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Conditions for success in participatory evaluation - conceptual examples and empirical experience from development education and awareness raising (DEAR)

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Introduction

- Our input is linked to the results of a study on Quality and Impact in Global Education, carried out for BMZ from 2016 -2019, where the following questions, among others, were addressed
- What effects does development education in the Global North have?
- Do awareness raising activities lead to more awareness?
- Can we adapt impact orientation from development cooperation to DEAR in a meaningful way?
- How can we engage organisations and participants in this?

Structure

1. Background and setting of the study
2. Conceptual aspects of participation within the study
3. Effective methods of participation within the study
4. Relevance of participation concepts and methods for other evaluation contexts

1. Background and setting of the study

- Demand for a greater effect orientation in development education (DE) in Germany (cf. a.o. VENRO, 2010; 2012a, b; Berliner Entwicklungspolitischer Ratschlag & Stiftung Nord-Süd-Brücken, 2010, 2015)
- Thematic conferences of VENRO in the years 2011 and 2012
- Central challenge: complex relationships of cause and effect (cf. a.o. Bergmüller, Scheunpflug, Franz & Krogull, 2013)
- Research project financed by the BMZ: "Effects and methods of effect monitoring in development information and education work" (2016 to 2018)

1. Background and setting of the study

Objectives, research questions and subject of the study

- Support for effect-oriented planning of DE/Global Education projects
- Suggestions for useful methods to measure effects within DE/Global Education practice
- Stimulating further conceptual, political and scientific debate about effects of DE/Global Education

1. Background and setting of the study

Objectives, **research questions** and subject of the study

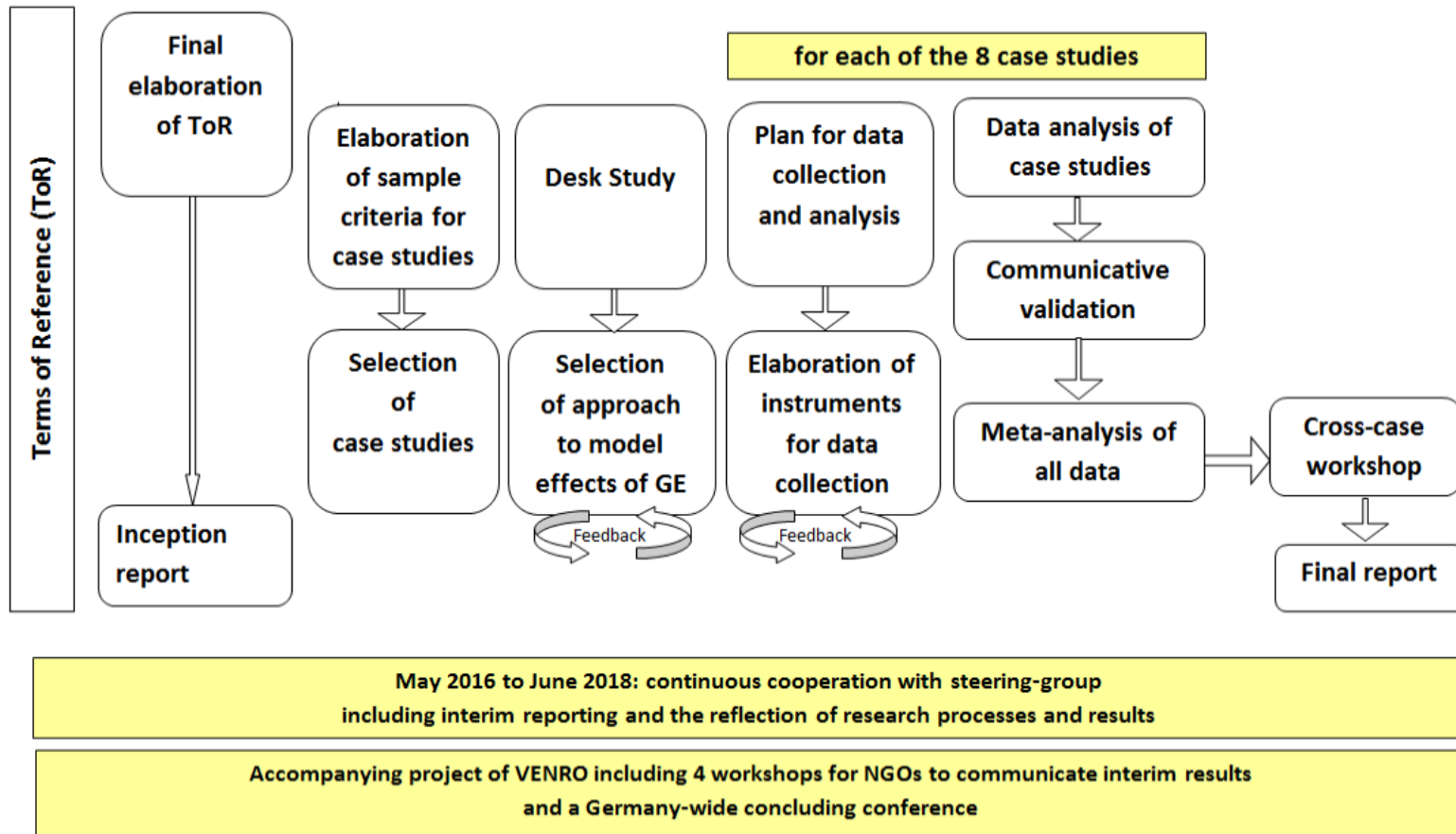
- Which effects of DE/Global Education can potentially be realized?
- Which factors fostering the effectiveness of DE/Global Education activities can be identified?
- How can effects of DE/Global Education activities be measured efficiently? => with a focus on enabling participative high-quality approaches of (self-) evaluation

1. Background and setting of the study

Objectives, research questions and **subject of the study**

- DE/Global Education in the formal and non-formal context
- Focus on four typical types of DE-activities in Germany:
 1. Activities of short duration (e.g. public lectures, project days/weeks)
 2. School campaigns
 3. Qualification of multipliers
 4. Development and use of Global Education material
- Two case studies per type of activity (8 out of 25)
- Additional desk study (n= 104 reference studies)
- Additional research on influence factors for long-term engagement in DE work via biographic interviews in all case studies

2. Conceptual aspects of participation within the study



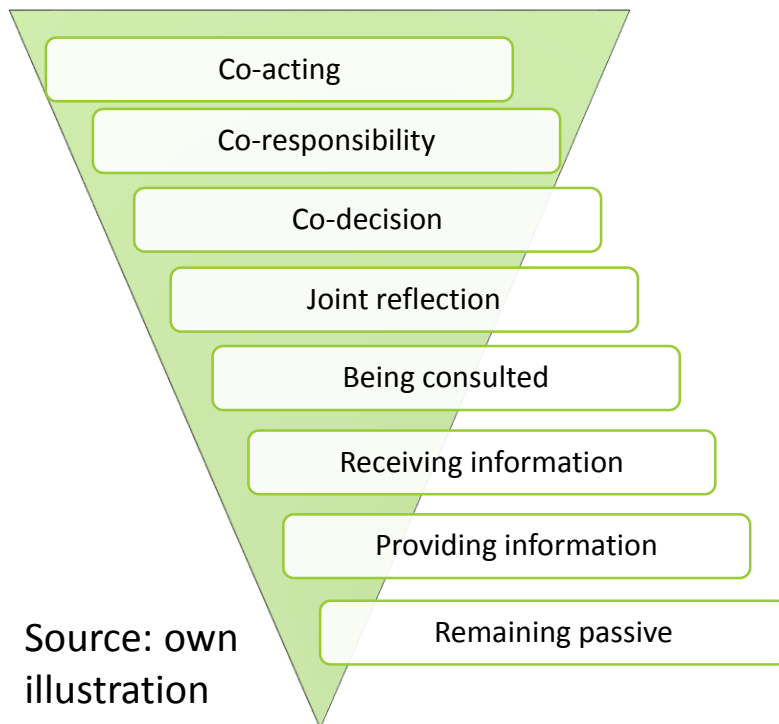
2. Conceptual aspects of participation within the study

Theoretical categories to differentiate participation (cf. Daigneault et al., 2012):

**extent of involvement
in evaluation**

– diversity of participants

– control of the
process

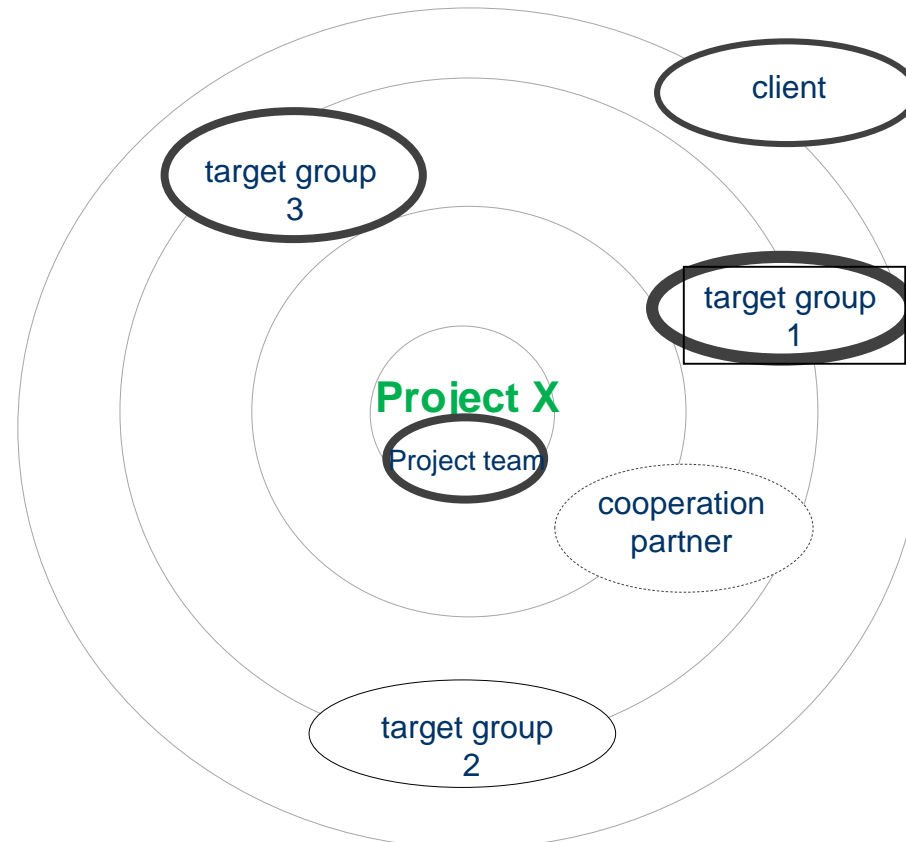


Source: own
illustration

2. Conceptual aspects of participation within the study

Theoretical categories to differentiate participation (cf. Daigneault et al., 2012):

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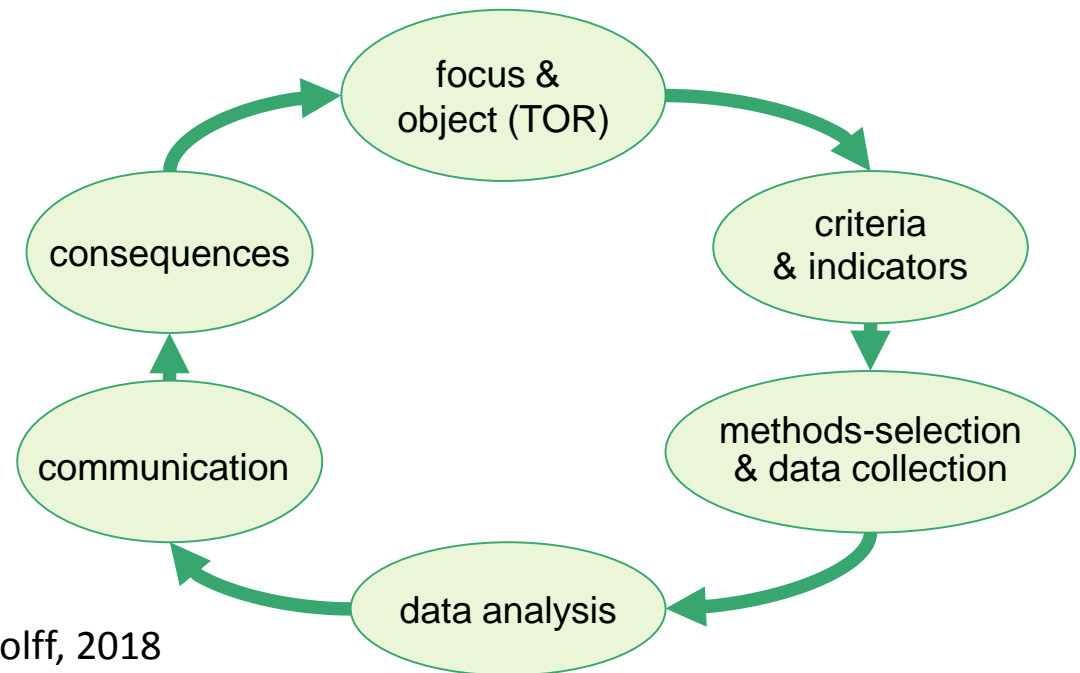
2. Conceptual aspects of participation within the study

Theoretical categories to differentiate participation (cf. Daigneault et al, 2012):

extent of involvement
in evaluation

– diversity of participants

– **control of the
process**



Source: Kempfert/Rolff, 2018

2. Conceptual aspects of participation within the study

- Participation in terms of **consultation** and **co-decision** in the **planning phase**: TOR, case selection, criteria & indicators, empirical design
 - Client/mandator
 - Reference group
 - Stakeholder on implementation-level

- Participation in terms of **co-responsibility** and **co-acting** in the **executive phase**: data collection
 - Stakeholder on implementation-level

- Participation in terms of **consultation** in the **executive phase**: data analysis
 - Client/mandator
 - Reference group
 - Stakeholder on implementation-level

2. Conceptual aspects of participation within the study


- Participation in terms of **communicative validation** as well as **drawing consequences in the process of discussing results**
 - Client/mandator
 - Reference group
 - Stakeholder on implementation-level

Mind the gap: description of results ↔ discussion of results

3. Effective formats/methods of participation within the study

Methods to foster co-acting (empowerment of stakeholders on micro-level):

- Audio Response System (e.g. Clicker)
- Rating Conference
- Kasese Tool
- Influence Matrix
- Sociometry



Function of evaluation:

- development,
- control,
- legitimization

3. Effective methods of participation within the study

Hardware or software-based Audience Response Systems (ARS/clicker)

- individual and anonymous
- ex-ante - ex post- or ex-post only
- quantitative
- quick assessment of prior knowledge and existing opinions *before* as well as capturing short-term effects *after* a measure
- tracing individual increased knowledge and sensitisation



Participation: Providing information, receiving information, being consulted, joint reflection

3. Effective methods of participation within the study

Sociometric Positioning

- group / individual
- visible
- ex-ante - ex post or ex-post only
- quantitative and qualitative
- relatively quick
- assessment of existing knowledge, opinions, levels of sensitisation and reflection *before* (if possible) and of short-term effects *after* a measure
- explanation of respective positioning of randomly selected persons



Participation: Providing information, receiving information, being consulted, joint reflection

3. Effective methods of participation within the study

Influence matrix (NGO-IDEAs, 2012, adapted)

- group
- visible
- ex-post
- quantitative and qualitative
- at least 1,5 hrs
- focus on perceived impact of measures and core contributing activities

Project activities	Material	Seminar for MPL*	Blog	Website	Passive total
Have an influence on the following observed changes					
Knowledge level of the MPL*	3	3	0	2	8
Frequency of exchange between MPL*	0	3	3	0	6
Individual educational offers by MPL*	3	4	2	3	12
Knowledge level of young people attending the offers of MPL*	3	3	0	1	7
Research skills of the young people	2	2	0	3	7
Active total	11	15	5	9	

Participation: Providing information, receiving information, being consulted, joint reflection, co-decision

3. Effective methods of participation within the study

Rating conference

- group / individual
- visible /anonymous
- ex-ante or ex post
- quantitative and qualitative
- at least 2 hrs
- standardized questionnaire and structured group interview
- assessment of existing opinions, knowledge, experience, levels of reflection

Bitte antworten Sie auf die folgenden Fragen:

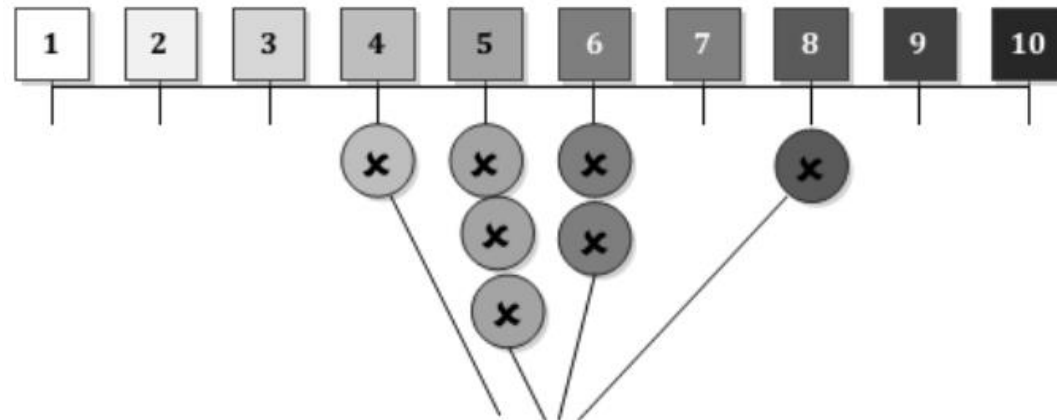
	trifft nicht zu		trifft zu		keine Angabe
	1	2	3	4	
1. Durch die zunehmende Heterogenität der (neu einsteigenden) ReferentInnen entstehen große Chancen für das Programm X.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Durch die zunehmende Heterogenität der (neu einsteigenden) ReferentInnen entstehen neue Herausforderungen für das Programm X..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Den neuen Herausforderungen begegnet man am besten					
• durch differenzierte Angebote für jede der verschiedenen Gruppen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• durch stärkere Binnendifferenzierung der gleichen Angebote.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Die folgenden Elemente sollten für neue ReferentInnen verpflichtend sein:					
• das Einstiegsgespräch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• das Seminar „Einstieg XX“	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• eine Hospitation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• das Seminar „Aufbau XX“ (nach der Durchführung einiger Bildungsveranstaltungen)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Es braucht keine verpflichtenden Elemente.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Participation: Providing information, receiving information, being consulted, joint reflection, co-decision

3. Effective methods of participation within the study

Kasese tool (NGO-IDEAs, 2011, adapted)

- group/individual
- visible
- ex post
- qualitative and quantitative
- Individual assessment of level of achievement (scale 1-10) and justification of assessment, group discussion of results and justifications
- at least 2,5 hrs



What have you achieved that makes you be here?	Why do you say you are not at 10?
1.	1.
2.	2.
...	...

Participation: Providing information, receiving information, being consulted, joint reflection, partly co-decision

4. Relevance of participation concepts and methods for other evaluation contexts

- Participatory concepts create space for the developmental function of evaluation (acceptance) – as TOR, methods, analysis can be developed together and the evaluation process can be managed together
- Participatory concepts and methods create (but also require) confidence as the methods involve exchange within groups
- Participatory methods require execution time with (groups of) participants, implementers, multipliers, but are often effective concerning the effort of analysis

4. Relevance of participation concepts and methods for other evaluation contexts

- On target group level, information on value, understanding and utilisation can be collected efficiently
- Target group participation: Data for (self-)evaluation can be generated during project implementation: it is easy to learn for implementing organisations, but challenging to build systems that aggregate the data and allow to interpret them beyond the single exercise
- Participatory methods provoke narratives that might provide a deeper understanding of processes, dynamics and interdependencies than quantitative data
- NGOs can do self-evaluation. Involving the target group can enhance the evaluation and make it more systematic.

Literature

- Daigneault, Pierre-Marc, Steve Jacob, Joël Tremblay., 2012: Measuring Stakeholder Participation in Evaluation: An Empirical Validation of the Participatory Evaluation Measurement Instrument (MEPI), *Evaluation Review*, 36(4), pp. 243-271
- NGO-IDEAs, 2011, Tiny Tools. » Measuring Change in Communities and Groups. An Overview, Bensheim, www.ngo-ideas.net/tiny_tools
- Kempfert, G. & Rolff, H.-G. (2018). Handbuch Qualität und Evaluation. Ein Leitfaden für Pädagogisches Qualitätsmanagement. Weinheim: Julius Beltz.

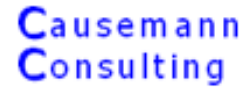
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Thank you for your attention!
