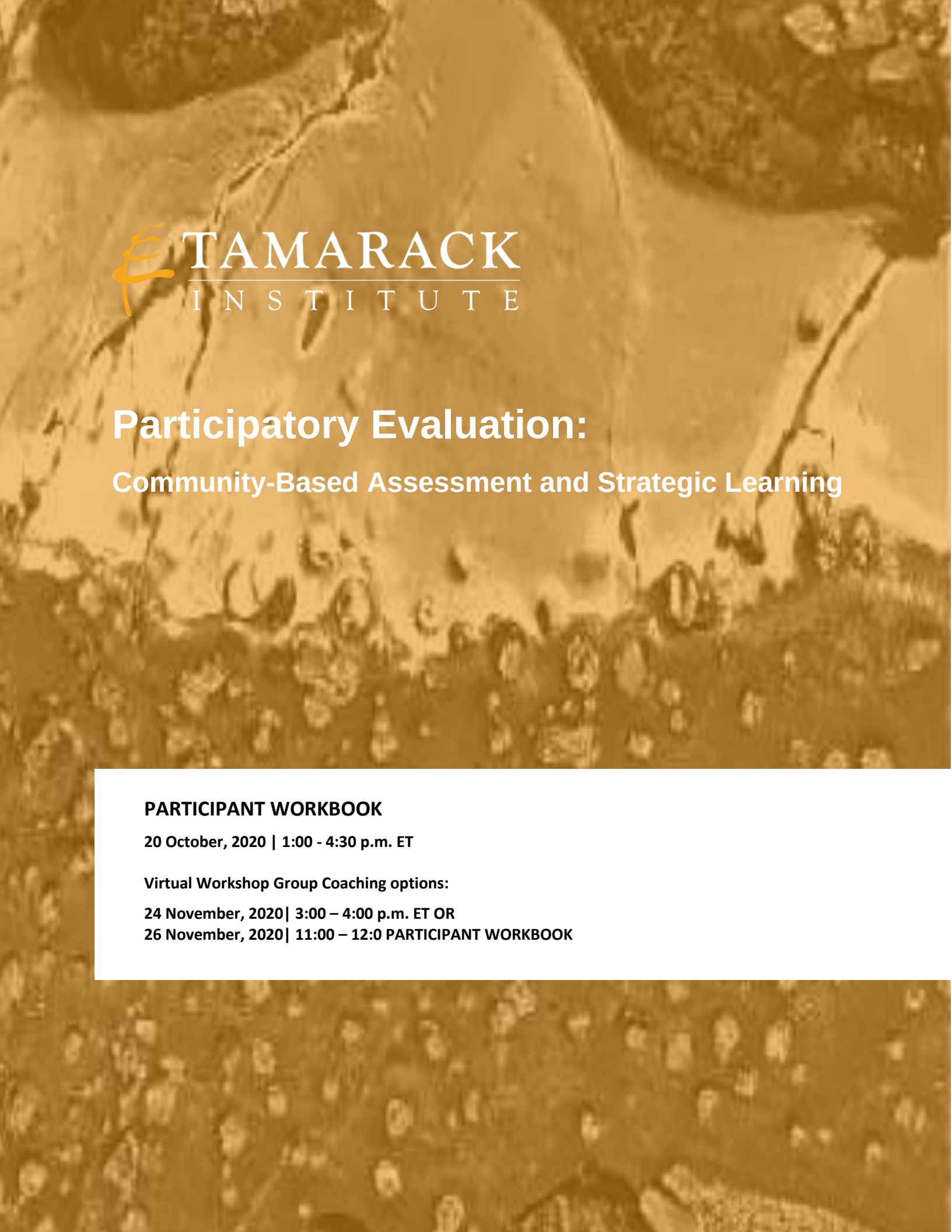

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Participatory Evaluation:

Community-Based Assessment and Strategic Learning

PARTICIPANT WORKBOOK

20 October, 2020 | 1:00 - 4:30 p.m. ET

Virtual Workshop Group Coaching options:

24 November, 2020| 3:00 – 4:00 p.m. ET OR
26 November, 2020| 11:00 – 12:0 PARTICIPANT WORKBOOK

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WELCOME

Welcome!

We are so pleased that you've decided to join us to explore the topic of participatory evaluation to better understand how to approach community-based assessment and gain from integrating strategic learning practices into your work, with your teams or collaboratives. We hope that during our time together you'll have the opportunity to start reflecting on your own evaluation experience and gain an understanding of participatory evaluation approaches, concepts, and steps towards strengthening how you design and conduct evaluation of your own community-focused work.

In this workbook you will find your pre-learning materials, resources for the virtual workshop, as well as your post-learning exercise. We have also included additional resources for your participatory evaluation toolkit that you may find interesting.

If you have any questions leading up to our time together on 20 October 2020, please reach out to Isaac at isaac@tamarackcommunity.ca.

Enjoy - and see you online on 20 October 2020 at 1:00p.m. ET

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Pre-Workshop:
Reflecting on my own evaluation experience

Pre-Workshop Activities

Before we meet online, please set aside 1.5 hrs of your time to do some self-reflection and assess your current understanding and experience doing evaluation in your work, or with the collaboratives you're involved with. Complete the two activities in this section.

30 min Activity 1 Reflecting on what I think and what I know about evaluation.

Answer the following questions. Note your answers in the space provided and bring your work to the Workshop discussions.

1. **How would you define the term evaluation?**

2. **What makes an evaluation participatory?**

60 min Activity 2 Increasing Evaluation Literacy

Part a Read the *Paper on Strengthening Evaluation Literacy* by clicking on the link provided here.

Part b Answer the following four questions.

1. What issues or ideas did this article raise for you about your work?
2. What questions are you bringing to the workshop?
3. To what degree do you think you can make your evaluation work participatory?
4. List your biggest challenges and assets in transitioning your evaluation work from a more conventional to a participatory practice?

Assets	Challenges
• **…** • **…**	• … • …

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Designing for community-based engaged evaluation design

3. Do you have an intervention[1] that you are seeking to evaluate? If yes, please consider the following questions. If not, than focus on the context in which you're working/will be working

a. What is your aim or purpose for doing an evaluation?

b. Who are the key stakeholders engaged through your work/collaborative?

c. Who is engaged through the work/intervention being implemented?

d. What is the setting/context in which the intervention is taking place?

e. What resources are available to do evaluative work?

f. What level of participation do you and/or the group envision?

[1] Intervention here means any activity, program, collective impact strategy, etc.

Resource Sheets 1 - 3
Types of Stakeholder-Engaged Evaluation Practices: What Makes Evaluation Participatory?

	Conventional Evaluation	Participatory evaluation & Collaborative Approach to Evaluation
Why do it?	• Accountability, usually summative to determine if funding should continue to support intervention. • Understand whether results were achieved.	• Empower local actors - control over actions from outcomes and learning and implement changes that are necessary. • Strengthen relationships among collaborators • Adoption of outcomes is more plausible. • Accountability and transparency.
Who is leading? **Who is involved?**	• External evaluation professionals, Senior managers • 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?	• Primarily upon completion, and sometimes mid-way.	• Continuously implementation • more strategic cycle of evaluation design - parallel to implementing intervention design. • Considers monitoring process an important aspect of the evaluation design.
How measurement is defined?	• Externally defined, mainly quantitative, cost-related, indicators, cost-related. Using 'scientific objectivity' where distancing of evaluator from participants/target of evaluation is valued, uniform procedure, limited access to results, non-transparently.	• Internally defined indicators, shared measurement concepts and metrics, auto-evaluative, qualitative methods valued, participatory tools for data collection and analysis valued, transparency and accountability valued, results presented and discussed during evaluation process.
What is it about?	• Predetermined indicators of success that are associated mainly with cost and implementation outputs	• 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

Resource Sheet 2

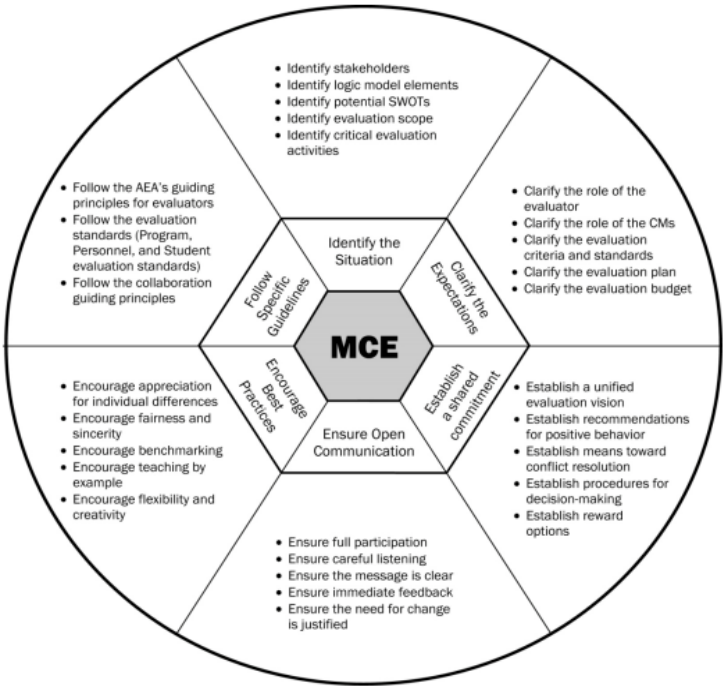
Principles Guiding Collaborative, Participatory and Empowerment Evaluation according to David Fetterman et al.

Collaborative Evaluation	Participatory Evaluation	Empowering Evaluation
Development. Uses training and mentorship (i.e., workshops, seminars, coaching) to enhance educational learning and self-improvement **Empathy.** Displays sensitivity, understanding, and a thoughtful response toward the feelings or emotions of others. **Empowerment.** Develops a sense of self-efficacy by delegating authority and removing any possible obstacles (i.e., feelings of inadequacy) that might limit the attainment of established goals **Involvement.** Constructively combines forces (i.e., strengths and weaknesses) in a feasible and meaningful way for all involved. Varied levels of involvement among those collaborating in the effort. **Qualification.** Clearly outlines levels of knowledge and skills needed to achieve an effective collaboration. Supports preparation for dealing with relevant performance issues that are directly affected by the individuals' backgrounds. **Social support.** Management of relationships with others to establish a sense of belonging and a holistic view of social-related issues. Ability to develop productive networks in order to find solutions in a collaborative way. **Trust.** Firmly establishes confidence in, or reliance on the sincerity, credibility, and reliability of everyone involved in the collaboration. Although a high level of trust must exist for a successful collaboration, trust take time to build and can be eliminated easily.	**Participant focus and ownership.** Seeks to create structures and processes to engage and create ownership among all key stakeholders. **Inclusion.** Seeks to honour perspectives, voices, and knowledge of those with lived experience and participating in the evaluation **Negotiation and a balance of power.** Commitment among participants to work together to decide on the evaluation approach. Creation of a balance of power among team members and the evaluator to determine each step of the evaluation process. **Learning.** Together determine what is working about a program and what is not working, and together they determine what actions are needed to improve the program functioning and outcomes. **Flexibility.** The evaluation approach will change based on resources, needs, and skills of participants. **Focus on action planning.** The main purpose of participatory evaluation is to identify points of action to improve program implementation.	**Improvement.** Designed to help people improve program performance; it is designed to help people build on their successes and re-evaluate areas meriting further attention. **Community ownership.** Values and facilitated community control; use and sustainability are dependent on a sense of ownership **Inclusion.** Invites involvement, participation and diversity; contributions come from all levels and walks of life. **Democratic participation.** Participation and decision-making should be open and fair. **Social justice.** Evaluation can and should be used to address social inequalities in society **Community knowledge.** Respects and values community knowledge **Evidence-based strategies.** Respects and uses the knowledge base of scholars (in conjunction with community knowledge) **Capacity building.** Is designed to enhance stakeholders' ability to improve program planning and implementation **Organizational learning**. Data should be used to evaluate new practise, inform decision-making and implement programs practices; empowerment evaluation is used to help organizations learn from their experience (building on successes, learning from mistakes, and making midcourse corrections) **Accountability.** Is focused on outcomes and accountability, empowerment evaluation function within the context of existing policies, standards and measures of accountability and asks "Did the program initiative accomplish its objectives?"

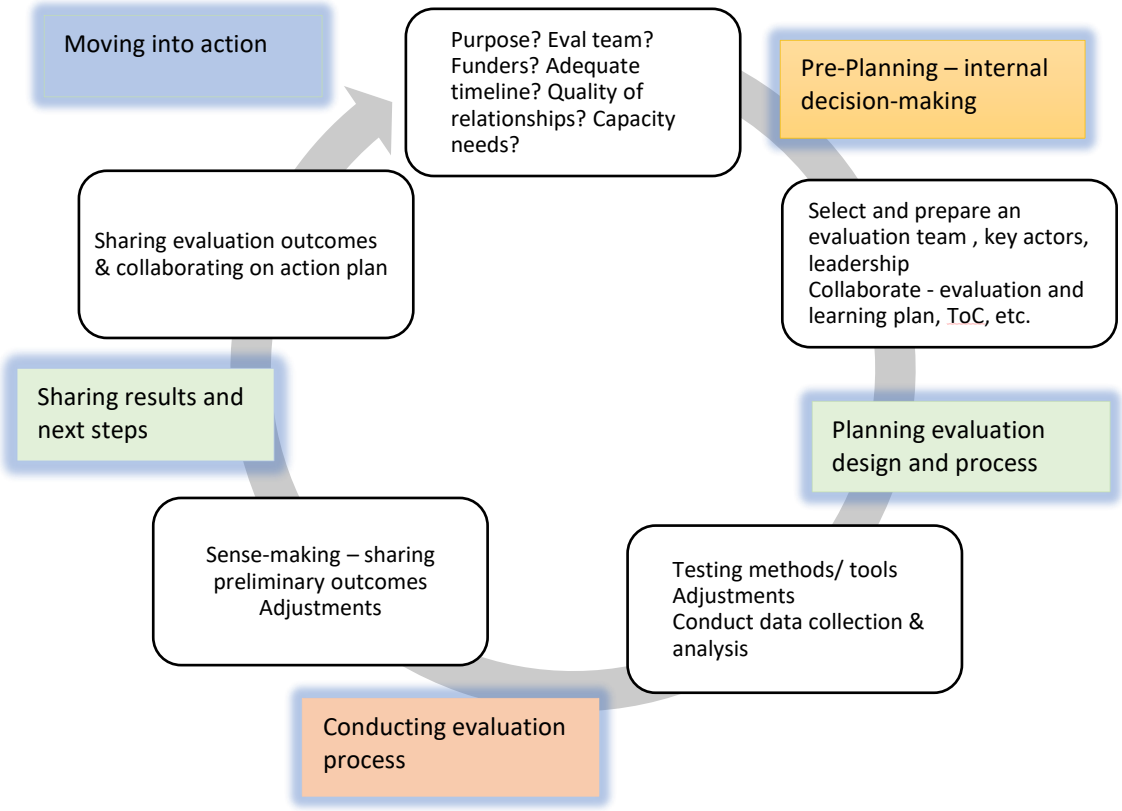
Resource Sheet 3 (1 of 2)
Stages and flow for each type of evaluation process

Model of Collaborative Evaluation

Liliana Rodríguez-Campos, Wes Martz, Rigoberto Rincones-



Cycle of Participatory Evaluation
Adapted from D. Fetterman



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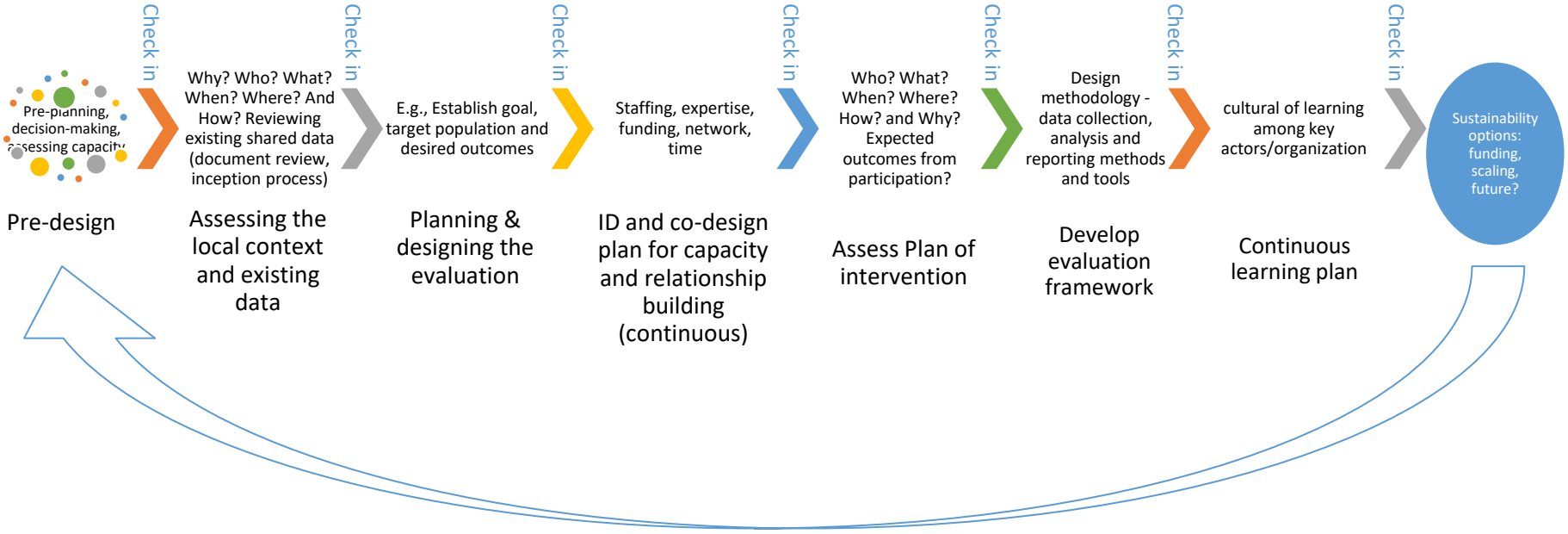
Resource Sheet 3 (1 of 2)
Stages and flow for each type of evaluation process

Empowerment Evaluation Pathway – Getting to Impact



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Resource Sheet 4
Transparency, Learning and Consent: Criteria to Building Relationships and Developing Transformative Learning Experiences Through Participatory Practices in Evaluation

NOTES:

Resource Sheet
Examples of approaches, methods and tools to doing evaluation using participatory practices

Stakeholder-involved evaluation methods		Examples of tools for data collection						
Names of approaches	**Description of approaches**	***Arts-based methods****	***Interviews***	***Focus groups/ talking circles***	***Online survey***	***Verbal survey***	***Document review/artefacts***	***Workshop (CORT, sensemaking)***
Outcome Mapping	An impact evaluation approach that helps the eval. Team unpack an initiative's theory of change, provides a framework to collect data on immediate, basic changes that lead to longer, more transformative change, and allows for the plausible assessment of the initiative's contribution to results. It can encourage high levels of learning and participation. It is easily "adapted to a wide range of contexts. It enhances team and program understanding of change processes, improves the efficiency of achieving results and promotes realistic and accountable reporting". It is a Mindshift-focused approach – requires skills in facilitation, time and resources.	x	x	x	x	x	x	x
Beneficiary assessment	An approach that assesses the value of an intervention as perceived by the (intended) beneficiaries, thereby aiming to give voice to their priorities and concerns. High level of involvement from those benefiting from intervention. Knowledge of context and relationships.	x	x	x				
Indigenous-led	Evaluation process that places gender, diversity and women's issues at the centre of the approach. includes two main components. It assesses the degree to which gender and power relationships change as a result of an intervention. It can be used to evaluate any intervention, but should be always be used when there is a focus on women's rights or empowerment.	x	x	x			x	x
Youth-Led Evaluation	Engages young people in evaluating the programs, organizations, and systems designed to serve them. Young people conduct research on issues and experiences that affect their lives, developing knowledge about their community that can be shared and put to use. There are different models of YPE: some are completely driven by youth, while others are conducted in partnership with adults	x		x		x	x	x
Most Significant Change	Process that involves generating and analyzing personal accounts of change related to the evaluated intervention and deciding which is the most significant. It is participatory because many stakeholders are involved both in deciding the sorts of change to be recorded and reflecting on meaning. It is a form of learning and reflection, can take place continuously and provides information that can improve the way things are being done and how they are achieved. Essentially, the process involves the collection of stories at community level. Can be youth-led. Stories reviewed for impact can also be used as learning tools.	x	x	x	x	x	x	x
Appreciative Inquiry	It is an approach that surfaces the value of initiatives, as perceived by stakeholders, while also deepening an understanding of what gaps would exist in the absence of foundational principles being respected/integrated. Appreciative Inquiry is collaborative and participatory at its root, therefore is capable of generating important insights about how equity-based, youth-centred, culturally responsive work can contribute to transforming a community context. It is grounded in a positive perspective, looking for a strengths-focused understanding of 1) what stakeholders and beneficiaries value most about the initiatives, 2) appreciate about how the project team and community partners, e.g., youth participants and other adults central to the initiative interact with each other.	x	x	x			x	x

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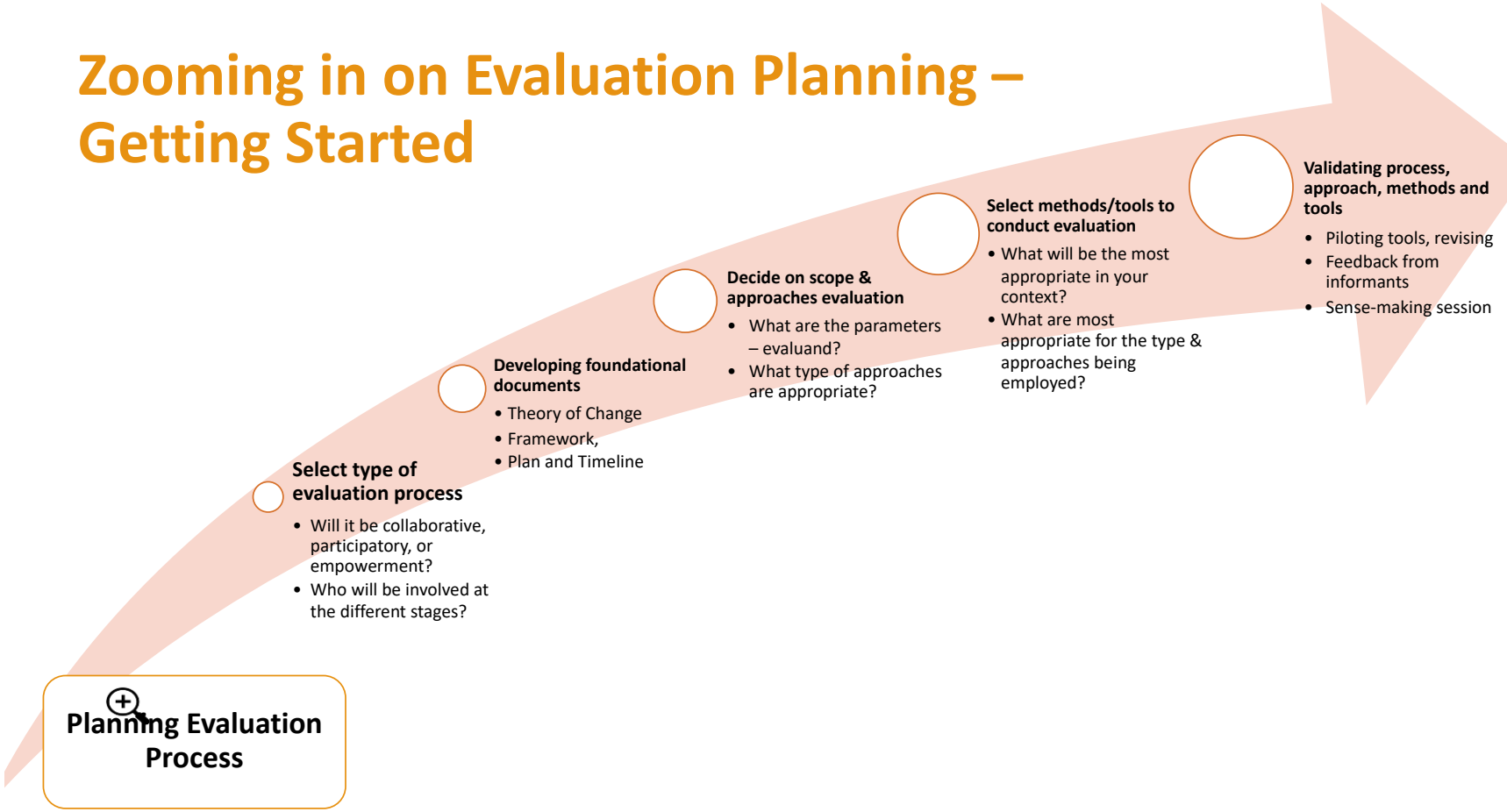
Post-Evaluation Activities

Zooming in on Evaluation Planning – Getting Started



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Process?

What type of evaluation practice do you think is right for your context? Briefly explain why?

What is your current capacity to facilitate a community-based evaluation process in your context? How participatory do you want/need to be?

What resources do you currently have available to integrate participatory practices into your evaluation work?

Process?

What skills & knowledge do you need to develop?

Who?

do you need to involve in the planning and design?

Is/Are the main target group(s) involved?

Who?

Who has the capacity to facilitate a participatory evaluation process?

Who do you want to involve to help build your skills & knowledge for this evaluation process?

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What?

Foundational documentation do you already have/ need to create?

Who needs to be involved to manage the document review/development process?

SCOPE?

What is the scope of the evaluation you would like to plan? What do you want to evaluate?

What are the parameters around this focus?

What resources are available?

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Approach

What evaluation approaches are most appropriate for the context?

Methods and Tools

What methods and tools are most appropriate for the context?

Questions to bring to Group Coaching session.

Please identify questions or areas you need support with for the coaching call you'll be participating in.

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Evaluation reminders!