

Use of participatory methods in evaluation

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Our strategy:



Evidence-based practice is at the heart of what we do:



This seminar

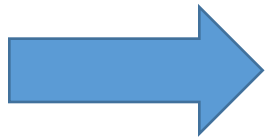


Use of participatory methods in evidence-based practice

- What are participatory methods?
- Examples of participatory methods
- Putting theory into practice
- Reflecting on pros and cons

What are participatory methods?

Principles of participatory methods



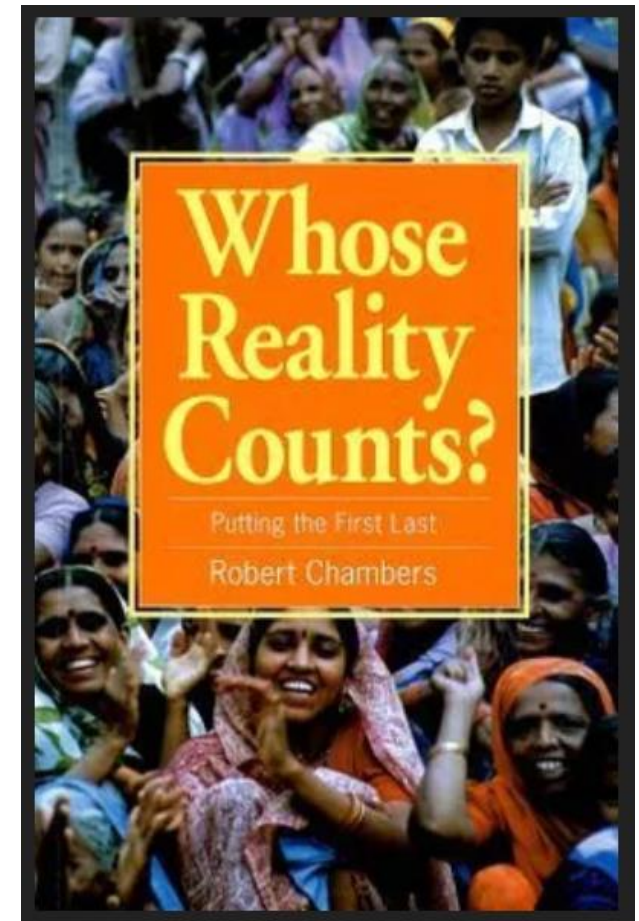
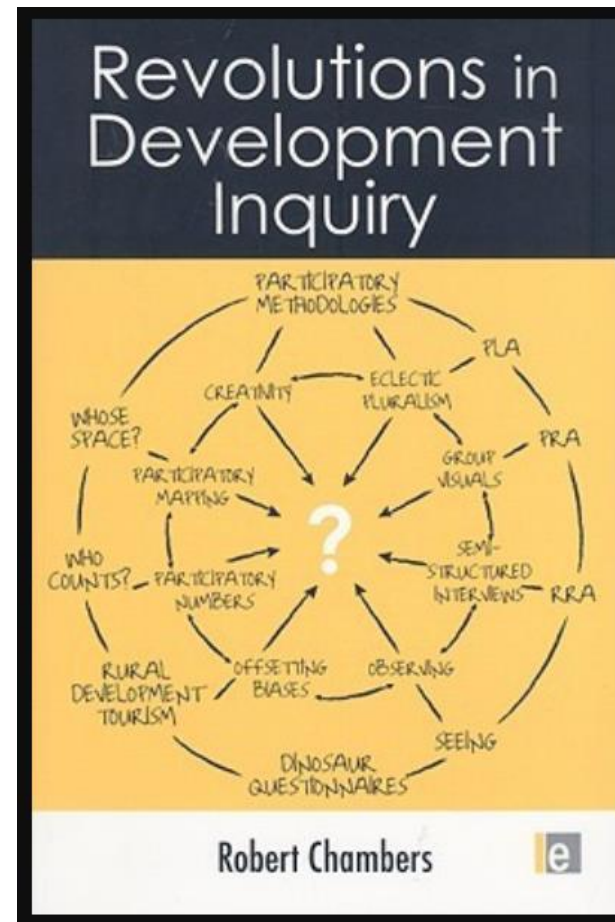
Shifting from research 'on' to research 'with'

Shifting location of **power** in generation of knowledge

- handing down power from researchers to participants
- 'democratising' production of knowledge and information
- joint and collaborative process of knowledge creation
- converging science and practice
- reflective practice

(see Cornwall & Jewkes, 1995; Baum et al., 2006; Bergold & Thomas, 2012)

Participatory methods: shifting paradigms



Participatory methods: shifting paradigms

	RRA	PRA
Period of major development	Late 1970s, 1980s	Late 1980s, 1990s
Major innovators based in	Universities	NGOs
Main users at first	Aid agencies Universities	NGOs Government field organizations
Key resource earlier undervalued	Local people's knowledge	Local people's analytical capabilities
Main innovations	Methods Team management	Behavior Experiential training
Predominant mode	Elicitive, Extractive	Facilitating, Participatory
Ideal objectives	Learning by outsiders	Empowerment of local people
Longer term outcomes	Plans, projects publications	Sustainable local action and institutions

Source: Chambers, 1994

Participatory methods: spectrum



Participatory inquiry

Participatory Action Research (PAR)

Participatory methods: role of researcher

Traditional paradigm	Participatory paradigm
Being an investigator	Being a facilitator
Leading an extractive process	Leading an empowering process
Locus of knowledge with experts	Locus of knowledge with people
Having knowledge about subject area	Having open and inquisitive attitude and facilitation skills

Based on Chambers, 1994; Mayoux & Chambers, 2005

Characteristics of participatory methods

3 key characteristics

- 1) Participatory process
- 2) Accessible tools
- 3) Empowerment goal

(see Mayoux & Chambers, 2005)

Example: anti-poverty intervention in Haiti



Example: anti-poverty intervention in Haiti

Chemen Lavi Miyò (CLM) - The Pathway to a Better Life

- *Targeted at poor women with children*
- *Components:*
 - Enterprise selection and training
 - Cash transfers (24 weekly transfers \$5.60)
 - Asset transfer (value of \$155) to set up business
 - Access to savings activities
 - Health messaging (12 messages on rotating basis)
 - Weekly home-visits for monitoring, training and messaging
 - In-kind support (e.g. housing support, water filter)



Example: anti-poverty intervention in Haiti

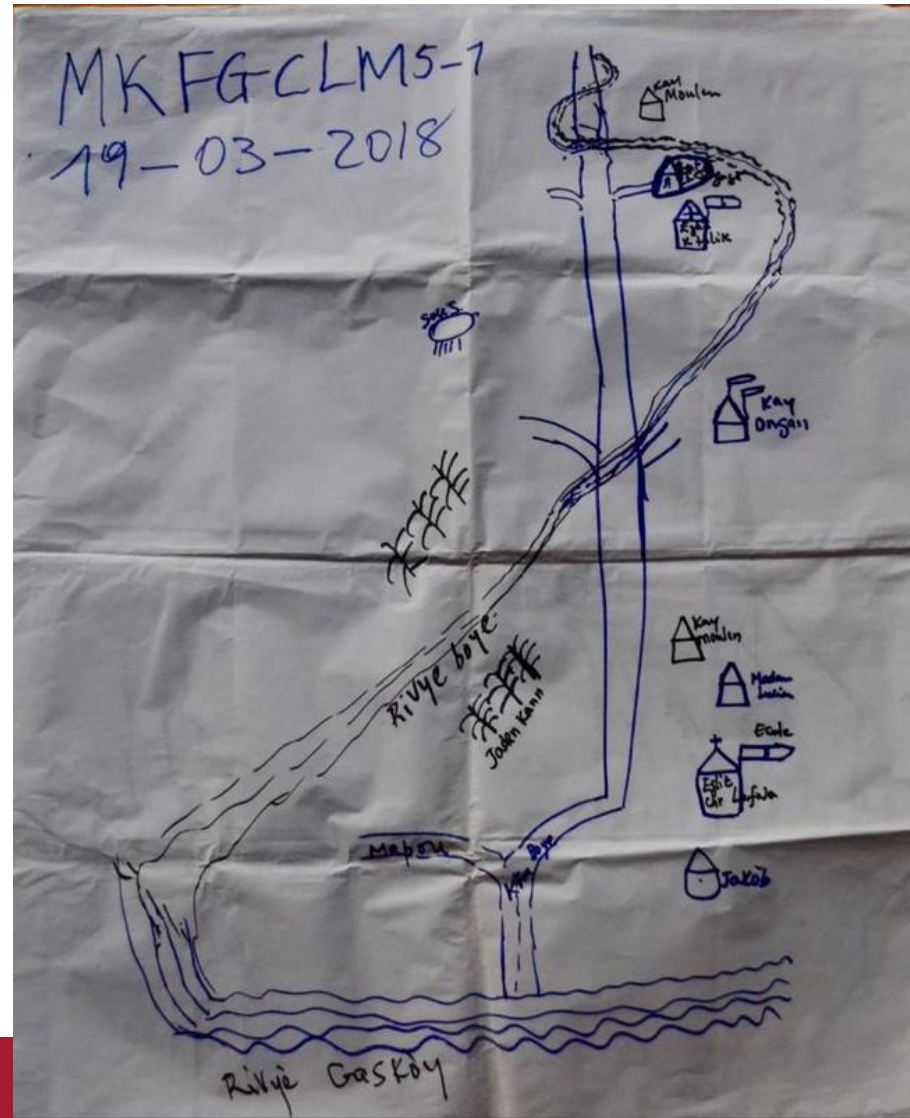


METHODS

participatory tools


- *Community mapping*
- *Family and social capital mapping*
- *Seasonal calendar*
- *Daily activity clock*
- *Body map*
- *Childhood aspirations exercise*
- *Practices interview*
- *CLM programme ranking*
- *Participant observation*

Example: community map

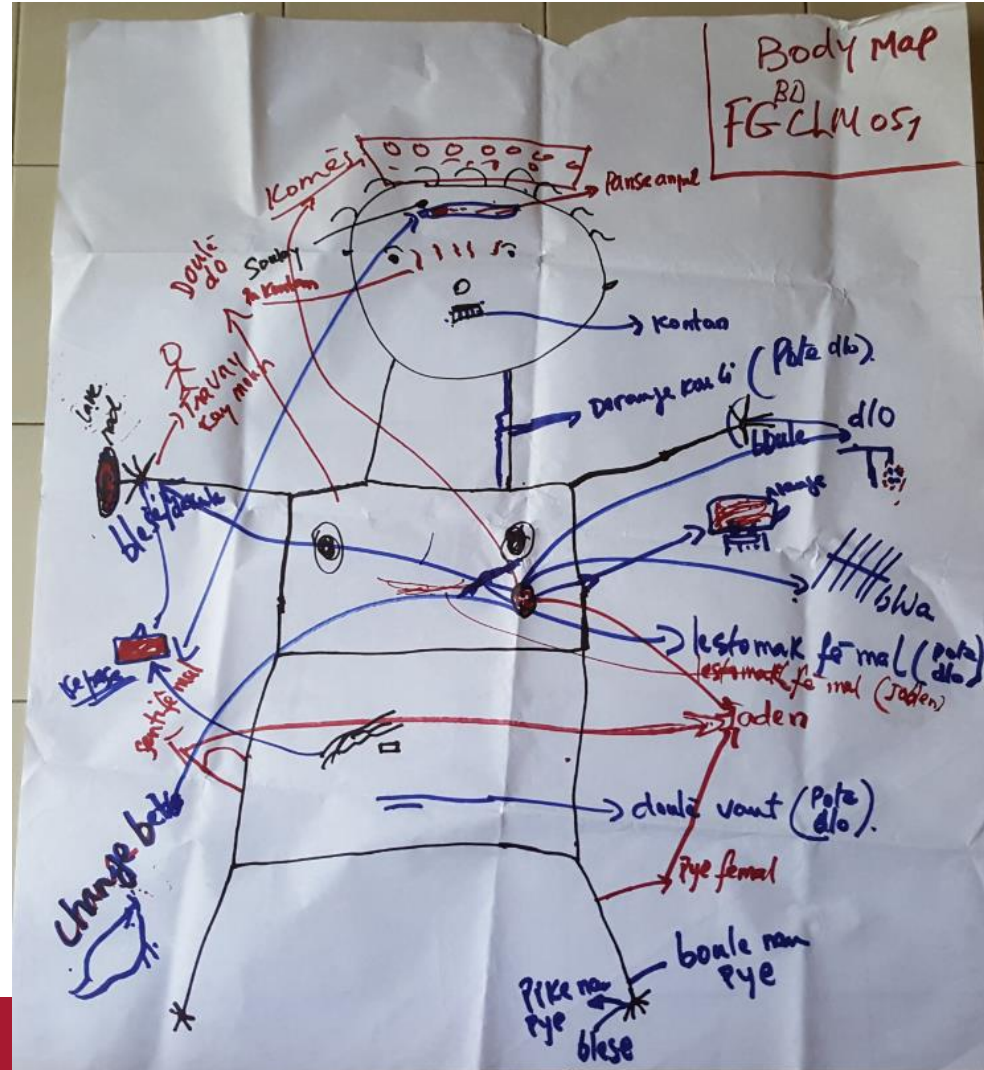
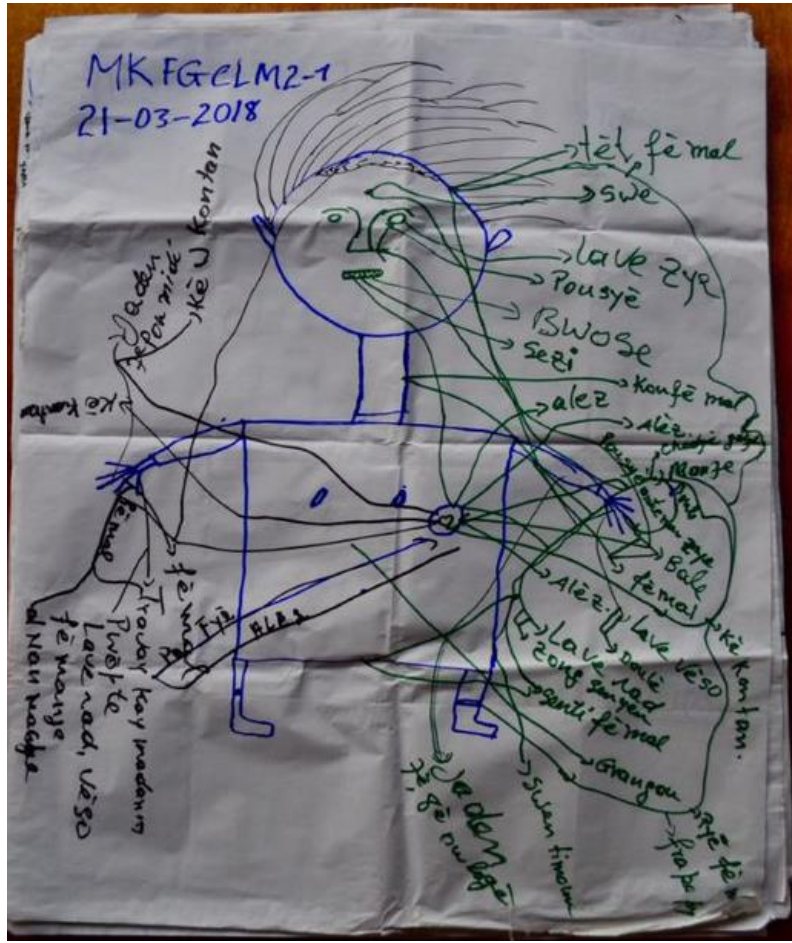


Example: programme scoring

03-04-2018
MKCSSPOUSE5-4 Timoun ↔

CLM bay Twalèt 	②	①
CLM bay bèt	②	①
CLM bay Kay	③	②
CLM bay Lajan	①	④
CLM bay Konsèy	①	①
CLM fè Fòmasyon Pou moun yo	①	①

Example: body map



Participatory methods: give it a try!

How does being a student affect your body and mind?
Use a body map to discuss and illustrate your answers.

Participatory methods: reflections?

What did you like?

What did you NOT like?

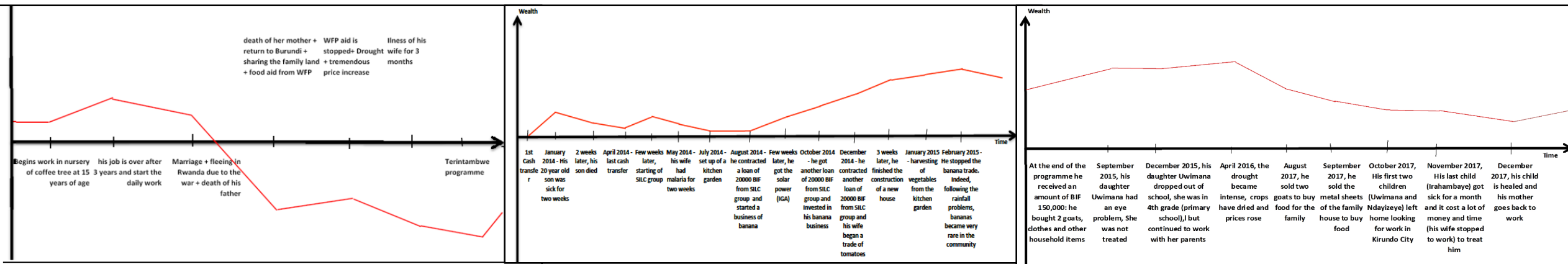
What could be done differently?

Participatory methods: analysis

Depending on purpose of research and sample:

- Case-based analysis (using case study compendium)
- Thematic analysis (using coding methods/ software)
- Combination of case-based and thematic analysis

Example: case-based analysis



(see Roelen & Leon-Himmelstine, 2018)

Example: thematic analysis

<i>components</i>	LCFGCLM2-2	LCFGCLM5-2	MBFGCLM2-2	MBFGCLM5-2	MKFGCLM2-1	MKFGCLM5-2
<i>cash/ money</i>	7	4	15	6	5	6
<i>livestock/ animals</i>	5	2	7	15	14	7
<i>bank account/ access to savings</i>	3		13		7	1
<i>small retail business</i>		2				
<i>housing</i>	14	1	16	9	3	2
<i>latrine</i>	3	4	0	6	2	9
<i>water filter</i>	10	8	22	9	6	
<i>solar lamp</i>			3	5		
<i>food</i>	2					
<i>millet plants</i>				6		
<i>training</i>	9	6	3	4	11	
<i>learning how to write our names</i>	8	9			2	
<i>carnival for children</i>		4				
<i>Total # beans</i>	61	40	79	60	50	25

(see Roelen et al. 2019)

Resources

- <https://www.participatorymethods.org>
- <http://participatesdgs.org/methods/>
- <http://www.networkedtoolbox.com/>

Thank you!

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