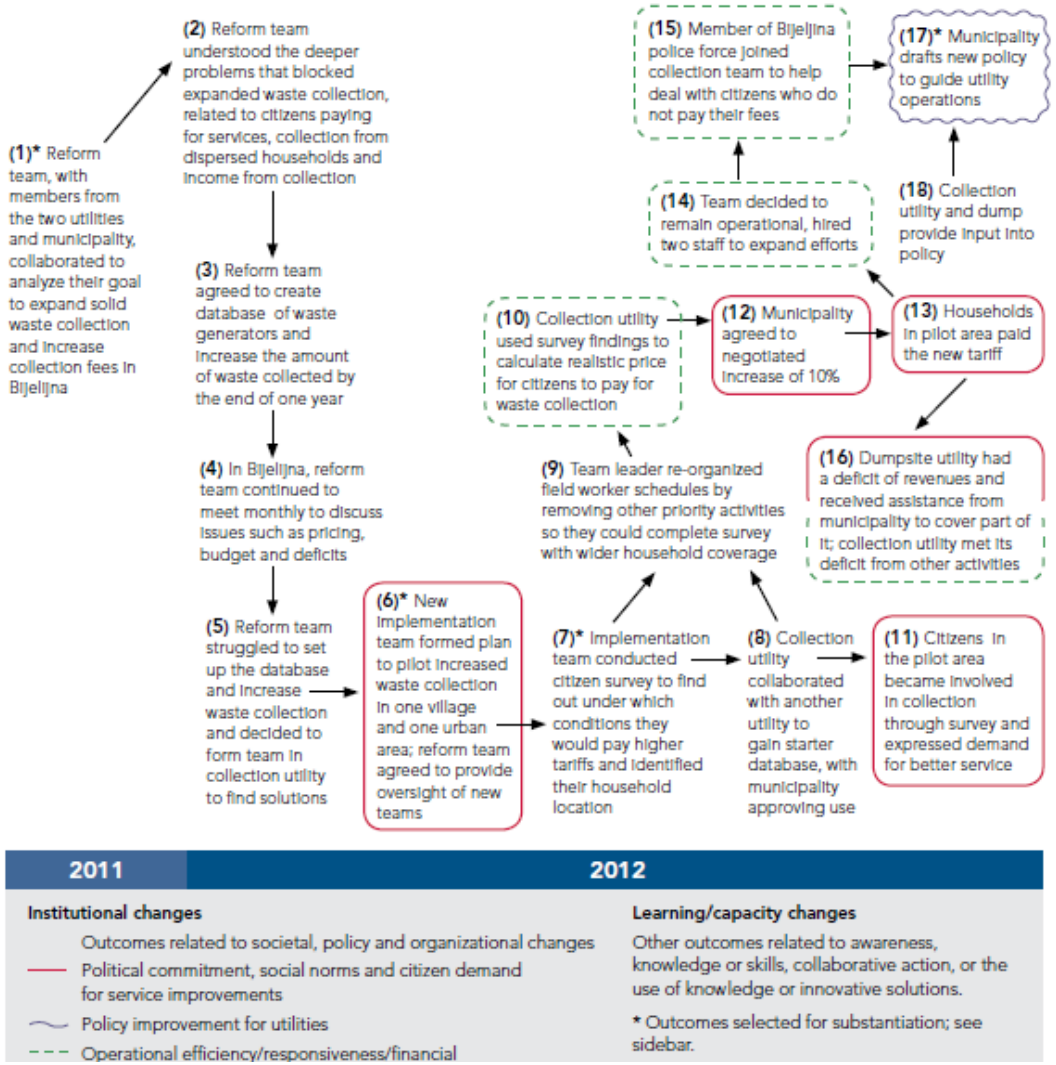
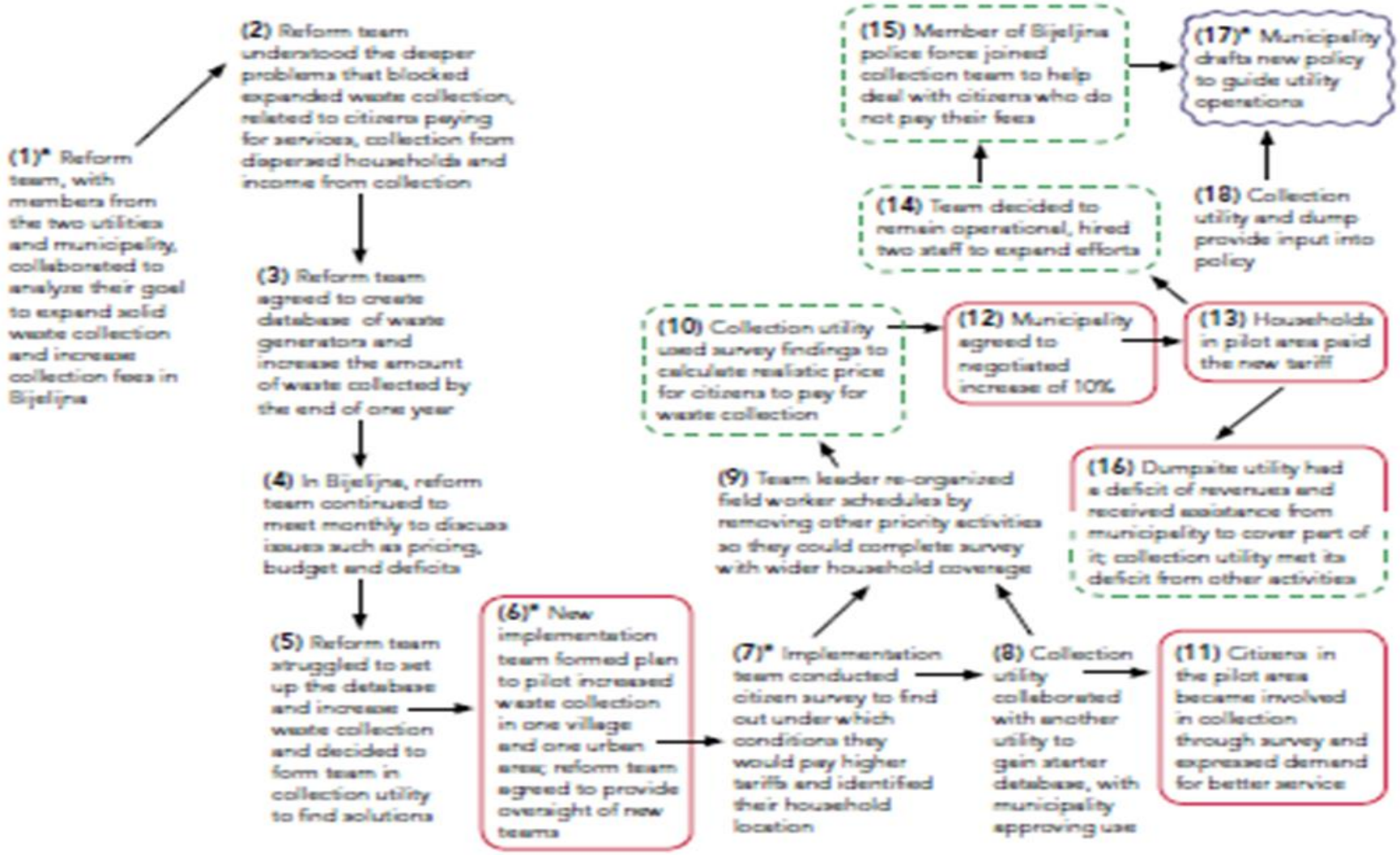
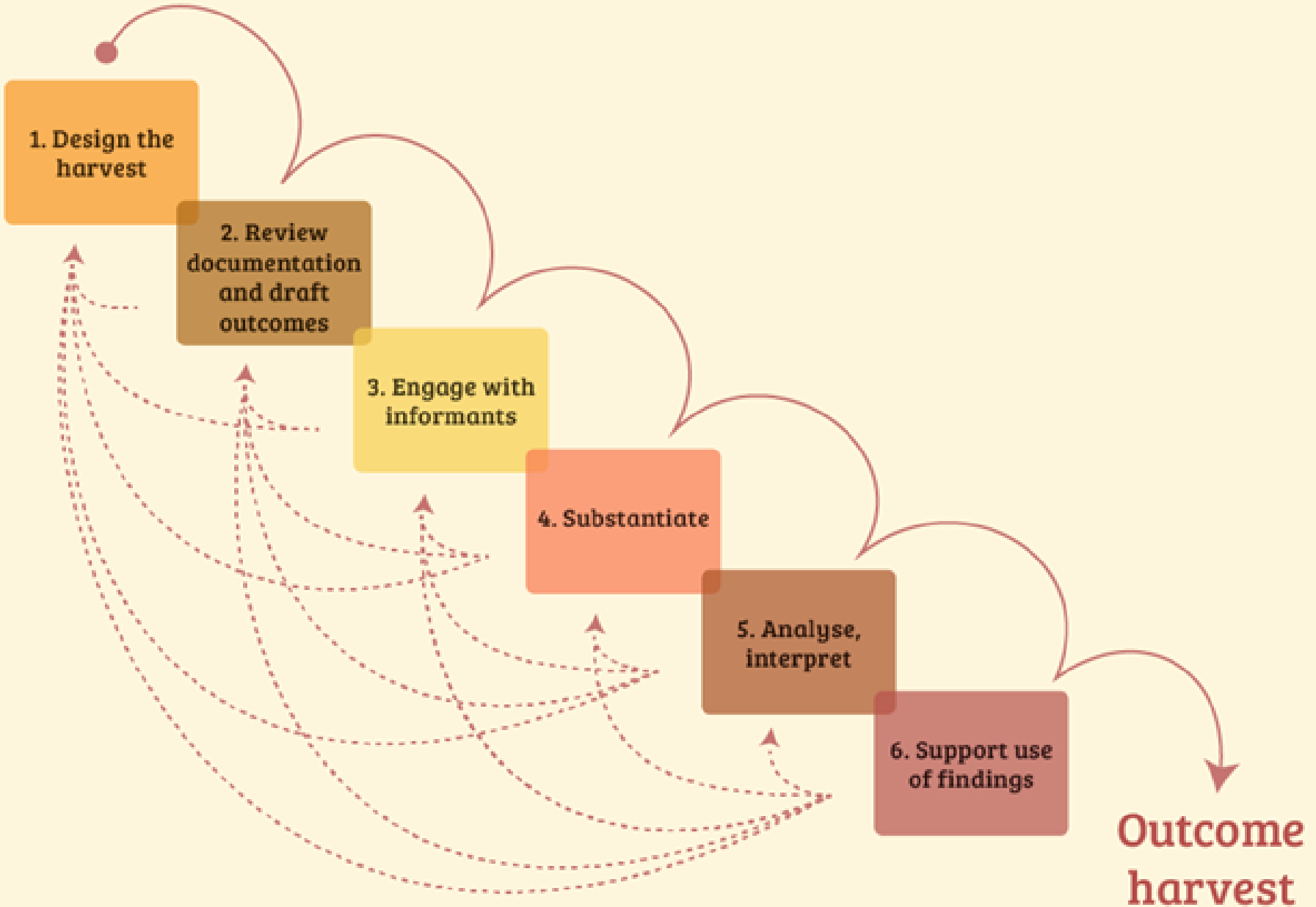
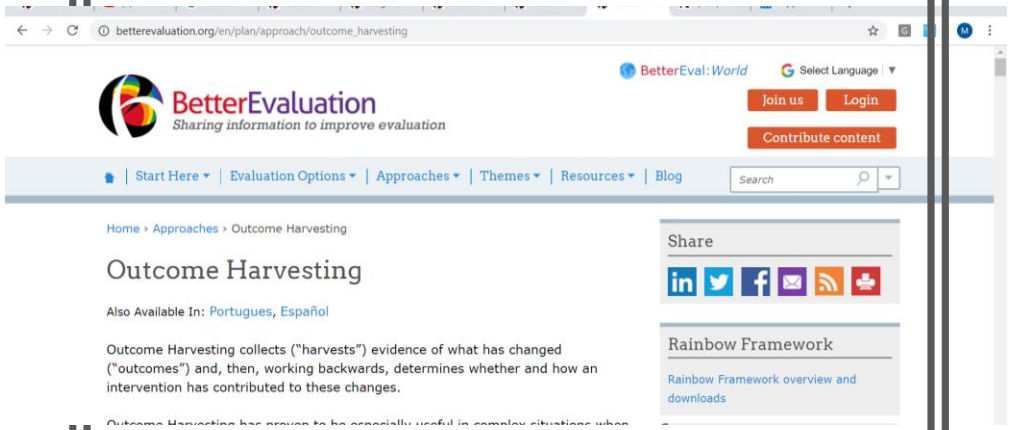


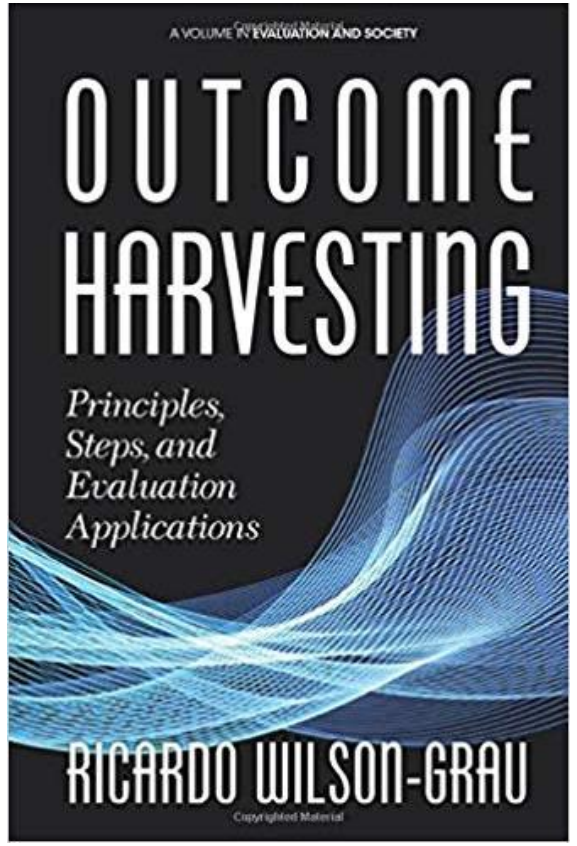
Figure 1. Map of outcomes showing how changes connected and built over a two years



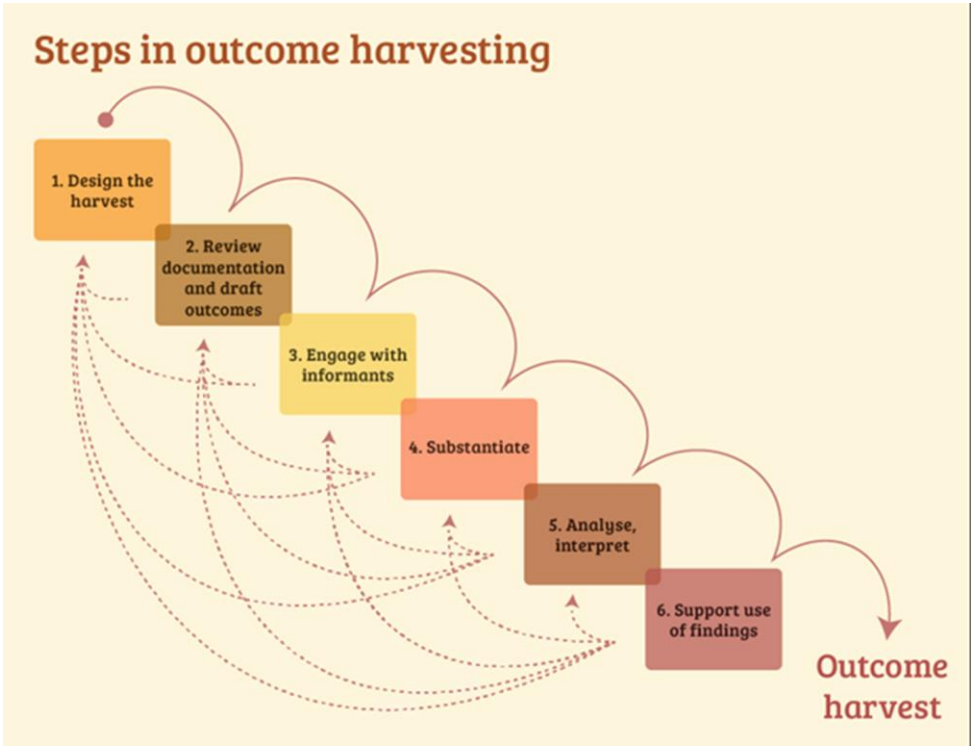
Steps in outcome harvesting







Interested in More?



How might each approach employ outcome harvesting?

Practice 4: Failure Report

- A process for stakeholders to spot, understand and respond to the inevitable failures that emerge when trying to tackle complex issues.

Example

engineers without borders
ingénieurs sans frontières
Canada
2010
FAILURE
REPORT
Learning from our mistakes
FR

How might each approach the intelligent failure loop?

Discussion

1. What insights emerged for you about how the approach to participatory evaluation affects how you employ different methods?

2. What new questions emerge?

Additional Resources

Why

You can employ participatory approaches in all steps of an evaluation process.

1. Relevance – improves the prospects that the evaluation is focused on the issues and questions that stakeholders want to assess.

2. Richness – broadens perspectives, experiences and data used to answer evaluation questions.

3. Ownership – increases the chances that the results of the evaluation are used to make decisions.

4. Meaningful Voice – allows a great range of voices to be heard (aka ‘nothing about us without us’).

5. Capacity – expands the number and variety of ways to gather and analyze data.

6. Other?

Why Not

You can employ participatory approaches in all steps of an evaluation process.

1. **Time & Effort** – participatory evaluation typically (though not always) requires more time and effort to organize.

2. **Expertise** – it requires evaluator with both 'content' knowledge of evaluation as well as expertise in facilitation and group dynamics.

3. **Credibility** – while participatory approaches increase the credibility and legitimacy in the eyes of some stakeholders it may reduce it in the eyes of other.

4. **Risk of Stakeholder Bias** – while there is always "bias" in evaluation, it can get amplified in a participatory process.

5. **Other?**

Adaptive Responses to Complex Issues

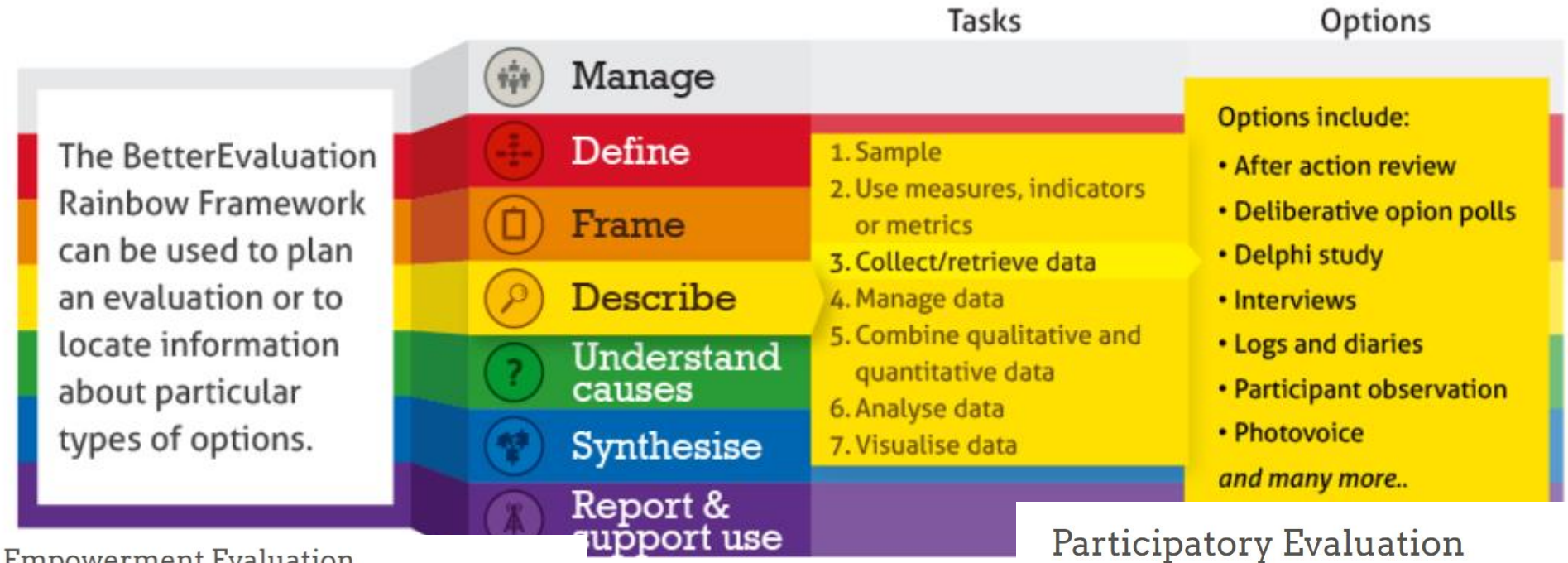
Experimental

Collaborative

Systemic

Despite the challenges, we'd better get much better at this …

Great Evaluation Resource
www.betterevaluation.org



Empowerment Evaluation

Also Available In: Español

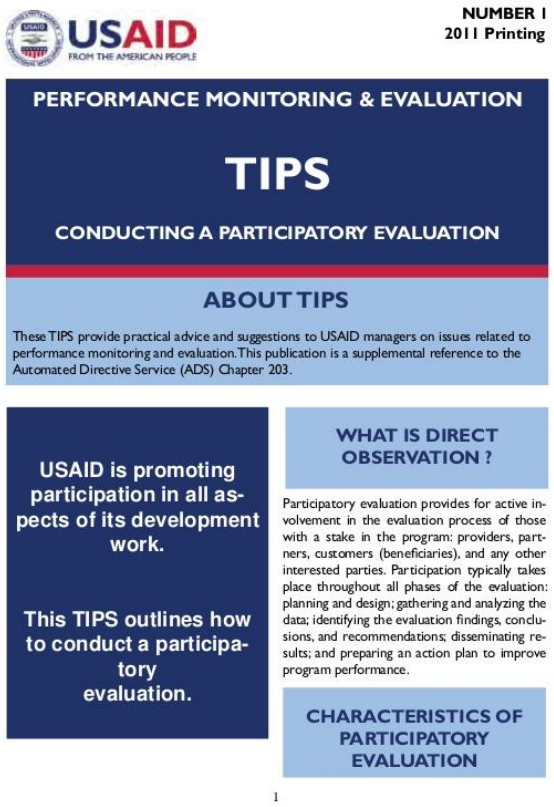
Empowerment evaluation is a stakeholder involvement approach designed to provide groups with the tools and knowledge they need to monitor and evaluate their own performance and accomplish their goals. It is also used to help groups accomplish their goals. Empowerment evaluation focuses on fostering self-determination and

Participatory Evaluation

Also Available In: Español

Participatory evaluation is an approach that involves the stakeholders of a programme or policy in the evaluation process. This involvement can occur at any stage of the evaluation process, from the evaluation design to the data collection and analysis and the reporting of the study. A participatory approach can be taken with any impact evaluation

More Resources



USAID
FROM THE AMERICAN PEOPLE

NUMBER 1
2011 Printing

PERFORMANCE MONITORING & EVALUATION

TIPS

CONDUCTING A PARTICIPATORY EVALUATION

ABOUT TIPS

These TIPS provide practical advice and suggestions to USAID managers on issues related to performance monitoring and evaluation. This publication is a supplemental reference to the Automated Directive Service (ADS) Chapter 203.

USAID is promoting participation in all aspects of its development work.

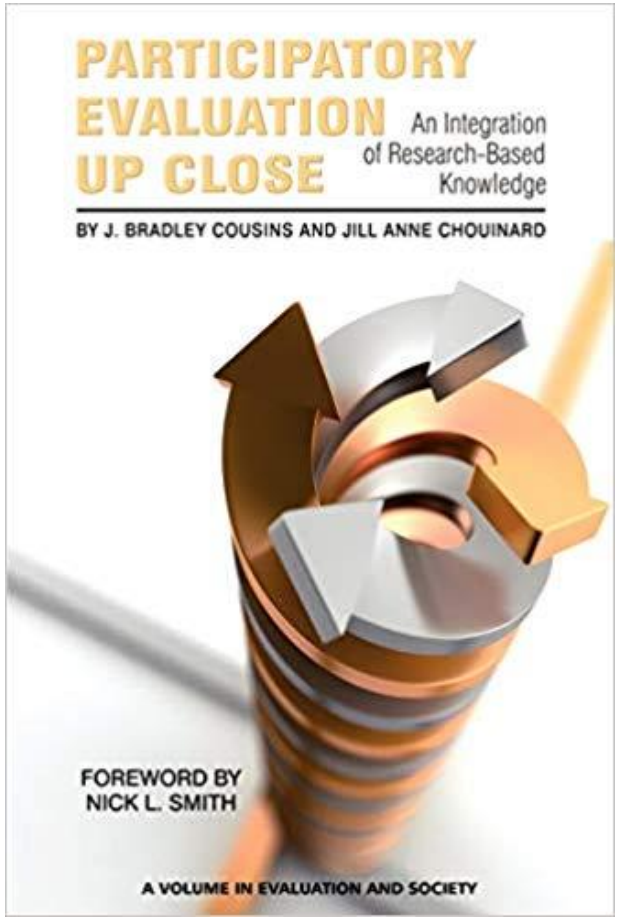
This TIPS outlines how to conduct a participatory evaluation.

WHAT IS DIRECT OBSERVATION ?

Participatory evaluation provides for active involvement in the evaluation process of those with a stake in the program: providers, partners, customers (beneficiaries), and any other interested parties. Participation typically takes place throughout all phases of the evaluation: planning and design; gathering and analyzing the data; identifying the evaluation findings, conclusions, and recommendations; disseminating results; and preparing an action plan to improve program performance.

CHARACTERISTICS OF PARTICIPATORY EVALUATION

1



https://www.slideshare.net/FidaKarim/usaid-tips-01-conducting-a-participatory-evaluation2011-05

Discussion

What is most alive for you as you leave this session (e.g. a thought, a feeling, an idea, a question)?

What's it going to take for us to get dramatically better at this?

Handouts

Stakeholder Involvement Approaches: Summary of Roles & Principles

COLLABORATIVE	PARTICIPATION	EMPOWERMENT
Roles		
Evaluator as stakeholder, responsive expert and final authority	Evaluator as co-designer, capacity builder and shares authority	Evaluator as facilitator, capacity builder, critical friend
Stakeholders offer key input throughout design, implementation and use	Stakeholder co-design, implement and use findings, sharing authority	Stakeholders lead evaluation and are final authority
Success is improved relevance, breadth, ownership and use of evaluation process and findings by stakeholders	Success is improved relevance, breadth, ownership and use of evaluation process and findings, as well as voice and capacity of stakeholders	Success is improved relevance, breadth, ownership and use of evaluation process and findings, as well as power, agency and capacity of stakeholders
Principles		
Development – training to increase learning and improvement	**Learning** – focus on discovering what does/does not work	**Improvement** – build on success, improve performance
Involvement – feasible and meaningful engagement	**Action-Planning** – identify points of action to improve	**Organizational Learning** – data used to inform decision-making and new practices
Empathy – sensitivity and understanding of others	**Participant Focus & Ownership** – structure and process for broad and meaningful involvement	**Social Justice** – address social inequities in society
Empowerment – create sense of efficacy by delegating authority	**Negotiate Balance of Power** – amongst participants and evaluator	**Community Ownership** – facilitate community control
Qualification – calibrating involvement to level of stakeholder knowledge and skills	**Sharing Control** – shared authority over evaluation process	**Inclusion** – seeks out, supports and embraces diversity of views
Social Support – managing relationships and enhancing participation	**Objectives Set Jointly** – by everyone while acknowledging diverse agendas	**Democratic participation** – open and fair decision-making
Trust – building and enhancing trust throughout	**Work Out Difficulties Together** – prepared to identify and address challenges	**Community Knowledge** – respects and draws on different types of community knowledge
	Flexibility – adjust for resources, skills and needs of participants	**Evidence-Based Strategies** – respects and draws upon traditional evidence/scholarship
		Capacity Building – seeks to build capacity of stakeholders to conduct evaluations
		Accountability – seeks data on outcomes and demonstrates accountable use of resources

Participatory Evaluation: Workshop

Why are you interested in participatory evaluation?

- ❑ To provide stakeholders a meaningful voice
- ❑ To increase the relevance of the evaluation
- ❑ To widen the perspectives and insights
- ❑ To strengthen the capacity for data collection
- ❑ To increase ownership of process and results
- ❑ Other

What approach to participatory evaluation do you think would be most useful for your work right now?

Evaluator is the lead: stakeholders with meaningful input

Evaluator and stakeholders co-design and implement

Stakeholders lead. Evaluator is critical friend, coach, and facilitator

Why?

	Readiness		
	Low	Medium	High
Stakeholders interested in participatory evaluation …			
Stakeholder understand the principles, steps and methods of participatory evaluation			
Stakeholders are prepared for the extra time and effort required			
The timelines and resources to undertake participatory evaluation are available.			
We have access to evaluators experienced in participatory approaches.			

Comments:

What questions are emerging about participatory evaluation?

What are my next steps?