1. Why evaluator as facilitator

Why evaluator as facilitator?

- Elliot Stern cautions us to make sure evaluators remain relevant in a changing world
- Increasingly evaluation is designed at the start of a program
- Evaluators are being invited to play new roles in the design and "front-end" of the program to :

  - *Bring skills in monitoring and evaluation so that it is embed into the design*

But also to actually facilitate the design itself:
  - *bring their knowledge of what works in programs*
  - *bring research / interpretation/ facilitation skills to the design phase*

Facilitation roles

Front end work (design phase):

- **Facilitating design workshops** –situation analysis, clarify the rationale and scope of the new program
- **Negotiating and consulting** with stakeholders concerning program priorities
- **Facilitating program logic** workshops to pitch end-of-program outcomes; consider the cause and effect; develop strategies and key activities and where the focus of the program should fall.
- **Facilitating workshops to establish performance expectations** *(develop targets/ key performance indicators/ rubrics)*

Throughout the program:

- **Facilitating annual reflections** and crafting recommendations for program improvement

Facilitation roles (continued)

(and more conventionally) during as part of evaluation study

- clarify the logic of an existing program with stakeholders
- development of an evaluation plan in workshop settings
- negotiating and mediating different points of view
- facilitating workshops to develop recommendation

After a program – facilitating organisational change

- facilitating workshops to re-design the programs or gain consensus on how to implement the recommendations
- being a trusted advisor to management teams to re-shape culture/ structure/ processes

In evaluations that are participatory…..

Evaluators may be expected to play an even greater role to facilitate/coach staff and stakeholders to:

- conduct their own inquiry
- analyse results and
- develop recommendations.

And what is participatory evaluation?

- More than just consultation

- Participants rather than evaluator make <u>judgments</u> about what is good/not good

- It's a continuum – sometimes participants also design the evaluation

- Here the evaluator often plays role of *facilitator*

Some differences

	Conventional evaluation	Participatory evaluation
Who conducts?	External evaluator	Community members, project staff, evaluator
What ?	Predetermined indicators of success	Participants identify own indicators of success
Why?	Focus on "scientific objectivity"	Focus on taking action and learning
	Source: Adapted from Estrella & Gaventa (1999)	

Continuum of participation

Info sharing

Consultation

Collaboration

Empowerment

Participatory evaluation techniques

- Most Significant Change technique (MSC) Dart and Davies
- Participatory rural appraisal (PRA - from overseas development context) many sources
- Participatory action research
- Fourth generation evaluation (Guba and Lincoln) US
- Empowerment evaluation (Fetterman) US
- Collaborative outcomes reporting (Australia: Dart)
- Evaluation summit technique/ appreciative inquiry
- At the workshop level – there are lots of [facilitation] tools e.g. program logic/theory of change/ ORID, sociometry, etc

So:

- front end work

- conventional evaluation

- participatory evaluation

All may call for a new role and skills for the evaluator – that of facilitation.

What is facilitation?

The definition of facilitate is "to make easy" or "ease a process"

What does a facilitator do?

Design and plan a group process, and selects the tools that best help the group progress towards that outcome.

Guide and control the group process to ensure that:
- there is effective participation
- participants achieve a mutual understanding
- their contributions are considered and included in the ideas solutions or decisions that emerge
- participants take shared responsibility for the outcome

Ensure that outcomes, actions and questions are properly **recorded and actioned**, and appropriately dealt with afterwards.

To facilitate effectively:

- you must **be objective** i.e. take you will take a neutral stance

- you step back from the detailed content and from your own personal views, and focus on the **group process**

- the "group process" is the approach used to manage discussions, get the best from all members, and bring the event through to a successful conclusion

- the secret of great facilitation is a **group process that flows** - and with it will flow the group's ideas, solutions, and decisions

2: The attributes of an Evaluator and a Facilitator

TASK

In groups:

- **First group**: in small groups discuss then write down the key attributes of an good <u>evaluator</u> (one per piece of paper)

- **Second group group**: in small groups discuss then write down the key attributes of an good <u>facilitator</u> (one per piece of paper)

Evaluator as facilitator

- Providing a clear process
- Knowing your program logic process inside out
- Asking provocative questions
- Grouping very large amounts of data quickly in a workshop settings
- Describing patterns or themes in the data
- Ensuring data integrity in the findings
- Ensuring equal voice and participation

Building skills in this area

Task

In groups, discuss the challenges you may face in playing this role. Then:

- write down any questions you have about how to develop your facilitation skills – one per piece of paper

End