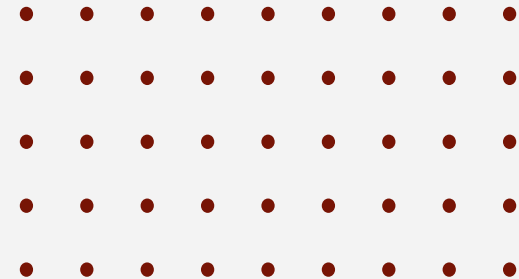


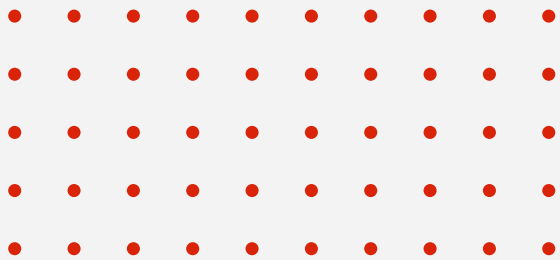


Robust, Relevant and Empowering

Meaningful participation in evaluation of long and complex impact pathways

Barcamp Session at the DeGEval Conference
20 June 2023, Stuttgart





In the next 45'
we will explore:

- What does evaluation 'uptake' and 'use' mean in outcome and impact evaluation of programmes with **very long and complex impact pathways**?
- What does this imply for the **meaningful participation of stakeholders** along these pathways, and how will this encourage uptake/use?

Overall assumption of the conference

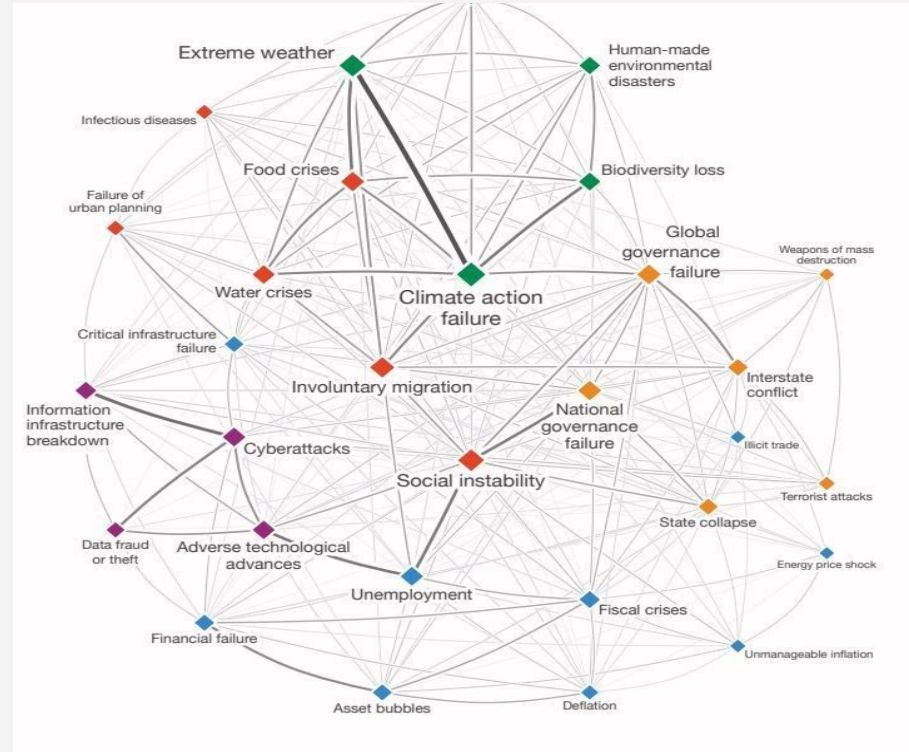
If those affected and involved can meaningfully participate in the evaluation, then there will be a higher acceptance and ultimately better uptake and use of the findings.

- **Who** are 'those affected and involved' by the programme?
- Acceptance, uptake and use of evaluation findings **by whom**, and why?
 - Should 'those affected and involved' accept and use the evaluation findings? Why?
 - Should they participate to be better acceptors and users? To what extent and how?
- **Who** tells and decides?
 - How to de-instrumentalise and decolonise participation in evaluation?



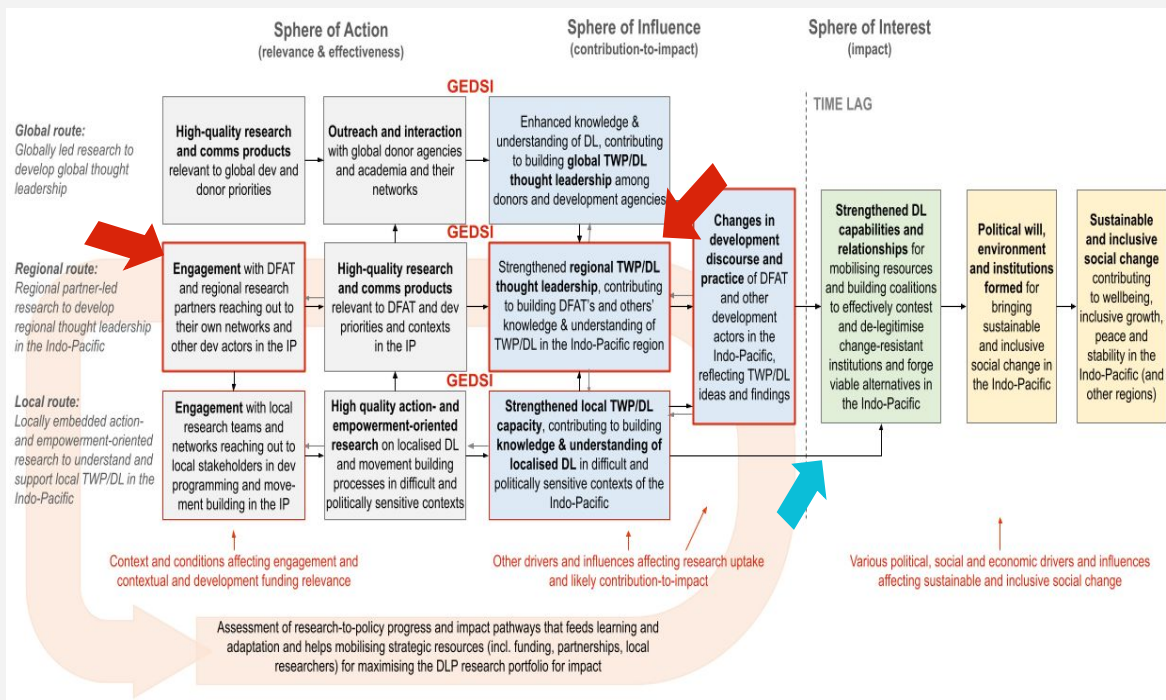
About long and messy impact pathways

- It's a complex world: everything is **interconnected**
- Transformative system change has **long and messy pathways**
- Envisioned impact is mostly **out of reach** for an evaluation
- Focus on **emergent system change** or '**upstream impact**' (e.g. influence on dev discourse, policy and practice)
- Enable **uptake/use** and **participation** in the '**upstream impact**' area



Developmental Leadership Program (DLP)

- International research initiative (since 2006)
- Evaluation of DLP Phase III **influence on development policy and practice**, with the research ongoing
- Focus on **conditions for and outcomes of research uptake and influence**
- Comparison of **upstream influence** across the 3 phases



Uptake/use and participation in the DLP evaluation

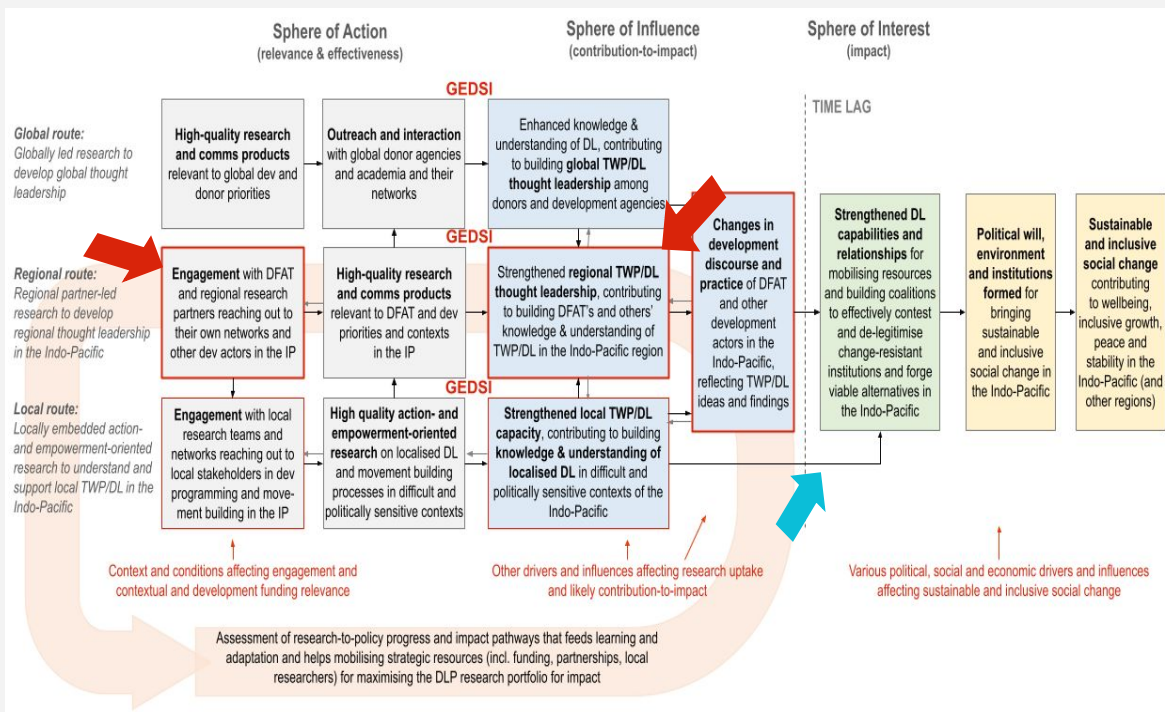
Who are 'the affected and involved'?
Should they accept and use the evaluation findings, and why?

Regional pathway

- Regional research partners
- DFAT and other dev actors/funders in the Indo-Pacific

Local pathway

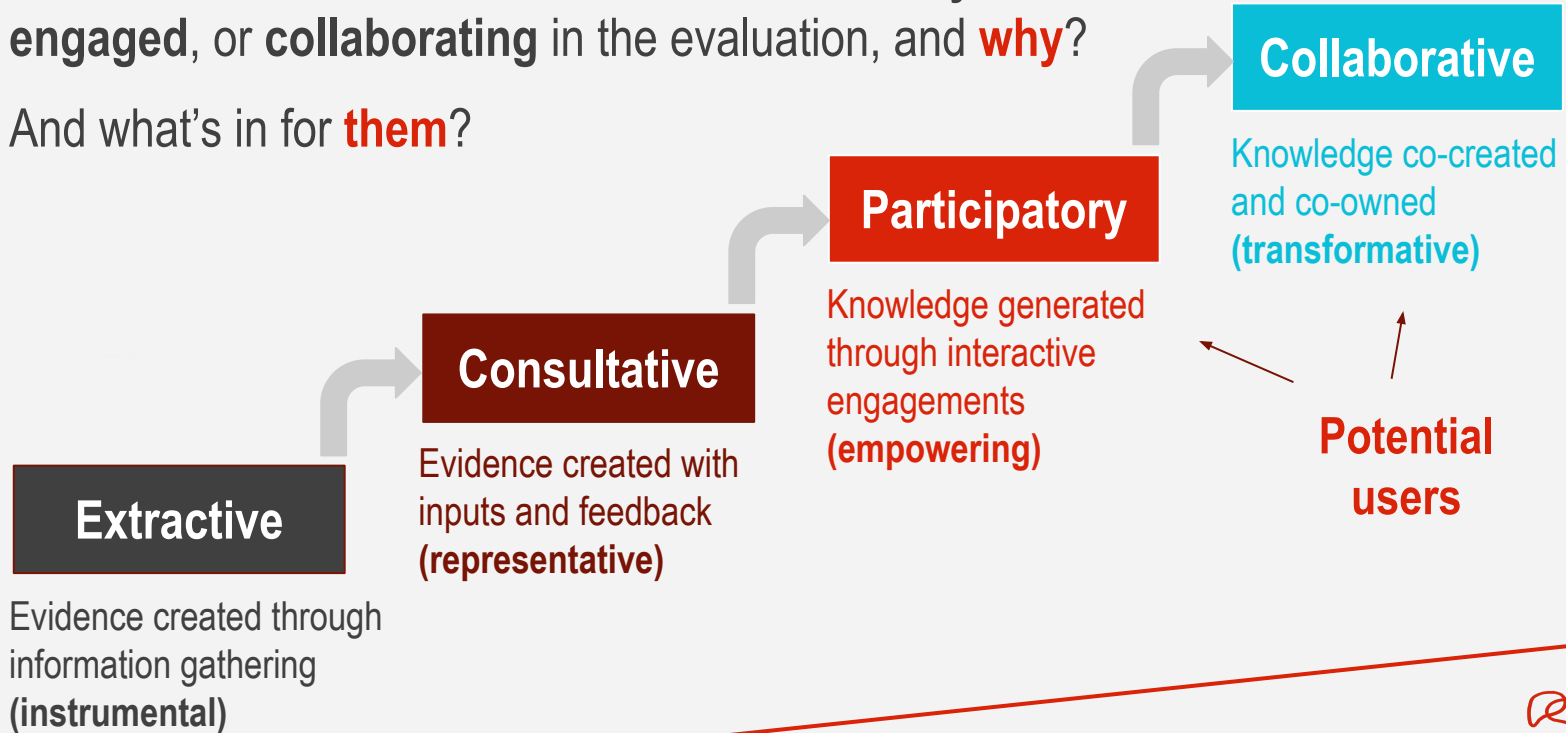
- Locally embedded research teams
- Local research participants (leaders and activists)



Normative ladder to enable meaningful participation

Who should be interviewed, consulted, actively engaged, or collaborating in the evaluation, and **why**?

And what's in for **them**?

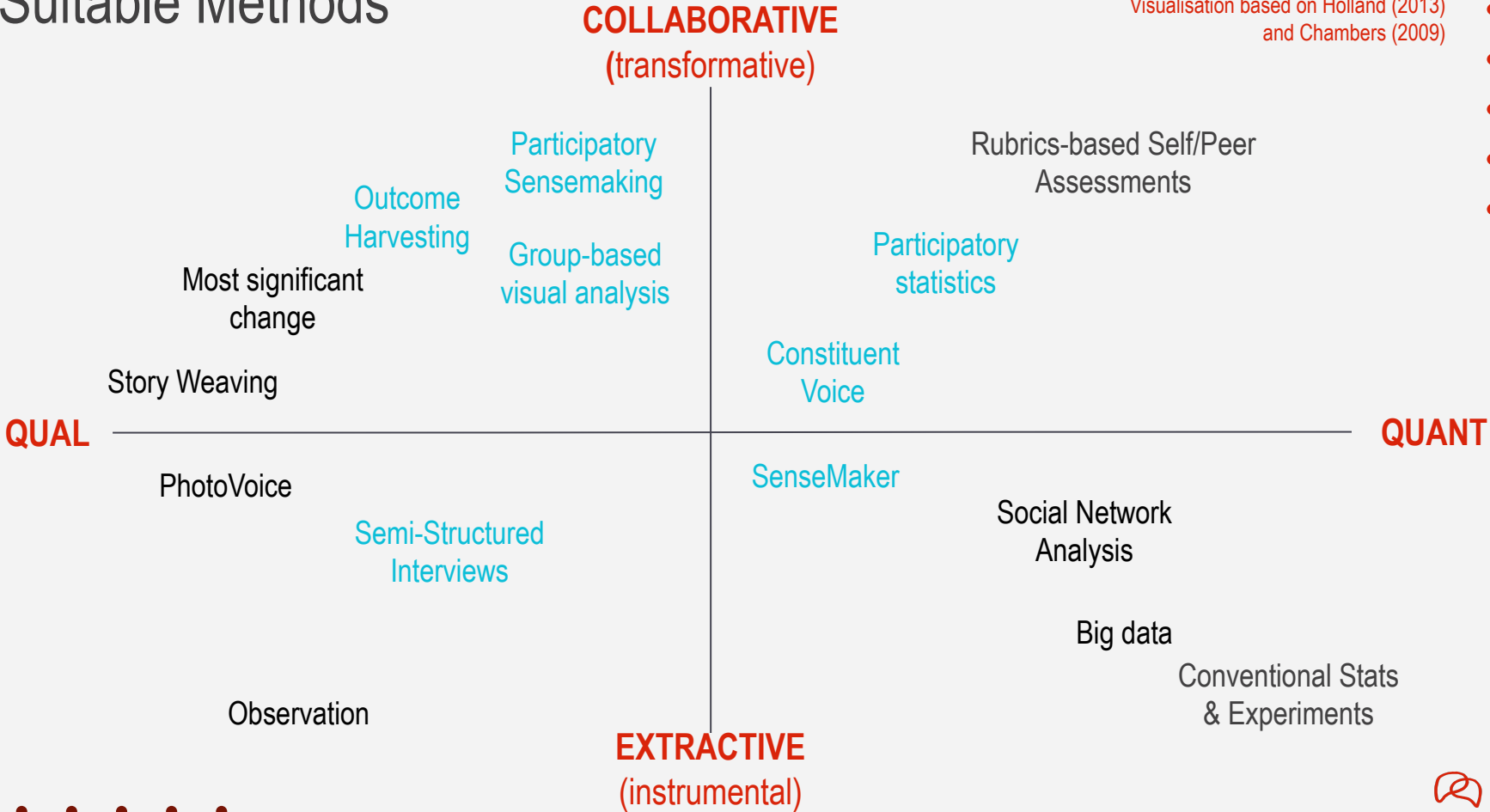


Inclusive and meaningful participation implies recognising that...

- Reality and its changes are complex, therefore requires **multiple perspectives** and **multiple ways of learning/knowing**
- Evaluators/researchers too have **preconceived ideas and biased views** of the world
- **All viewpoints count**, in particular those of impacted groups
- The **object (impacted groups)** becomes the **subject (action groups)** of analysis when it concerns **their reality**
- Participation and collaboration is an exercise in the **delegation of rigour and power** and requires **gendered 'Thinking and Working Politically' (TWP)**

Suitable Methods

Visualisation based on Holland (2013) and Chambers (2009)



Meaningful participation in the DLP evaluation

To what extent, why and how should the intended or potential evaluation users participate in the evaluation?

Regional pathway

<ul style="list-style-type: none">● Regional research partners	<ul style="list-style-type: none">● PARTICIPATORY, from design to analysis
<ul style="list-style-type: none">● DFAT and other dev actors/funders in the Indo-Pacific	<ul style="list-style-type: none">● DFAT: PARTICIPATORY, from design to analysis● Other actors/funders: CONSULTATIVE, in data collection

Local pathway

<ul style="list-style-type: none">● Locally embedded research teams	<ul style="list-style-type: none">● PARTICIPATORY, from design to analysis
<ul style="list-style-type: none">● Local research participants (leaders and activists)	<ul style="list-style-type: none">● No meaningful participation possible in most cases● Only where research participants were also researchers (e.g. disability leadership project in Indonesia)

Who tells and decides?

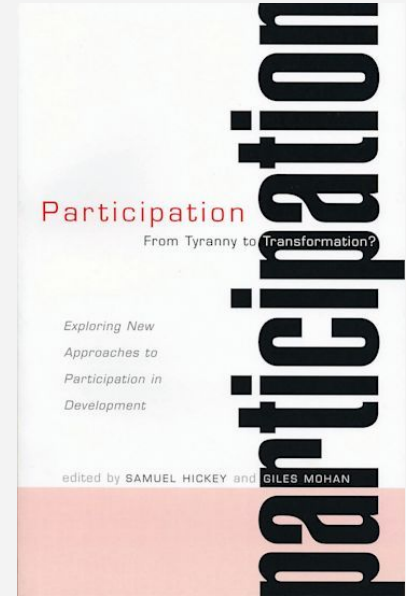
How to de-instrumentalise and decolonise participation in evaluation?

Keynote:

Define the level of participation in relation the purpose
(instrumental - representative - empowering - transformative)

But who decides?

- DLP: Mostly the local researcher
- EYW Mostly the youth
- Oxfam Myanmar Local partners + community mobilisers



Questions?



15' Buzzing

Share your experience in evaluation of long and complex impact pathways (or programmes aimed at transformative system change and impact)

- Where along the pathway was the focus of the evaluation?
- Who were those affected and involved in the program at that stage of the pathway?
- Were they also (intended or potential) users of the evaluation findings?
- To what extent did they participate, how and why?