



Twende Mbele



What is Meant by Transforming Evaluations for Africa?

31 July 2020

Webinar

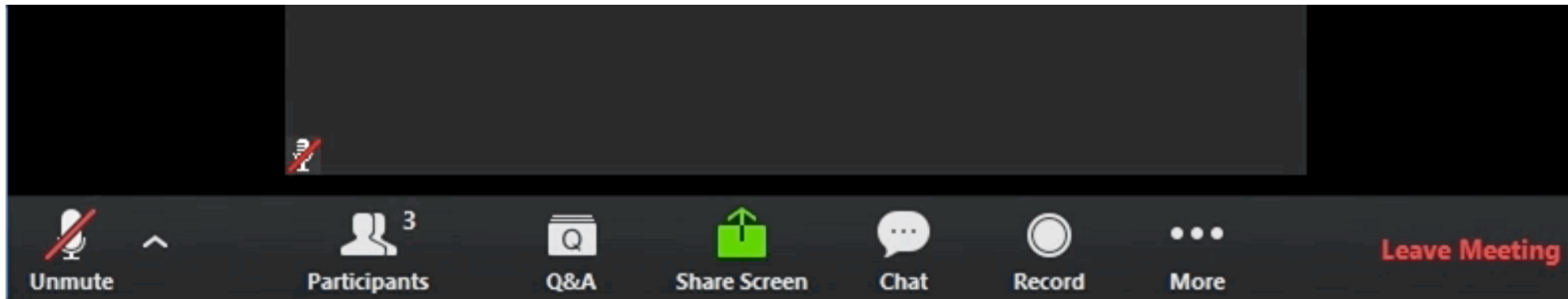
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House Rules

- ▶ Keep yourselves muted at all times.
- ▶ Keep your videos off at all times.
- ▶ Question & answer session will follow after all the presentations.
- ▶ All questions are welcomed, just place them in the chat box below, or put your hand up and you will be asked unmute yourself and pose your question.



Background

Black man (George Floyd) is killed by a White police officer.

Protests ensue all around the globe

- ▶ All major US cities
- ▶ Major European cities; Berlin, London, Brussels, Paris
- ▶ New Delhi in India
- ▶ Some African cities, and also in Australia & New Zealand

Calls for change echoed widely

- ▶ Calls for reforms & restructuring
- ▶ Calls for decolonizing & transformation

Some change ensued

- ▶ Banning of the Confederate flag
- ▶ Racist artefacts were removed from Museums
- ▶ Bill's were signed

Has M&E space been exempted from calls to Change, Decolonize, Reform and Transform? Apparently, Not

Meet our Presenters

Mr Mokgophana Ramasobana

An Independent M&E Expert and
A SAMEA Board Member



Dr Mjiba Frehiwot

A research Fellow at Institute for African Studies
at the University of Ghana.
History and Politics section of the Institute



Ms Candice Morkel

Deputy Director CLEAR-AA
Senior lecturer at the Faculty of Commerce, Law
and Management at Wits University



What is meant by transforming evaluations for Africa?

Made in Africa Evaluation

Mokgophana Ramasobana

Foregrounding the MAE discourse?

Colonialism

- ▶ History of colonialism and its underlying motivations (agenda)
- ▶ **1st phase** - Economic and political
- ▶ **2nd phase** - cultural and psychological
- ▶ Racialism - disempowering blacks which bred inequalities (*Fanon The wretched of the Earth*)

Effects

- ▶ Not only European invasion, occupation, and exploitation but most importantly **self aggrandizement** (Bulhan 2003)
- ▶ Ndlovu-Gatsheni (2014) refers to this dominance as the coloniality of knowing and doing whilst Chilisa (2017) coins it as methodological and scholastic imperialism.
- ▶ Thus, Africa's beliefs, systems, philosophies and culture as a way of being were disposed off (Nabudere, 2003)

The context of Evaluation in the region

- ▶ 1980s tenure ushered in colonisation of a special type: Institutional and financial reforms International Finance Institutions (IFIs): International Monetary Fund, the World Bank and donor communities
- ▶ **Colonialism did not end.** On the contrary, colonialism in its metacolonial form continues to influence the thought, behaviour, and being of colonized peoples even more than did earlier forms of colonialism (Bulhan 2003)
- ▶ **Coincided with the New Public Management (NPM)** envisaged improving the efficiencies of public institutions and the public officials responsible to administer these institutions (Dzimhiri, 2008; Tirivanhu, et al. 2019)
- ▶ Accountability, governance and transparency - **Frameworks and templates**
- ▶ Consequently, the Western theories, methodologies and approaches, as opposed to African paradigms

What is Made in Africa Evaluation?

- ▶ **Decoloniality** - contesting Western domination in all its forms
- ▶ Homegrown approach which promotes Africa's way of knowing, doing and being in relation to the field of evaluation (Chilisa, 2015)
- ▶ **Underpinning, the MAE agenda** - African endogenous and homegrown approaches are some of the distinct constructs (elements) of practicing evaluation in the region (Chilisa, 2017)
- ▶ Omosa (2019) hybrid of : (i) values, beliefs and culture (ii) upholding African Evaluation Association (AfrEA) evaluation guidelines determines whether an evaluation is Made in Africa or not

Operationalising MAE

P. Powerful for Africans	T. Technically robust	E. Ethically sound	A. Africa centric, yet open	C. Connected with the world
<p>P1. Conduct an appropriate, empowering process</p> <p>P2. Encourage reciprocity, including mutual accountability</p> <p>P3. Enable learning for useful insights</p> <p>P4. Value and strengthen local capacities</p>	<p>T1. Be systematic & analytical</p> <p>T2. Be transparent & clear</p> <p>T3. Be aware of (pre)dispositions</p> <p>T4. Ensure a feasible evaluation</p> <p>T5. Be efficient</p> <p>T6. Be culturally responsive</p>	<p>E1. Be respectful of stakeholders and relationships</p> <p>E2. Protect the rights of people</p> <p>E.3 Safeguard diversity and inclusion</p> <p>E.4 Address inequalities and power asymmetries</p> <p>E.5 Be free from vested interests</p> <p>E.6 Consider trade-offs</p>	<p>A1. Engage with issues that matter in Africa</p> <p>A2. Consider framings and methods from Africa</p> <p>A3. Learn from the Global South and indigenous communities</p>	<p>C1. Acknowledge interdependence and interconnectedness</p> <p>C2. Foster the evaluation of sustainability in keeping with key global agreements and the need for stewardship of nature</p> <p>C3. Strive to contribute to the urgent need for durable and transformative change</p>

Applying MAE in the evaluation ecosystem

- ▶ **No dilly diving on the common purpose** -social justice, fairness and equality
- ▶ **Dismantling systematic constraints - practice beyond theorising**
- ▶ **Comprehension from below principle**—how the colonized peoples in these distant peripheries live, rather than speculate about them from lofty heights of academia abroad (Bulhan 2003)
- ▶ **Afrocentric in approach and Africa led in practice**

Implications for governments and practitioners

(i) Think tanks, HEI's etc.

- ▶ Integrate principles of Decoloniality in the design and implementation of the ECD interventions (e.g. training programmes etc.)

(ii) Practitioners:

- ▶ Link their lived experiences and their evaluation practices (nuances)
- ▶ Psychological shift and professional repositioning

(iii) Donors and developmental partners:

- ▶ Honour the commitments they made in Paris and renewed in Accra and Busan
- ▶ Adapt indicators to measure the application of MAE (**supply chain process, fund African led research funding and utilisation of African expertise**)

(iv) Governments:

- ▶ Provide leadership of the development agenda and self efficacy to drive this agenda
- ▶ Champion a call for Africa led and prone development



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Decolonizing Evaluation in Africa

Dr. Mjiba Frehiwot

Research Fellow-History and Politics Section

Institute of African Studies



UNIVERSITY OF GHANA

INSTITUTE OF AFRICAN STUDIES

My Charge!!!!

Developing an authentic approach to MAE

African Centred Development Paradigm



#BLM is not just about Police Violence



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Key points

- Decolonisation is a global challenge with Africa at the center
- Decolonisation is not a new project or movement it has been at the heart of the African liberation and Pan-African movements
- Evaluation and development has a class character that inhibits an egalitarian relationship between donors, evaluators and receivers
- Decolonisation must be coupled with transforming ideology of society, community, organisations and individual practitioners
- Authentic Development must be at the center of decolonising M & E



What is Decolonisation? Why is it necessary?

- **Decolonisation-What is it?**
 - *deconstruction and reconstruction;*
 - *self-determination and social justice;*
 - *acknowledgment of Indigenous knowledge*
 - *internationalisation of indigenous experiences,*
 - *history and critique*



What is Decolonisation? Why is it necessary?

5 stages of Decolonisation

1. *rediscovery and recovery;*
2. *mourning;*
3. *dreaming;*
4. *commitment*
5. *action.*

– Poka Laenui, Chilisa (2012)

What is Decolonisation? Why is it necessary?

- National liberation-an act of culture
 - The value of culture as an element of resistance to foreign domination lies in the fact that culture is the vigorous manifestation, on the ideological or idealist level, of the material and historical reality of the fruit of a people's history and a determination of history, by the positive and negative influence it exerts on the evolution of relations between man and his environment and among men or human groups within a society, as well as between different societies. (Amilcar Cabral)



What is Decolonisation? Why is it necessary?

- **African Decolonisation**

- Colonialism
- Slavery
- Neo-Colonialism
- Apartheid
- Africa and the African Diaspora



Class and Monitoring and Evaluation

- Class/Power positions in society (Provider)
 - Institutions (NGO/International Bodies)
 - Funding Agencies
 - Practitioners
- Class/Power positions in society (Receiver)
 - Community
 - Underdevelopment of Africa and Development of Europe and the West



Class and Monitoring and Evaluation

- Class positions and corresponding ideology dictates the relationship between the provider and receiver
- Africa's global position impacts the relationship between donor and community/receiver
- Ideology of the funding agency impacts the implementation of the contract and monitoring and evaluation
- Generally excludes the receiving community



01 *DECOLONISATION* 

Decolonisation of knowledge production and practice

EVALUATE **02** 

Evaluate existing models



Develop African centered models in partnership with local communities

Research African Evaluation models

04 *DEVELOPMENT* 

RESEARCH **03** 

4 Steps to Decolonisation

Step 1: Decolonize African evaluation and evaluators. This involves freeing evaluation and evaluation specialists from all the preconceived notions from the Global North;

Step 2: Research into the historical/ traditional evaluation models in Africa;

Step 3: Evaluate existing models, primarily western models; and

Step 4: Develop Made in Africa models using the information from the first three steps and in partnership with local community members and other relevant stakeholders.

Made in Africa Evaluation vs. African Evaluators

- Made in Africa Evaluation
 - Based on Indigenous Knowledge Systems
 - Localized and led by local actors (receivers)
 - Coupled with culturally and historically appropriate nuances
 - Questions class dynamics
 - Local community are not stake holders or receivers but are partners
 - Development projects are based on mutual respect
 - Ideologically mixed-what is valued as success or challenges locally and globally



Made in Africa Evaluation vs. African Evaluators

- African Evaluators
 - Ideologically and practically bound by agency rules and regulations
 - View evaluation based on a Western approach to Evaluation
 - Does not take into account the fundamental reasons' for underdevelopment
 - Believe that the receiver has no agency (unconsciously)
 - Unconsciously reinforces as an uneven power dynamic
 - African (biologically, geographically or represent an African organization)



Key points

- Institutions and practitioners must clearly recognize their class position and not allow it to influence their analysis
- African Evaluation and Monitoring must be centered around the community in which is being served
- Institutions that are indigenous and run parallel to the “formal” government must be acknowledged and considered partners
- African Evaluation and Monitoring is a revolutionary shift to put the power in the hands of the people!!!



Lets Keep in Touch

Dr. Mjiba Frehiwot

Research Fellow-History and Politics Section

Institute of African Studies

University of Ghana

mfrehiwot@ug.edu.gh/mafrehiwot@gmail.com

Twitter-@africaishome

Skype-Mjiba Frehiwot





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What is meant by transforming evaluation?

Candice Morkel

Deputy Director CLEAR-AA

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Evaluation for transformational change

Social justice and equity

Broader framework of transformational change

- Systemic, structural
- Heterodox development
- Guiding frameworks (e.g. CEDAW, Paris Declaration)

The big question: is evaluation a transformative agent in its own right? Or is it complicit in entrenching and maintaining conditions of inequality?



Current challenges in transforming evaluation

Historical, contextual conditions continue to impact development in post-colonial Africa

Insufficient consideration of the history of M&E and the impact of public sector reform programmes - teleological nature of evaluation systems

Aid dependency and the deficit of Africa

Supply, to a large extent, influenced by donor demands

Narrow interpretation of M&E



Current challenges in transforming evaluation

More black African participation? More female participation? Insufficient “capacity”?

The practice itself must become transformative - must recognize injustices – cannot be race-blind, or gender-blind, or ignore power asymmetries

Micro-aggressions, personal is political, code-switching

The absence of or weaknesses in trust



Transforming Evaluation – tackling the challenges

Intentional focus on the political, contextual and ideological drivers of evaluation systems

Embrace co-production, partnerships, embedded autonomy

Shift to interdependence, not power relationships, centred on negotiation and persuasion, not control (Phillips & Smith, in Evans & Sapeha, 2015:251).

Foreground current initiatives and build momentum e.g. **The Transformational Evaluation for Transformations Development Working Group** of the SDG Transformations Forum



Transforming Evaluation – tackling the challenges

Reflect on our practice, and our ‘artefacts’:

What constitutes as valid evidence, and rigour, western essentialism

Problematize “Culturally responsive” evaluation;
“indigenized evaluation”;
“contextually relevant” evaluation

What are our values? How do our values contribute to addressing systemic issues based on issues of transformation, e.g. race and diversity?



Transforming Evaluation – tackling the challenges



- Build trust - trust is crucial in binding society together in a joint project of moral and social order, anchored in a dynamic civil society (White, 1998)

States only partially autonomous from social and economic forces (Boer, 2019). Non-state actors not completely unfettered by the balance of forces, but act (at least in part) as their conduit.

Can we disrupt the dominant social and economic forces that continue to create persistent inequalities?

Can evaluation act as a counter-hegemonic force in order to develop social consensus regarding the centrality of protecting the rights and interests of people, particularly those who are poor, disempowered and marginalised?

Thank you

Enkosi kakhulu



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