

Seminar "Towards effective stakeholder participation in education policy making, in the countries and regions"



What does participatory evaluation bring to education policies?

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triangle
UMR 5206



— SCIENCES
— PO — LYON

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For the next 30 minutes

1. Context and method

2. Results

Clarify the participatory evaluation (theory, methods)

Outputs for policies in the education fields... and for stakeholders, a win-win approach !

3. Focus on 2 good practices

4. Conclusions & discussion

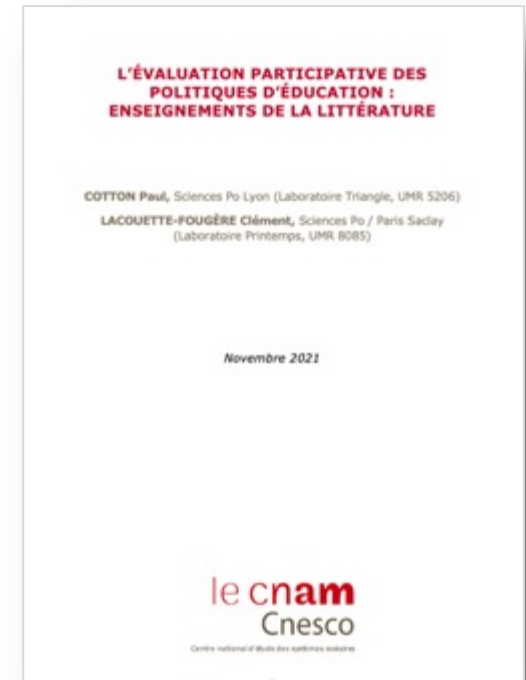
1. Context & method

Introduction & context

- Clarify the concept of participatory evaluation during the annual conference organized by the Cnesco



- Clément Lacouette-Fougère and I are specialists in education policy : PHDs political science focused on the evaluation of public policies as a general approach

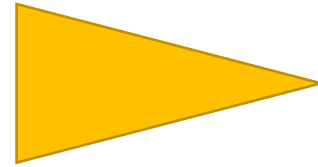


Cotton, P. & Lacouette-Fougère, C. (2021).
L'évaluation participative des politiques d'éducation :
enseignements de la littérature. Paris : Cnesco-Cnam.

A French and international review

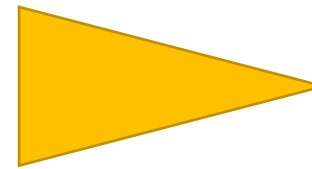
3 categories of papers
Capitalization on experiences
Theory framework
Academic discussion
(N=84, Education N=37,
Evaluation N=47)

*Public
policy
evaluation*



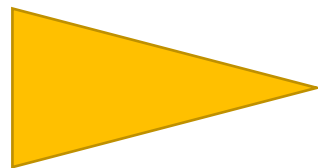
Evaluation in education field

*Participatory
evaluation*



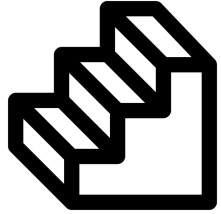
***Participatory evaluation in
education policies***

*Stakeholders
in public
policies*



Stakeholders in education policies

- Not so much in France : education research focuses on micro (children) or “meso” (school, institutions) not at a macro (policy) level
- Very few experimentations of this approaches, centered in the US / Canada



Method in 3 steps

Comprehension of concepts and issues around the evaluation and the stakeholder involvement in education



Focus on outputs and the added value of all theories and methods we found



6 cases studies to point out “good practices”

2. Results

Participatory evaluation: what is it?

US and AID programs

First academic publications

International acknowledgment

Debate on scale and Depth



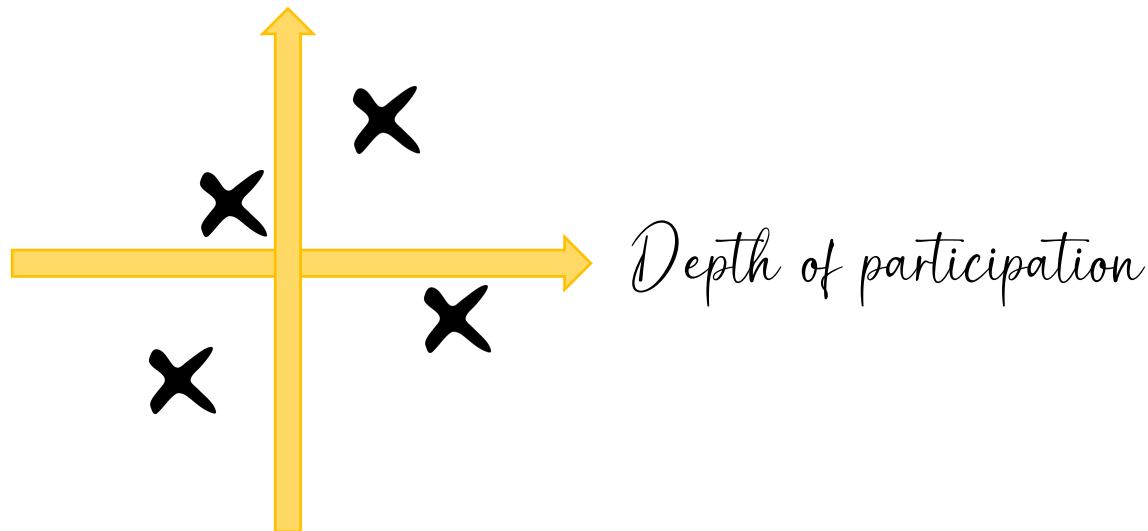
1970

1980

1990

2000

Scale of participation



To be a participatory one, the evaluation process has to :

- 1. Diversity of stakeholders**
- 2. Involvement at different stages**
- 3. Give them a real capacity to influence the evaluation**

Methodological approaches

11 methodological currents, some very specific, some very general

3 relevant methods

- Collaborative Evaluation Approach (CAE)
- Empowerment Evaluation
- Cnesco method

Nom de l'approche	Auteurs	
Collaborative Evaluation	O'Sullivan 2004, 2012 Rodriguez-Campos, 2005, 2015 ; Cousins, 2001 ; Cousins, Donohue, & Bloom, 1996.	L'éva proce collal const susce à s'in
Participatory Evaluation	Cousins & Whitmore, 1998 ; King, 2005 ; Whitmore, 1998a.	Cette n'im l'étuc interi de lie
Deliberative Democratic Evaluation	Ryan & DeStefano, 2000 ; House & Howe, 2003.	Ce ty sein t d'opi l'élab partii
Stakeholder-based Evaluation	Bryk, 1983.	Le m du Ni
Participatory Action Research	Fals-Borda & Anisur-Rahman, 1991 ; Wadsworth, 1998.	
Empowerment Evaluation	Fetterman, 1994.	
Developmental Evaluation	Patton, 1994, 2011.	L'éva dans dans temp. parti chan l'éval mett
Culturally Responsive Evaluation	Hood, Hopson & Kirkhart, 2015 ; Wehipeihana, McKegg, Thompson & Pipi, 2016.	Déve de l' Cetté de re rejet
Indigenous Evaluation Framework	LaFrance & Nichols, 2008 ; Bowman et al., 2015.	L'éva influi
Rapid Rural Appraisal	Chambers, 1981.	Les é immi s'avè trava dém: place
Utilization-Focused Evaluation	Patton, 1978, 2008.	L'éva jugé l'utili deux débu conc

Collaborative Approaches to Evaluation

- One of the most complete
- Closely associates stakeholders while ensuring the quality and utility of the results
- Both scientific and decision-making consideration

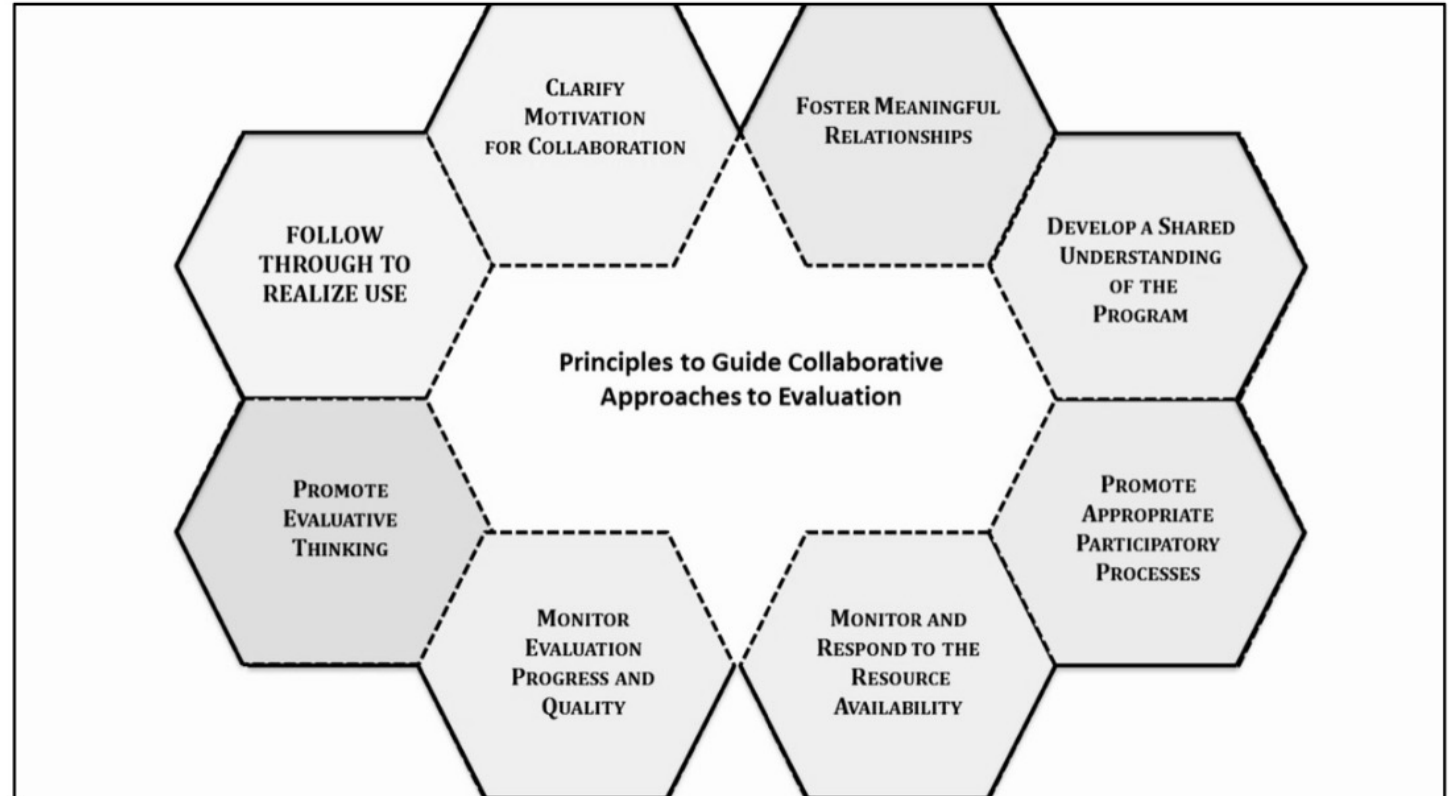


Figure 1 : Les principes de l'évaluation participative suivant l'approche collaborative, d'après Shulha, L. M., Whitmore, E., Cousins, J. B., Gilbert, N., & Al Hudib, H. (2016)

Empowerment

- Transferring evaluation activities from an external evaluator to stakeholders
- Developed by Fetterman in 1994

1. Review the program (where it stands ?)
2. Set goals (what do I want ?)
3. Research strategies (how ?)
4. Assist participants in the collect

Participatory Action Research (Cnesco)

- Reliance on scientific work and the inclusion of stakeholders in the evaluation process

1. Production of scientific knowledge
2. Diagnosing the needs of the actors
3. Exchanges
4. Dissemination of these results
5. Training of the actors in the implementation

Outputs in general



	Added value	Risks
External validity and generalization	Different informed opinions and more legitimacy	Low expertise, lack of scientific credibility
Use of results	More adherence, easier implementation of recommendations	Lower quality of conclusion Non-use
Co-construction of public policy	Mutual understanding and collective construction of solutions	Ending up with a soft consensus
Contribution to the democracy	Involvement of a public far away from public life, increasing democratic capacities	Reproduction of social inequalities and power inequalities
Cost of the participation and social benefits	Costs (information, training...) offset by avoided costs (blockage, non-use)	High costs compared to the supposed benefits that are difficult to quantify

- ✓ Outputs for the **evaluation quality**
- ✓ Outputs for the **decision process** and transformation of public policies

PLOTTU Béatrice et PLOTTU Éric, « Contraintes et vertus de l'évaluation participative », *Revue française de gestion*, 11 mai 2009, n°192, no2, pp. 31-58.

Effects on education policies

Conception of use

Linkage on the use of research

Linkage on the use of disseminated and other knowledge

Internal evaluations are more accepted

Only if ...



Be comfortable with the idea that something must be changed in public policy



Having qualified evaluators

Specific

Training in research

School - university partnerships reinforced

COUSINS Bradley et M.EARL Lorna, « The case of participatory evaluation », Education Evaluation and Policy Analysis, 1992, vol. 14, pp. 397-418.

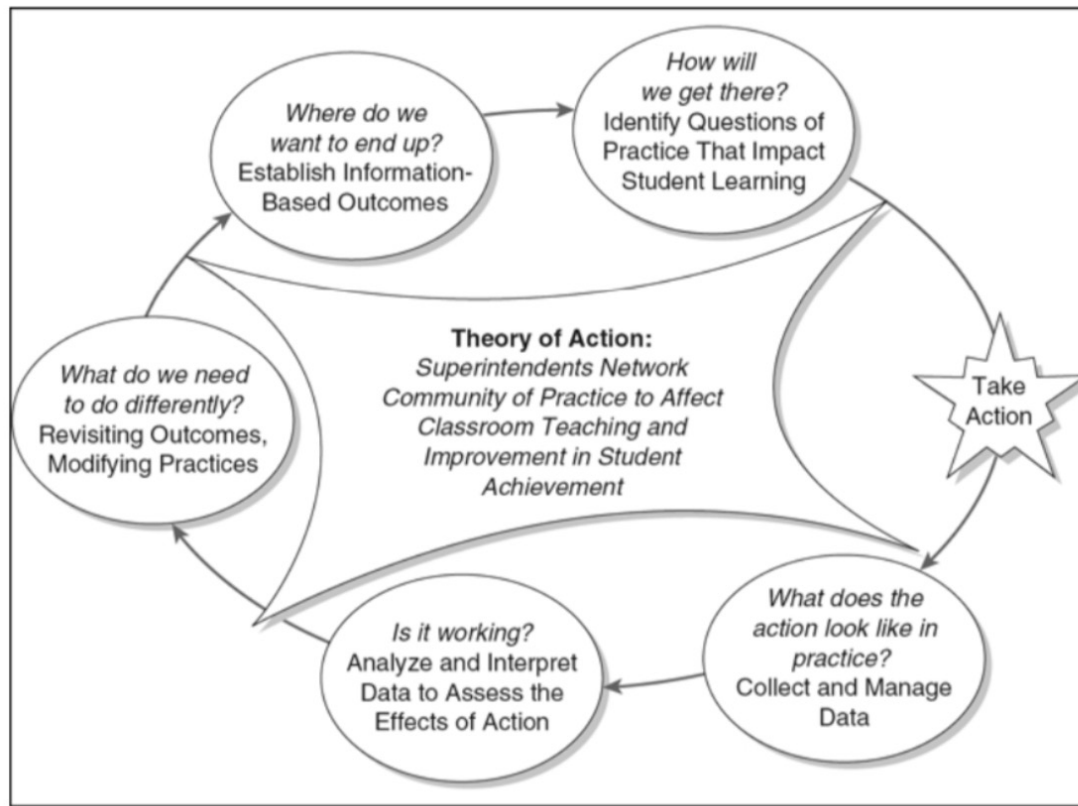
3. Focus on 2 'good practices'

No Child Left Behind, US (CAE)

Envie de Bouger, Belgium (Empowerment)

No child left behind (2001)

Figure 3 : Illustration de la méthode de questionnement collaboratif du *Connecticut Superintendents Network*



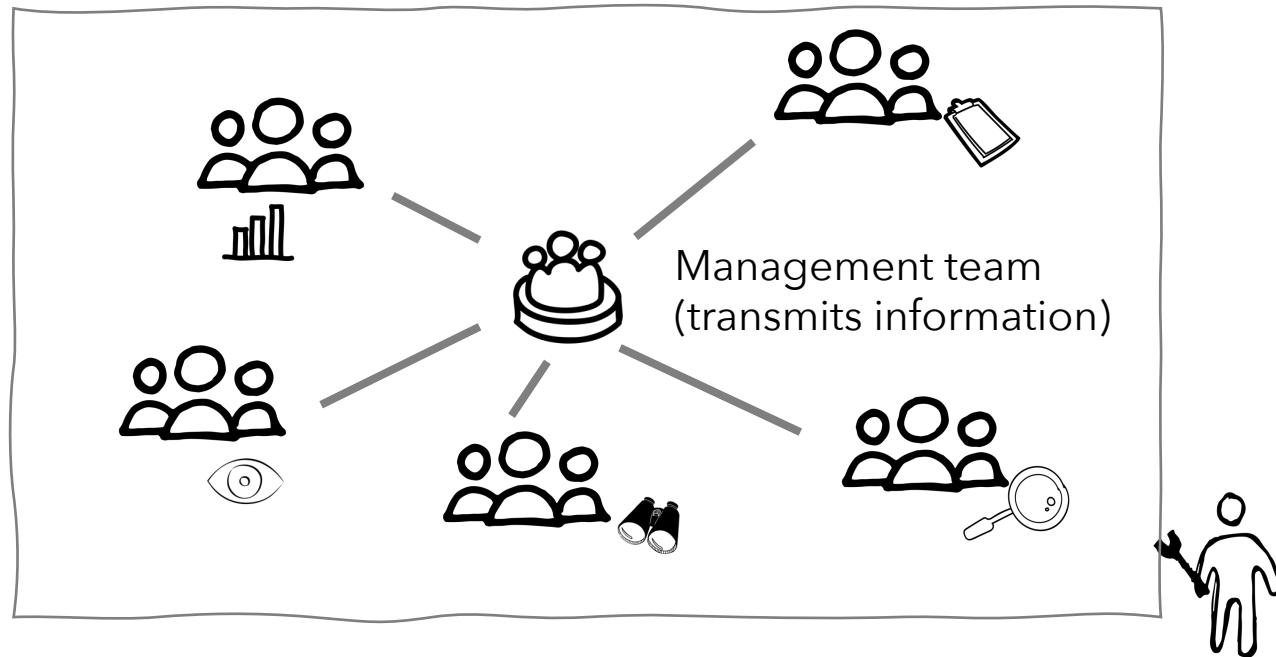
Collaborative Approach to Evaluation

- Directors and bureaucrats : more attentive, more open to criticism ...
- ... for an improvement effect on students learning conditions

Envie de Bouger (2010)

5 evaluation teams, assigned to one component of the action

Flexibility as a motivation tool



Empowerment evaluation

- Concrete solutions to improve the program, and experimenting them
- Appropriation of the evaluation beyond the expectations (work groups)

Expert of participatory evaluation (adjusts the frame)

4. Conclusion & discussion

Conclusion & recommendations

What does participatory evaluation bring to education policies?

- Better quality and acceptability of the decision-making process
- A shared vision on a public policy rather than the best evaluation possible

But also...

- Difficulties in delegating the decision-making power to others
- A real issue on the internal validity of the process, and resources available
- Must compose with domination of quantitative models like impact assessments, in habits and in trainings (more in data analysis than in participation methods)

1. Do not expect too much from the result

2. Connect with existing methods and frameworks

3. Go one step at a time

4. Evaluation on the evaluation

Are you ready for an experiment ?

Participatory approaches need a lot of project engineers, whether they are researchers or consultants...

Do you think you will have the resources ?

Any feedback on this challenge, or on the others I mentioned ?

Thank you for your attention !

Paul Cotton Phd candidate, teaching and research assistant

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