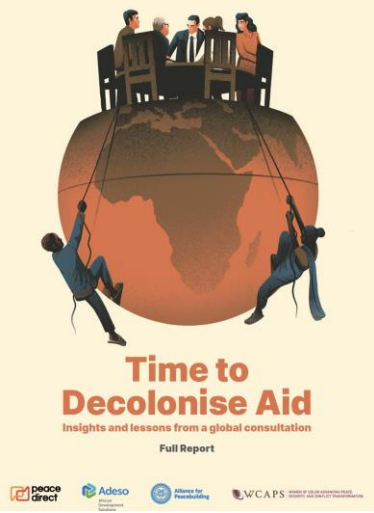


Deepening Participatory Evaluation

Marina Apgar

DeGEval Working Group for Cooperation and Humanitarian Aid

Spring Conference, June 21, 2023



CGD NOTES

Shifting Power in Humanitarian Aid: A Review of 15 NGO Governing Boards

> | [DOWNLOAD PDF](#)

by **Rose Worden** and **Patrick Saez**

JUNE 22, 2021

Key findings

Humanitarian aid recipients have limited scope to affect the decisions made by the nonprofit organizations that they rely on for basic needs and often bear the cost of organizational failures. In a survey of 15 governing boards of prominent international

Intersecting Crises are Impeding the UN's Sustainable Development Goals, Threatening Peace & Security

OPINION by Stefan Shweinfest (United Nations)

Friday, July 08, 2022

Inter Press Service

Decolonise Aid

Understanding how change happens is plural and contested!

Programming addressing systems in crises

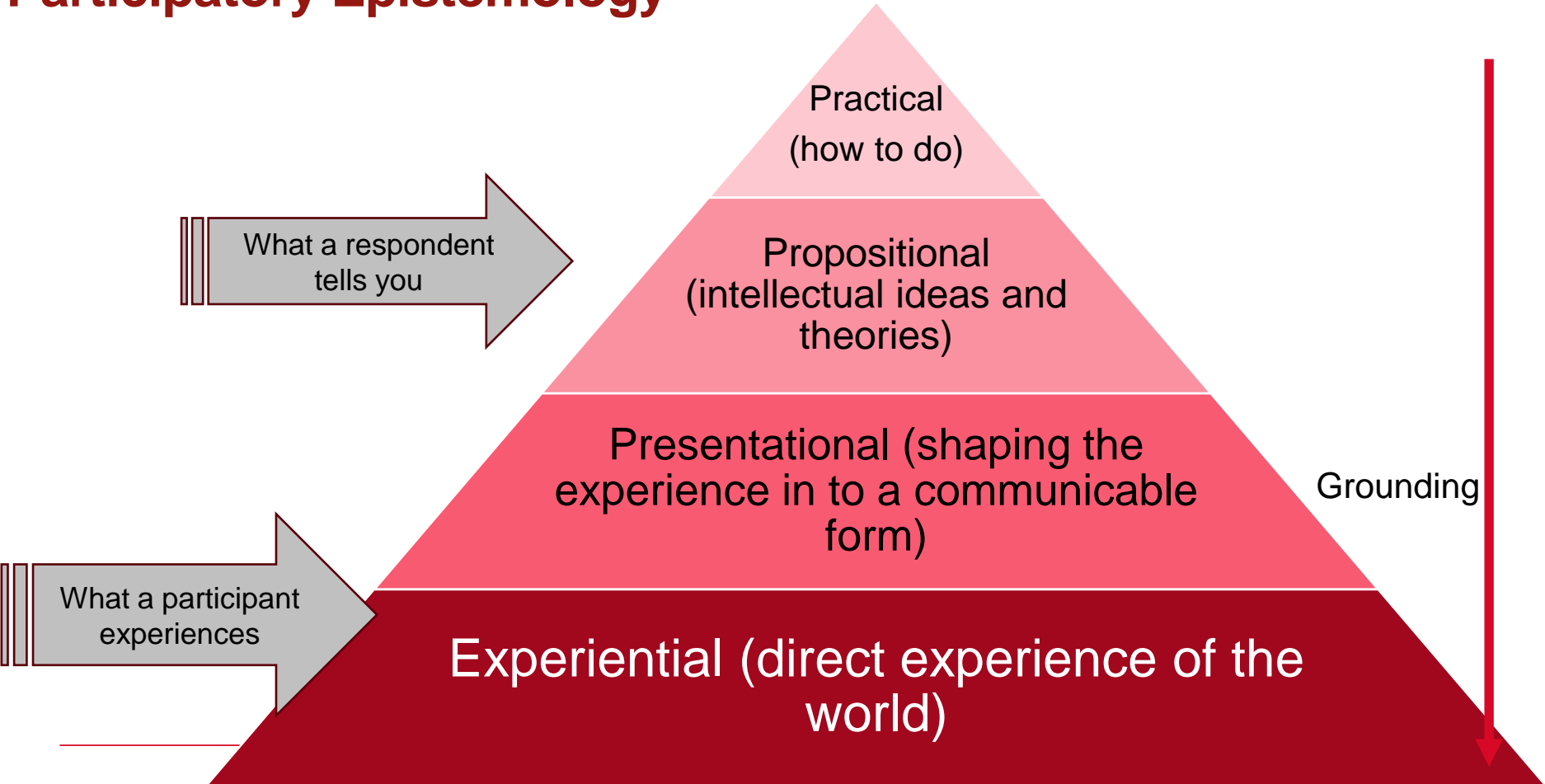
How do we ensure quality and rigour in Participatory Evaluation?



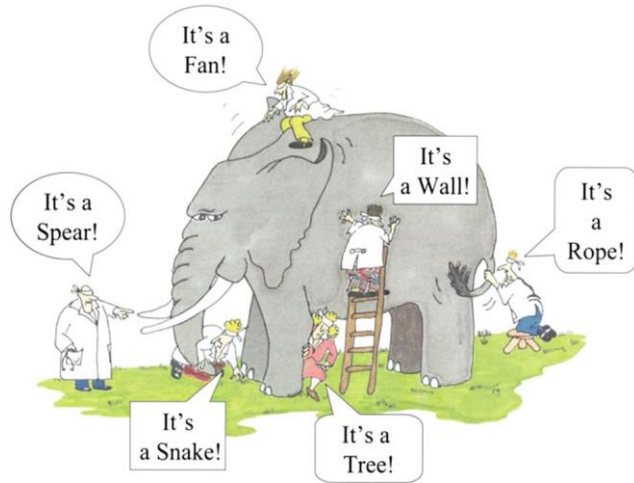
PM&E aims to involve *stakeholders* in *defining*, *tracking* and *measuring* the progress of social change initiatives, such that they can respond and *build ownership* of the results (Estrella and Gaventa, 1998)

Participatory Epistemology

Heron and Reason, 1997



Risk of homogenisation & co-option



Critical differences within collective categories such as 'the poor' or 'the community' are ignored

Questions of representation and legitimacy are overlooked

*The very focus on instruments, guidelines and techniques that came to dominate the concerns of those engaged in mainstreaming participation in development served **to render technical what were essentially political problems** (Cornwall, 2000 p.45)*

How to support quality in Participatory Evaluation?

Purpose and type of participation in M&E – WHO & WHY



Spaces of participation



Forms of power



Participatory methods and practices



Collective sensemaking methods and learning

Defining the WHO

Funders, agencies or commissioners

Programme staff

Intermediaries and partners

Key groups (and individuals) impacted by the programme

Reflecting on levels of participation



Arnstein's ladder 1969

From: Sowing and Harvesting: Participatory Evaluation Handbook

<https://evalparticipativa.net/en/resources/participatory-evaluation-guides-and-manuals/sowing-and-harvest/>

Defining the level in relationship to purpose

Level	Purpose in M&E process
Instrumental	Efficiency and accuracy of evaluation findings – requires light involvement of a number of different stakeholders
Representative	To ensure findings reflect views of relevant stakeholders – opens space for stakeholders to influence findings and use (programme design, decisions etc.)
Transformative	Empowerment - to increase agency of people in decision making around programmes and findings - shift underlying power dynamics

How to support quality in participation spaces?

Purpose and type of participation in M&E - WHO



Spaces of participation



Forms of power



Participatory methods and practices



Collective sensemaking methods and learning

Spaces of Participation

Claimed Spaces

How to engage with power?

Purpose and type of participation in M&E - WHO



Spaces of participation



Forms of power

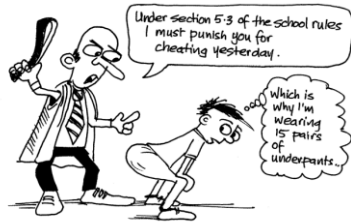


Participatory methods and practices



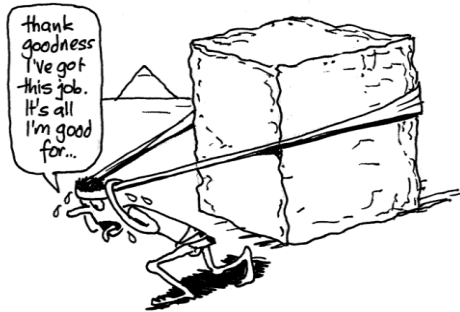
Collective sensemaking methods and learning

Visible, Hidden and Invisible Power



Visible power is held by people and organisations through formal rules, laws or institutions.

Hidden power is held by people and organisations who are able to set the agenda behind the scenes such that can exclude certain people or stakeholders from decision-making processes in the first place.



Invisible power is not necessarily held by people or organisations. It is shaped by dominant beliefs, ideologies, values and behaviours that pervade society and influence how we think, feel and behave.

Which methods are appropriate?

Purpose and type of participation in M&E - WHO



Spaces of participation



Forms of power



Participatory methods and practices



Collective sensemaking methods and learning

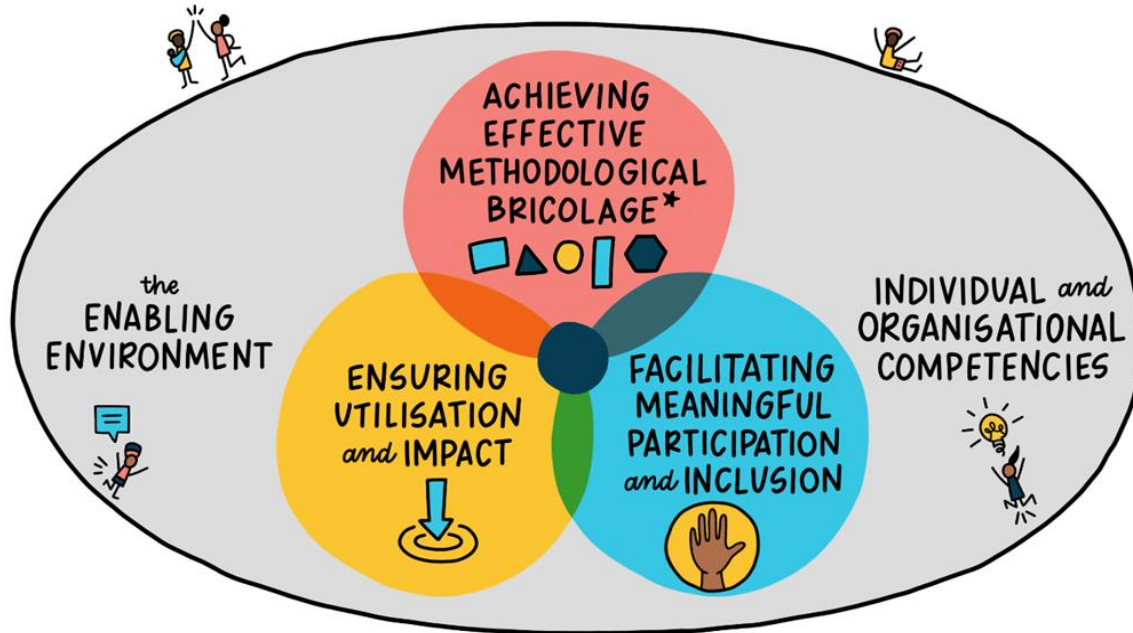
There are many methods!

- Reflexive use of Theory of Change
- Outcome Harvesting/Evidencing
- PhotoVoice
- Most Significant Change
- SenseMaker
- Collaborative Outcomes Reporting
- ImpreS
- PIALA

- Storytelling –rich understandings of experience of change in context
- Allow us to see emergent causal pathways
- Emphasise process alongside content

the INCLUSIVE RIGOUR FRAMEWORK

it's a WAY of THINKING about RIGOUR that CENTERS PARTICIPATION and RESPONDS to COMPLEXITY



*BRICOLAGE=
CREATION FROM A DIVERSE RANGE OF AVAILABLE THINGS

≡ KATHERINE HAUGH ≡

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