Toi Tu te Pito Mata o Aromātai
Hold Fast to the Potential of Evaluation

Presentation by Louise Were

anzea 2012 Conference

University of Waikato, Hamilton

11 July 2012

Overview

- What is Evaluation Capacity Building or ECB?
- Is there any alignment between ECB and Māori approaches to Evaluation?
- Is there any relevance of ECB to the anzea evaluator competencies?

Background

- Whakapiki te Ora Project
- Evaluations place within the project was central
- Formative Evaluation to determine what whānau valued
- Evaluation practice was evolving
- What impact did/does this have?
- Formalised Evaluation training (PGDipSSER)
- Harness the potential Evaluation and Evaluative Thinking can have for whānau, hapu, Iwi.

Exploration of Evaluation Capacity Building (ECB) Literature

- Early literature 1996 onwards
  - Schaumburg-Muller (1996)
  - Hauge (1998) | (Picciotto (1998)
  - Boyle, Lemaire, & Rist (1999)
- Broad definitions, fulfil different purposes in varying context
  - Making evaluation sustainable in developing countries
  - Aid government & global-level decision-making
  - Wide range of processes to construct and institutionalise evaluation in organisations

Exploration of Evaluation Capacity Building (ECB) Literature

Hueftle Stockdill, Baizerman, & Compton (2002)

- *The Art, Craft, and Science of Evaluation of Capacity Building*
- Synthesis of contributions provided conceptual definition:

"ECB is context-dependent, intentional action system of guided processes and practices for bringing about and sustaining a state of affairs in which quality program evaluation and its appropriate uses are ordinary and ongoing practices within and/or one more organisations/programs/sites".

Exploration of Evaluation Capacity Building (ECB) Literature

- Hueftle Stockdill, Baizerman, & Compton (2002)
- Essential to develop a working definition:
  - ECB is intentional;
  - Purpose is to integrate into organisational processes;
  - Continuous, habitual component in organisations

Exploration of Evaluation Capacity Building (ECB) Literature

- Advocate for ECB to be a "legitimate role with explicit responsibilities, tasks, skills and behaviours"
- Results in a shift from evaluation expert to ECB practitioner
- " Co-create, collaborate and facilitate the normalising and integration of evaluative thinking and practices into everyday activities"
- Is this part of my role as an evaluator, or is this a specialist role?

Exploration of Evaluation Capacity Building (ECB) Literature

- Just Evaluation or Evaluation based or / grounded by ECB
- Context dependant
- Key factors will determine the success of ECB approach:
  - Leadership
  - Willingness | Openness
  - Support building culture of evaluative thinking
  - Desire to collaborate with stakeholders to build evaluation-literature workforce

Exploration of Evaluation Capacity Building (ECB) Literature

- Preskill & Boyle (2008)
- Multidisciplinary model of ECB
- "Illustrates and describes a set of factors that may influence the initiation, design, implementation, and impact the ECB activities and processes have on sustainable evaluation practice"
- Identified gap between definitions and theory
- Provides overarching framework to maximise success of ECB activities and the practitioners who implement.

Exploration of Evaluation Capacity Building (ECB) Literature

- Organisational vs. Independent of Context
- Preskill & Boyle (2008)
  - Learning & transference of knowledge
  - Affecting change
  - Fostering sustainable, robust evaluation practice;
  - Designed to embed evaluative thinking and practice into everyday activities

Exploration of Evaluation Capacity Building (ECB) Literature

- Synergies with Hueftle Stockdill et al definitions
- Identify theoretical drivers:
  - Organisational learning & change theories
  - Workplace learning
  - Leadership;
  - Evaluation.

Exploration of Evaluation Capacity Building (ECB) Literature

- Heavily organisational based, however acknowledge:
  - Potential for learning and change in varying contexts;
  - Transformational within context;
  - Transformational within field of evaluation.
- Descriptive strategies including ten strategies for practitioners implementing ECB initiatives.
  - Written materials
  - Meetings
  - Appreciative Inquiry Approach
  - Fostering Communities of Practices

Exploration of Evaluation Capacity Building (ECB) Literature

- Preskill & Boyle (2008)
  - " Next evolution of the evaluation profession, and has the potential for transforming the field in ways only imagined"
- Next step….
  - "More robust knowledge base about ECB" to continue the process of transformation and capacity building.

Alignment (or not) of ECB & Kaupapa Māori Evaluation Approaches

- Māori buffeted by research and evaluation predominately driven by the quest for knowledge.
- Acquisition for knowledge not a means to an end, but a journey which will see knowledge attained and shared for the betterment of our people.
- Te Ao Māori provides numerous examples of our search, attainment, and return of knowledge to support growth, development and transformation

Alignment (or not) of ECB & Kaupapa Māori Evaluation Approaches

- Tane-nui-a-rangi
    - Ngā Kete Matauranga
- Te Tiriti o Waitangi
    - Kaupapa Māori & Māori-centered
    - Tino Rangatiratanga | self determine evaluation agenda, design, approach and outcomes.
- Waitangi Tribunal
    - Matauranga-a-Iwi

Alignment (or not) of ECB & Kaupapa Māori Evaluation Approaches

- Tuhiwai-Smith (1996) | Moewaka Barnes (2000)

- Dissatisfied with prevailing methodologies
- Marginalised through inappropriate and inadequate research and evaluation processes.

- Cram (2001) therefore argued the best chances for research related benefits for Maori lie with Maori.

Alignment (or not) of ECB & Kaupapa Māori Evaluation Approaches

- Tuhiwai-Smith (2008)
    - Advocates for indigenous communities to foster and maintain connections with the 'academy of researchers' as these relationships can provide "the best possibility for a transformative agenda that moves indigenous communities to someplace better than where they are now"

Alignment (or not) of ECB & Kaupapa Māori Evaluation Approaches

- Tuhiwai-Smith (1999, 2008)

  - Challenges for Māori Researchers' and Evaluators'
  - Address issue of mistrust and dissatisfaction
  - 'Legacies' of previous research;
  - Gain control over Māori knowledge and resources.

Alignment (or not) of ECB & Kaupapa Māori Evaluation Approaches

- Sporle (2003)
  - Building Māori evaluation workforce
  - Potential fit with ECB literature.
  - Split role between evaluator and support, training, and mentoring Māori staff on the project.
  - Akin to Tuakana | Teina
  - Both evaluator or evaluation team and local whānau | community | agency fulfil both roles
  - Similarities in international and indigenous literature

Alignment (or not) of ECB & Kaupapa Māori Evaluation Approaches

- Cunningham (2003)
  - Application of Te Puni Kokiri Guidelines for Conducting Evaluation with Māori
  - Six Areas for further development
  - Identification of relevant methodologies and methods;
  - Exploring other approaches that could be modified to be responsive to a Māori context.

Alignment (or not) of ECB & Kaupapa Māori Evaluation Approaches

- Kennedy and Cram (2010)
    - Reflection on Research with Whānau Collectives project.
    - "Discern methods that can be used for research and evaluation with whānau".
    - Ethical Framework to govern engagement with whānau as well as to assess suitability of methods for use in research and evaluation with whānau.

Alignment (or not) of ECB & Kaupapa Māori Evaluation Approaches

- Guidelines for Māori research (Tuhiwai-Smith, 1997; Cram, 2001, 2009)
- Expression of commitment
- Ability to determine if method would privilege Māori values, knowledge, whānau, hapu, Iwi.

Alignment (or not) of ECB & Kaupapa Māori Evaluation Approaches

- Cram (2010)
    - "It's important that any method for researching whānau also respect these values… for example, the method should be compatible with Māori processes – fitting in easily along side them, be able to document Māori realities, be about generating solutions, and be able to feed into Māori development and aspirations".

Alignment (or not) of ECB & Kaupapa Māori Evaluation Approaches

Kaupapa Māori Research & Evaluation Principles:

- Aroha ki te Tangata : Respect for People and the space you share

- He kanohi kitea: The known face

- Titiro, whakarongo … korero: Respectfully observe, to wait and listen, to speak when space is created

- Manaaki ki te tangata: Care for and look after others

- Kia tupato: Be cautious

- Kaua e takahia te mana o te tangata : Do not trample the mana of the people

- Kia māhaki: Be humble, be modest

Alignment (or not) of ECB & Kaupapa Māori Evaluation Approaches

- **Aroha ki te Tangata:** Understand dual perspective | build relationships | reaffirm sharing of knowledge

- **He kanohi kitea:** Being visible | being credible | understanding of context to ensure methodology and methods are appropriate

- **Titiro, whakarongo, korero:** Responsive engagement | space to contribute, collaborate, to share | build an understanding if ECB is something whānau, community, organisation actually want to engage in | understand the role of Kaitiakitanga that evaluators take on when they engage with Maori

- **Manaaki ki te Tangata:** Collaborative relationships| reciprocal exchange | Give back – openly transfer and share evaluative knowledge to those who wish to determine and lead their own evaluation agenda

- **Kia tupato:** Awareness of context and evaluators role in ECB process | Evaluators practice ensures stakeholder safety and explore political aspirations

- **Kaua e takahia te mana o te Tangata:** Work to uplift and assist Māori to lead and develop evaluative thinking and practice, therefore building a workforce that can engage and reflect the strengths and successes of their people through evaluation

- **Kia māhaki:** Share and utilise skills | Develop leaders of change through evaluative inquiry | Give back and seek out opportunities to use skills to benefit others.

Relevance of ECB to the anzea evaluator competencies?

- Contextual Analysis & Engagement
    - Awareness and knowledge of the Treaty of Waitangi, contexts, inequalities, motivations and needs for evaluation.

- Systematic Evaluative Inquiry
    - Knowledge of evaluation approaches and methods and how to apply appropriately in range of contexts and in line with the values of stakeholders.

- Evaluation Management & Professional Evaluation Practice
    - Develop collaborative, co-operative and respectful relationships, provide capacity building opportunities (as appropriate)

- Reflective Practice & Professional Development
    - Reflect ones own identify, evaluation practice and expertise, assess on one's own needs for growth and engage professional development.

References

- Aotearoa New Zealand Evaluation Association, 2010. *Draft proposed evaluator competencies for discussion and workshopping.* Retrieved from http://www.anzea.org.nz/images/documents/eval_comp_framework.pdf.
- Compton, D., Baizerman, M., & Hueftle Stockdill, S. (2002). *The art, craft, and science of evaluation capacity building.* San Francisco, CA: Jossey-Bass.
- Cram, F. (2001). Rangahau Maori: Tona tika, tona pono - The validity and integrity of Māori research. In M. Tolich (Ed.), *Research Ethics in Aotearoa New Zealand*. Auckland, New Zealand: Pearson Education New Zealand.
- Cram, F. (2009). Maintaining indigenous voices. In D. M. Mertens & P. E. Ginsberg (Eds.), *The Handbook for Social Research Ethics*. Thousand Oaks, CA: Sage Publications Inc.
- Cram., F. (2010). Appreciative Inquiry. *MAI Review*. 3, 1-13. Retrieved from http://www.review.mai.ac.nz/index.php/MR/article/view/366/527
- Cunningham, C. (2003). Application of the TPK guidelines for conducting evaluation research with Māori. In N. Lunt, C. Davidson & K. McKegg (Eds.), *Evaluating Policy and Practice*. Auckland, New Zealand: Pearson Education.
- Hueftle Stockdill, S., Baizerman, M., & Compton, D. (2002). Toward a definition of the ECB process: A conversation with the ECB literature. In D.W. Compton, M. Baizerman, & S. Hueftle Stockdill (Eds.). *The Art, Craft and Science of Evaluation Capacity Building* (pp. 27-46). San Francisco, CA: Jossey-Bass.
- Kennedy, V., & Cram, F. (2010). Ethics of researching with whānau collectives. *MAI Review*. 3, 1-8. Retrieved from http://www.review.mai.ac.nz/index.php/MR/article/view/381/560.
- Moewaka Barnes, H. (2000). Kaupapa Māori: explaining the ordinary. *Pacific Health Dialog, 7*(1).
- Preskill, H., & Boyle, S. (2008). A multidisciplinary model of evaluation capacity building. *American Journal of Evaluation, 29*(4), 443-459. doi: 10.1177/1098214008324182.
- Smith, L. T. (1996). *Kaupapa Māori health research. Hui Whakapiripiri: A hui to discuss strategic directions for Māori health research*. Wellington, New Zealand: Te Roopu Rangahau Hauora a Eru Pomare.
- Smith, L. T. (1999). *Decolonising Methodologies*. Dunedin, New Zealand: University of Otago Press.
- Smith, L. T. (2008). On tricky ground. In N. Denzin, Y. Lincoln & L. T. Smith (Eds.), *Handbook of Qualitative Research*. Thousand Oaks, CA: Sage Publications Inc.
- Sporle, A. (2003). 'So Māori development fits in how?' - the realities of attempting to implement kaupapa Māori practice evaluation in a contractual situation. In N. Lunt, C. Davidson & K. McKegg (Eds.), *Evaluating Policy and Practice*. Auckland, New Zealand: Pearson Education