



COMMUNITY CHANGE FESTIVAL

#communitychange festival



Evaluating Impact: Innovative Practices

September 30, 2019

9:30 to 11:00



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Background

If we are serious about embracing a participatory approach to evaluation, we should be aware of some of the newest ways to go about it. This skills session will explore ~~eight~~ six innovative paradigms and methods in the field and create an opportunity for you to discuss and reflect on their relevance for your work.





Responding to Complex Challenges

Experimental



Collaborative

Systemic

Complex Challenges



TRIADS

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

Today

Intent: to get a taste of some participatory evaluation practices

Agenda

1. The Foundation
2. Innovative Methods
 - Most Significant Change
 - Collaborative Outcomes Reporting
 - Evaluation Rubrics
3. Innovative Inquiry Frameworks
 - Gender-Based Analysis
 - Indigenous Evaluation
 - Equitable Evaluation
4. 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.



fresh spectrum

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 & Rigour** – 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’).

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

6. Other?

Who

Are the stakeholders or users?

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

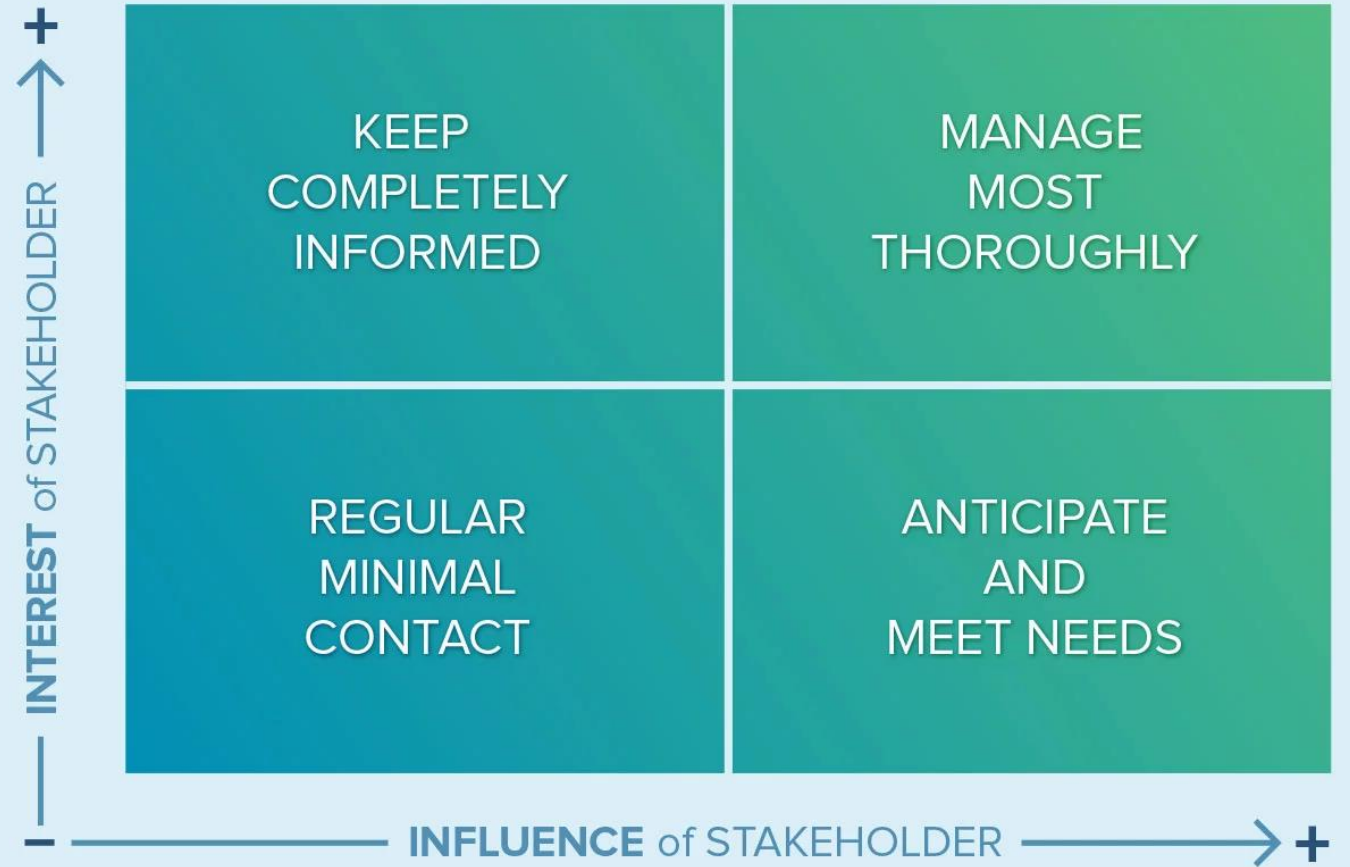
2. Secondary Users – people who may influence the intervention with evaluation process and findings.

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

Who

Are the stakeholders or users?

Stakeholder Map: Who Needs What?



When

There are multiple reasons 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.



How

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

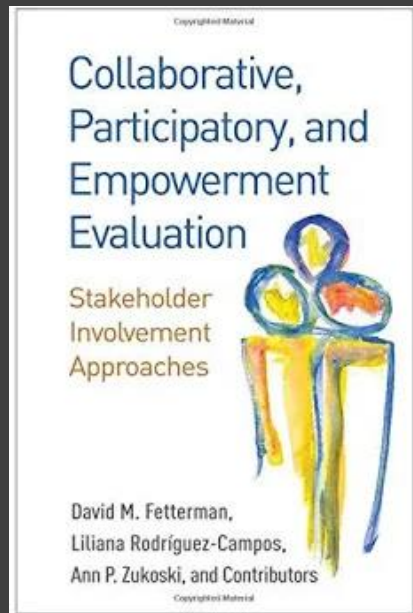
PRACTICE/RULE



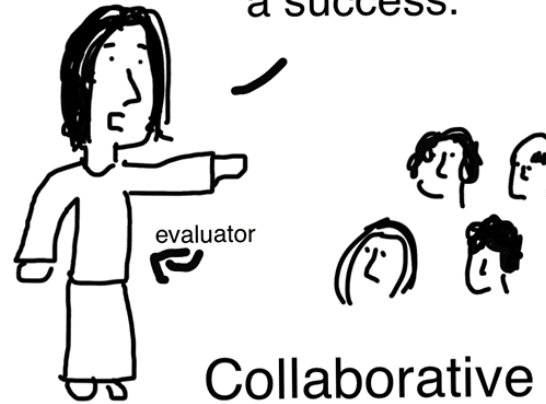
PRINCIPLE



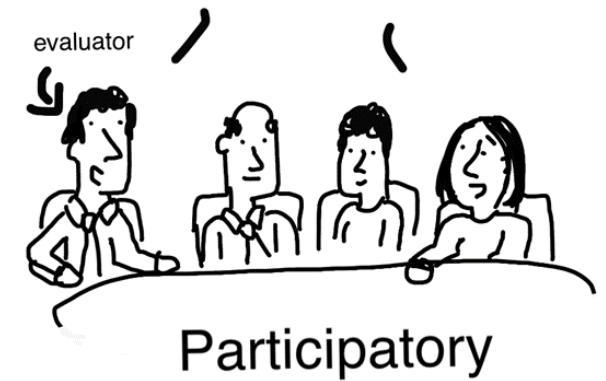
Three Approaches (Different Intent & Principles)



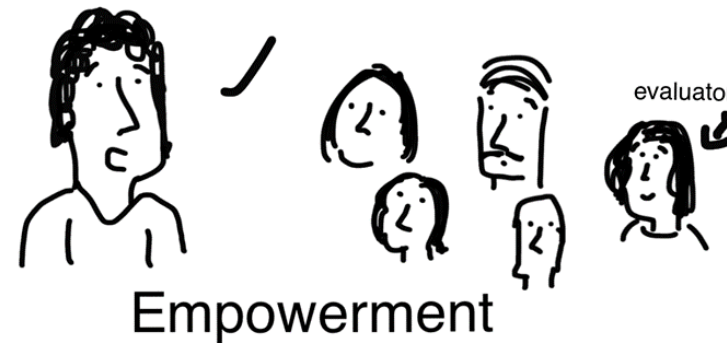
With your ongoing support
we can make this evaluation
a success.



Working together, we will
make this evaluation a success.



We'll have help, but the success
of the evaluation is in our hands.



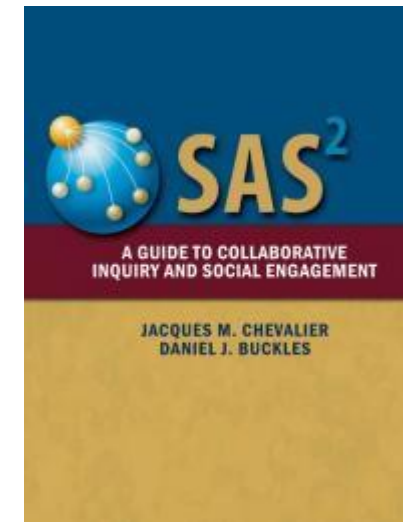
freshspectrum.com

Two Great Resources for Methods



Tasks

Options



Discussion

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



Innovative Methods

Most Significant Change | Collaborative Outcome Reporting | Rubrics
~~Rapid Rural Appraisal~~



Method #1: Most Significant Change

The Most Significant Change (MSC) approach involves generating and analyzing personal accounts of change and deciding which of these accounts is the most significant – and why.

There are three basic steps in using MSC:

- Deciding the types of stories that should be collected (stories about what - for example, about practice change or health outcomes or empowerment)
- Collecting the stories and determining which stories are the most significant
- Sharing the stories and discussion of values with stakeholders and contributors so that learning happens about what is valued.



Food and Agriculture
Organization of the
United Nations



COUNTRY GENDER ASSESSMENT

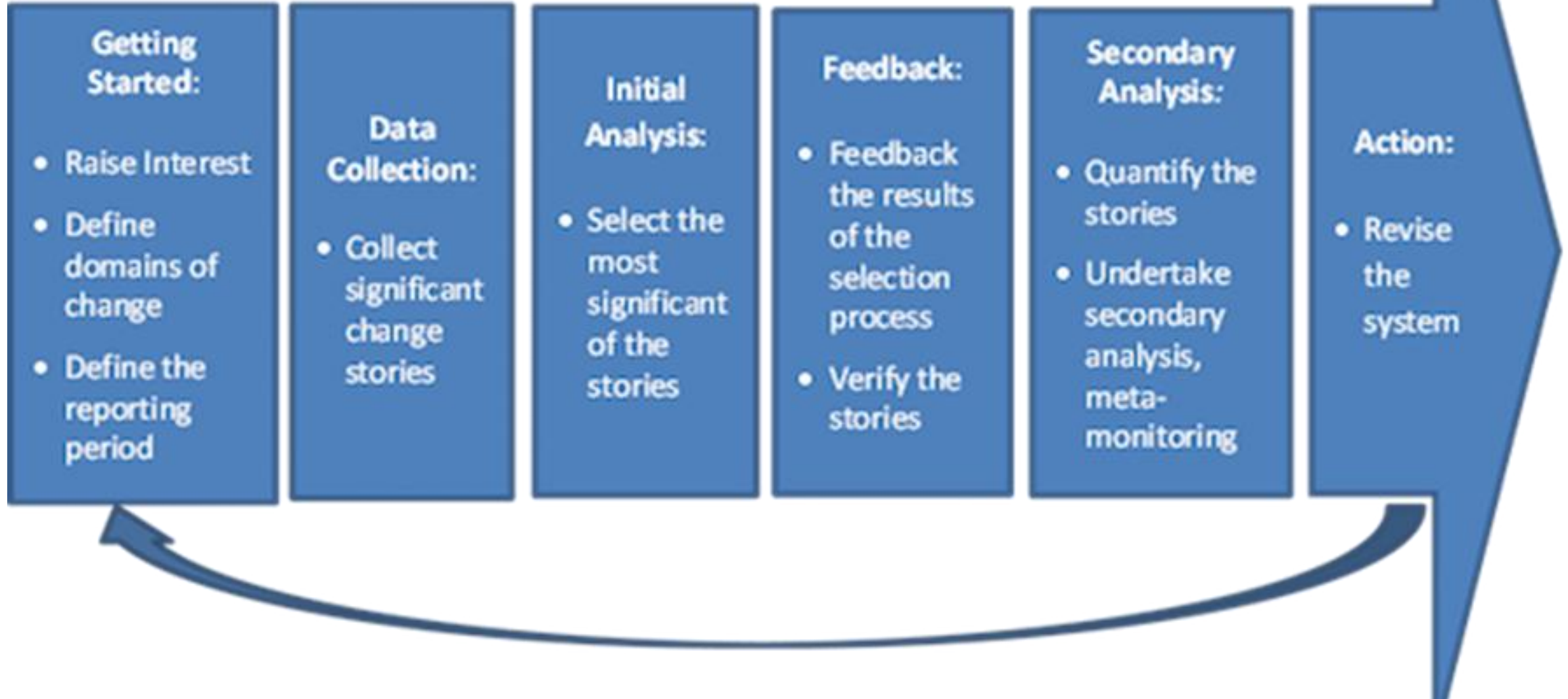
OF AGRICULTURE AND
THE RURAL SECTOR IN
INDONESIA



Calgary Urban Aboriginal Initiative

My Experiences

Key Features

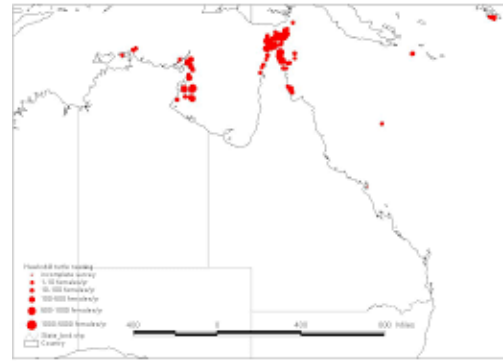




Method #2: Collaborative Outcomes Reporting

Collaborative Outcomes Reporting (COR) is a participatory approach to impact evaluation based around a performance story that presents evidence of how a program has contributed to outcomes and impacts, that is then reviewed by both technical experts and program stakeholders, which may include community members.

<https://www.betterevaluation.org/en/plan/approach/cort>



Dugong and Marine Turtle Project Final Report Executive Summary 2009

The Australian Government conducted COR process on a Dugong and Marine Turtle Project in Northern Australia. The long-term vision of the project was for healthy and sustainable populations of dugong and marine turtles in north Australian waters that supported Indigenous livelihoods.

Traditional Owner Endorsement

The Kaurareg Council of Elders of Ngurupai (Horn Is), Waibene (Thursday Is), Kiriri (Hammond Is) and Muralug (Prince of Wales Is) represented by the Kaiwalagal Aboriginal Corporation (Prescribed Body Corporate) endorse this management plan.

The Council of Elders through Kaurareg customary protocol gives the traditional owner authorisation to the Kaiwalagal rangers to implement the Traditional Management Arrangements and Dugong and Turtle Cultural Protocols in this Plan. We do so with respect to all the elders, traditional owners and inhabitants in the Kaurareg land and sea country within our Dugong and Turtle Management Area.

Project 1.2.5 - Integrating Indigenous knowledge and survey techniques to develop a baseline for dugong (Dugong dugon) management in the Kimberley

PETER SATLIS¹, EMMA WOODWARD¹ AND TJ LAWSON^{1,2}

¹CSIRO Oceans & Ecosystems, Perth, Western Australia; ²Western Australian Marine Science Institute (WAMSI), Perth, Western Australia, Australia



Clockwise from top right: satellite dolphin pod & dugong/gull; Kimberley aerial survey blocks A transects (Sept-Oct 2015); training camp 'Troncor' (August 2015); survey plane (SR Aonani) and team; snapshots of Kimberley coastal landscapes.



Date published: November 2015

Citation: Satlis P, Woodward E and Lawson TJ (2015). Integrating Indigenous knowledge and survey techniques to develop a baseline for dugong (Dugong dugon) management in the Kimberley. Progress Report 2/1 for Phase 2 of Project 1.2.5 of the Kimberley Marine Research Program. Node of the Western Australian Marine Science Institution, WAMSI, Perth, Western Australia, 12pp.

Author Contributions: Report was compiled by PR, EW and TJ.

Funding Sources: CSIRO and WAMSI.

Acknowledgements: Glenn Dunthorn (RMS Pty Ltd, consultant), Bolaggers (Thomas Grounds), Wirambini Gamblers (Tom Vignaro), Dambongari (Jerald Holmes) and Bard-Joni (Daniel Oades & Philip McCarty).

Corresponding author and institution: Taylor (CSIRO, Brisbane, Queensland, Australia)

Key Features



- A narrative section explaining the program context and rationale.
- A 'results chart' summarizing the achievements of a program against a program logic model.
- A narrative section describing the implications of the results e.g. the achievements (expected and unexpected), the issues and the recommendations.
- A section which provides a number of 'vignettes' that provide instances of significant change, usually first-person narratives.
- An index providing more detail on the sources of evidence.

		☹️	😐	😊
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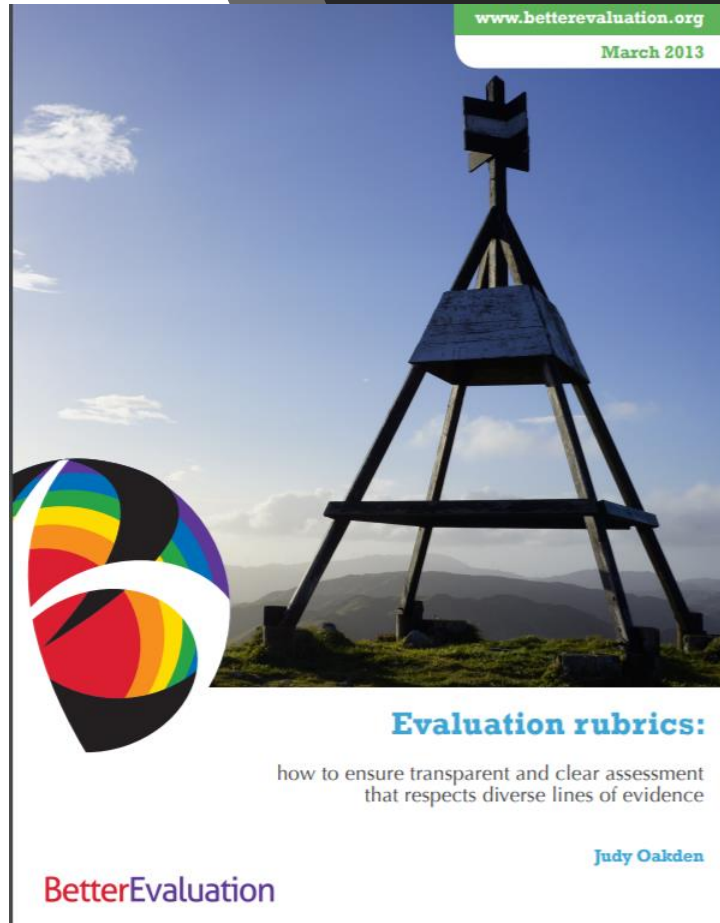


## Method #3: Evaluation Rubrics

- The term "rubric" is often used in education to refer to a systematic way of setting out the expectations for students in terms of what would constitute poor, good and excellent performance.
- In recent years rubrics have begun to be used explicitly in evaluation to address the challenge of systematically and transparently synthesising diverse evidence and perspectives into an overall evaluative judgement.
- Sometimes they are called rubrics, and sometimes Global Assessment Scales, as they provide an overall rating of performance, based on detailed descriptions on a scale.
- The main point of a rubric is that it is designed to support a holistic judgement about performance. It is not a scale that involves awarding points for this and points for that and then adding them up and reading off the scale.

# Example: First Time Principals Induction Programme

This small-scale evaluation assessed the effectiveness of the First-time Principals² Induction Programme, which aims to induct new principals and strengthen professional leadership in New Zealand schools. This Programme focused on the importance of pedagogical leadership. In particular, this included leaders building links with their school's community, including Māori and Pasifika communities, to raise student achievement.



www.betterevaluation.org  
March 2013

**Evaluation rubrics:**  
how to ensure transparent and clear assessment  
that respects diverse lines of evidence

Judy Oakden

BetterEvaluation

# Rubric (3/5th of it)

## Rubric for: Participate in professional learning and are recognised as 'leading learners' in their school

Rating	Evaluative criteria
Excellent	<p>Clear example of exemplary performance or best practice in this domain: no weaknesses</p> <ul style="list-style-type: none"> <li>• There are always clear and appropriate professional development goals set for first-time principals</li> <li>• Good working relationships which provide professional support and advice to first-time principals are always established between first-time principals and mentors</li> <li>• Networks of peer support are always established between first-time principals and peers</li> <li>• First-time principals always engage in reflective learning about being leading learners in their schools</li> <li>• First-time principals always understand the importance of being leaders of learning and have clear strategies to effect this</li> <li>• First-time principals always report they know how to collect, analyse and act on data to support student learning</li> <li>• There is always evidence of the first-time principals focus on equity for Māori</li> <li>• Support for first-time principals is well co-ordinated (especially where there are several support groups working with the first-time principal).</li> </ul>
Very good	<p>Very good or excellent performance on virtually all aspects; strong overall but not exemplary; no weaknesses of any real consequence</p> <ul style="list-style-type: none"> <li>• There is almost always clear and appropriate professional development goals set for first-time principals</li> <li>• Good working relationships which provide professional support and advice to first-time principals are almost always established between first-time principals and mentors</li> <li>• Networks of peer support are almost always established between first-time principals and peers</li> <li>• First-time principals almost always engage in reflective learning about being leading learners in their schools</li> <li>• First-time principals almost always understand the importance of being leaders of learning and almost always have strategies to effect this</li> <li>• First-time principals almost always report they know how to collect, analyse and act on data to support student learning</li> <li>• There is almost always evidence of the first-time principals focus on equity for Māori</li> <li>• Support for first-time principals is almost always well-co-ordinated (especially where there are several support groups working with the First-time Principal).</li> </ul>
Good	<p>Reasonably good performance overall; might have a few slight weaknesses but nothing serious</p> <ul style="list-style-type: none"> <li>• There is mostly (with some exceptions) clear and appropriate professional development goals set for first-time principals</li> <li>• Good working relationships which provide professional support and advice to first-time principals are mostly (with some exceptions) established between first-time principals and mentors</li> <li>• Networks of peer support are mostly (with some exceptions) established between first-time principals and peers</li> <li>• First-time principals mostly (with some exceptions) engage in reflective learning about being leading learners in their schools</li> <li>• First-time principals mostly (with some exceptions) understand the importance of being leaders of learning and mostly have strategies to effect this</li> <li>• First-time principals mostly (with some exceptions) report they know how to collect, analyse and act on data to support student learning</li> <li>• There is mostly (with some exceptions) evidence of the first-time principals focus on equity for Māori</li> <li>• Support for is mostly (with some exceptions) well-co-ordinated (especially where there are several support groups working with the First-time principal).</li> </ul>

# Data Sources

**Table 2: Summary of data collected for FTP review**

Stakeholder group	No. of interviews	Data collection method
Self-completion survey of first-time principals attending the 2008 course of the First-time Principals Induction Programme	125	Self-completion postal survey. All 187 participants in the first-time principals Induction Programme received the survey, 180 were eligible achieved 125 responses (69% response rate)
<b>Stakeholder group</b>		
National trainers	4	Face-to-face meeting with evaluators
Mentor leader & L&M advisor	1	Face-to-face interview with evaluators
Sector leaders	3	Phone interviews with evaluators
<b>Other stakeholders</b>		
Mentor leaders	1	Semi-structured telephone interview
Mentors	3	Semi-structured telephone interviews
School Support Service advisors	2	Semi-structured telephone interviews
Personnel overseeing online component of course	1	Semi-structured telephone interview with key course personnel
Principals from 2007 cohort	4	As part of the piloting process
<b>Total</b>	<b>19</b>	

# Results

**Table 1: Summary of evidence that FTPIP is of good quality–FTPs as ‘leaders of learning’**

Evaluative Criteria		Ratings				
		Poor	Adequate	Good	Very good	Excellent
Principals participate in professional learning and are recognised as ‘leading learners’ in their school	Overall rating					
	There are clear and appropriate professional development goals set for FTPs					
	Good working relationships which provide professional support and advice to FTPs are established between FTPs and mentors					
	Networks of peer support are established between FTPs and peers					
	FTPs engage in reflective learning about being leading learners in their schools					
	FTPs understand the importance of being leaders of learning and have clear strategies to effect this					
	FTPs report they know how to collect, analyse and act on data to support student learning					
	There is evidence of the FTPs focus on equity for Māori					
	Support for FTPs is well co-ordinated (especially where there are several support groups working with the FTP)					

# Use

## Changes as a result of the evaluation

While the evaluation identified that the current mix of support available from the Programme provided the basic building blocks, it also clearly identified some opportunities to enhance the first-time principals learning in line with Government policy. For example, the evaluation made it clear that training providers needed to impress on first-time principals the urgent need to have a much stronger focus on working with Māori to raise Māori student achievement, and recommended making those aspects of the Programme compulsory. The Ministry communicated to others the need to achieve greater equity for Māori as follows:

### Addressing equity for Māori and Pasifika students:

- There is a need for good mentors for Māori FTPs, especially for kura principals who are able to contribute to the programme projecting a Māori world-view.
- Many principals are more committed to equity for Māori students as a consequence of the programme but do not appear to have the strategies for implementation. There is a need to ensure that aspects within the programme explicitly focused on implementation strategies.
- While Māori principals rated the residential highly in the course evaluations, the review found evidence from several sources (including Māori principals, L&M advisors and mentors) that some speakers and some of the other participants at the residential courses took a deficit view of Māori. The review suggested that this needs to be monitored.
- Consider provision of opportunities for Māori Tumuaki to meet as a group at residential courses. (Fitchett, 2009, p. 2)

Māori student achievement, is now compulsory for all attendees. Thirdly, all the mentors are required on an on-going basis to place a particular emphasis in their work with first-time principals on raising Māori achievement.

In addition, there was a change to the timing of the first residential course from April to July, so first-time principals had a chance to achieve greater mastery of some of the management aspects of leadership before they focussed on the pedagogical aspects.

There was also considerably more focus on getting first-time principals to engage with the IT components of the course, particularly the online learning. One of the key aspects of school funding training was taught online, to ensure principals became familiar and comfortable with the online medium.

The Project manager also wrote two articles outlining the changes to the First-time Principals Induction Programme, for a nation-wide magazine read by principals.

## Conclusion

This small, finely tuned evaluation helped contribute to change and supported the training providers' improve their approaches to working with first-time principals. It was particularly gratifying that the use of rubrics, and genuinely engaging with Māori, proved their value in this project. This was an early evaluation using rubrics and our approach to them has evolved since.

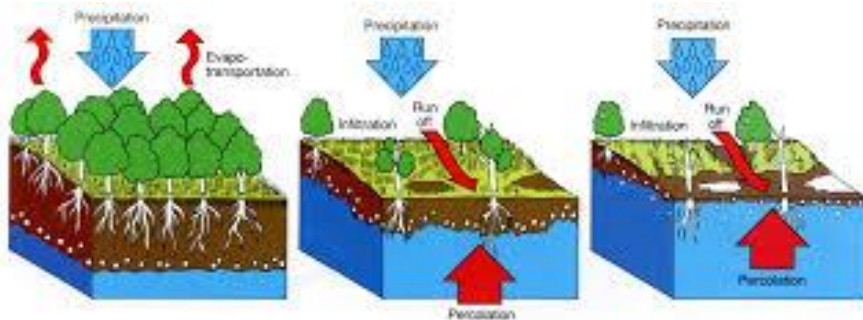
Notwithstanding, the evaluation provides a practical example of how rubrics can be used to ensure a transparent process for articulating the aspects of performance that are important. Rubrics also help evaluators to identify the data required to make judgements about the performance of the programme so that suitable data can be collected, and identify early any likely information gaps. The synthesis process allows for a wide range of different data sources to build up layers of evidence, and results in a clear assessment that respects diverse lines of evidence.

When using rubrics, reporting can be succinct, but with sufficient detail that users of the evaluation consider the

# Example: Dryland Salinity in Australia



The Victorian Department of Natural Resources and Environment developed a rubric (called a Global Assessment Scale) as part of their evaluation of a project to reduce dryland salinity. They developed a rating scale for the community groups which were created through the project, to track their progress and to focus planning for the next stage of the project.



**Before clearing**  
Most water is used where it falls. The system is in balance.

**After clearing**  
Saline groundwater rises and is concentrated at the surface by evaporation. Vegetation growth is affected.

**Later**  
Accumulation of salt at the surface kills protective plant cover. The land is open to erosion.

(<https://www.betterevaluation.org/en/evaluation-options/rubrics>)



# Rubric For Evaluating Capacity Of Community Groups

## Rubric

5 Most members of the community are contributing to the group and recognise they play an integral part in achieving holistic, long term and agreed community objectives. The group has its own identity and strives for excellence. They are able to identify and implement innovative solutions to problems with little or no government support. Members are willing to accept leadership, responsibilities and different roles. All members are implementing on-ground works and attending regular meetings. The group is exceeding salinity tree and pasture establishment targets and will be able to halt salinity within 30 years.

4 Etc.

3 Etc.

2 Etc.

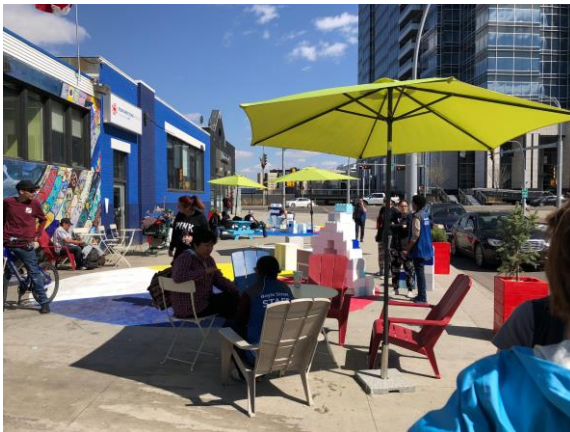
1 The group is totally dependant on government for funding, support and leadership. There is a reluctance of members to assume any leadership roles or responsibilities, and there is apathy towards attracting new members. Meetings are irregular with few core members present, or meetings are non-existent. There are no agreed goals, and members may not share common problems to bring them closer together. There is little or no evidence of on-ground works occurring. The salinity problem will continue growing.



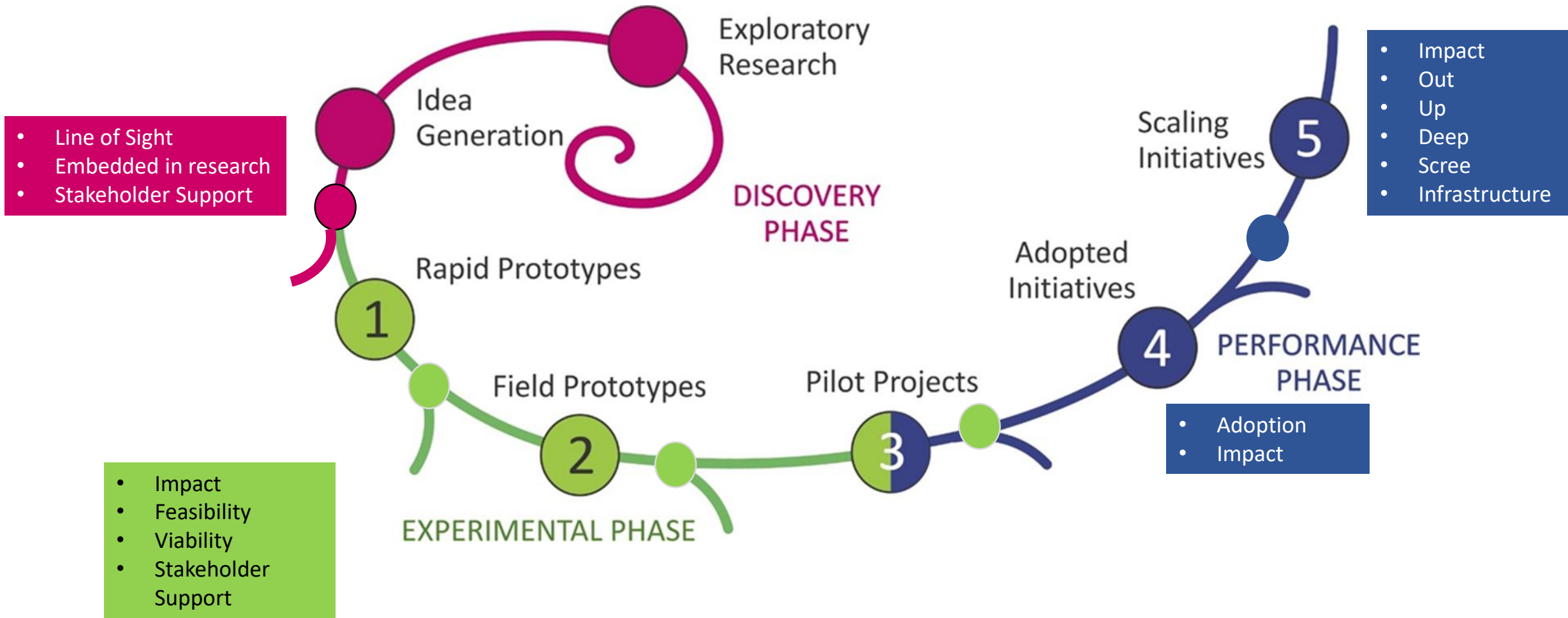
# Example: Urban Wellness in Edmonton



- The City has been working with residents, businesses, agencies and government to develop a 'Recover' approach to improve urban wellness.
- We use a **social innovation framework** which allows for constant learning, testing and adapting ideas, while considering their cumulative impact, with the experiences and voices of neighborhood residents and those most affected by wellness.



# The Rubrics



# Key Features

Evaluative Rubrics: a Method for  
Surfacing Values and Improving  
the Credibility of Evaluation

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## Preparation

### Surfacing values



Policy

Strategy

Evidence

Expectations



### Articulating shared understanding

#### Rubrics

What would

- "excellent"
  - "very good"
  - "good"
  - "adequate"
  - "inadequate"
  - "poor"
- look like?

### Determine data needs

#### New data we collect



- Interviews
- Focus groups
- Survey
- Milestone reports
- Programme data
- etc



Existing data

## Use

### Analysis

#### New data we collect



- Interviews
- Focus groups
- Survey
- Milestone reports
- Programme data
- etc



Existing data

### Sense making

#### Rubrics

What does it mean overall?

- excellent?
  - very good?
  - good?
  - adequate?
  - inadequate?
  - poor?
- Where are the opportunities to improve?

### Clear overall evaluative judgement

#### Report



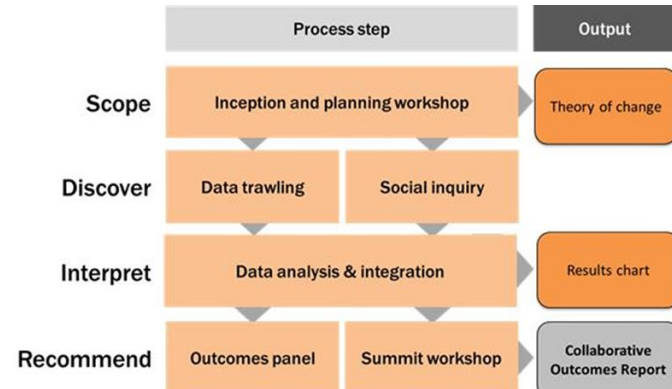


# Small Group Chatter

- What are your experiences with Most-Significant Change? Collaborative Outcome Reporting?
- Which resonates with you most? Why?
- What new questions emerge?
- Where might you employ it appropriately and productively?

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Rubrics



Collaborative Outcomes Reporting



Most Significant Change

# Critical Inquiry Frameworks

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Gender-Based Analysis | Indigenous Evaluation | Equitable Evaluation |  
~~Critical System Heuristics~~



- Critical (theory) approaches explore the deeper systems and beliefs that create, sustain and reproduce stubborn problems in place
- Critical inquiry approaches evaluation can help to reveal and learning about these systems and enable people to take action on them.
- Most approaches begin with an inquiry framework – a set of key questions – often with preferred methods.

# Critical Inquiry Approaches

# Evaluation Underpinnings



## **Axiology (Value)**

*How do we decide what is good and what is right?*



## **Ontology (Being/Reality)**

*How do we decide what is real?*



## **Epistemology (Knowledge)**

*What information do we regard as fact versus opinion?*



## **Methodology (Systems/Rules)**

*What information systems/sources do we trust?*

*Based on Mertens (2011)*



# Some Different Types

Critical System  
Heuristics

Feminist  
Evaluation

Gender-Based  
Analysis

Indigenous  
Evaluation

Equitable  
Evaluation

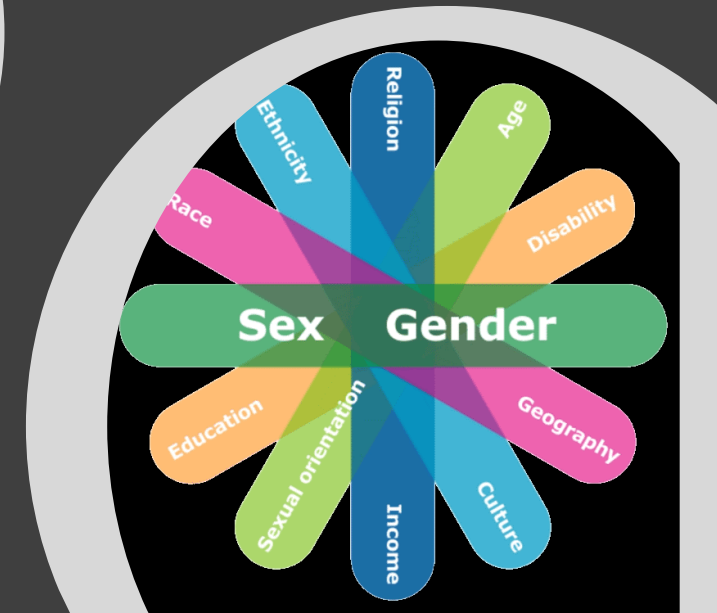
LGBTQ Evaluation

Political  
Economy/Marxist  
Analysis

Intersectionality  
Analysis

# #1 Gender-Based Analysis

- Analysing the gendered aspect of an intervention would involve focusing on the differences between men and women within that intervention. For example, are there equal numbers of men and women involved in the intervention and, if not, why not.
- Analysing the gendered aspect of an intervention would involve examining the judgements, stereotypes and norms related to masculinity and femininity that occur in the intervention's context and, from there, exploring the effect these stereotypes and norms had on the intended intervention outcomes.



# What is gender?

‘Gender refers to the roles, behaviours, activities, and attributes that a given society at a given time considers appropriate for women and men ... In most societies there are differences and inequalities between women and men in responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities.’

[UN Women Gender Equality Glossary](#)

- ‘a process of judgement and value ... related to stereotypes and norms of what it is to be masculine or feminine, regardless of your born sex category ... certain forms of femininity and masculinity are given greater value than others (with particular forms of dominant masculinity usually having the greatest access to power and resources).’
- (Fletcher, 2015: [Addressing Gender In Impact Evaluation: What Should Be Considered?](#))

# Example: Mining Sector



## Issue:

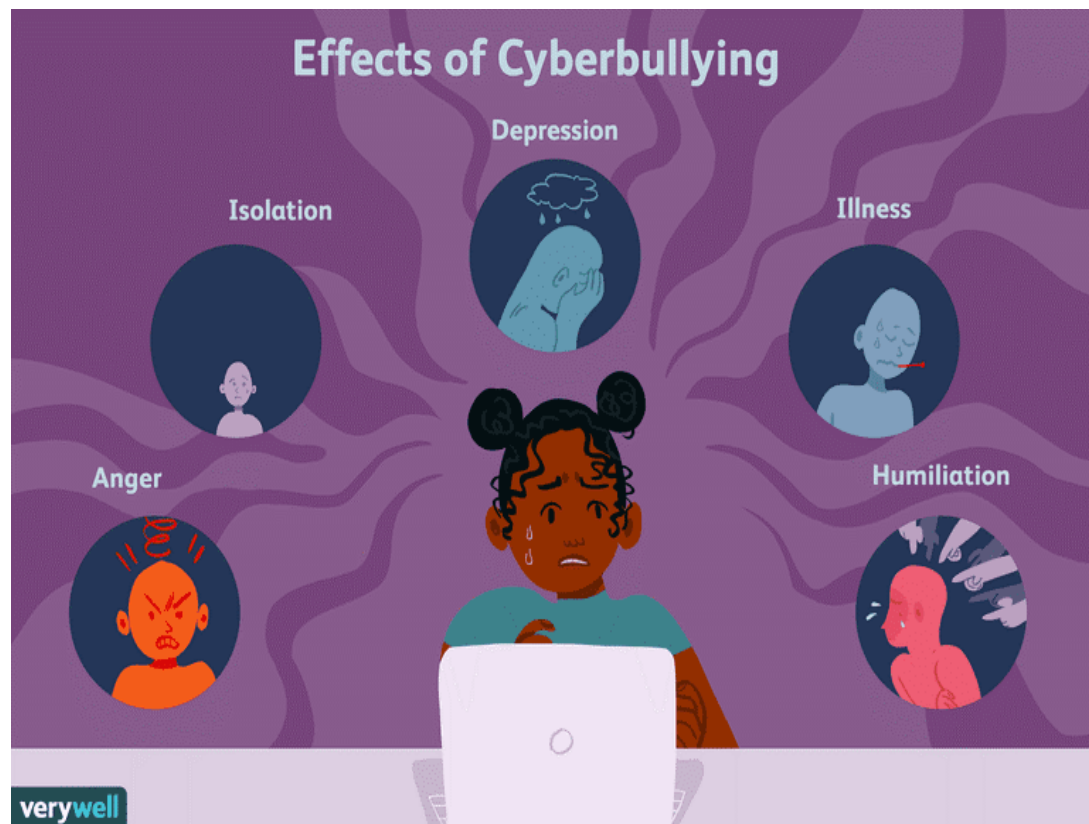
- The mining and exploration sector will face a hiring requirement of up to 60,000 workers in the next decade.

## GBA+ questions:

- What are the current socio-demographic characteristics of the mining and exploration sector workforce? Are there any segments of the population that are under-represented (e.g. women, Indigenous people, youth)?
- What are the barriers to participation for under-represented groups (e.g. shift-work, remote location, employer stereotypes)? Can measures be developed to address any perceived or identified barriers?
- In developing your approach to the issue, have you consulted a wide-range of stakeholders, including under-represented groups?

(Status of Women Canada)

# Example: Cyberbullying



## Issue:

- Cyberbullying and the non-consensual distribution of intimate images is a growing concern in Canada, particularly among youth.

## GBA+ questions:

- Are there gender differences in cyberbullying behaviour and victimization?
- Are there other identity factors that affect cyberbullying behaviour and/or victimization (e.g. geography, socio-economic status)?
- Are the long-term impacts of cyberbullying the same for boys, girls and non-binary youth?
- In consulting with youth, have you considered boys and girls with varied backgrounds?

(Status of Women Canada)

# Example: Traumatic Brain Injury



## Issue:

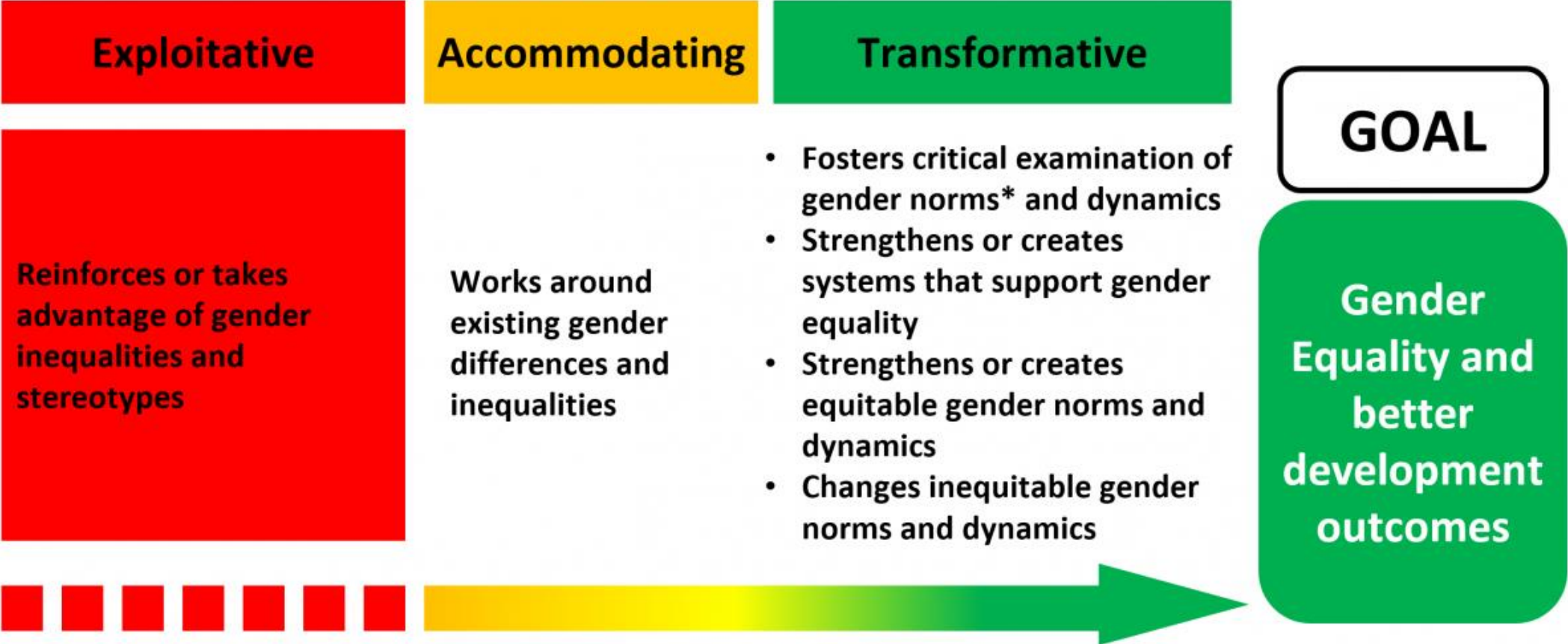
- The need to better prevent and respond to Traumatic Brain Injuries (TBI) has gained increased attention as a result of recent high-profile lawsuits by athletes who have sustained concussions in professional sports.

## GBA+ questions:

- Are women experiencing traumatic brain injuries (TBI) at the same rates as men?
- Are there groups at higher risk of sustaining a TBI, based on gender expectations (e.g. risk-taking behaviour), or other identity factors?
- Are there sex or gender factors that influence TBI symptoms and recovery?
- Have you ensured that the research you are consulting has included the experiences of both women and men?

(Status of Women Canada)

# Common Framework



* Norms encompass attitudes and practices

* A system consists of a set of interacting structures, practices, and relations

# Example: HIV Intervention



TESTING IS EASY



PREVENTION WORKS

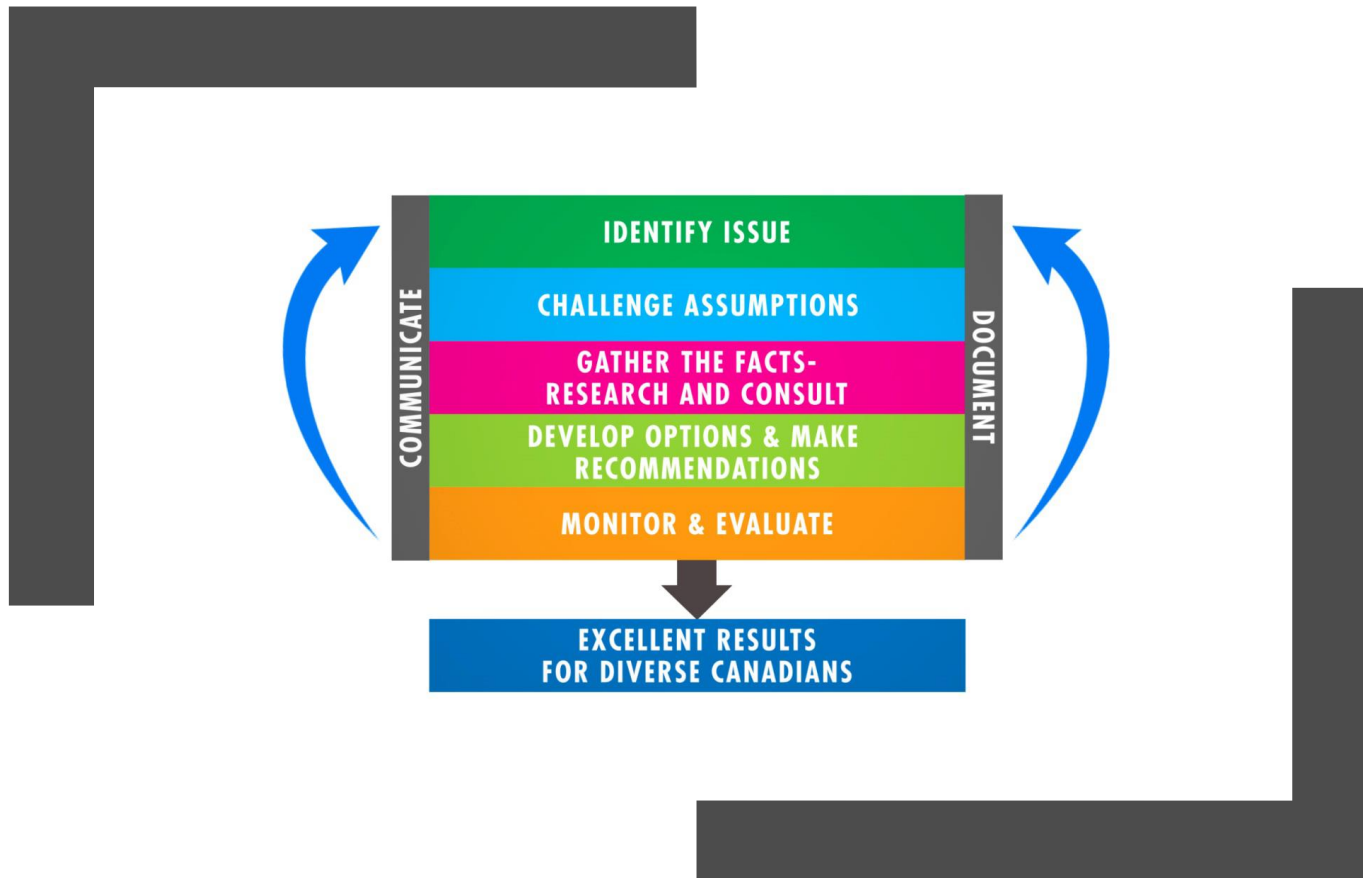


TREATMENT SAVES LIVES

- An 'exploitative' intervention would be one that takes cultural judgements around gender and sexuality then uses them to promote 'good' behaviour: telling young women they will be 'spoilt' if they have sex before marriage, or saying that men who have sex with men (and who are often judged within society as 'not real men') are vectors of disease, when the risk lies in unprotected anal sex regardless of the sex of the bodies involved.
- An 'accommodating' intervention would be one that 'does not rock the boat', for instance by claiming it would be 'culturally inappropriate' to involve sex workers or trans women in 'women's projects' or accepting that, in an intervention working with civil society organisations, all those organisations are run by men (who will no doubt be from the majority religious and ethnic group in the intervention site).
- A 'transformative' intervention would be one that works on gender processes; in other words, one that goes beyond the men/women categorical approach and that looks at judgements, stereotypes and norms of masculinity and femininity, and how they are applied regardless of the sex assigned to a body at birth.



# Key Features



- Do I believe that the issues I work on are gender neutral? Or culturally neutral? Ability neutral? Is this based solely on my own experience?
- Is it possible that my assumptions prevent me from asking questions and hearing or understanding answers that are outside my own experience?
- How might attitudes and norms – my own, those of my organization, and those of the institutions and society that surround me – limit the range of policy options I consider and propose?

<https://cfc-swc.gc.ca/gba-acs/apply-appliquez-en.html>

(Status of Women Canada)



## Small Group Chat

- What are your experiences with Gender-Based Analysis & Evaluation?
- What resonates with you the most? Why?
- What new questions emerge?
- Where might you employ it appropriately and productively?

# #2 Indigenous Evaluation

- The appreciation of different ways of understanding and knowing the world
- The right of Indigenous Peoples to exercise ownership over Indigenous Data: i.e. the creation, collection, access, analysis, interpretation, management, dissemination and reuse of Indigenous Data
- The use of Indigenous methods - e.g. story telling, protocol, sitting circles



# Indigenous Research Methodologies

Bagele Chilisa



Decolonizing Methodologies  
RESEARCH AND INDIGENOUS PEOPLES  
*Linda Tuhiwai Smith*

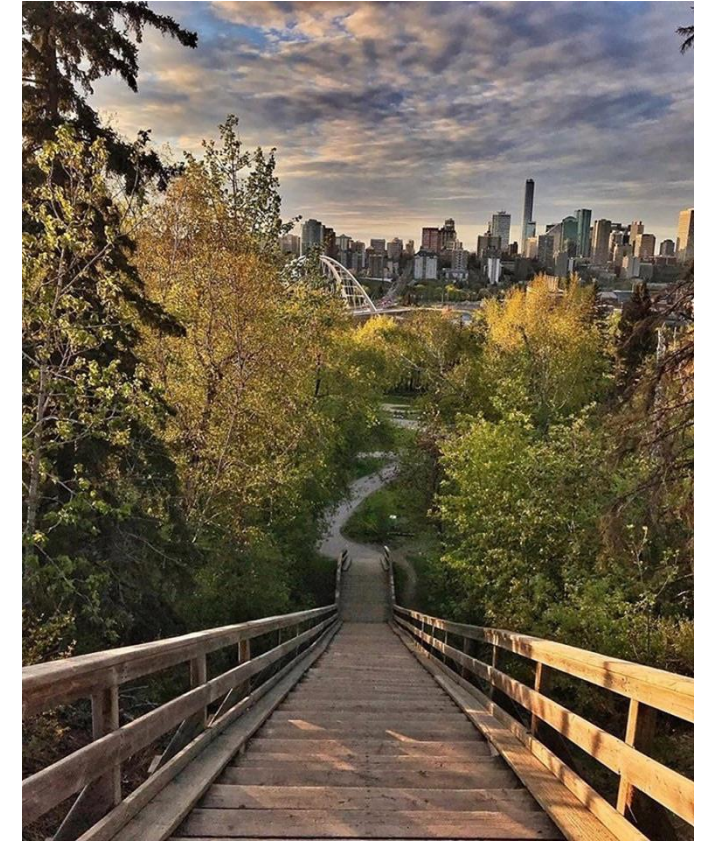
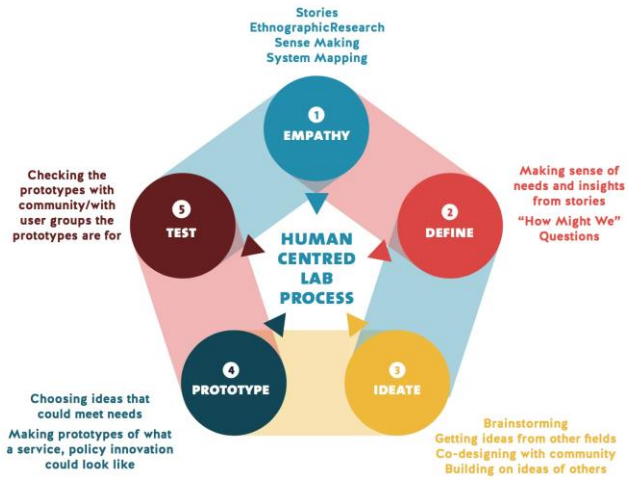


Workshop 1  
Wearing an Indigenous  
Evaluation Lens

Workshop 2  
Tools for Change and  
Indigenous-led Measurement

## Where things are ...

- While Indigenous ways of knowing, evaluating and making one's way in the world is well established, its ideas and practices are in the early – yet fast moving – phases of development in the traditional evaluation field.
- It is a broad, diverse and ever-evolving field and given extra momentum with reconciliation and de-colonization efforts.
- I am not expert – and would attempt to lead – but feel that everyone should become more conversant in its major ideas and practices and be ready to participate in a meaningful way when the opportunities arise.



# My Experience: Human Centered Design and Edmonton Shift Lab to Address Racism

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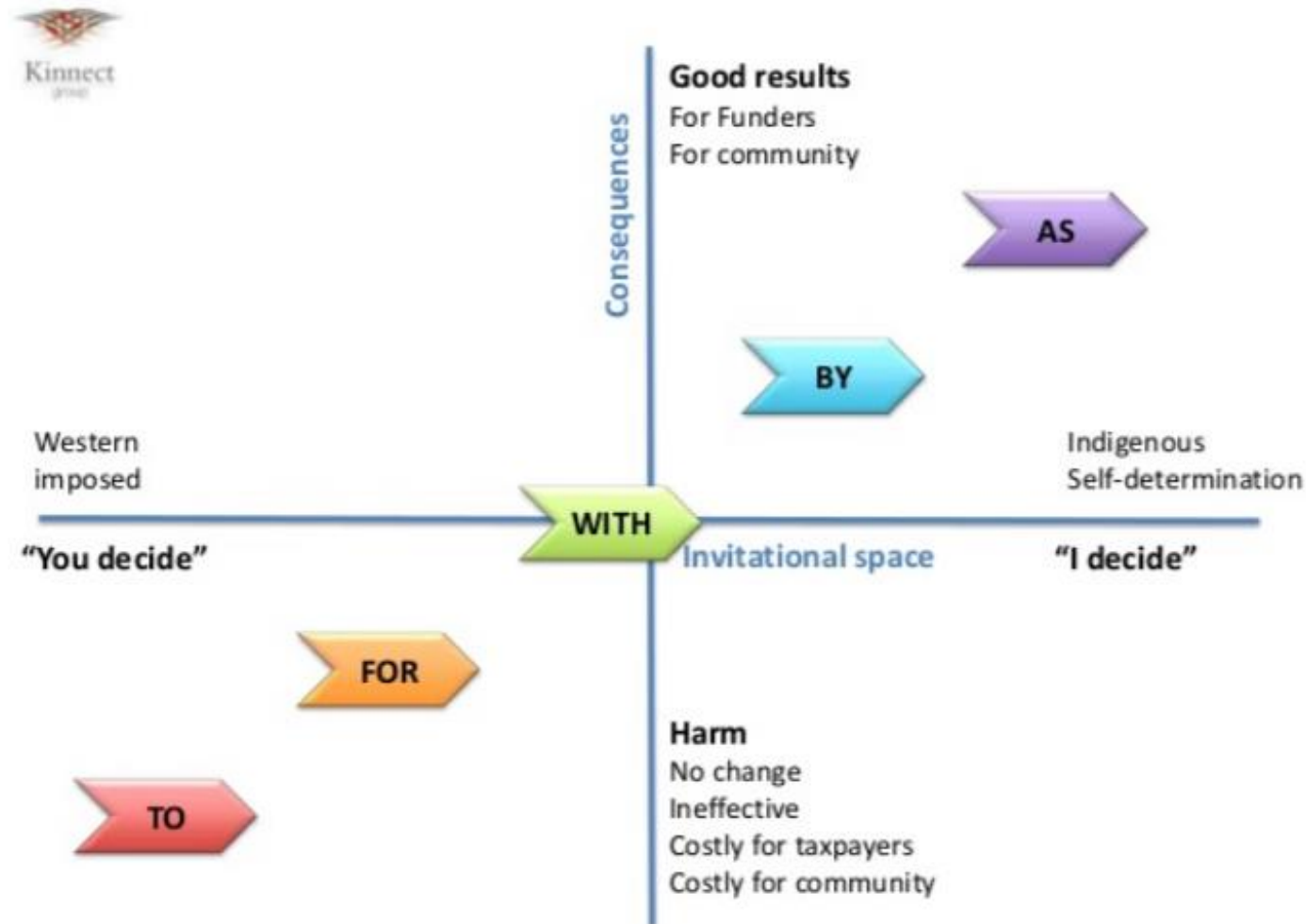
# He Oranga Poutama Developmental Evaluation



HOP initiative set out to develop a practical, grounded understanding of what *as Māori* looks like in diverse activities.

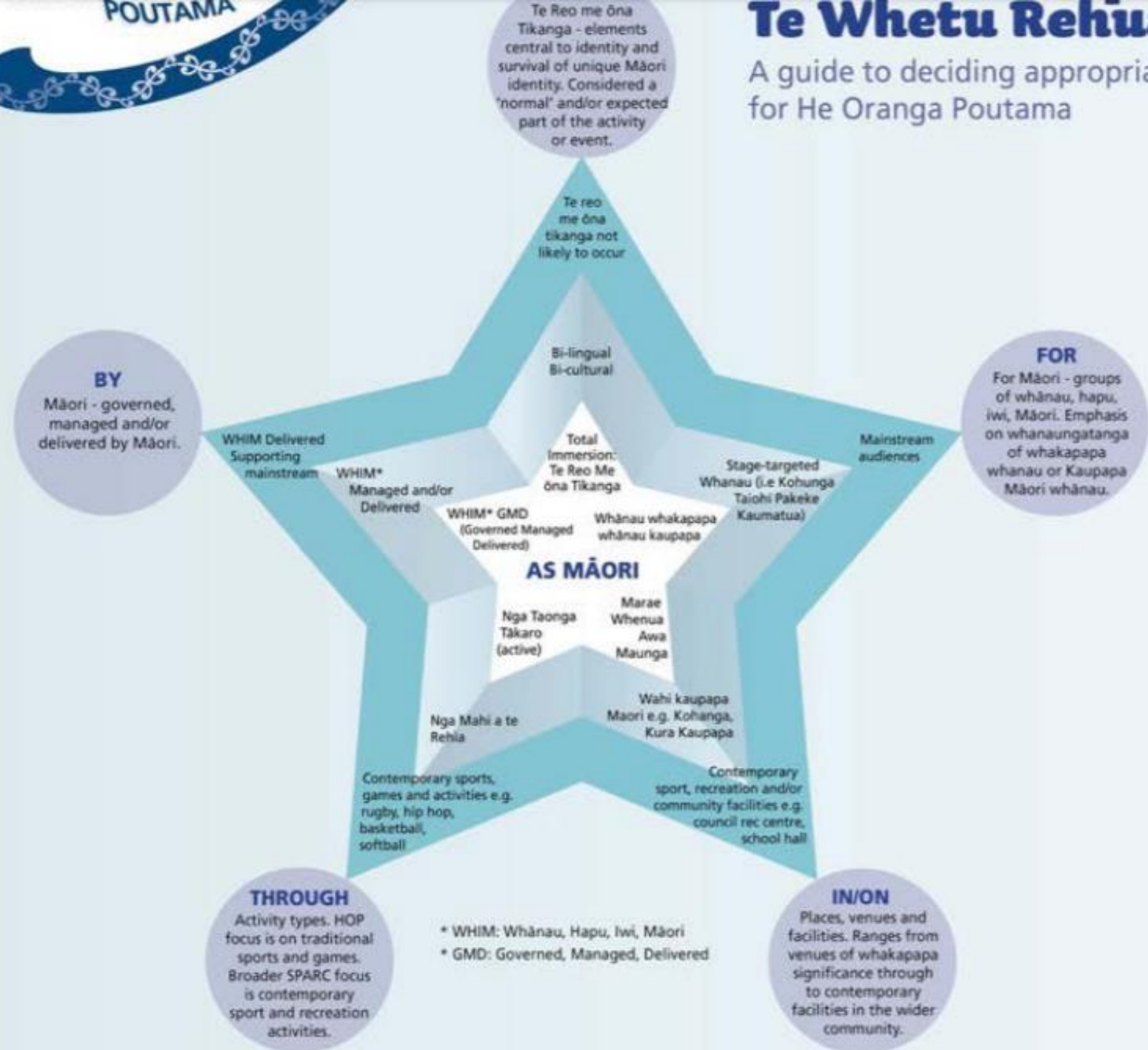
Core principles were developed and adapted in various local settings along with a system of national coordination and support to facilitate local effort.

“Locating Evaluation Practice: Evaluation as an expression of power, consequences and control.



# Te Whetu Rehua

A guide to deciding appropriate activities for He Oranga Poutama



* WHIM: Whānau, Hapu, Iwi, Māori  
* GMD: Governed, Managed, Delivered

- This 'Whetu' outlines a five-criteria continuum to help determine 'as Māori' participation for the context of the He Oranga Poutama initiative.
- The closer an activity maps to the criteria in the inner star, closest to the 'As Māori' centre, the more likely it is to contribute to HOP's goal of participating as 'Māori' in sport and recreation.
- Generally three dimensions of the inner star are required for a strong HOP goal connection.
- Dimensions of the outer star are strongly aligned to participation in sport and recreation by Māori in mainstream initiatives or events.

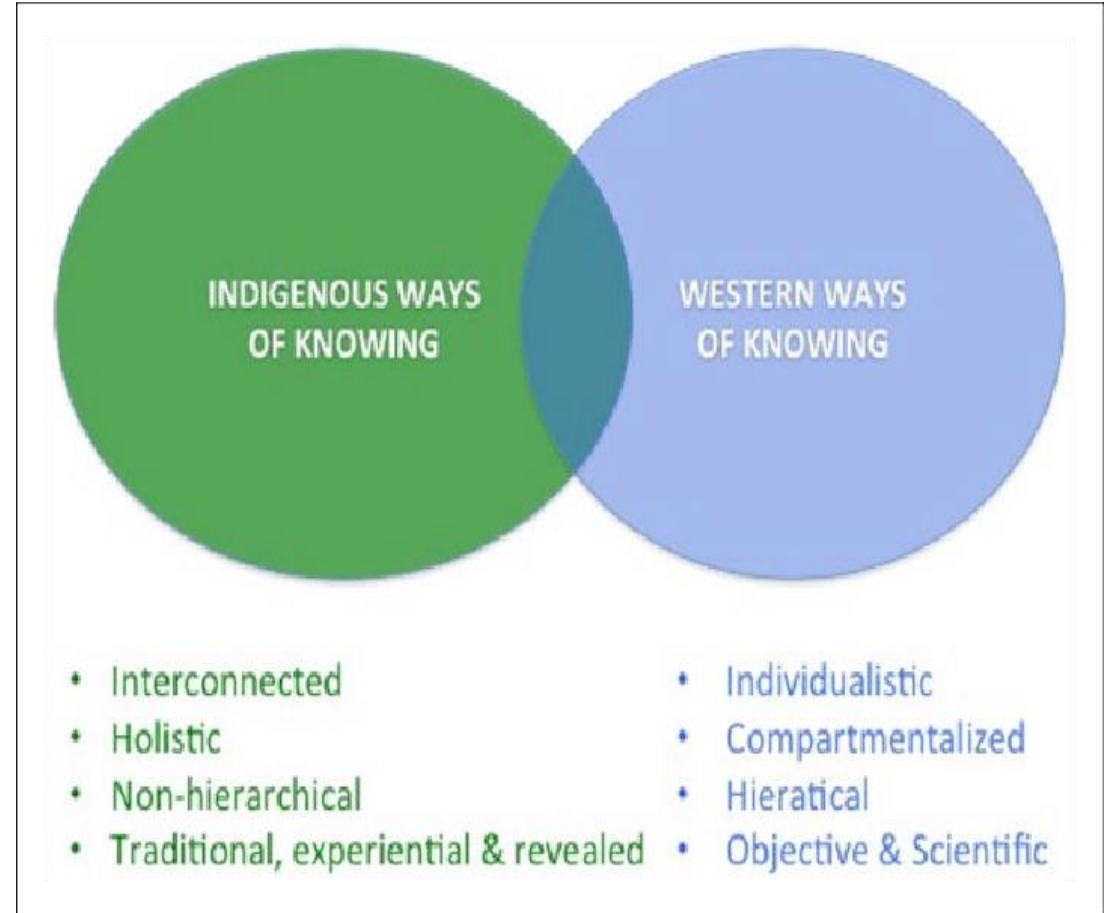
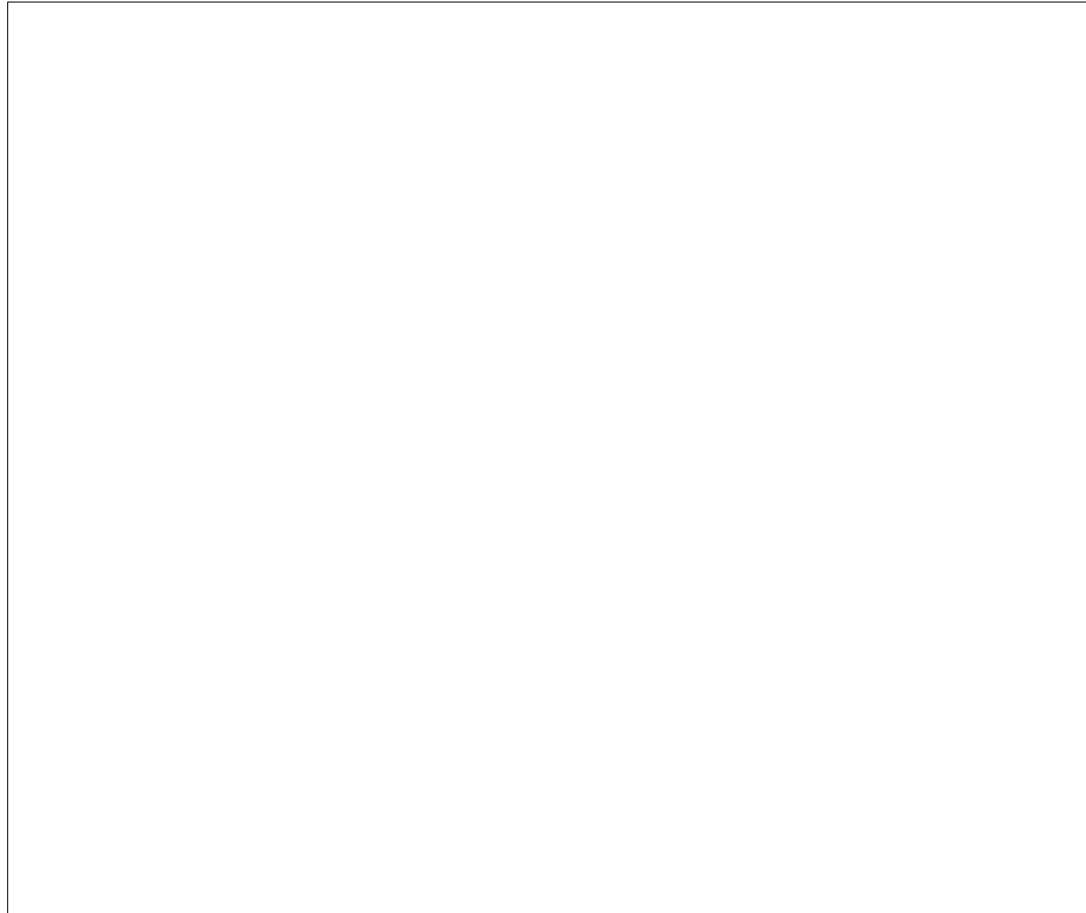


# AES Best Evaluation Policy and Systems Award

2013 Award Winners: Nan Wehipeihana, Kate McKegg and Kataraina Pipi of Research Evaluation Consultancy Limited (a member of the Kinnect Group), and Veronica Thompson from Sport New Zealand) for Developmental Evaluation – *He Oranga Poutama*: what have we learned?



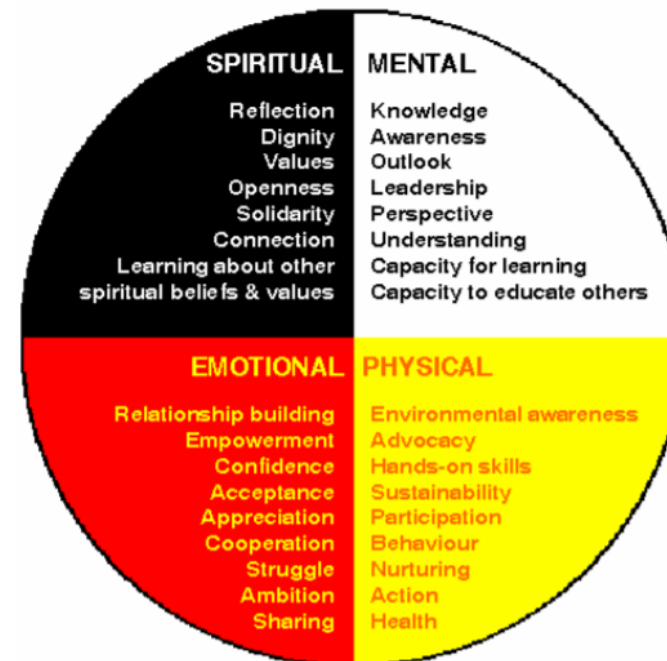
# Example: Two Eyed Seeing in Edmonton Shift Lab



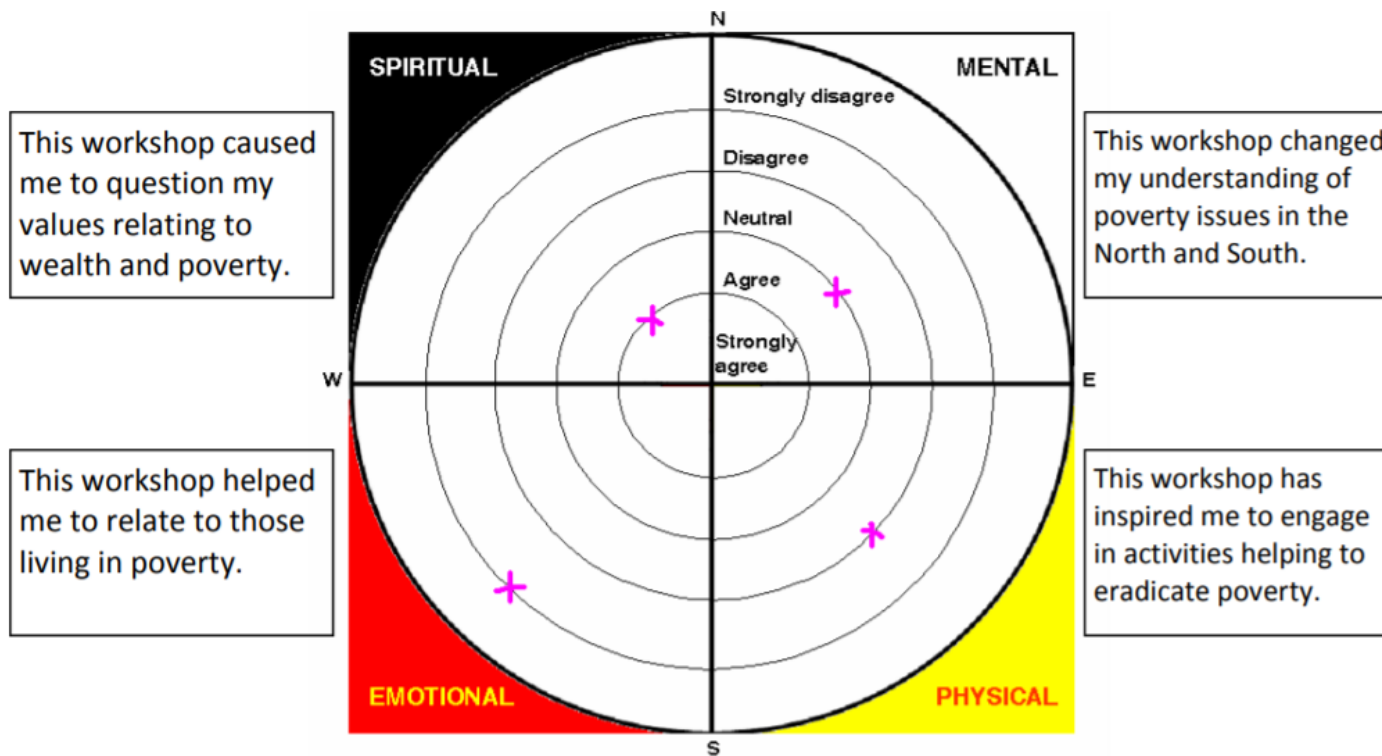
# The Medicine Wheel

The Medicine Wheel takes us out of this linear concept of project evaluation and towards a more holistic one. Its circular form and all-encompassing categories help to expand the scope of evaluation to capture outcomes and elicit responses that are often overlooked.

Traditionally, the Medicine Wheel is meant to make sense of the world and bring order to it, without isolating or compartmentalizing our different understandings of it. It celebrates both the diversity and unity of our spiritual, mental, physical, and emotional experiences. These four categories make up its four quadrants.



# Example: Workshop Review



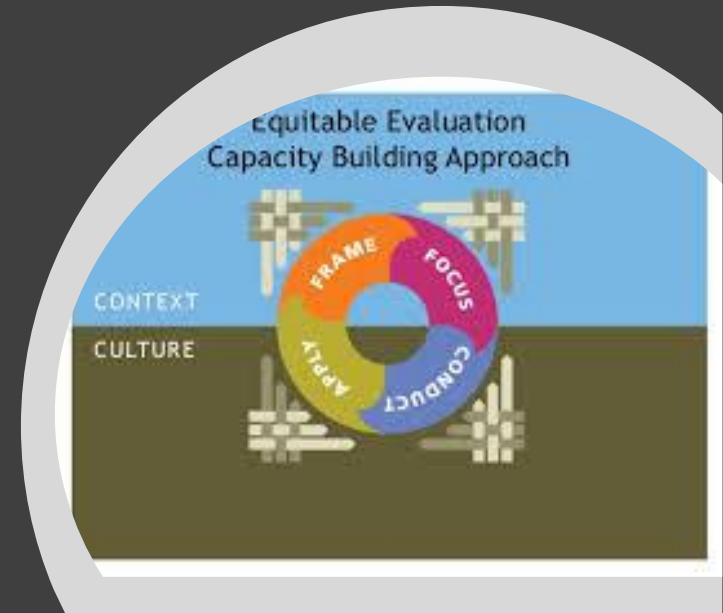


## Small Group Chat

- What are your experiences with Indigenous evaluation?
- What resonates with you the most? Why?
- What new questions emerge?
- Where might you employ it appropriately and productively?

# #3 Equitable Evaluation

- Imagine if evaluation was conceptualized, implemented, and utilized in a manner that promotes equity.
- Everyday narratives that continue to marginalize, minimize, and disrespect people of color and those with less privilege could be replaced with ones that do not demonize and place blame on the individual.
- They could instead lift up the historical, contextual, and powerful dynamics that create and sustain oppression and shed light on the strategies and solutions which can shift the “rules of the game” so that equity is achievable.



# My Experience: The Equitable Evaluation Initiative



Jara Dean-Coffey  
Director



- The Equitable Evaluation Initiative is designed to be co-crafted and co-led by practitioners across the philanthropic, non-profit, and consulting communities through prototyping projects, communities of practice, connection opportunities, convenings, and paradigm-shifting conversations.

# Equity Working Definitions

## MEANS

Deep equity means **working** toward **outcomes in ways that model dignity, justice, and love without re-creating harm in our structures, strategies and working relationships.**

*MAG*

## ENDS

Equity is the **absence of avoidable or remediable differences** among groups of people, whether those groups are defined socially, economically, demographically, or geographically.

*World Health Organization*



# Looking At What Matters

The Edge of Reason, A  
Rational Skeptic in an  
Irrational World

*Baggini 2016*

*To pay attention to feminist, minority and marginalized perspectives is not to give up objectivity for a plurality of subjectivities, but to help achieve greater objectivity by getting a clearer, more expansive and fuller view of our reality.*

# Equitable Evaluation

*(Emerging Principles, Spring 2018)*

**Evaluation work is in service of and contributes to equity.**

- Production, consumption, and management of evaluation and evaluative work should hold at its core a responsibility to advance progress towards equity.

I

**Evaluative work can and should answer critical questions about the:**

- Effect of a strategy on different populations
- Effect of a strategy on the underlying systemic drivers of inequity
- Ways in which history and cultural context are tangled up in the structural conditions and the change initiative itself.

**Evaluative work should be designed & implemented in a way that is commensurate with the values underlying equity work:**

- Multi-culturally valid
- Oriented toward participant ownership

# Enabling Conditions

**To align evaluation practices with an equity approach—and even more powerfully, to use evaluation as a tool for advancing equity—evaluators must simultaneously consider all of these aspects:**

- Diversity of their teams moving beyond cultural to disciplines, beliefs, and lived experiences
- Cultural appropriateness and validity of their methods
- Ability of the design to reveal structural and systems-level drivers of inequity (present-day and historically)
- Degree to which communities have the power to shape and own how evaluation happens

# Equity-Focused Evaluation Practice

1. Has a central focus on inequities
2. Recognizes that inequities are structural
3. Recognizes that evaluation is political
4. Recognizes and values different ways of knowing
5. Proposes to add value to those who are marginalized
6. Requires use post evaluation

Evaluation Questions

Evaluation Design

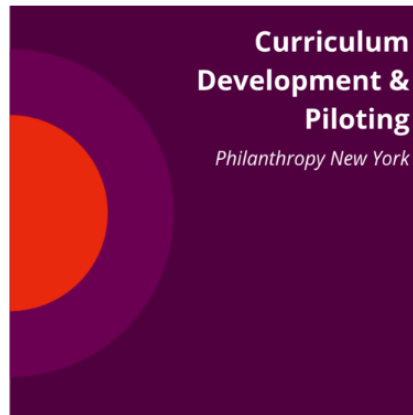
Evaluation Judgement

Evaluation Practices

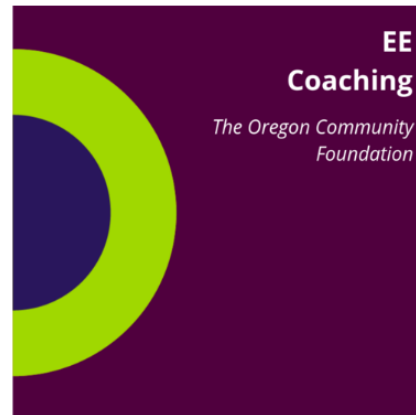
Evaluation Use

# Emerging Examples

## IMMERSION PROJECTS



Learn More



Learn More



Learn More



Learn More



<https://www.equitableeval.org/projects>

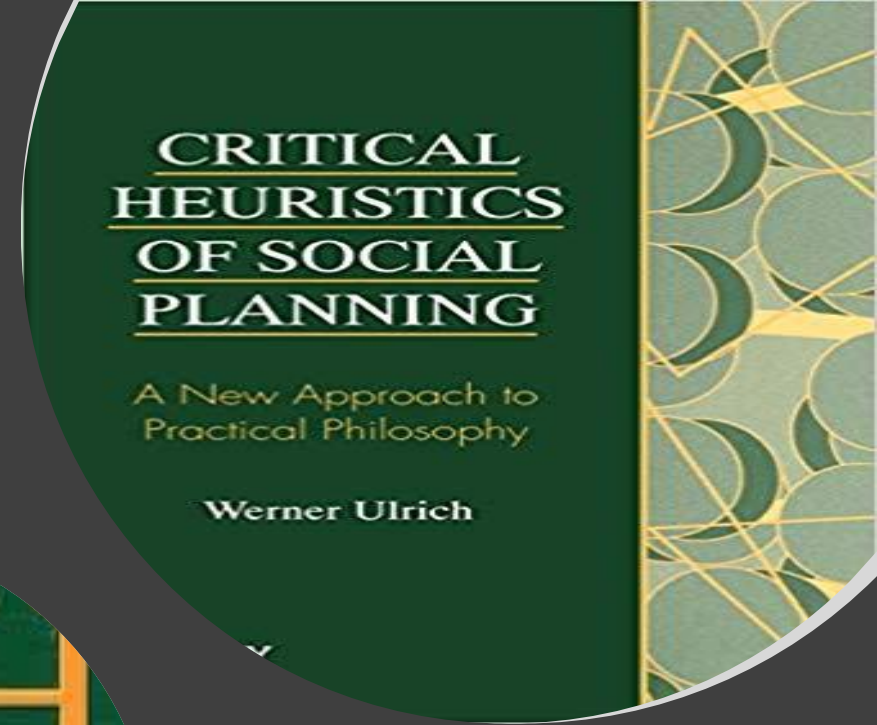
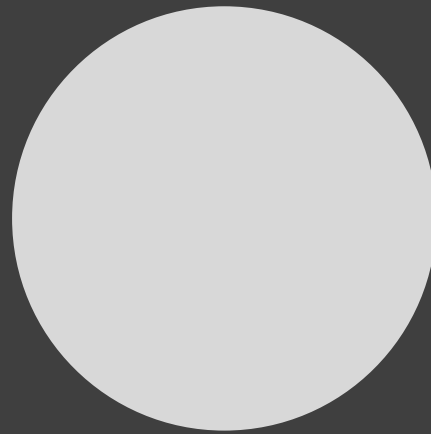


## Small Group Chat

- What are your experiences with **Equitable Evaluation**?
- What resonates with you? Why?
- What new questions emerge?
- Where might you employ it appropriately and productively?

# #4 Critical System Heuristics

- Critical System Heuristics (CSH) provides a framework of questions about a program including what is (and what ought to be) its purpose and its source of legitimacy and who are (and who ought to be) its intended beneficiaries.



# Questions

## Sources of Motivation

That is, whose interests are (should be) served?

What is (ought to be) the **purpose**? That is, what are (should be) the consequences?

What is (ought to be) the **measure of improvement**? That is, how can (should) we determine that the consequences, taken together, constitute an improvement?

## Sources of Power

Who is (ought to be) the **decision-maker**? That is, who is (should be) in a position to change the measure of improvement?

What **resources** are (ought to be) controlled by the decision-maker? That is, what conditions of success can (should) those involved control?

What conditions are (ought to be) part of the **decision environment**? That is, what conditions can (should) the decision-maker *not* control (e.g. from the viewpoint of those not involved)?

Source: Ulrich, W. (2000). Reflective practice in the civil society: the contribution of critically systemic thinking. *Reflective Practice* 1, no. 2: 247-268.

## Sources of Knowledge

Who is (ought to be) considered a **professional**? That is, who is (should be) involved as an expert, e.g. as a researcher, planner or consultant, lived experience?

What **expertise** is (ought to be) consulted? That is, what counts (should count) as relevant knowledge?

What or who is (ought to be) assumed to be the **guarantor of success**? That is, where do (should) those involved seek some guarantee that improvement will be achieved - for example, consensus among experts, the involvement of stakeholders, the experience and intuition of those involved, political support?

## Sources of Legitimation

Who is (ought to be) **witness** to the interests of those affected but not involved? That is, who is (should be) treated as a legitimate stakeholder, and who argues (should argue) the case of those stakeholders who cannot speak for themselves, including future generations and non-human nature?

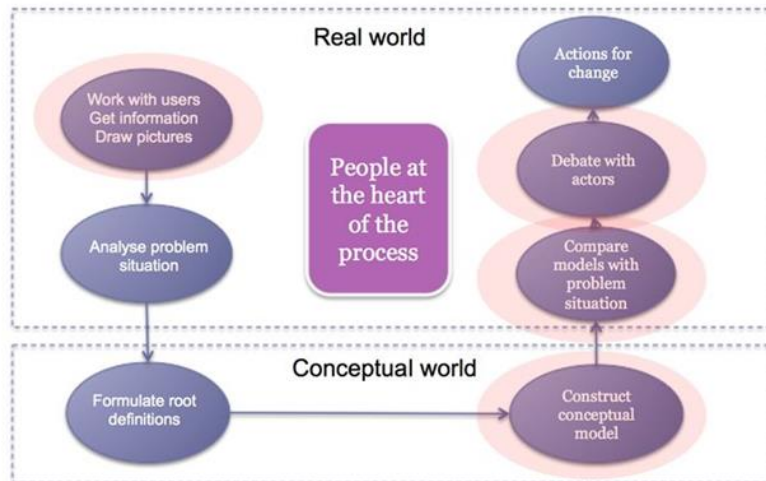
What secures (ought to secure) the **emancipation** of those affected from the premises and promises of those involved? That is, where does (should) legitimacy lie?

What **worldview** is (ought to be) determining? That is, what different visions of 'improvement' are (ought to be) considered, and how are they (should they be) reconciled?



# Key Features

## Critical Systems Heuristics



	Component and Tasks	Approach Response & Methods
	MANAGE	Beyond simply deciding who controls/conducts the evaluation and who the stakeholders are, CSH encourages those involved in the process to consider how and why such decisions are made. An actual CSH project will of course require the allocation of resources (money, time) before the process can even begin, and these processes will likely come before the methodology is chosen. Those who choose CSH, however, can expect to profoundly reexamine these choices and their underpinnings after-the-fact.
	DEFINE	In principle, CSH does not define any precise process to engage stakeholders, guide data collection, or test causal linkages. Instead, CSH remains one step removed from these questions, preferring instead to focus on the underlying factors which define the ways in which they are asked and answered by different actors within the situation of concern. Examining the case studies in literature (some of which are cited in the "More to Explore" section) provides more information about specific instances.
	ENGAGE & FRAME	The primary focus of CSH is on how different actors in a project/intervention engage and frame the problems, strategies, solutions, and outcomes. CSH aims to provide a common scaffolding which allows different perspectives/framings to engage meaningfully with one another.
	DESCRIBE	Data collection for CSH has, until now, remained qualitative, including different forms of interviews, surveys, and focus groups. As previously mentioned, CSH views the researcher(s) not just as an observer(s) or collector(s) of data, but also as an actor(s) within the system whose choices will influence outcomes. A CSH evaluator should reflexively consider decisions regarding both the collection and analysis of data.
	UNDERSTAND CAUSES	Attribution is not a central feature of CSH, and the approach makes no claim to be able to definitively establish causal linkages. CSH does, however, stress the importance of surfacing potential sources of influence, which allows the investigation of how different framings and viewpoints might influence the processes and decisions surrounding attribution, a valuable aspect left out of many other methodologies.
	SYNTHESIZE AND VALUE	The boundary questions systematically probe boundary judgments, permitting both the analytic (revealing more information) and synthetic (weaving multiple perspectives together) processes to progress together. CSH makes no claim to provide a complete or holistic view of the system of interest, but instead, seeks to reveal the inevitable selectivity all conceptions of this situation, and facilitate dialogue between dissimilar views. Similar to data collection and description, the synthesis of information by the researcher(s) should be accomplished through a reflective and reflexive process, with full awareness of the subjectivities inherently involved.
	REPORT AND SUPPORT USE	In some ways, the targeted 'users' of a CSH evaluation are not those reading the report(s) or publication(s) which come later, but instead those involved in the process itself. 'Findings' are less central than the essential act of asking and answering the boundary questions with a number of different actors involved in the situation of concern.



## Small Group Chatter

- What are your experiences with (1) Gender-Based Analysis-Evaluation, (2) **Indigenous Evaluation** & (3) **Equitable Evaluation**?
- What resonates with you? Why?
- What new questions emerge?
- Where might you employ it appropriately and productively?

# Additional Resources

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## Adaptive Responses to Complex Issues

Experimental



Collaborative

Systemic

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

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# What happened ...

## Agenda

1. The Foundation
2. Innovative Methods
  - Most Significant Change
  - Collaborative Outcomes Reporting
  - Evaluation Rubrics
3. Innovative Inquiry Frameworks
  - Gender-Based Analysis
  - Indigenous Evaluation
  - Equitable Evaluation
4. Discussion

**Intent: to get a taste of some participatory evaluation practices**





## TRIADS

- What is most alive for you (a thought, a question, a feeling) as you leave this session?

# Handouts

# Innovative Participatory Evaluation Practices

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?

**Collaborative**



Evaluator is the lead: stakeholders with meaningful input

**Participatory**



Evaluator and stakeholders co-design and implement

**Empowerment**



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

Why?

Which practices are you interested in?

	Participatory Practices	Why?
Participatory Methods		
<input type="checkbox"/>	Most Significant Change	
<input type="checkbox"/>	Collaborative Outcomes Report	
<input type="checkbox"/>	Rapid Rural Appraisal	
<input type="checkbox"/>	Evaluation Rubrics	
Inquiry Approaches		
<input type="checkbox"/>	Gender-Based Analysis	
<input type="checkbox"/>	Indigenous Evaluation	
<input type="checkbox"/>	Equitable Evaluation	
<input type="checkbox"/>	Critical Systems Heuristics	

What questions are emerging about these practices?

What are my next steps?