ILLINOIS ACTION FOR CHILDREN'S

WEEK OF WEBINARS

PARTICIPATORY APPROACHES TO EVALUATION

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Series Sponsors

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Pamela Teitelbaum
Director, Evaluating Impact
Tamarack Institute

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Gratitude & Acknowledgement

We begin this workshop by acknowledging that we are meeting on Indigenous land. As settlers, we are grateful for the opportunity to meet and we thank all the generations of Indigenous peoples who have taken care of this land.

As settlers, this recognition of the contributions and historic importance of Indigenous peoples must be clearly and overtly connected to our collective commitment to make the promise and the challenge of Truth and Reconciliation real in our communities.

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Week of Webinar Series

Monday, November 9th	**Creating a Culture of Engagement** with Lisa Attygalle	Tuesday, November 10th	**Inquiry and Deliberation** With Liz Weaver	Wednesday, November 11th

Creating a Culture of Engagement with Lisa Attygalle | **Inquiry and Deliberation** With Liz Weaver | **Asset Based Community Development** with Sylvia Cheuy | **Facilitating Co-Design** with Liz Weaver | **Participatory Approaches to Evaluation** with Pamela Teitelbaum

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Goals for today

What is stakeholder-engaged evaluation?
How is it different from conventional evaluation?
Advantages and disadvantages of stakeholder-engaged evaluation

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Why is literacy about evaluation important?

evaluation

FRUSTRATION
AHEAD
!

- Language of evaluation can often be intimidating and foreign to 'non-evaluators'
- Overwhelming number of choices to make about how to go about doing evaluation work
- Can feel like a daunting task

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Conventional Evaluation	Community-Engaged Approaches to Evaluation
Why do it?	**Why do it?**
• Accountability and for evidence of results - usually summative to determine support should continue to support intervention.	• Accountability and transparency, collect evidence of impact
• Understand whether results were achieved.	• Empower local actors - control over actions from outcomes and learning and implement changes that are necessary.
Who's leading it/involved?	• Strengthen relationships among collaborators
• External evaluation professionals, Senior managers	**Who's leading it/involved?**
• Beneficiaries and stakeholders involved in information gatherings as informants only	• Community organization(s), stakeholders, facilitator (often an evaluation professional/expert).
When does the evaluation take place?	**When does the evaluation take place?**
• Primarily upon completion, and sometimes mid-way.	• Continuously implementation
How measurement is defined?	• More strategic cycle of evaluation design - parallel to implementing intervention design.
• Externally defined indicators	• Considers monitoring process an important aspect of the evaluation design.
• mainly quantitative, cost-related,	**How measurement is defined?**
• Uses 'scientific objectivity' where distancing of evaluator from participants/target of evaluation is valued,	• Internally defined indicators, shared measurement concepts and metrics, auto-evaluative, qualitative methods valued
• Uniform procedure, limited access to results, non-transparently.	**What is it about?**
What is it about?	• Defining and designing indicators is a shared process by a team of stakeholders and evaluation professionals taking on different roles depending on the type of participatory or collaborative evaluation approaches selected
• Predetermined indicators of success that are associated mainly with cost and implementation outputs	

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Advantages and Limitations of Participatory Evaluation

Advantages

- Questions stay locally & culturally relevant leading to higher value among community members
- Greater accuracy & relevance of findings
- Encourages locally ownership of outcomes and findings
- Improves understanding of interplay between causality and transformative learning
- Improves program performance - community actions
- Empower informants/participants
  - Encourages meaningful engagement practices
  - Builds capacity of local actors from leaders to citizens
  - Strengthens connections among leaders and build and strengthen relationships overall
- Sustain organizational/community learning and growth
- Greater opportunity to scale learning and practices

Limitations and Risks

- Greater investment
- Higher resource allocation to capacity building
- Duration of process
- High level of commitment
- Greater potential for conflict
- Lack of experience and skills in evaluation design and implementation
- Unclear roles and leadership
- Misalignment of design and implementation
- Lack of facilitation skills

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Using Evaluation Finding and Process

EVALUATION

Leads to new learnings, strategies

Shifts in thinking and mindset

Demonstrates evidence of impact

Shifts in approach to the work

Contribute to producing change itself

Findings Use

Instrumentally - *Direct application of knowledge*
Conceptually - *No action taken but thinking is affected*
Symbolically - *Supports a direction of thinking*

Process Use

Strengthens credibility and ownership
Builds evaluation capacity
Learning-focused
Strengthening networks and relationships
Establishing a shared understanding and common ground

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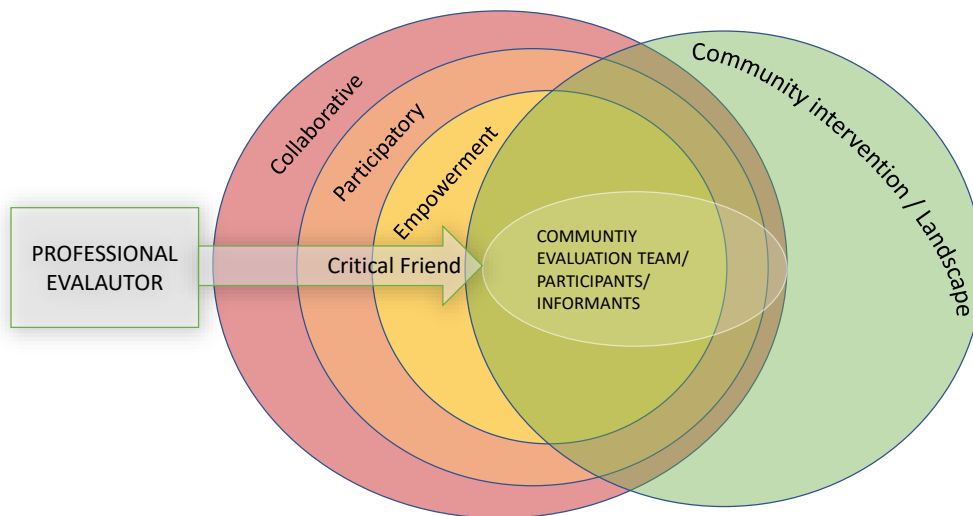
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Fetterman, D. M., Rodríguez-Campos, L., & Zukoski, A. P. (2018). *Collaborative, Participatory, and Empowerment Evaluation: Stakeholder Involvement Approaches*. The Guilford Press.

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ROLE of the Professional Evaluator in the 3 types of community-engaged evaluation processes

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Stakeholder-engaged evaluation practices

strong appreciation of centering stakeholders as a part of the evaluation team,

at the level of designing & developing the process, tools and/or involved in data collection, analysis, reporting.

Supports critical learning throughout the duration of a project cycle allowing for corrections to be made while on course

At the end of a cycle and in follow up – demonstrate impact

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Assessing the degree of readiness to plan and conduct stakeholder/community-engaged evaluation
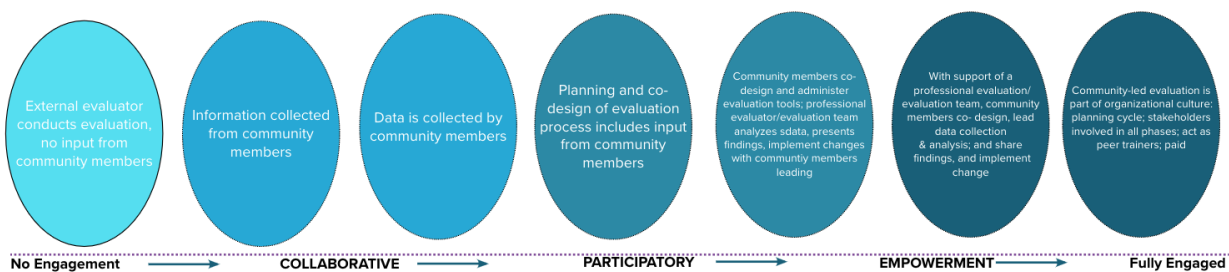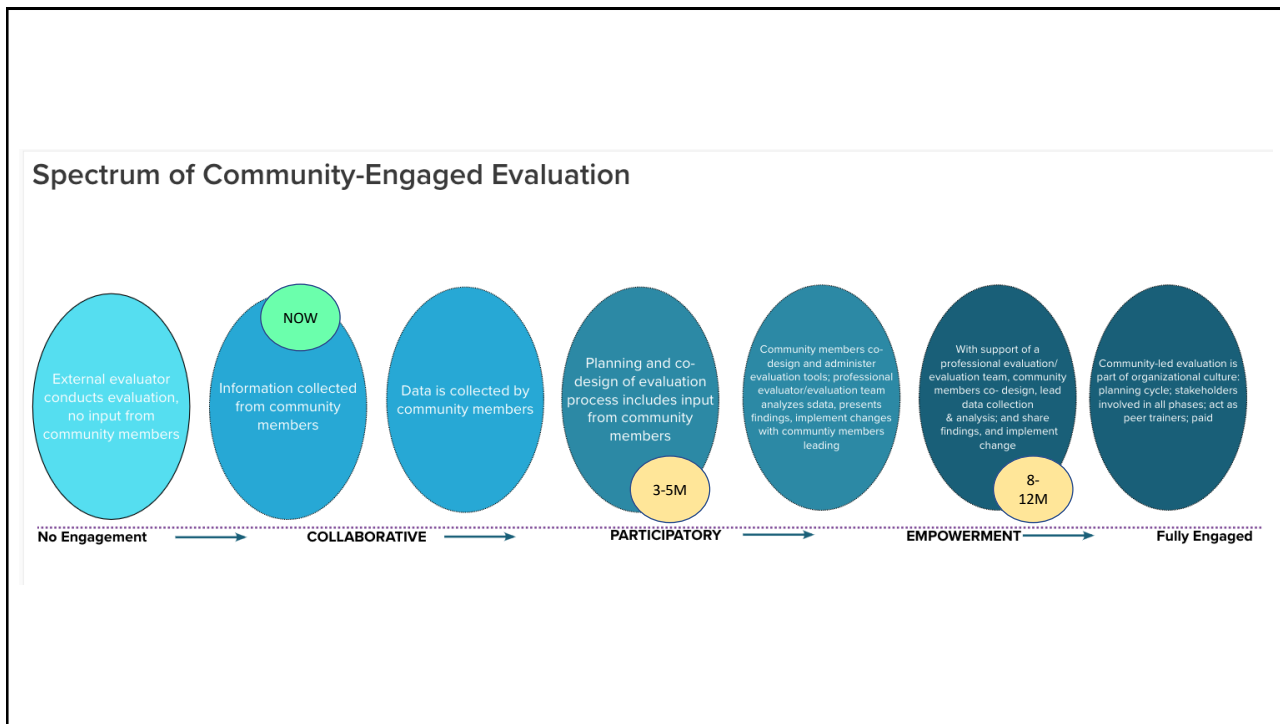## TOOLS

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To what extent do you or your organization employ stakeholder/community-engaged evaluation practices?

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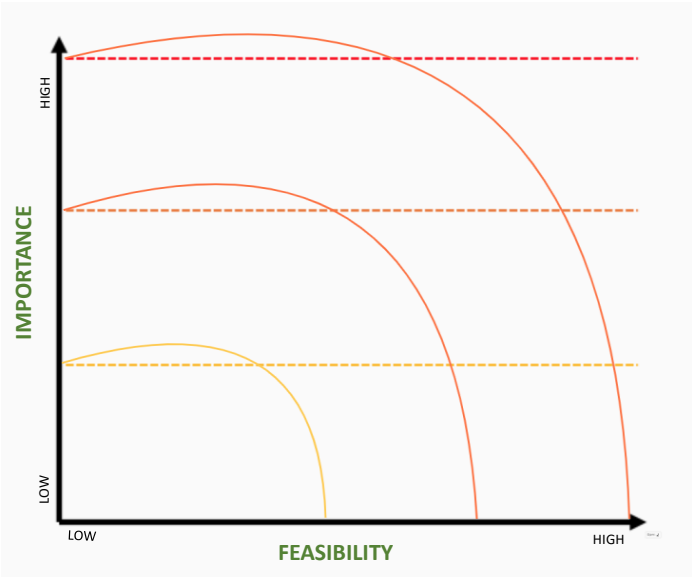## Spectrum of Community-Engaged Evaluation

External evaluator conducts evaluation, no input from community members

Information collected from community members

Data is collected by community members

Planning and co-design of evaluation process includes input from community members

Community members co-design and administer evaluation tools; professional evaluator/evaluation team analyzes sdata, presents findings, implement changes with communtly members leading

With support of a professional evaluation/ evaluation team, community members co- design, lead data collection & analysis; and share findings, and implement change

Community-led evaluation is part of organizational culture: planning cycle; stakeholders involved in all phases; act as peer trainers; paid

No Engagement → **COLLABORATIVE** → **PARTICIPATORY** → **EMPOWERMENT** → **Fully Engaged**

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Spectrum of Community-Engaged Evaluation

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To what degree is transparency, learning and consent feasible and important in your evaluation?
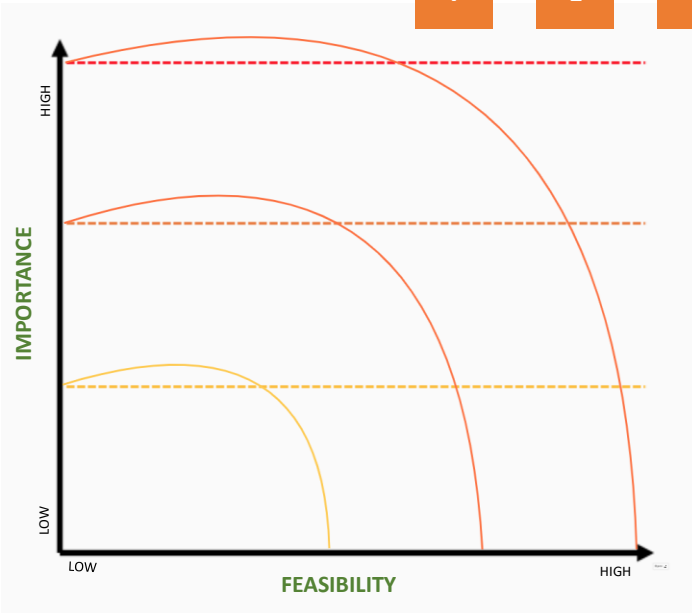
Consider Who, What, Why? Where? How?

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Adding Transparency, Learning & Consent (T.L.C) into Your Evaluation Practice

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Adding T.L.C into Your Evaluation Practice

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Adding T.L.C into Your Evaluation Practice

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Adding T.L.C into Your Evaluation Practice

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Adding T.L.C into Your Evaluation Practice

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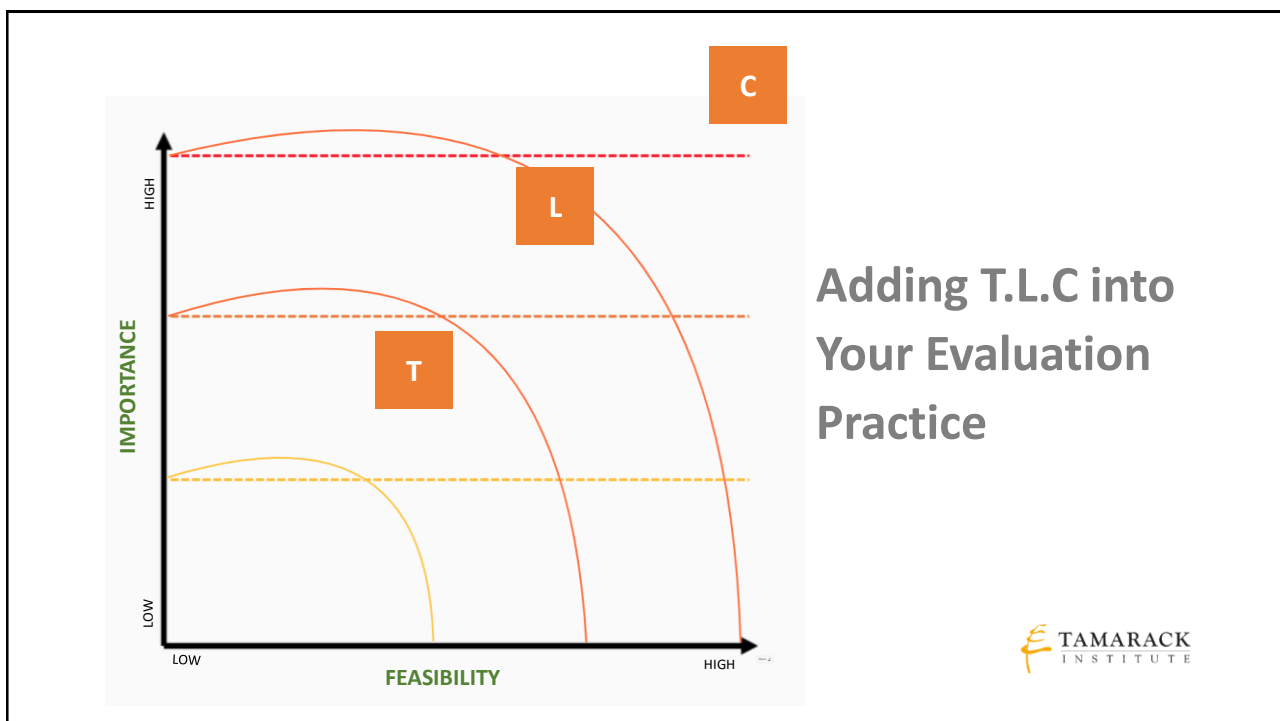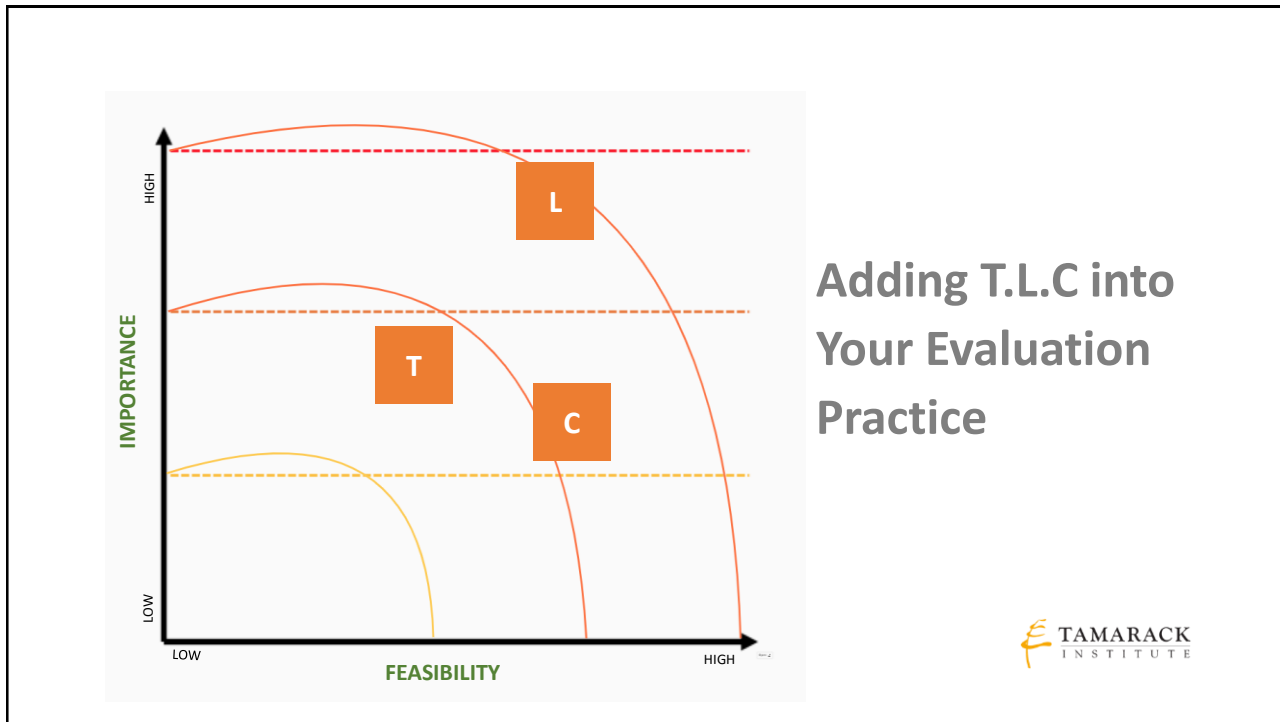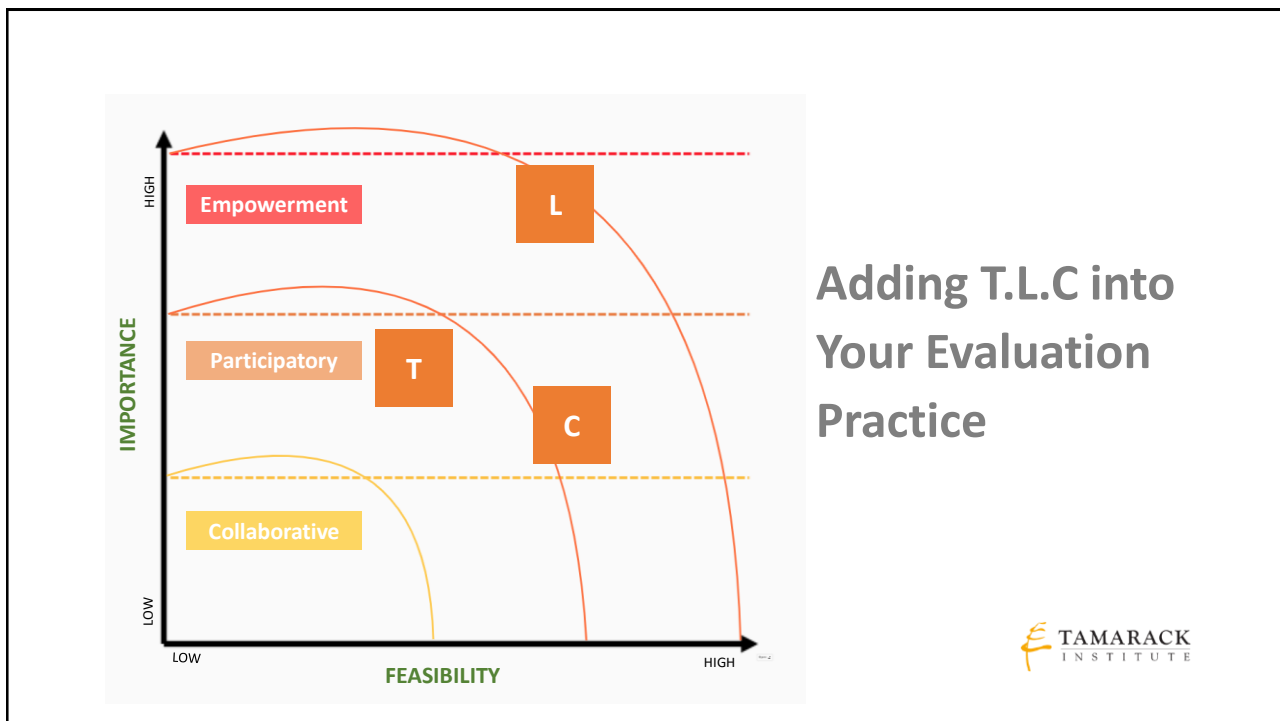**Adding T.L.C into Your Evaluation Practice**
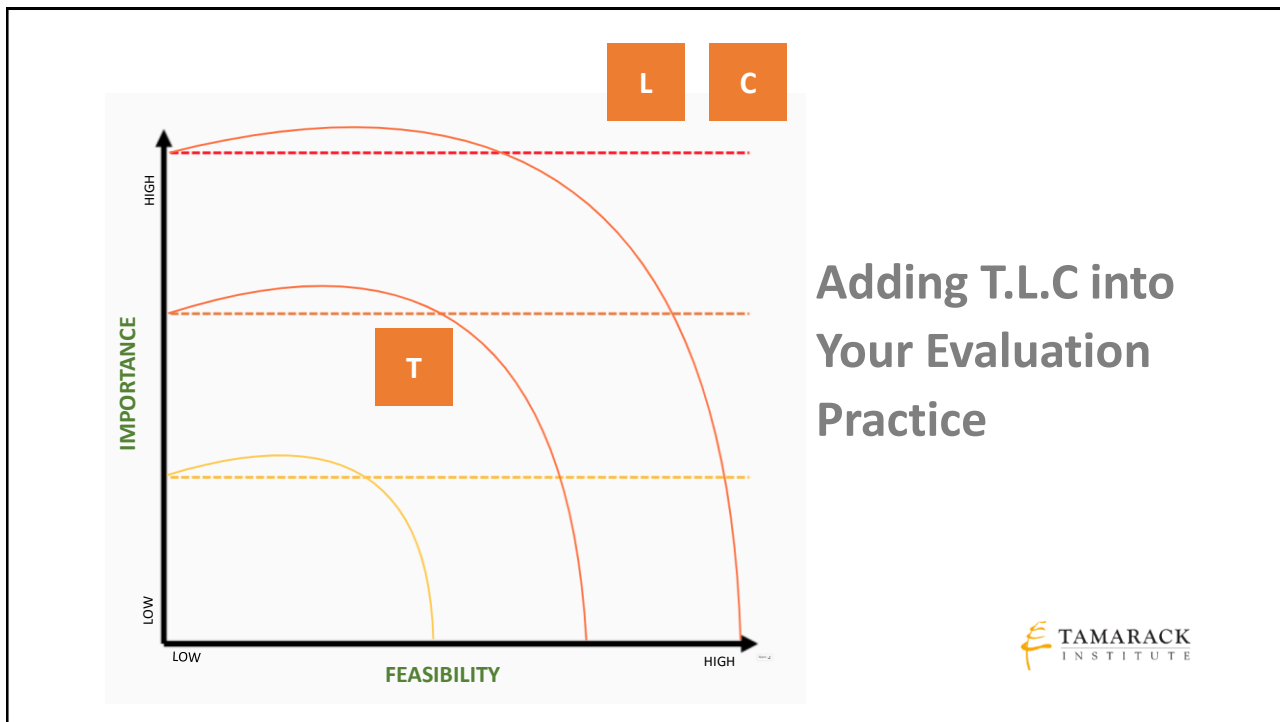
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How can the evaluation process be inclusive, reflective & empowering?

How can we build consensus throughout the evaluation cycle?

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APPLYING AN EMPOWERING ENGAGEMENT APPROACH TO THE EVALUATION CYCLE

STEP ONE: VALIDATING KEY ACTIVITIES TO BE EVALUATED

NAME — ACTIVITIES: List the top activities you think are most important to reaching our goals using the sticky notes (space below)

Name — FUNDING — YOUTH ENGAGEMENT

Name — CAPACITY BUILDING — FUNDING

Name — YOUTH ENGAGEMENT — CONSENT OF PARTICIPANTS

ETC... — SHARING RESULTS WITH STAKEHOLDERS — YOUTH ENGAGEMENT

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STEP 2: TAKING STOCK

Applying a democratic, transparent process that shows the values of the group. It honors the existing mission of the intervention but also respects the voices & energy in the room.
Key word is consensus - Can you live with it?

5-10 ACTIVITIES

What are the key activities that help us achieve impact

Prioritization of Acivities:
Use dots to indicate your priorities

FUNDING ●●●●●

COMMUNICATIONS ●●●●

YOUTH ENGAGEMENT ●●●●●●●

SHARING RESULTS WITH THE STAKEHOLDERS ●●●●●●●●●●

CAPACITY BUILDING ●●
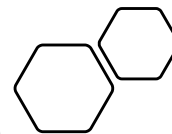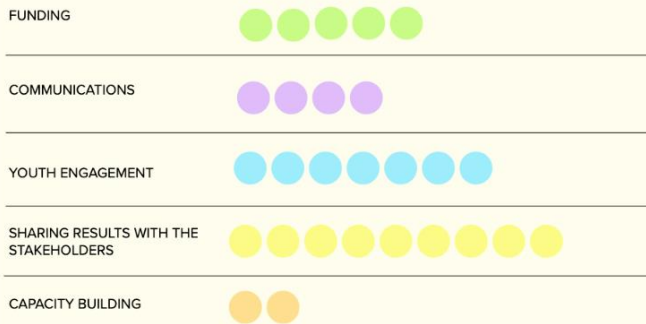
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STEP 3: TAKING STOCK: RATE THE LEVEL OF EFFECTIVENESS EACH ACTIVITY

Each person uses the rating scale

1 (Low level of effectiveness) to 10 (Very high level of effectiveness)

5-10 ACTIVITIES

	PT	LA	SC	LW	DF
FUNDING	4	2	7	7	5
COMMUNICATIONS	3	4	7	8	7
YOUTH ENGAGEMENT	2	9	4	3	1.5
SHARING RESULTS WITH THE STAKEHOLDERS	4.5	3	6	4	4
CAPACITY BUILDING	5	2	7	6	6
TOTAL	18.5	20	31	28	23.5

Suggested reflection questions

Review what the results are, and discuss why you rated these activities the way you did?

What are the factors contributing to its current status?
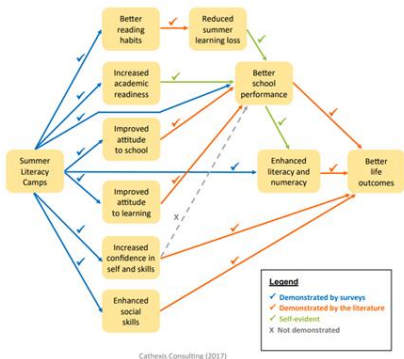- Hindering
- Supporting

What can we do to strengthen the activities?
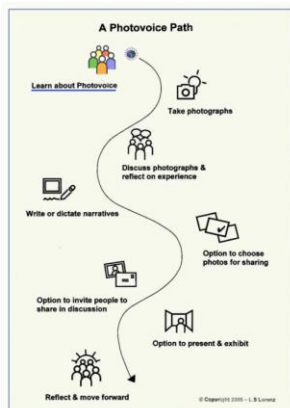
What other activities need to be considered?

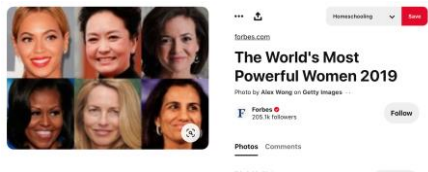How are the activities influencing changes / helping to remove barriers?

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A few ways to do community engaged evaluation using methods to assess outcomes and impacts

OUTCOME MAPPING

PHOTOVOICE

MOST SIGNIFICANT CHANGE

Thanks!

**Find resources at tamarackcommunity.ca
Get in touch at pamela@tamarackcommunity.ca**

QUESTIONS?

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THANK YOU!

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