

Good morning

Today we will explore the question:

- ✓ What is *systemic* theory of change?
- ✓ You will consider the situation in the Central Republic of NicePlaceAtWar (NPAW)
- ✓ Overview of key concepts of the ISE Approach and the GEMs Framework

Introductions

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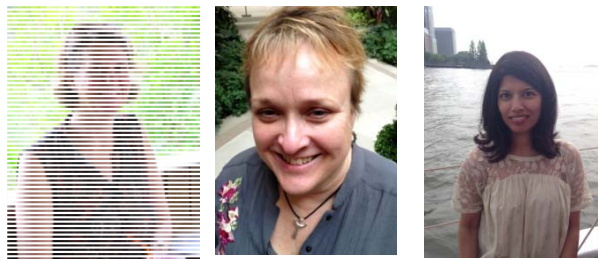
- sociologist, critical systems thinking theorist, teacher and research manager, health/education evaluations for Northern Australian communities
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Inclusive Systemic Evaluation (ISE) for Gender Equality, Environments, and voices from the Margins (GEMs)

A Guidance for Evaluators

Published online – before the end of the year and
continue field pilots in 2017



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Understanding the inter-connections within the goals and targets of the Agenda 2030 Sustainable Development Goals (SDGs)

LEAVE NO ONE BEHIND
**Without real action,
it's just a slogan**

 **SUSTAINABLE GOALS**

GOAL 5

Achieve gender
equality and empower
all women and girls



globalgoals.org



It draws upon the knowledge created by evaluation methodologists who write in the field of complexity and systems science, evaluation, gender and intersectionality, environment, and cultural validity

It also builds on our own research: Feminist-Systems Thinking and Gendered Systemic Analysis

We stand on the heads of giants!

Part A (Practitioner Theory)

Chapters

- 1 Introduction: Concept and Purpose of the ISE Approach
- 2 Systems Thinking and Complexity
- 3 The GEMs Framework
- 4 Key Elements to Consider

Part B (Practitioner Approach)

Chapters

- 5 Phase I: Evaluation Preparation and Design
- 6 Phase II: Data Collection
- 7 Phase III: Data Analysis and Interpretation
- 8 Phase IV: Knowledge Sharing and Capacity Building

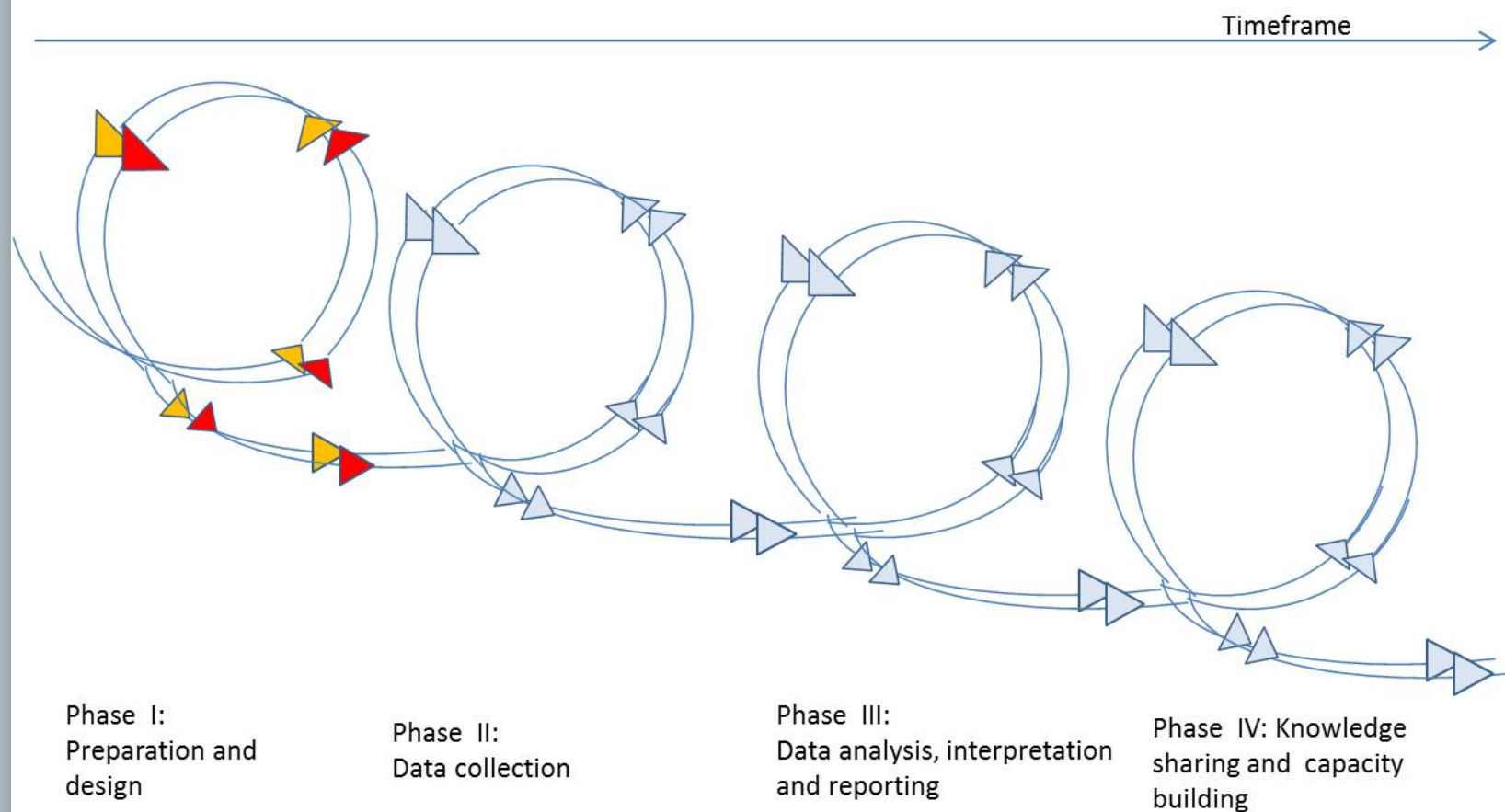
Key concepts contained in Part A

- ✓ Boundary Analysis and continuous review of those boundaries is core to the process of the evaluation
- ✓ Capturing emergence: iterative and cyclical processes
evaluators are encouraged to look for unanticipated outcomes
- ✓ Select appropriate trans-disciplinary mixed methods
- ✓ The role of the evaluator as one of facilitator and mentor
- ✓ Focus on continuous capacity building through reflection, professional development plans and participation, and two-way knowledge sharing
- ✓ Real example of UN Women's 'willingness to hear the whole story' – finding and giving voice to...

Systematic analysis implies a thorough, predictable, and controlled process which is essentially reproducible but may not consider all the interactive parts of the system and stakeholders.

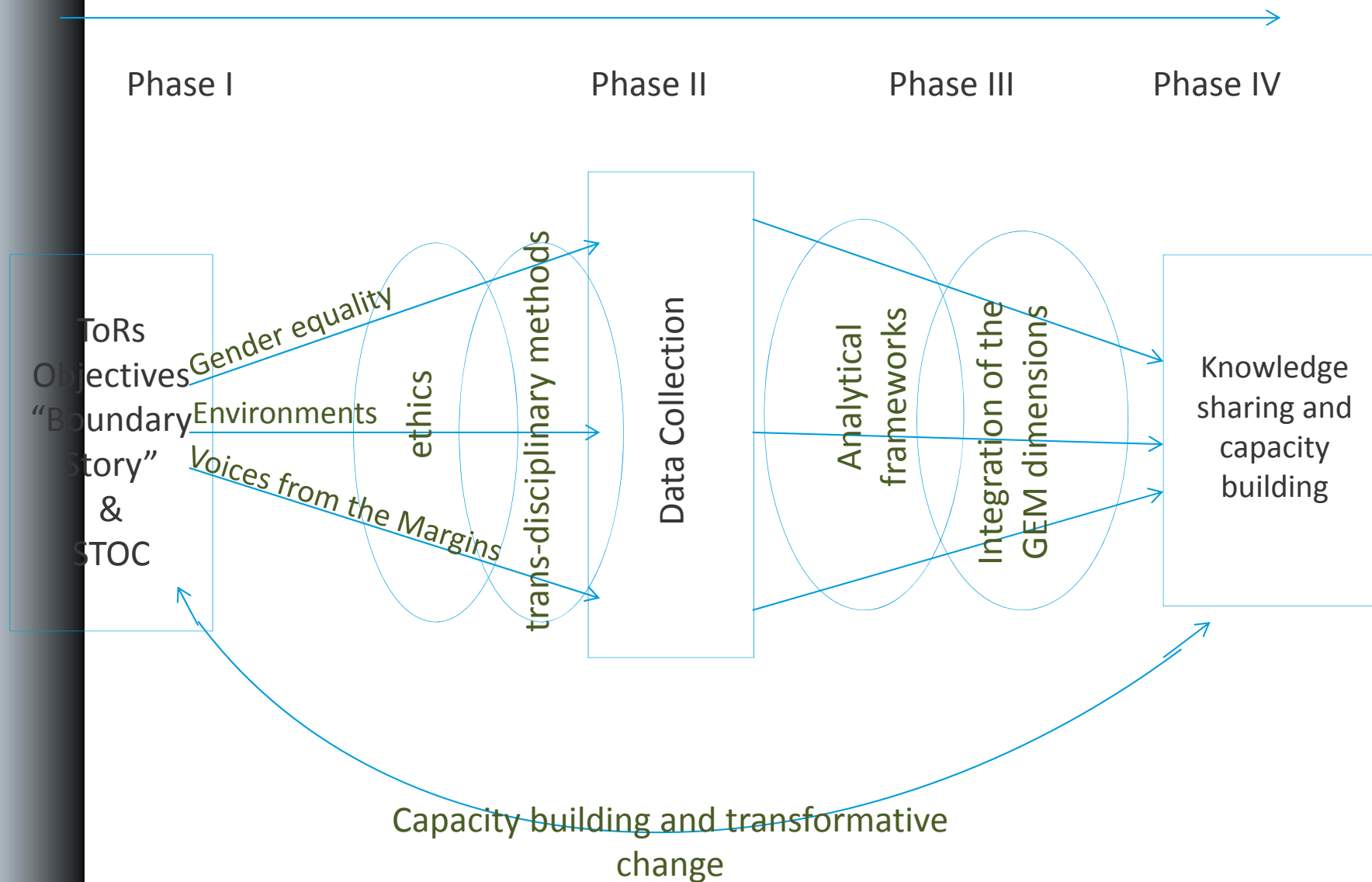
Systemic analysis encourages a critical and holistic analysis of the opportunities, constraints, and relationships of parts within a system, analyzing the system as a whole.

Structure of Part B



The 'plan, action, reflect' cyclical phases of Inclusive Systemic Evaluation

Key actions within each phase



Gender

Views gender very broadly to contain a rich variation of identities and intersex possibilities outside the two rigidly fixed options of male or female

Gender-responsive evaluation the task of revealing, describing and explaining different impacts of development interventions on men's, women's, boy's, girl's and transgendered people's lives

Environments

The dual impact of the environment on social intervention and the impact of social interventions on the environment.

Socio-environmental connectedness is at its core – which is both material and cultural.

Human-made and natural: socio-ecological systems, ecosystems, and ecologies or environmental landscapes, non-human, more-than-human, and includes animals (domestic, agricultural and biodiversity)

Marginalized stakeholder, without voice, and diminished by its non-human status yet it is always present on the margins of human activity

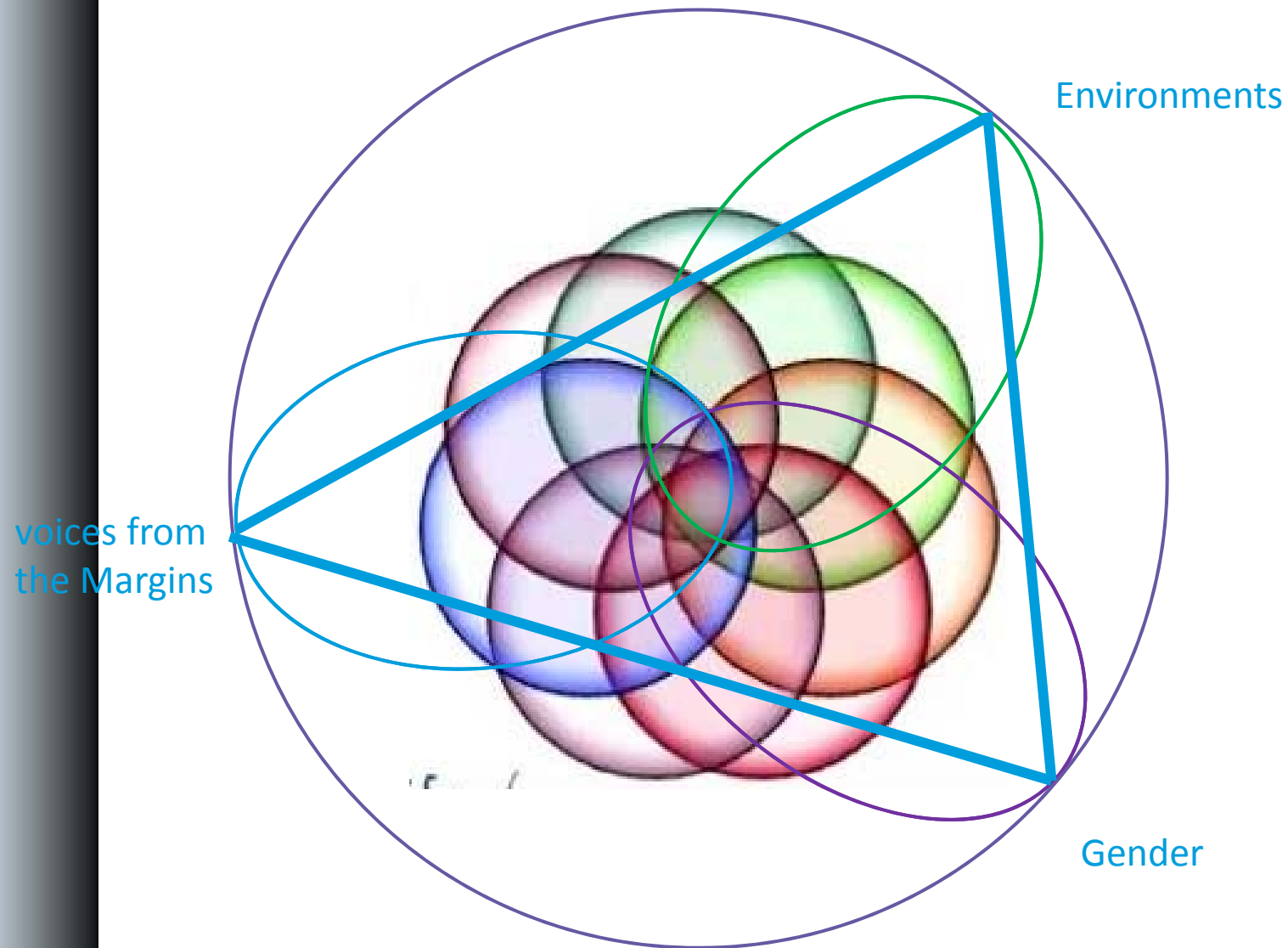
voices from the Margins

Marginalized and silenced people of concern to an intervention

Marginalisation is not necessarily pre-defined avoid imposed categories 'over' people or communities

The ISE is replete with customised tools including vulnerability assessment tool and set of reflective ethical considerations to ensure the safety and security of all participants

The GEMs Framework



Tool 1: First Order Boundary Analysis of the Intervention

Questions to guide your analysis	Information	Record any changes, including when, how or why these changes were completed.	Source (e.g. monitoring report, staff interview)
Problem/need intervention is aimed to address: How was the original problem described?			
Who wanted the intervention?			

Tool 5: Stakeholder Analysis for the Evaluation

Questions to guide your analysis	Information/description	Include or exclude in the evaluation and why	Source (e.g. monitoring report, staff interview)
How is gender defined? Are relevant gender identities or perspectives represented? Is a more inclusive definition of gender required?			
Will gender play a primary consideration in the planning, staffing, field locations, methods and participation throughout the evaluation's conduct?			

Tool 8: ISE Planning Tool

Date:									
Evaluation Title:									
Evaluators/Co-Evaluators									
STOC: Theories of change underpinning the evaluation of change processes throughout the evaluation									
1	2	3	4	5	6	7	8	9	10
Evaluation purpose, objectives and use	GEM Criteria	Evaluation Key Questions	Evaluation Indicators	Data Collection Methods	Alternative Options	Data Source/s & Stakeholders	Identified ethical risks and safeguards	Knowledge Sharing & Capacity Building Plan	Timeline & resources
Why is this evaluation being undertaken? What need will it serve? Who will be interested or able to use it and how? How will it help others and build individual, organisational or state capacity?	On what basis are these GEMs dimensions deemed salient?	To what degree are the GEMs dimensions apparent in the Boundary Story and evaluable?	M&E framework or adapted from external sources?	Interdisciplinary mixed methods to integrate different data sets examine the: <ul style="list-style-type: none"> Cause marginalization, gender inequality and damage to environments, as well as Produce locally defined, beneficial improvements and social change 			Review of Step 2 and ethics protocols and develop safeguard strategies	Anticipating knowledge and capturing emergent outcomes	Feasibility, resources and timeframes

Tool 9: GEMs Data Analysis Tool

Gender responsive	Data reveals:	
	Weak	Strong
What evidence is there of consideration amongst implementers of the intervention of the potential differential outcomes based on gender, of impact and benefits for women, how these might be different to the men's, and if so, what repercussions might material and social change produce?	Risk assessment does not probe for differentiated harmful impact	Detailed planning is recorded by the implementers to account for risk and harm
	Planning consultations was not gender representative	Planning reveals efforts to foresee outcomes reflected in the TOC Intervention altered and changed to respond to emergence and recognition of bias. Mitigation efforts of negative outcomes enacted in response to early feedback
What evidence is there of monitoring systems used throughout the intervention?	Little or no evidence of M&E processes	Regular monitoring from multiple source methods Staff reports, surveys, interviews etc.
	Indicators selected were not adequate to capture gender differences Data collection has followed a systematic routinized collection methodology No evidence of complexity considerations in method selection	

To sum up...

This is an intervention that could be evaluated





A description of predicted and intended change that considers multiple inputs and variables as can be anticipated at a given point in time



Systemic theory of change (STOC)

The STOC then encompasses several strands or predictions of how change is likely to occur from multiple standpoints

(i.e. draw on feminist, race or queer theory, and/or local knowledge)

The multiple narratives may build a cohesive picture and/or sets of contrasting pictures

Differences between these contain major learning implications about the Boundary Story (intervention)

The theories are continually monitored and reviewed, particularly to capture emergent change

The STOC makes explicit the context of the larger systems within which the intervention and evaluation are nested

These broader systems can be the community, the province, the country or even international development, etc.

The STOC is valued beyond a specific intervention



A hypothetical evaluation

Gender responsive and humanitarian Disarmament, Demobilization, Reintegration (DDR) in Central Niceplaceatwar (NPAW)

Expected Starting Date: 1 April 2015

Duration: 12 Months

Funds: Total budget US\$ 1,500,000

Key terms:

Disarmament, Demobilization, and Reintegration (DDR)

Gender-Based Violence (GBV)



Background

Civil unrest since 2013.

2.3 million people living in dire humanitarian conditions

456,714 refugees in neighboring countries and 447,487 internally displaced

13% of women and girls roles in the military/combat

Increase in sexual violence

Drought and food production fallen

Lawlessness

Disease outbreaks – high risk of pandemics



A hypothetical evaluation

Program Intervention's aims:

Support the Disarmament, Demobilization, and Reintegration (DDR) processes for lasting peace and democracy, and strengthen gender-responsive humanitarian responses

Take into account the specific needs of female ex-Combatants and associates

Provide holistic assistance for the victims and survivors of Gender-Based Violence (GBV) and Conflict Related Violence (CRV) and affected by the humanitarian situation

Operational interventions will be concentrated in two camps and in the capital city of Beal

Activity 1: STOC

The ISE Approach develops multiple theories of change and uses the GEMs Framework as a set of lenses into socio-ecological interventions

Write down a theory or theories of change that might underpin this program

What assumptions are they based on?

Theories of change

- The empowerment of and equal political representation of women will enhance democracy, peace and economic rehabilitation through community level engagement in mediation and reconciliation
- Through the delivery of holistic humanitarian assistance – food, shelter, and dignity kits, for women and girls, they will become more empowered, autonomous and psychologically more resilient
- Holistic assistance for ex-combatant female victims and survivors of SGBV will improve the country-level stability and promote peace
- Established economic stability and peace will enable successful repatriation of people to rural communities
- Ecological rehabilitation of water catchments is a determinant of NPAW's lasting social and economic security and ecological rehabilitation will create the conditions for NPAW gender equality and political stability



Activity 2: Perspective analysis

Our STOC may be a blend of formal literature about social change and local knowledge about social change processes. This is a way of potentially enhancing social theory with local knowledge and vice versa.

Are the theories valid from different perspectives?

Perspective analysis

If you were to critically analyse each theory, what questions would you ask?

What do we then do with this information?

Sample questions

Who is the author of this theory? Where relevant and appropriate to do so, explore their background, location, training, experience, and personal characteristics?

What process did the author use to develop their theory

Notice whether the theory assumes an implicit strengths or deficit model

Is there any particular use of language, symbolism or metaphor?

What is the time period of a social theory adapted for the STOC? Does it contain underlying theoretical positions?

What is included or excluded by a particular theory - what is not addressed by the theory?

Activity 3: Confirm or refute?

Handout 2:

Read the evaluation method and its findings.

Now that you have facts, and you have analysed the perspectives of the people who developed the theories...

Using the theories provided, which can be confirmed by these findings?

Do new theories emerge from the evidence?

Are there any unexplained results?

Do confirmed theory/ies relate to any others?

Hypothetically, you can go onto develop a report and recommendations making judgments about the intervention's effectiveness

- Significant learnings for decision-making and users
- Capacity building opportunity for individuals, organisations and policy level analysis

Were the GEMs dimensions relevant lenses?

How did the GEMs dimensions feature in this exercise?

Were some dimensions less prevalent than others?

Did this change?

Conclusions

STOC doesn't reduce complexity but works with it, particularly by allowing for emergence and questioning uncertain and unexpected theories that explain change/s

STOC honours difference (particularly between world-views)

STOC allows for graduations of outcomes over scale and scope

This is one of several ways we have adapted evaluation practice to be systemic and I hope has tempted your curiosity to learn more about ISE – coming to a website near you...