



# Citizen Voice and Inclusion in Evaluation Workshop:

*What do we need to do to make sure  
“No One Gets Left Behind”?*

*20 October 2019, Hurghada, Egypt*

# About the Centres for Learning on Evaluation and Results (CLEAR) Initiative:

- The CLEAR initiative was launched in 2010 to improve the impact of development interventions and funding.
- CLEAR works with strategic partners and clients to strengthen M&E capacities in developing countries.
- Works to develop and promote the use of evaluations in evidence-based policy making to accelerate equitable development and deepen democracy.
- Work to support systems of evaluation across the region by strengthening supply of and demand for evaluations.
- Provides high-quality, applied, cost-effective regional technical assistance and capacity-building programmes.





CLEAR is a global network  
with 6 regional centers

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JOHANNESBURG



# Citizen Voice and Inclusion in Evaluation Workshop: What do we need to do to make sure “No One Gets Left Behind”?

## Hurghada, 20 October 2019

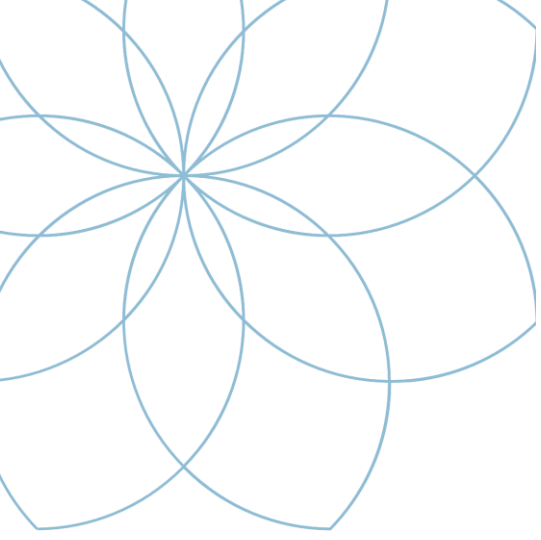
### AGENDA

Sunday, 20 October 2019	
8.30 – 9.00	Registration & Welcome and Opening Address
9.00 – 11.00	Defining Principles for what we need to ensure that ‘No One Gets Left Behind’
	Introducing power as a theme in voice and inclusion in evaluation
	Framing the Evaluation Process - The Rainbow Frame
11.00 – 11.15	<b>TEA BREAK</b>
11.15 – 12.30	Presenting Case Studies of Evaluations
	Group work: Analyse cases, draw from practical experience & discuss consequences & alternative approaches
12.30 – 13.30	<b>LUNCH</b>
13.30 – 15.00	Constructing Principles
	Applying the principles in practice (Group work using case studies)
15.00 – 15.15	<b>TEA BREAK</b>
15.15 – 17.30	Refining and Aligning the Principles for the Conference Presentation
	Allocating roles and responsibilities for the Conference Presentation

# Purpose of the workshop

- Review current practices in monitoring and evaluation and identify how to ensure that ‘no one is left behind’
- Provide content on participatory and inclusive approaches to monitoring and evaluation
- Reflection on the dangers of not including vulnerable and marginalized people and the importance of ‘doing no harm’
- Reflection on practitioners experiences on seeking to ensure no is left behind, distil lessons and principles for application from a range of contexts





# Defining Principles for what we need to ensure that ‘No One Gets Left Behind’



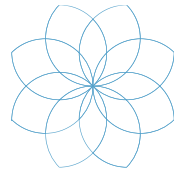
**“Principles are like prayers. Noble, of course, but awkward at a party.”**

Lady Crawley, the Dowager Countess, Downton Abbey



“Foundation for a system of belief or behaviour  
or for a chain of reasoning”

*Oxford Dictionary*



An Effectiveness Principle is a statement that provides guidance about how to think or behave toward some desired result (either explicit or implicit), based on norms, values and beliefs, experience and knowledge. The statement is a hypothesis until evaluated to determine its meaningfulness, truth, feasibility, and utility for those attempting to follow it.

*Michael Quinn Patton*





# Why Principles?

- Principles inform choices at forks in the road
- Principles are grounded in values about what matters to those who develop, adopt & follow them
- Principles provide direction but not detailed description – for adaptability to diverse contexts
- Principles force consideration of alternative courses of action
- Principles can be evaluated for both processes and outcomes





# Introducing recurring themes in voice and inclusion in evaluation



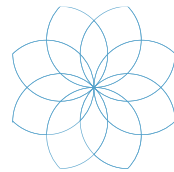
Participation  
Accountability  
Voice Equality Publics  
Sharing  
Equity  
Listening  
Inclusion  
Decision-making  
Representation



# Publics, Participation and Representation

Publics engaged in **narrow participation** over predetermined topics or options rather than a broader strategy where **residents (help) determine local possibilities.**

(Albrechts, 2013; Brudney & England, 1983)

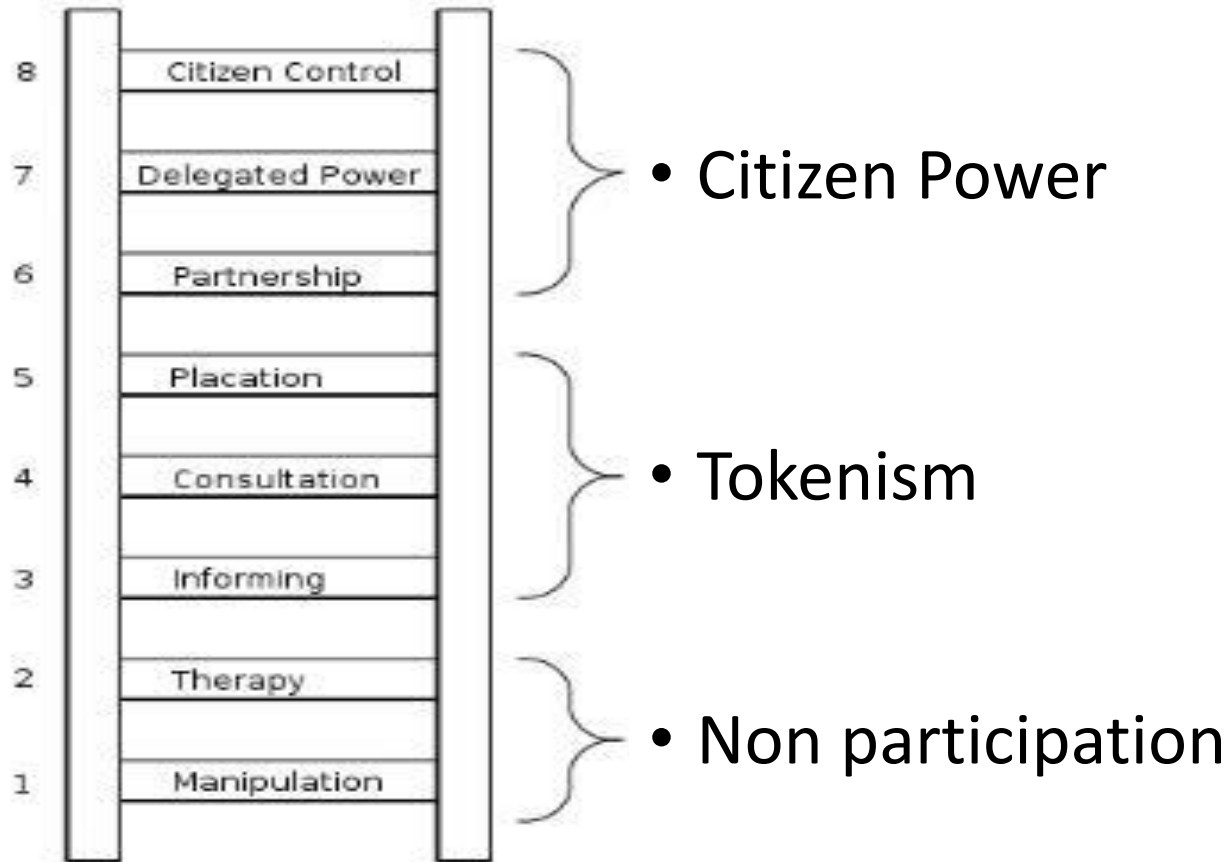


When **collaborative processes** take place within **neoliberal frameworks**, they offer **limited opportunities to alter the status quo** because **participation lacks influence over critical steps in the process, from framing problems to identifying solutions.”**

(Purcell 2009)



# A Ladder of Public Participation



**Citation:** Arnstein, Sherry R. "A Ladder of Citizen Participation," JAIP, Vol. 35, No. 4, July 1969, pp. 216-224.

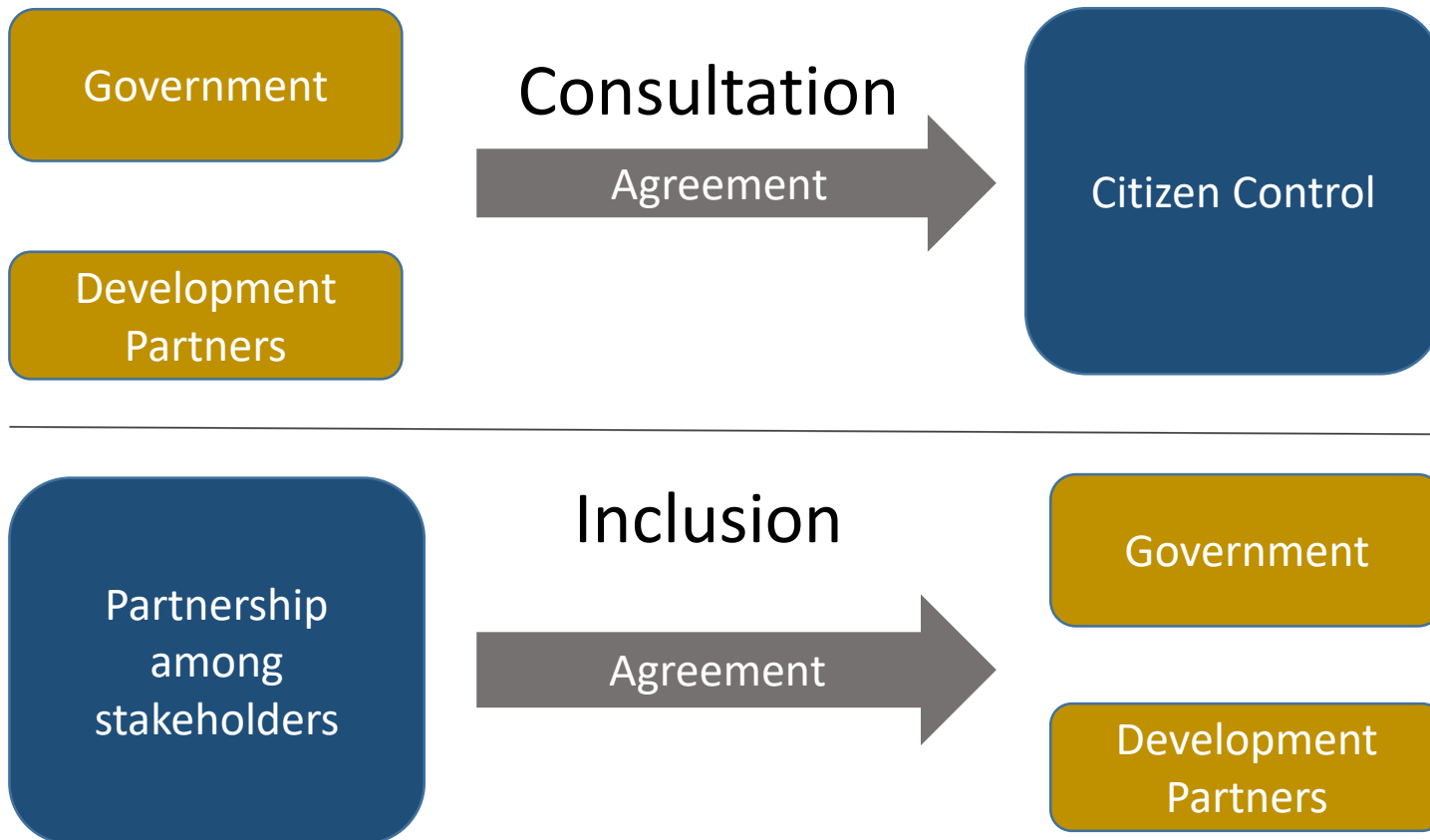
# What does successful inclusion look like?

“Rather than viewing the public as a **passive consumers of goods and services**, co-production re-envisioned and legitimised the public as **active participants and knowledge holders** who should **influence service** and goods provision throughout decision and service delivery.”

Jovanna Rosen & Gary Painter (2019)



# What does successful inclusion look like?



*Inspired by Jovanna Rosen & Gary Painter (2019)*

# “What does it mean to leave no one behind?”

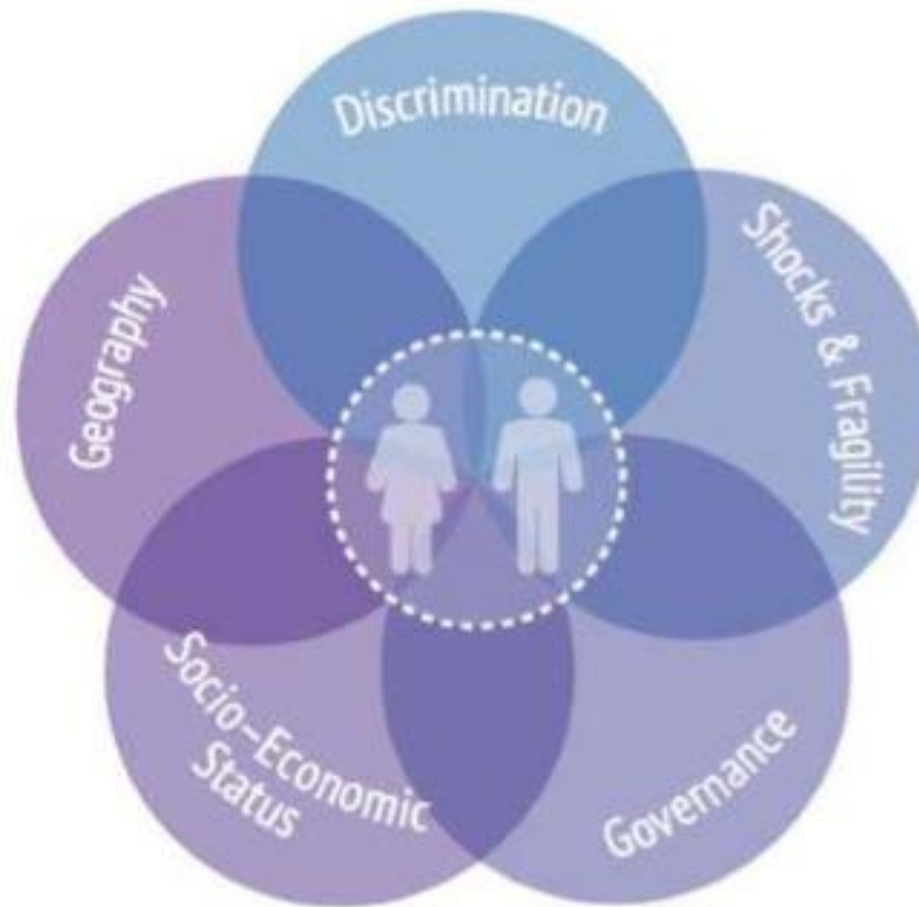
## UNDP Framework

With the adoption of the 2030 Agenda for Sustainable Development, **193 United Nations Member States** pledged to ensure “no one will be left behind” and to “endeavour to reach the furthest behind first.”

In practice, this means taking explicit action to end extreme poverty, curb inequalities, confront discrimination and fast-track progress for the furthest behind.



# Who is being left behind and why: Five key factors



People at the intersection of these factors face reinforcing and compounding disadvantage and deprivation, making them likely among the furthest behind.

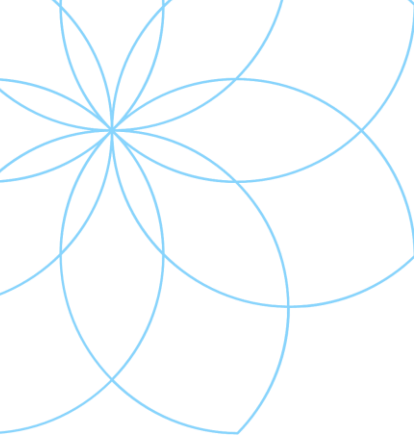
# Acting on the pledge to leave no one behind

**Examine:** Understanding who is left behind & why

**Empower:** Enabling voice & meaningful participation

**Enact:** Inclusive catalytic & accountable strategies and financing





## Discussion Point

Who gets left behind?

Who is the public?

Who is the citizen?

Who is the business?

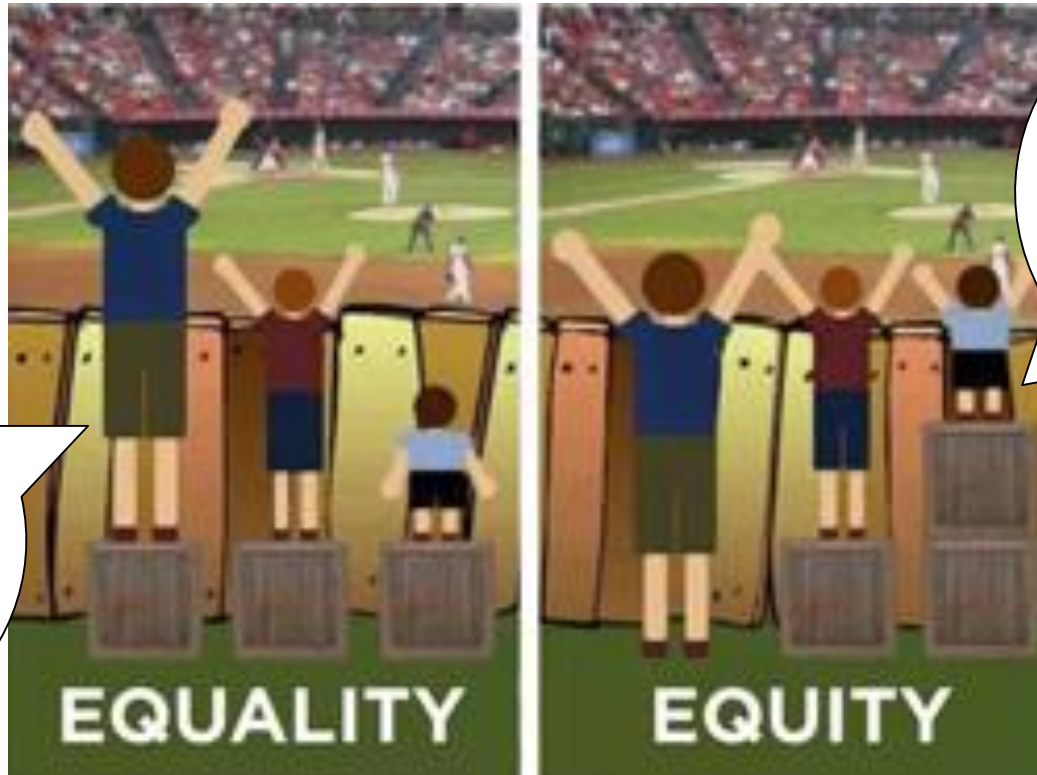


# Framing the Evaluation Process

## The Rainbow Frame



# In M & E equity is often understood in terms of differential outcomes



Equal access to resources

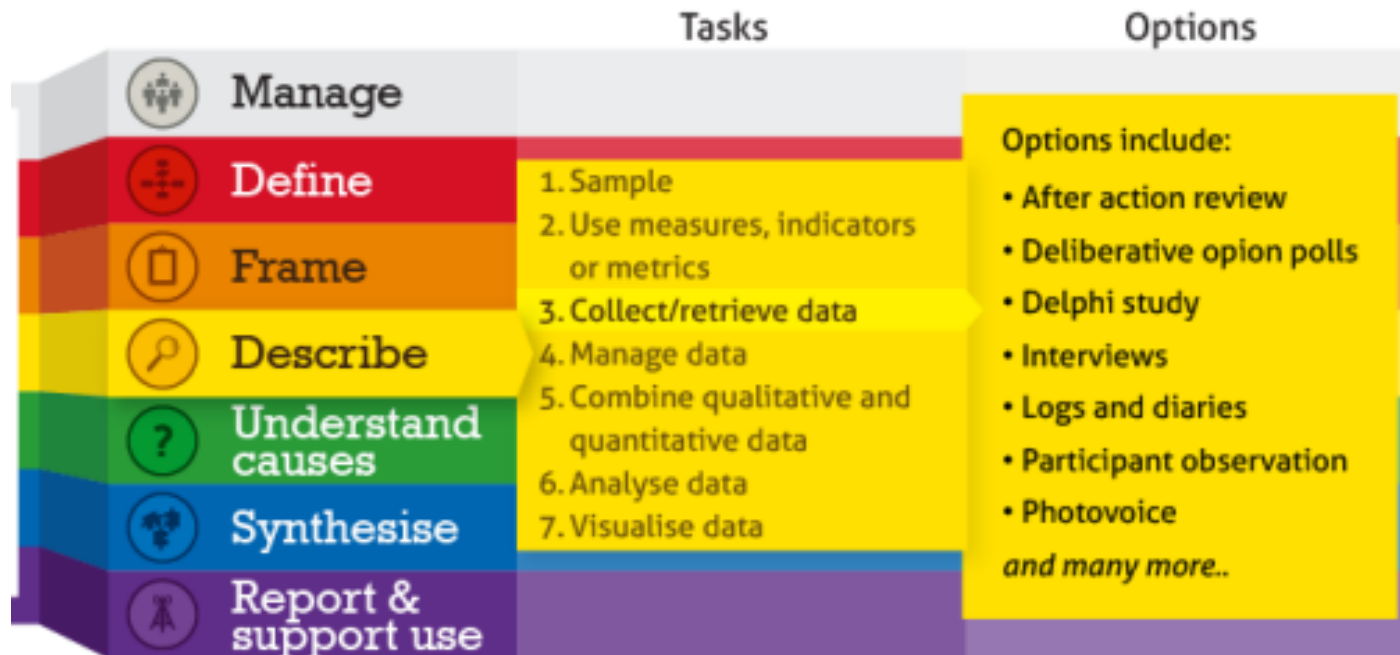
Different access to resources to Allow equal outcomes



But there are equity implications of  
**every choice made**  
about M&E methods and processes

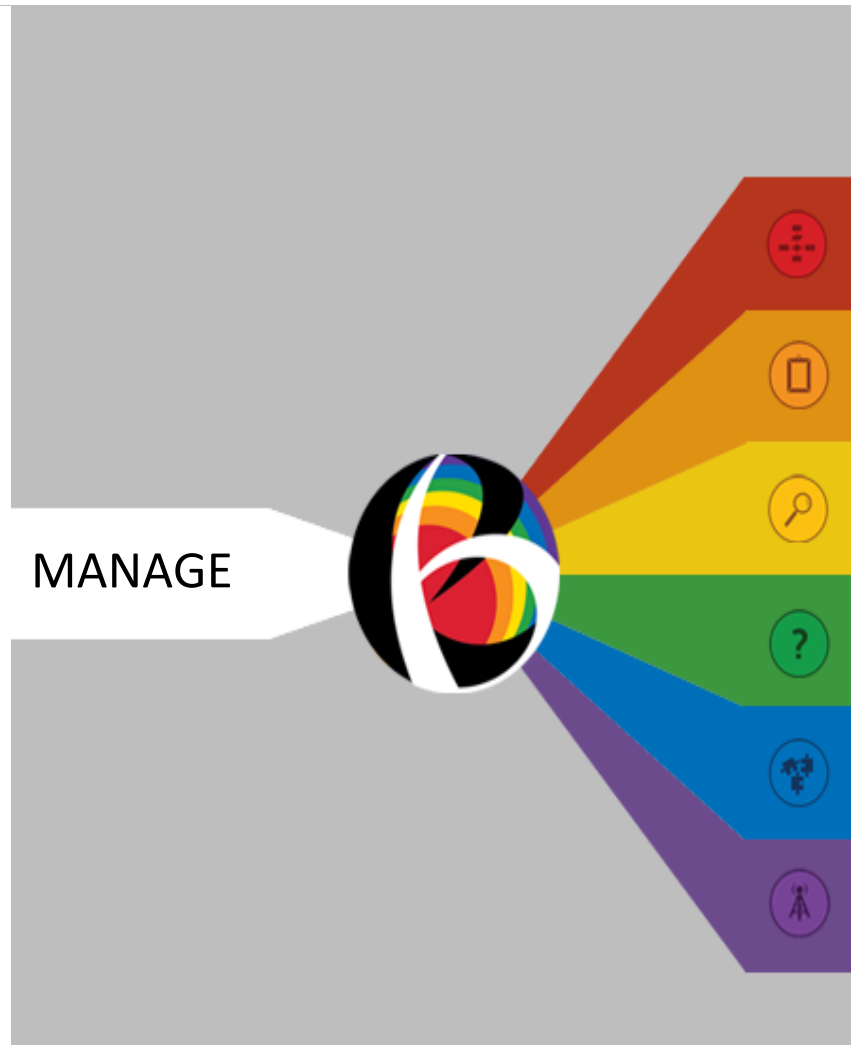


# 34 tasks in an evaluation – over 300 options for methods and processes



Better Evaluation Rainbow Framework  
34 tasks in evaluation, clustered into 7 groups  
Over 300 different methods and processes  
<http://betterevaluation.org/resources>

1. Understand and engage with stakeholders
2. Establish decision making processes
3. Decide who will conduct the evaluation
4. Determine and secure resources
5. Define ethical and quality evaluation standards
6. Document management processes and agreements
7. Develop evaluation plan or framework
8. Review evaluation
9. Develop evaluation capacity





Define what is to be evaluated  
and how it is understood to work

MANAGE



- Define
- Frame
- Describe
- Understand Causes
- Synthesize
- Report & Support Use

# DEFINE

- What gets evaluated?
  - Welfare or subsidies? Short projects or ongoing programs?
- What is the theory of change?
  - Who decides what the intended results are?
  - Does it just look at average results?
  - Does it have a change theory for improving equity?  
(eg Green (2011) active citizenship, elites or cross-class action)
- What are possible unintended results?
  - Who decides what are intended/unintended, positive/negative, noticed/not noticed results?



Set the parameters of the evaluation  
–its purposes, key evaluation questions, and  
criteria and standards to be used

MANAGE



- Define
- Frame
- Describe
- Understand Causes
- Synthesize
- Report & Support Use

# FRAME

- Who are the primary intended users?
  - Staff, managers and policymakers claiming to act on behalf of those who are disadvantaged? Or those directly experiencing inequity?
  - Traditional, collaborative or devolved power structures?
- What are the primary intended uses?
  - Accountability – Who is being held accountable for what and by whom?
  - Learning – Whose learning is being supported? Through what processes? In terms of what functions?



# FRAME

- What are the Key Evaluation Questions?
  - Do they explicitly include equity considerations?

## *Examples of equity-focused KEQs:*

To what extent were gender equality goals and processes incorporated into the planning of the intervention?

What are the results of the intervention –intended and unintended, positive and negative– including the social, economic and environmental effects on the worst-off groups?

To what extent have results contributed to decreased inequities between the best-off and the worst-off groups?

Answering descriptive questions:  
how things are; what has happened;  
what has changed, the context

MANAGE



- Define
- Frame
- Describe
- Understand Causes
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- Report & Support Use

# DESCRIBE

One of the most common ways of addressing equity in evaluation is in terms of describing differences:

- What differences are described? How are they described?
  - Inputs: e.g., limited access to services; barriers such as price
  - Results: e.g., different health or employment outcomes for people from particular ethnic groups

How these differences are described and assessed or measured can have a large impact on the findings of the evaluation and subsequent decision-making

Answering causal questions:  
why things have changed

MANAGE



- Define
- Frame
- Describe
- Understand Causes
- Synthesize
- Report & Support Use



# UNDERSTAND CAUSES

What are the implications of causal inference strategies used?

- Do they allow for explanation of differential impacts – just report average effects?
- Do they skew findings to individual-level interventions where randomization can be readily applied?



Answering evaluative questions:  
Overall judgement of merit, worth or significance

MANAGE



- Define
- Frame
- Describe
- Understand Causes
- Synthesize
- Report & Support Use

# SYNTHESISE

Evaluations need to synthesize evidence across multiple criteria into an overall judgement of merit or worth

- If there are differential effects, how should these be synthesized?
- Should equity impacts become a 'hurdle' requirement when assessing overall success?



Reporting findings and supporting use of them

MANAGE



- Define
- Frame
- Describe
- Understand Causes
- Synthesize
- Report & Support Use

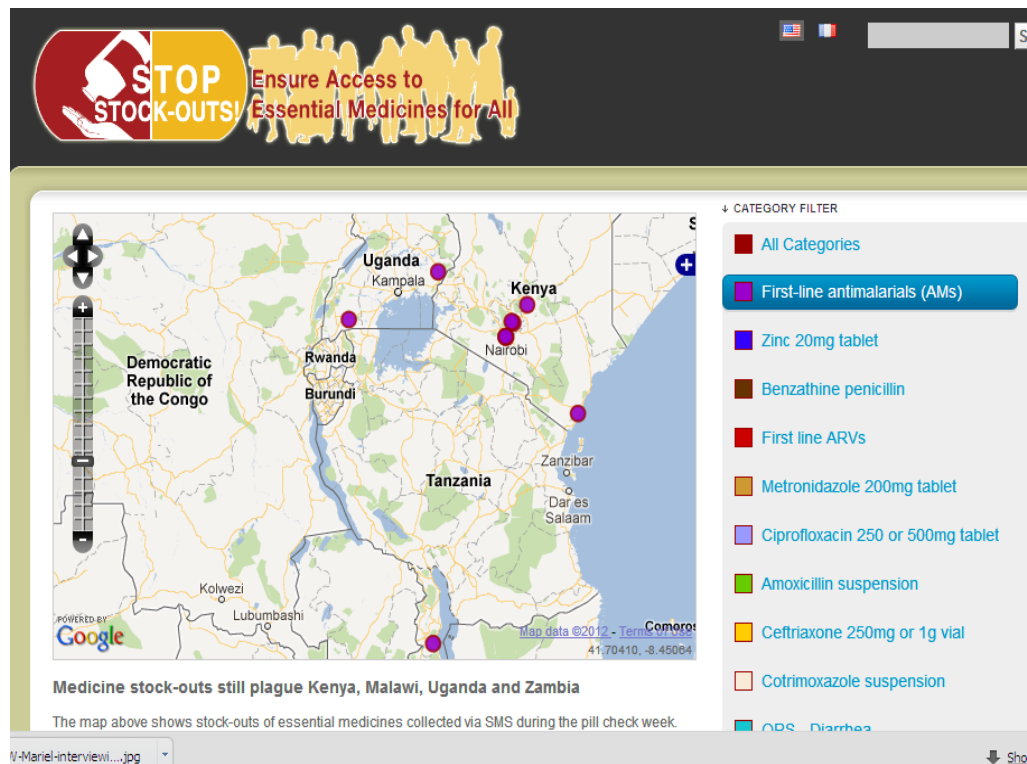
# REPORTING AND SUPPORTING USE

## Impact of reporting

- Do deficit focused reports increase stigma and deficit focus?

## Accessibility of reports

- How accessible are reports?
  - Language, style, format, type etc.
- What support is provided to whom to apply or use findings?



## Who controls the evaluation?

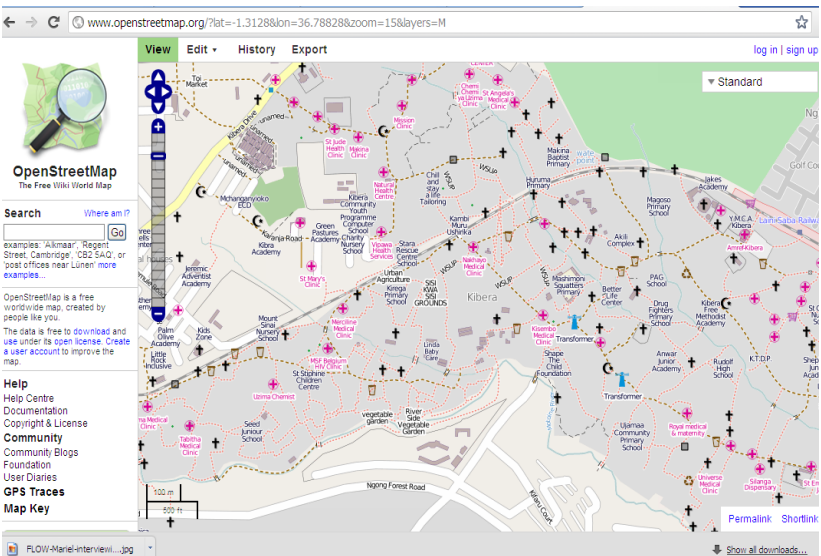
- Who decides what gets evaluated?
- Who decides what the key evaluation questions are?
- Who chooses the evaluator?
- Who approves the evaluation plan?
- Who approves reports?
- Who decides who can access reports?



# Who does the evaluation?



See it Our Way  
Participatory photography  
as a tool for advocacy



<http://mapkibera.org/>

# Press Release - Diagnosis of Polio in Deir-Ez-Zor Governorate

🕒 19:55 Oct 18 2013 📍 Deir ez-Zur, Syria

- Aggregate Report (تقرير إجمالي)
- Summary Report (تقرير ملخص)
- Disease Spread/Epidemic (أوبئة)

## Description

### SYRIA - Confirmation of Polio Outbreak in Deir-Ez-Zor Governorate

Several reports were received from District Level Officers (DLOs) of the ACU-run Early Warning and Response Network (E-WARN), which covers the Syrian opposition-controlled areas, identifying several of cases of suspected Acute Flaccid Paralysis (AFP) in the Deir-Ez-Zor governorate. AFP is a common indicator of acute polio, though it may also be associated with a number of other pathogenic agents.

Based on the field outbreak investigation mission, the ACU Rapid Response Teams (RRTs) have verified that of the 22 reported cases, all were children below 5 years of age with symptoms consistent with the standard case definition of AFP. The cases were distributed in several areas in Deir-Ez-Zor, and in the town of Sbeikhan in particular. In order to confirm the causal agent, stools specimens were collected and shipped to a WHO-compliant laboratory in Turkey, with facilitation from the

- Data via text messages, email, twitter and web-forms.
- Decentralized data collection
- Immediate reporting and analysis



## Additional Reports

- 2 missing** 🕒 15:54 May 02, 2011  
📍 dayr azzawr, 0 Kms
- عادل خليف الشحادة** 🕒 19:32 May 07, 2011  
📍 Dayr az-zawr, 0 Kms
- توافق راجب البشير** 🕒 03:03 May 13, 2011  
📍 دير الزور, 0 Kms

<https://syriatracker.crowdmap.com/reports/view/3937>  
<http://ushahidi.com/>

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**clear**  
Centers for Learning on Evaluation and Results  
ANGLOPHONE AFRICA



# Summary

## Address equity across all tasks of evaluation

<b>DEFINE</b>	What gets evaluated? What is the Theory of Change for improving equity?
<b>FRAME</b>	What is the purpose of the evaluation? Who will use it? Do the Key Evaluation Questions address equity? Whose values are the basis for the evaluation?
<b>DESCRIBE</b>	What are the categories we need to consider (not just women/men)? What differences are there between groups?
<b>UNDERSTAND CAUSES</b>	Why are there these differences between groups? Do our methods for causal inference allow attention to diverse impacts?
<b>SYNTHESISE</b>	How are diverse impacts summarised into an overall judgement?
<b>REPORT &amp; SUPPORT USE</b>	How will findings be made accessible? What support will be provided to use the findings?
<b>MANAGE</b>	Who gets to make decisions about the evaluation? Who is involved in conducting the evaluation? What ethical issues needs to be addressed?

# Presenting Case Studies of Evaluation

Stakeholder Analysis: Who is usually left behind  
& why?

Practical Considerations for Leaving No One  
Behind



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Stakeholder mapping is the process of understanding who the **key stakeholders** are in a project/intervention/process and identifying those that have **interest** and **influence** on interventions/programmes implemented.. This plays a role on how we aim to leave no one behind.

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Stakeholder analysis can help to strengthen a programme' s chance of demonstrating results and understanding the interests of all individuals or institutions involved. For programs to be effective, the program design must consider **representation, inclusion, equity, and participation.**

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Relationships/Partnerships are developed with various stakeholders to reach program objectives and to monitor and evaluate the results of programs.

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Citizens and publics engage with various stakeholders in obtaining, synthesizing and using evidence for their oversight, law-making and representative roles.

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# DISCUSSION QUESTIONS

- **STEP 1:** Find a partner/work in groups of 3 (meet someone new 😊)
- **STEP 2:** Think of the stakeholders (key role players) that are typically excluded in decision making processes in programs.
- **STEP 3:** Think about where the stakeholders *sit* on the matrix i.e. their levels of interest and power to influence the selected process.
- **STEP 4:** Plot the stakeholders on the matrix. Discuss how the excluded stakeholders can be shifted to the high consideration boxes
- **STEP 5:** A few groups present back in plenary



# GROUP WORK

- Study the case studies and critique the evaluation process undertaken.
- Draw out critical reflections on how the evaluation engaged with citizen inclusion, and how it did not.
- Present ways in which the evaluation could have better included citizens along the different stages of the evaluation process.



# LUNCH

# Constructing Principles



# Key Features of Principles

**Guiding:** A principle is prescriptive. It provides advice on what to do, how to think, what to value and how to act to be effective. It offers direction. The wording is imperative: *Do this*. The guidance is sufficiently distinct that it can be distinguished from contrary and alternative guidance.

*Michael Quinn Patton (2017); Principles-focused evaluation - The Guide*





# Key Features of Principles

**Useful:** A high quality principle is useful in informing choices and decisions. Its utility resides in being actionable, interpretable, feasible, and pointing the way towards desired results for any relevant situation

*Michael Quinn Patton (2017); Principles-focused evaluation - The Guide*



# Key Features of Principles

**Inspiring:** Principles are values-based, incorporating and expressing ethical premises, which is what makes them meaningful. They articulate what matters, both in how to proceed and the desired result.

Principles evoke a sense of purpose

*Michael Quinn Patton (2017); Principles-focused evaluation-The Guide*



# Key Features of Principles

**Developmental:** The developmental nature of a principle refers to its adaptability and applicability to diverse contexts over time.

A principle is context sensitive and adaptable , providing a way to navigate complexity and uncertainty, it endures over time

*Michael Quinn Patton (2017); Principles-focused evaluation - The Guide*



# Key Features of Principles

**Evaluable:** A high quality principle must be evaluable. It should be possible to judge and document whether it is actually being followed and what results emerge from following the principle. We need to determine whether following the principle leads you to where you want to go

*Michael Quinn Patton (2017); Principles-focused evaluation - The Guide*



# Crafting Principles

**Rule:** 30 minutes of aerobic exercise each day

**Principle:** Exercise regularly at the level that supports health and is sustainable given your health, lifestyle, age and capacity

*Michael Quinn Patton (2017); Principles-focused evaluation - The Guide*



# Crafting Principles

**Rule:** Every primary school age child should read at least 15 minutes each day

**Principle:** Children should read regularly and consistently based on their interest and ability

*Michael Quinn Patton (2017); Principles-focused evaluation - The Guide*



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# The End