

Collaborative, participatory, and empowerment (CP&E) evaluation

SESSION III

Collaborative and Participatory Evaluation

Dr. José María Díaz Puente

Grupo GESPLAN
Universidad Politécnica de Madrid



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1. Introduction



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1. Introduction

Original framework
Improvement of the programs

Pressure



Prove the efficacy of the programs
Rigorous methodologies and statistical analysis to
measure impacts

Original framework relegated



1. Introduction

Methodological framework

CBA LFA

Limitations



Process use
(Patton, 1997)

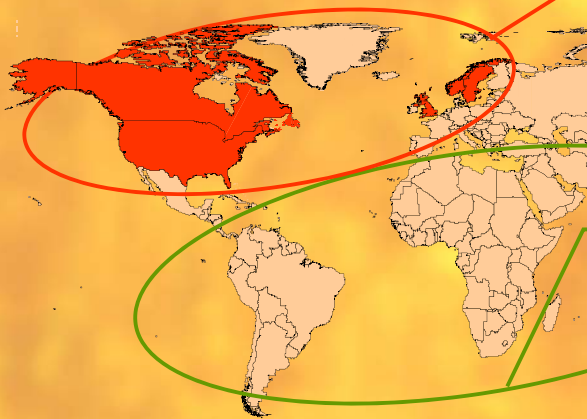


Participatory evaluation



1. Introduction

Participatory evaluation



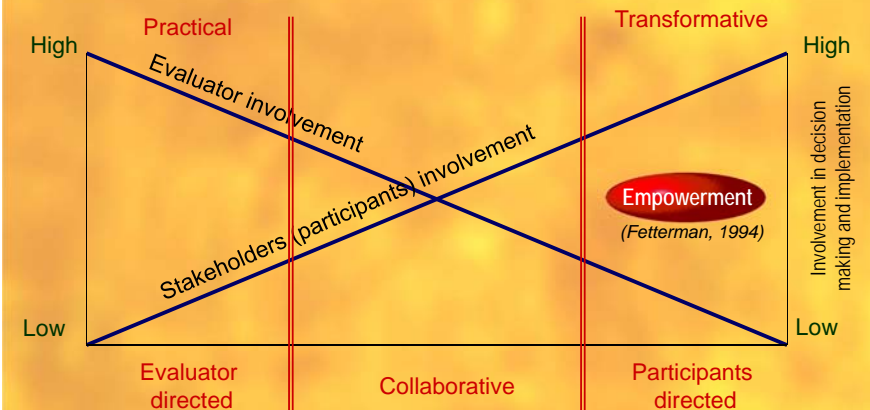
Practical participatory evaluation
Participation of stakeholders with invested interests
Practical approach

Transformative participatory evaluation
Participation of all stakeholders
Transformative approach



1. Introduction

What roles can evaluators play?



1. Introduction

● Collaborative Evaluation:

“an evaluation in which there is a significant degree of collaboration between evaluators and stakeholders in the evaluation process” Liliana Rodriguez-Campos (2005, p.1)

Collaboration must be mutually beneficial for all those involved in order to achieve a shared vision

...but How can we achieve a true collaborative evaluation with external partners?



1. Introduction

● Collaborative Evaluation:

...but how can we achieve a true collaborative evaluation with external partners?

- 1.- **Identify the situation:** This determines your approach to the work
- 2.- **Clarify the expectations** about the evaluation. By clarifying them you ensure that the work maintains its appropriate direction
- 3.- **Establish a shared commitment:** Everyone must feel involved to gain a sense of ownership and commitment to the work
- 4.- **Ensure open communication:** It's essential to building trust among the collaborators
- 5.- **Encourage best practices:** These might include encouraging appreciation for differences (diversity, motivation, perception, personality, and values)
- 6.- **Follow specific guidelines:** Guidelines are the principles that direct the design, use, and assessment of the collaborative evaluation. An example of these are [the AEA Guiding Principles for Evaluators](#)



1. Introduction

- **Participatory approaches** share many goals and key **concepts** (i.e., the importance of participation, collaboration and data usefulness).
- One of the ways to distinguish them is by what they consider as the **bottom line** for the evaluation:
 - **Stakeholder-based evaluation:** the implication of the stakeholders.
 - **Utilization-focused evaluation:** the pragmatic use of evaluation findings and process.
 - **Empowerment evaluation:** facilitating stakeholders' learning and change



2. Empowerment Evaluation and Capacity Building



2. Empowerment Evaluation and capacity building

- The bottom line of EE is:
 - to facilitate learning and change
 - to leave the capacity to evaluate behind (to provide some of the evaluator's skills to the stakeholders)
 - to help stakeholders get to where they want to go.
- Most appropriate where the goals of the program include helping participants become more self-sufficient and personally effective (development goals).
- Everyone can and needs to do basic evaluation for their self-improvement and the improvement of the program in their communities.



2. Empowerment Evaluation and capacity building

- **Definition:** EE is the use of evaluation concepts, techniques and findings to foster improvement and self-determination (Fetterman, 1994).
- EE focuses:
 - on the empowerment of the population through the evaluation process.
 - on capacity building and specially on developing evaluation capacities within the participants (at the lowest possible level).



2. Empowerment Evaluation and capacity building

- EE gives the stakeholders the primary role in the evaluation activities????
- Funding organizations (i.e. European Commission...) require an external evaluation in its programs with the leading role of an external evaluator. The empowerment had to be focused on facilitating a leading role and full responsibility of the stakeholders with regard to the internal evaluation system and all monitoring tools, and a collaborative role and some responsibility with regard to the summative evaluations.
- The external evaluators' role and productivity is enhanced by the presence of internal evaluation capacities among the stakeholders (internal evaluation process).



2. Empowerment Evaluation and capacity building

- You can address summative evaluations combining the EE with traditional evaluation methods such as interviews, focus groups, geographical information systems, multicriteria analysis, cost-effectiveness analysis...
- EE and traditional evaluation are not mutually exclusive and can be mutually reinforcing.
- Mixing methods has become a common approach to program evaluation.



2. Empowerment Evaluation and capacity building

| Mission | Taking stock I | Taking stock II | Plan for the future |
|---|---|---|--|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

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3. CASE STUDY: The LEADER Program in the rural areas of Madrid

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3. The LEADER Program in the rural areas of Madrid



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3. The LEADER Program in the rural areas of Madrid

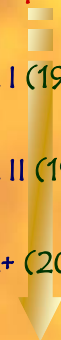


Three phases

LEADER I (1991-1995)

LEADER II (1996-2001)

LEADER+ (2001-2006)



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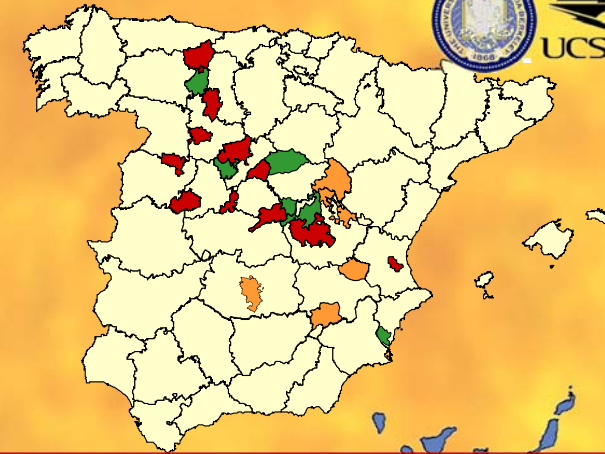
3. The LEADER Program in the rural areas of Madrid

The LEADER Approach

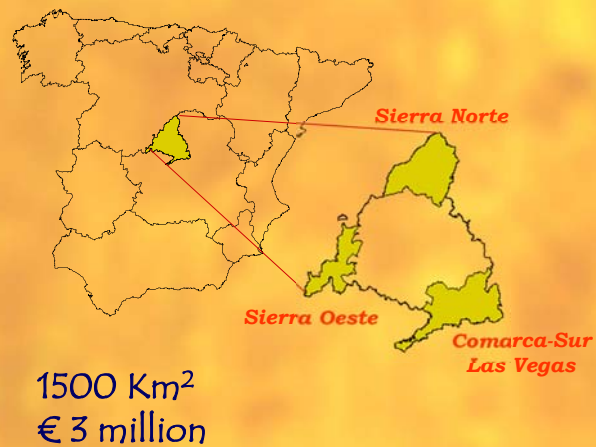
- Innovative character of actions
- Local management and financing
- PARTNERSHIPS (Board and Staff)
- Area-based approach
- Multi- sectoral approach



3. The LEADER Program in the rural areas of Madrid



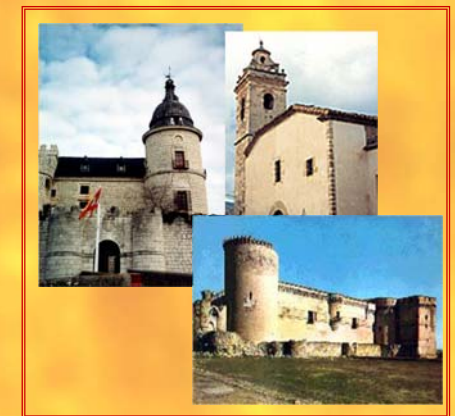
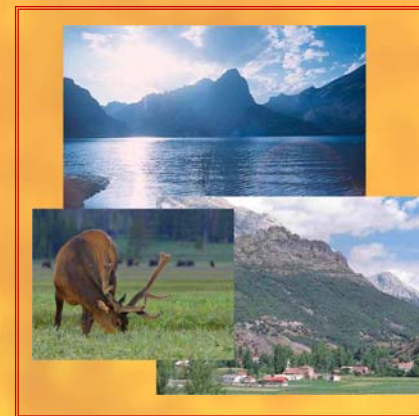
3. The LEADER Program in the rural areas of Madrid



3. The LEADER Program in the rural areas of Madrid

Conservation of rural environment...

...local heritage...

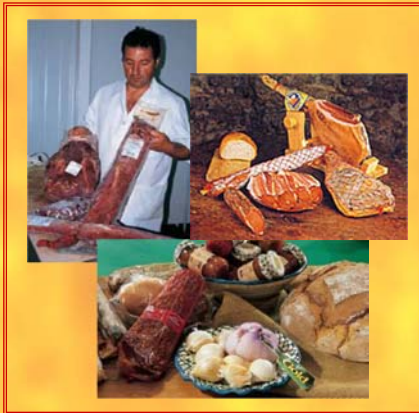


3. The LEADER Program in the rural areas of Madrid

... local culture and traditions



Marketing of local products

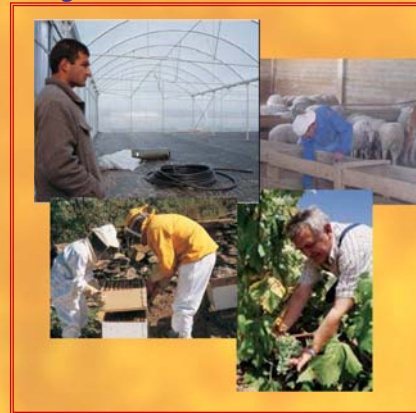


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3. The LEADER Program in the rural areas of Madrid

Support of small businesses related to agriculture and cattle breeding...



...agroindustry...

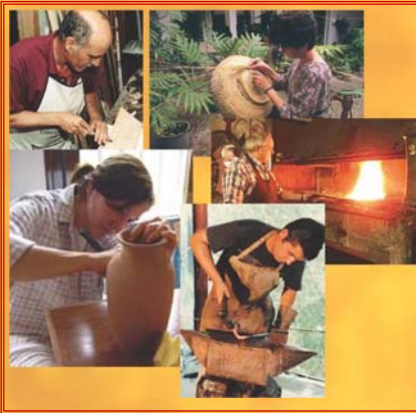


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3. The LEADER Program in the rural areas of Madrid

...arts and crafts,...



...rural tourism



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4. Empowerment Evaluation in the rural areas of Madrid



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4. Empowerment Evaluation in the rural areas of Madrid



4. Empowerment Evaluation in the rural areas of Madrid



Influences of evaluation

Individual level (in the evaluand and the evaluators)

- Change of attitude towards evaluation
- Individual learning and capacity building

Interpersonal level

- Interactions between individuals through dialogue (leading role of the LEADER technical teams and local charismatic leaders)



4. Empowerment Evaluation in the rural areas of Madrid



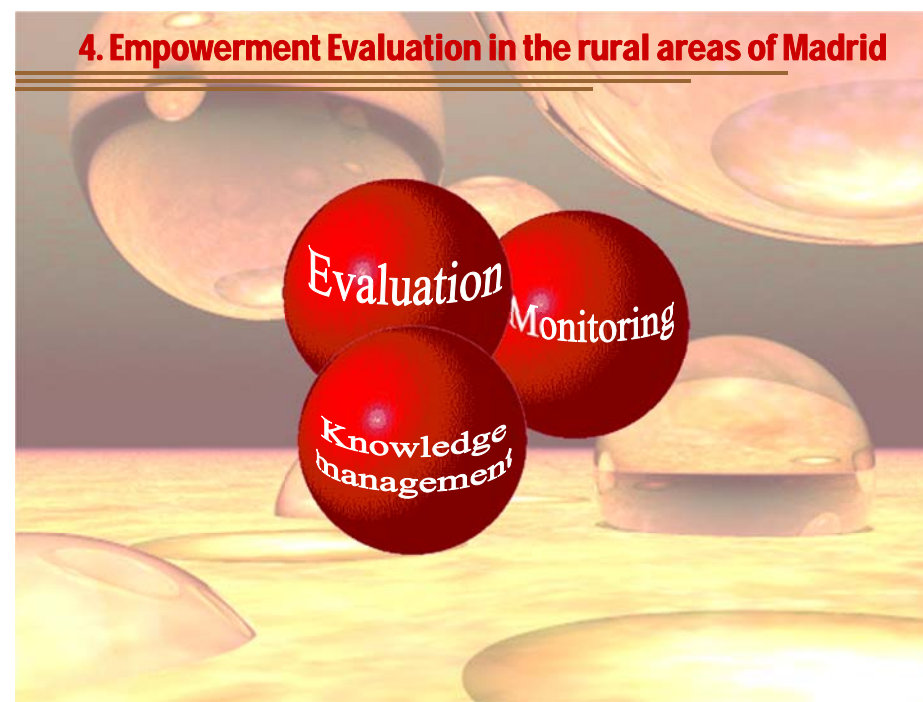
Influences of evaluation

Collective level

- Encouragement of organizational learning
- Development of the internal evaluation process
- Changes in decision-making
- Ownership



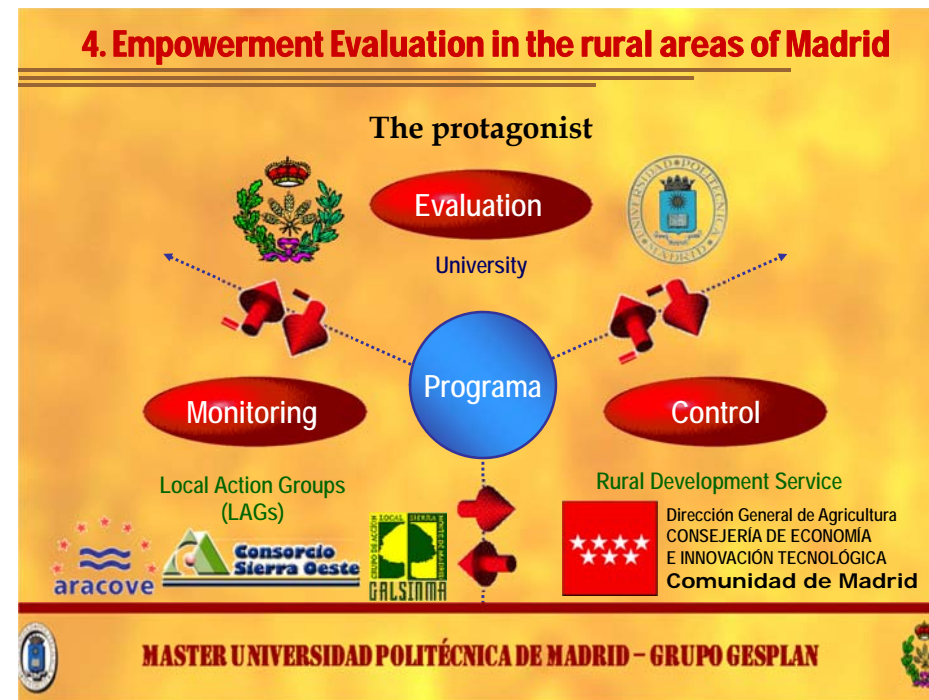
4. Empowerment Evaluation in the rural areas of Madrid



4. Empowerment Evaluation in the rural areas of Madrid



4. Empowerment Evaluation in the rural areas of Madrid

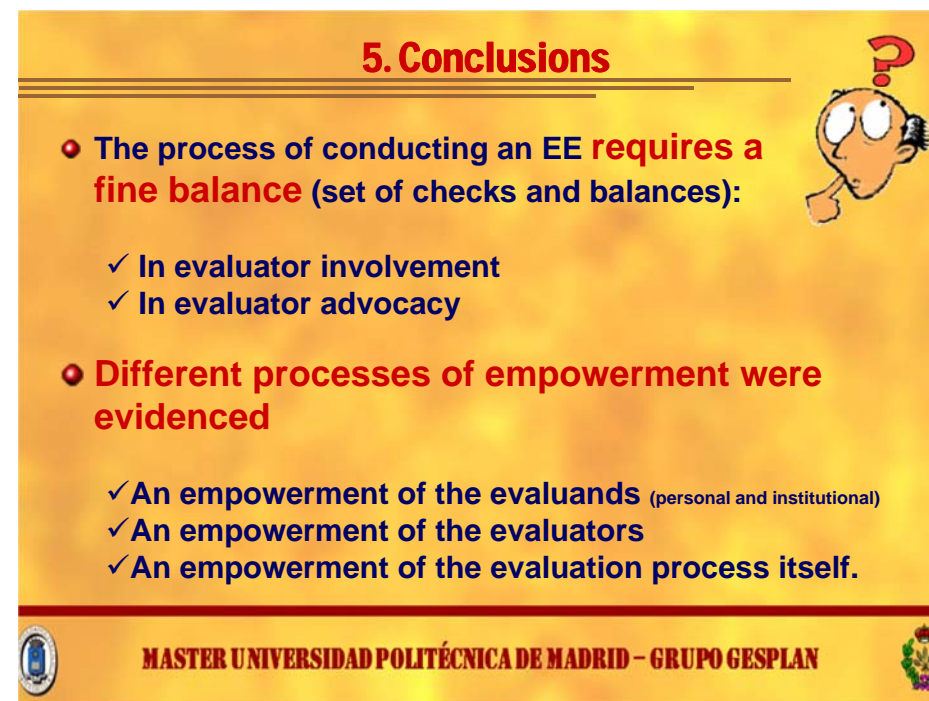


5. Conclusions



5. Conclusions

- The process of conducting an EE **requires a fine balance** (set of checks and balances):
 - ✓ In evaluator involvement
 - ✓ In evaluator advocacy
- Different processes of empowerment were evidenced
 - ✓ An empowerment of the evaluands (personal and institutional)
 - ✓ An empowerment of the evaluators
 - ✓ An empowerment of the evaluation process itself.



5. Conclusions



- The EE is valid approach for the **efficient spread and assimilation of an evaluation culture** in the european rural areas.
- The development of an evaluation culture is a **gradual process** and is, in part, dependent on the stakeholders' commitment to good practice.
- The EE is a powerful tool to **institutionalize evaluation** in the european rural areas.
- The EE is an instrument able to **foster a culture of continuous improvement** and social betterment to face the challenges of rural areas.



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José M. Díaz Puente
Universidad Politécnica de Madrid
E-mail: jm.diazpuente@upm.es