

# **BUILDING THE EVIDENCE BASE FOR BUILDING EVIDENCE BASES**

**The what, why, and how of research  
on peacebuilding evaluation**

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1<sup>st</sup> Oct 2019  
Peacebuilding M&E Solutions Forum Workshop**

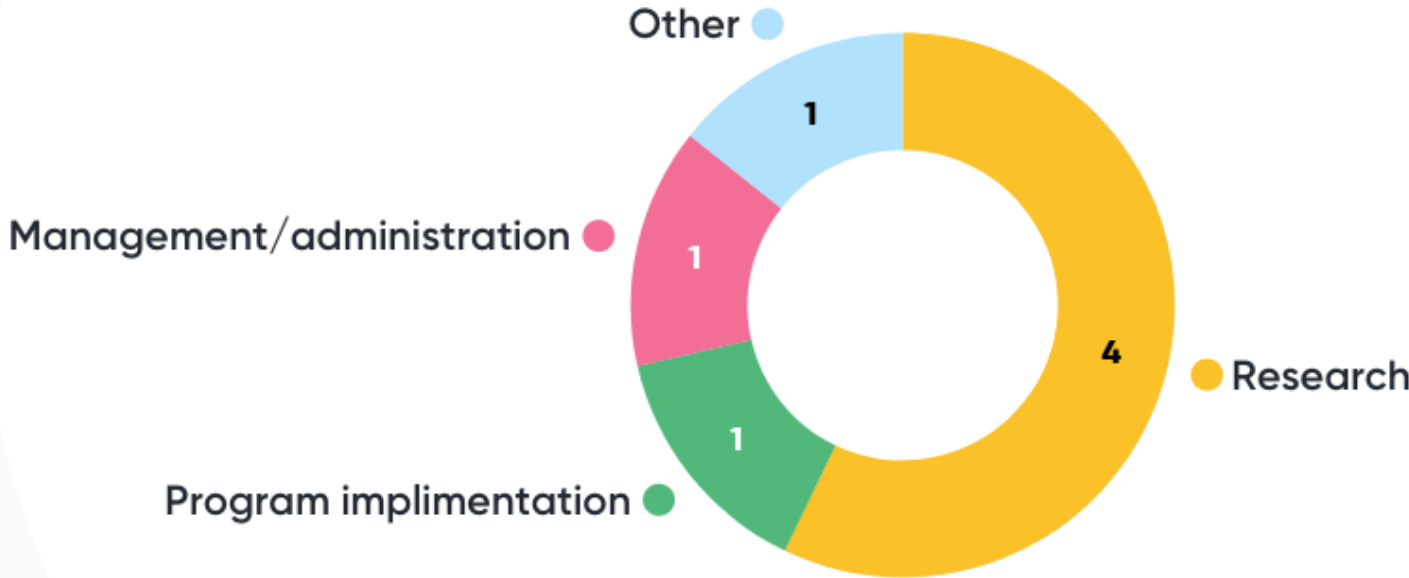
**IDPE**

Interdisciplinary Ph.D.  
in Evaluation

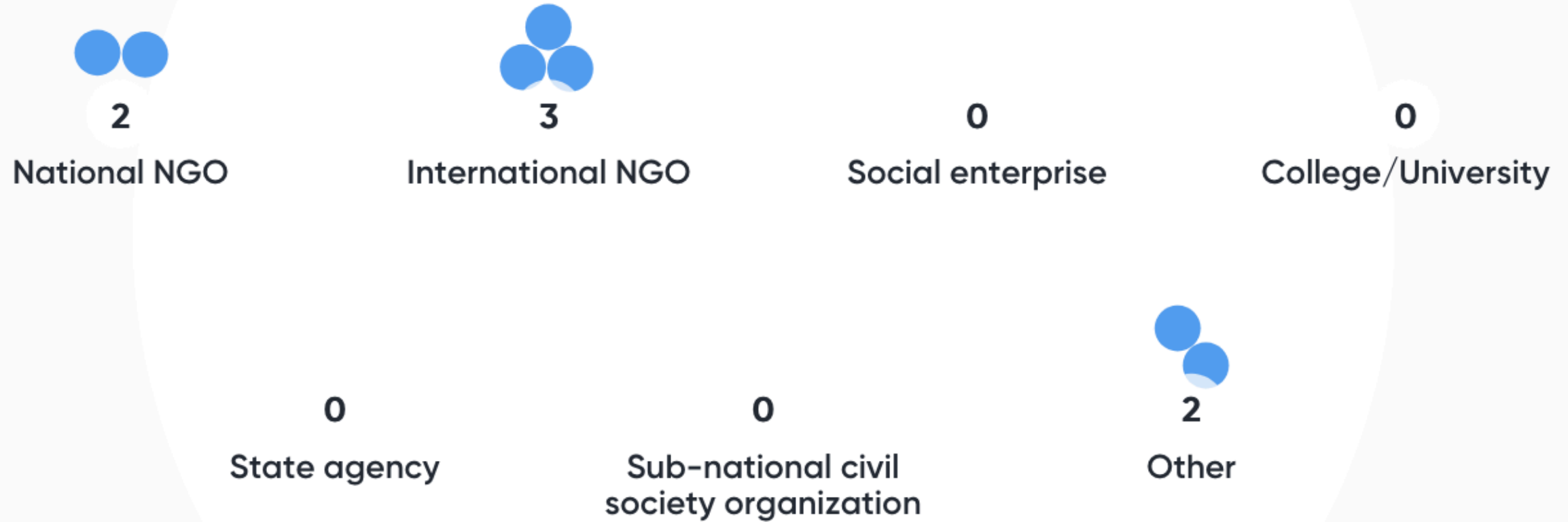
# Agenda

- 1 Introduction
- 2 Values Inquiry
- 3 Orientation
- 4 ROE Framework Activity
- 5 Discussion & Debrief

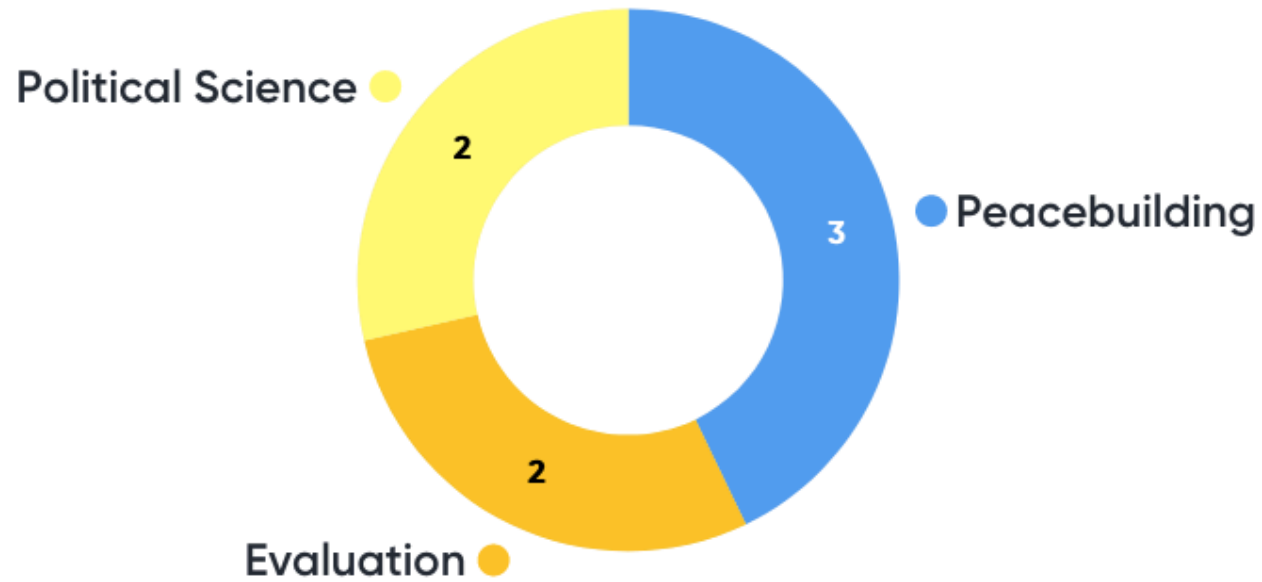
# What is your primary work activity?



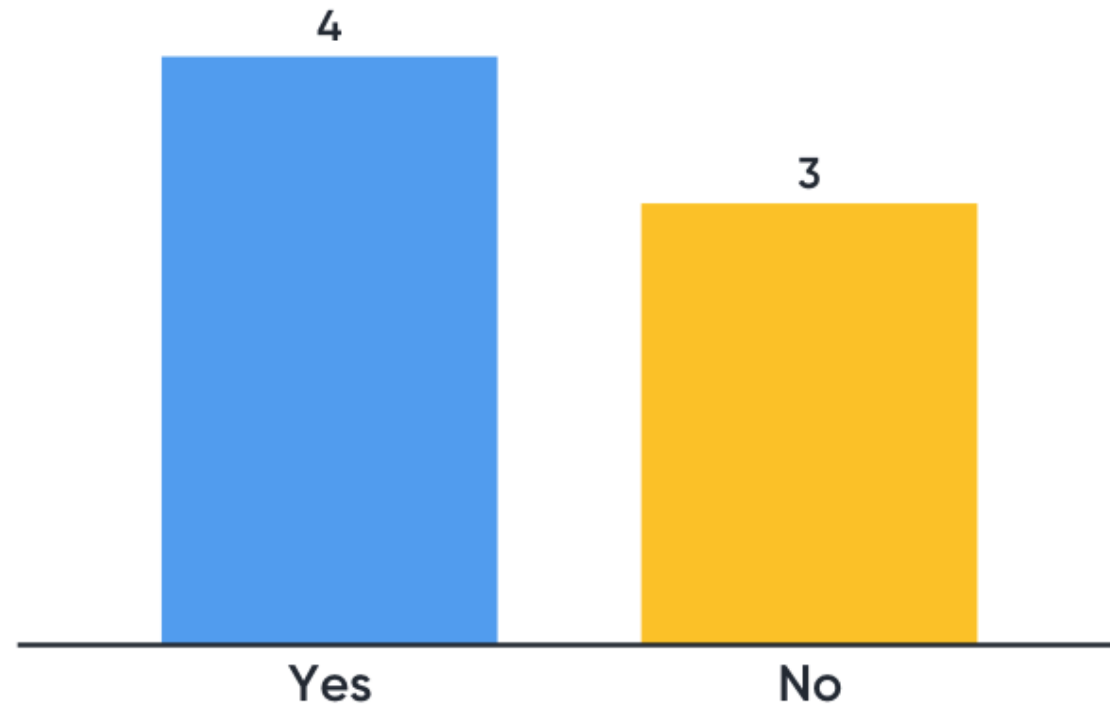
# What is your primary work setting?



# What is your disciplinary background?



# Who has heard of Research on Evaluation?



# What do you hope to get out of this workshop?

A sense of how others approach rigorous evaluation in peacebuilding

to learn

Best practice for foundations of effective M&E models

expand my understanding of what the field needs

see what the field is (not) doing overall

understand the scope of evaluation types, see what might be more effective types

Key concepts on how to improve work through evaluation

Resume scroll

# Objectives

1. Engaged. What?
2. Edified. Why?
3. Empowered. How?



# Values Inquiry

Find a partner....

# What values did you identify?

Key concepts in evaluation

Inclusivity

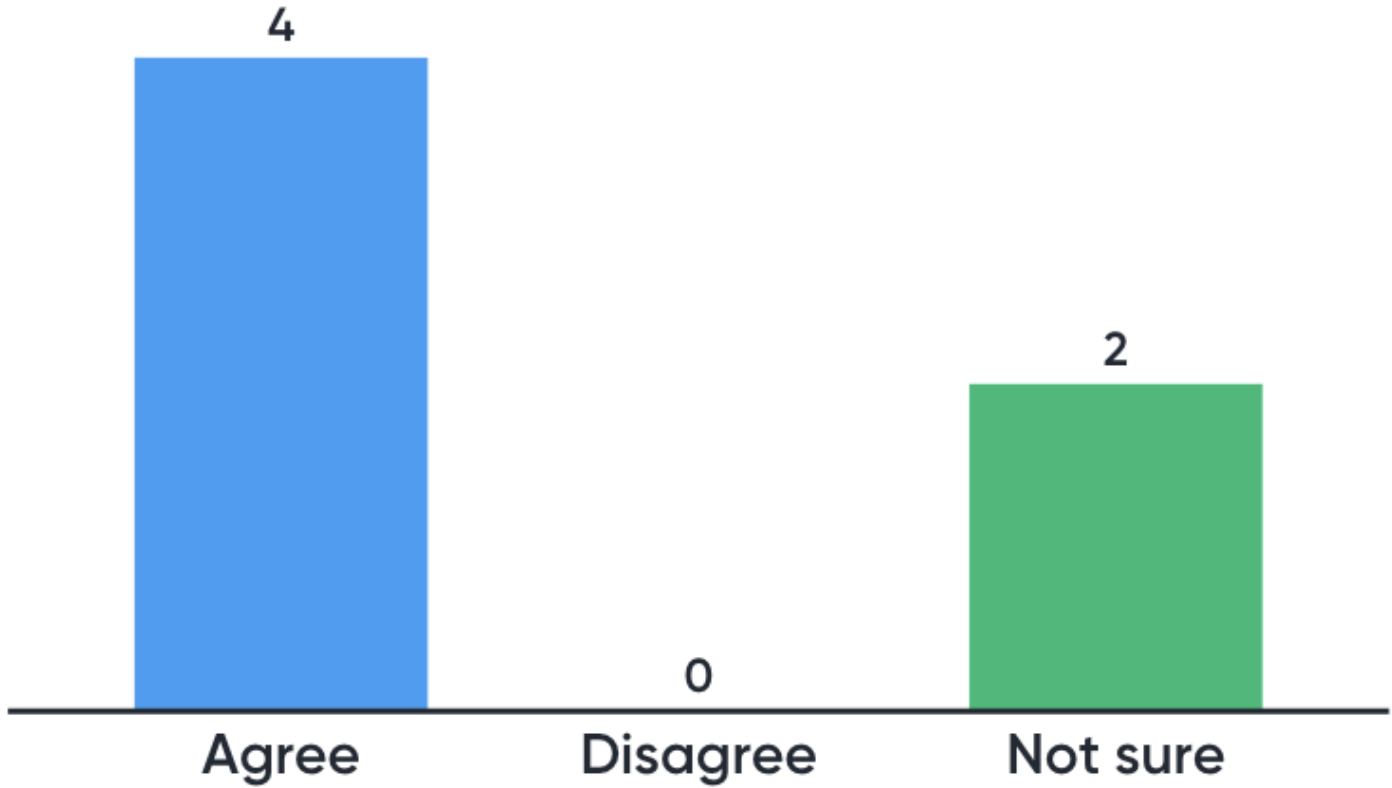
collaborative continuous  
learning adaptable

Collaboration

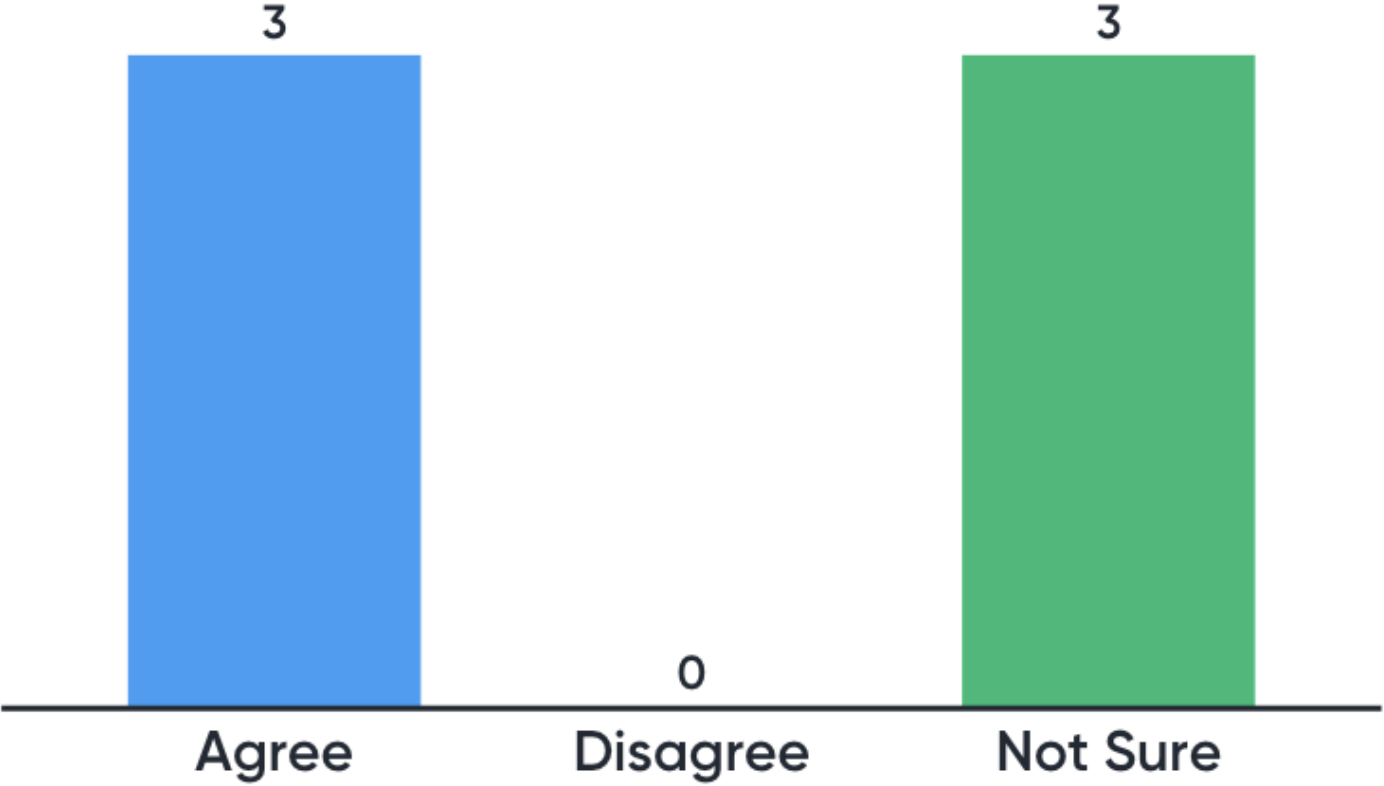
community trust

Pause scroll

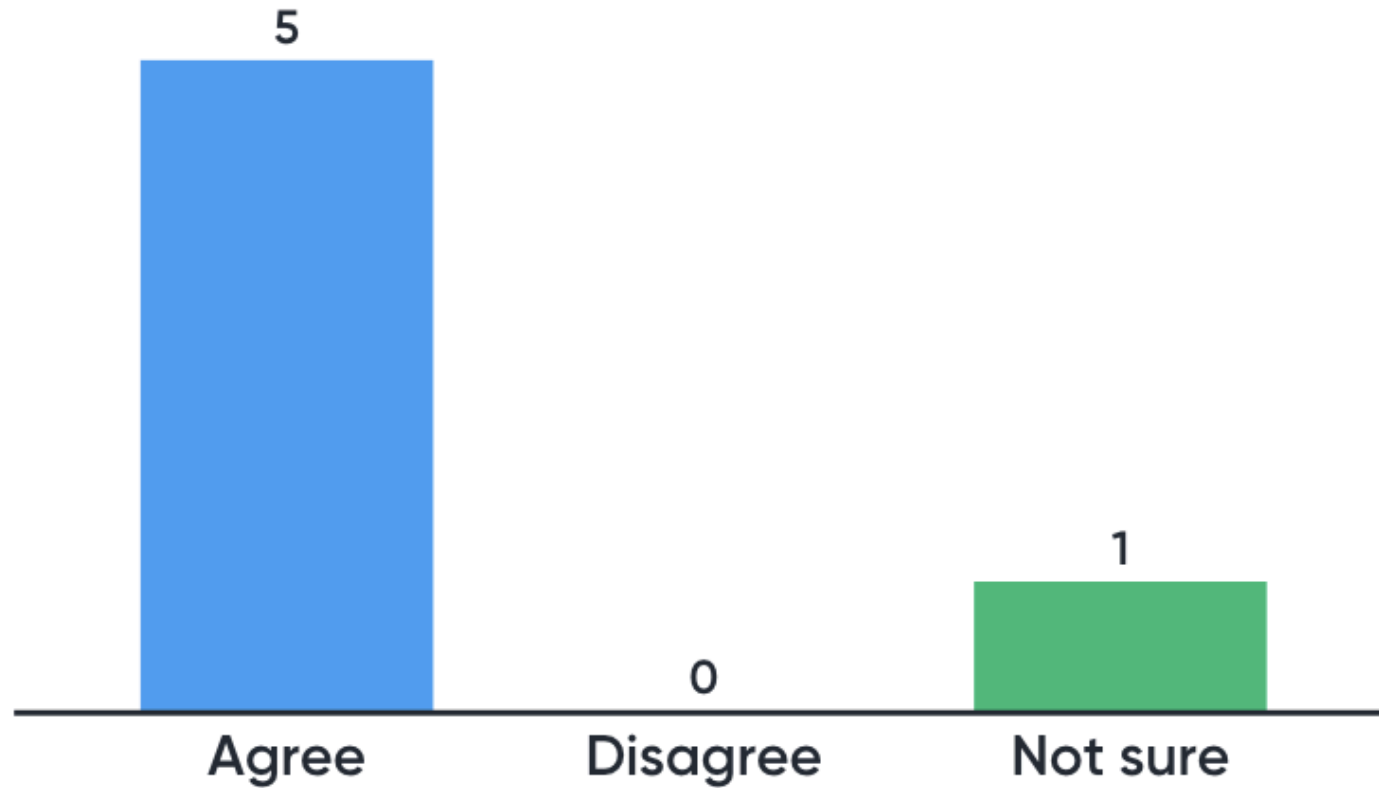
# Peacebuilding is a value-laden field.



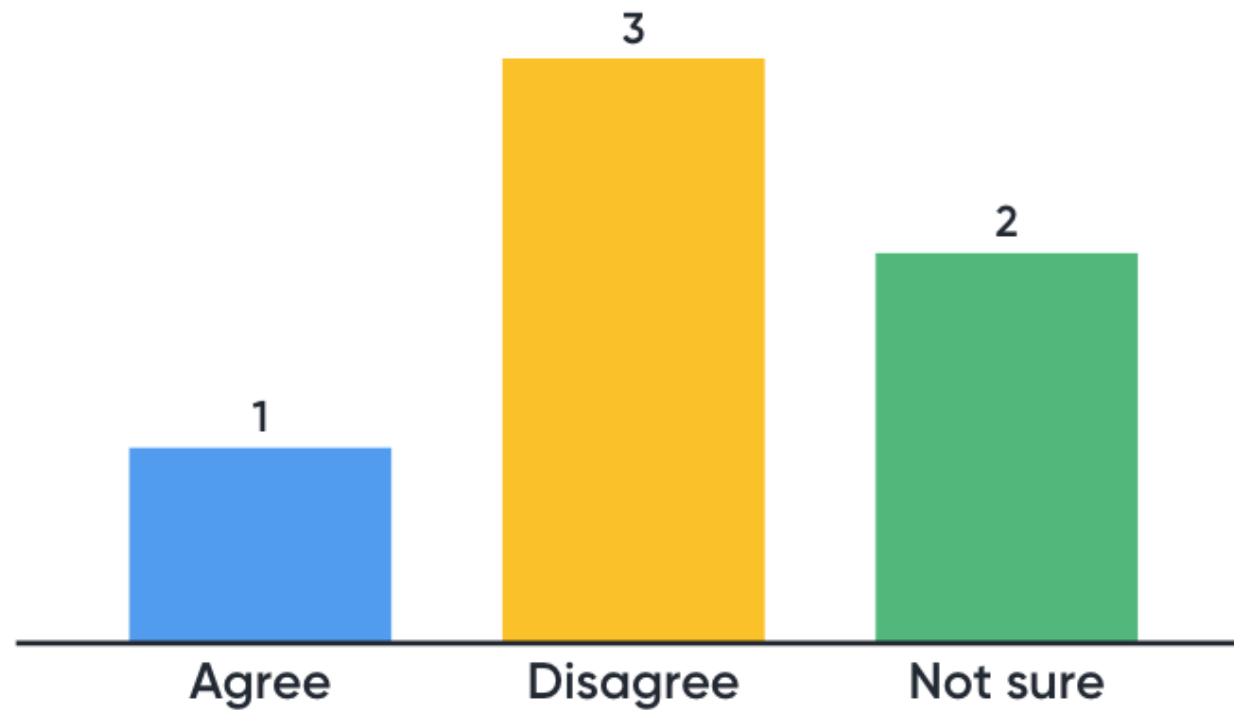
# Evaluation is a value-laden discipline.



# Peacebuilding evaluation is value-laden.



# Peacebuilding evaluation should be value-neutral.



# Fact-Value Distinction

**Value-neutrality**

So-called “No-ought-from-is” doctrine

# Research on Evaluation

**"Any purposeful, systematic, empirical inquiry intended to test existing knowledge, contribute to existing knowledge, or generate new knowledge related to some aspect of evaluation processes or products, or evaluation theories, methods, or practices." (Coryn et al., 2016)**



# Research vs Evaluation

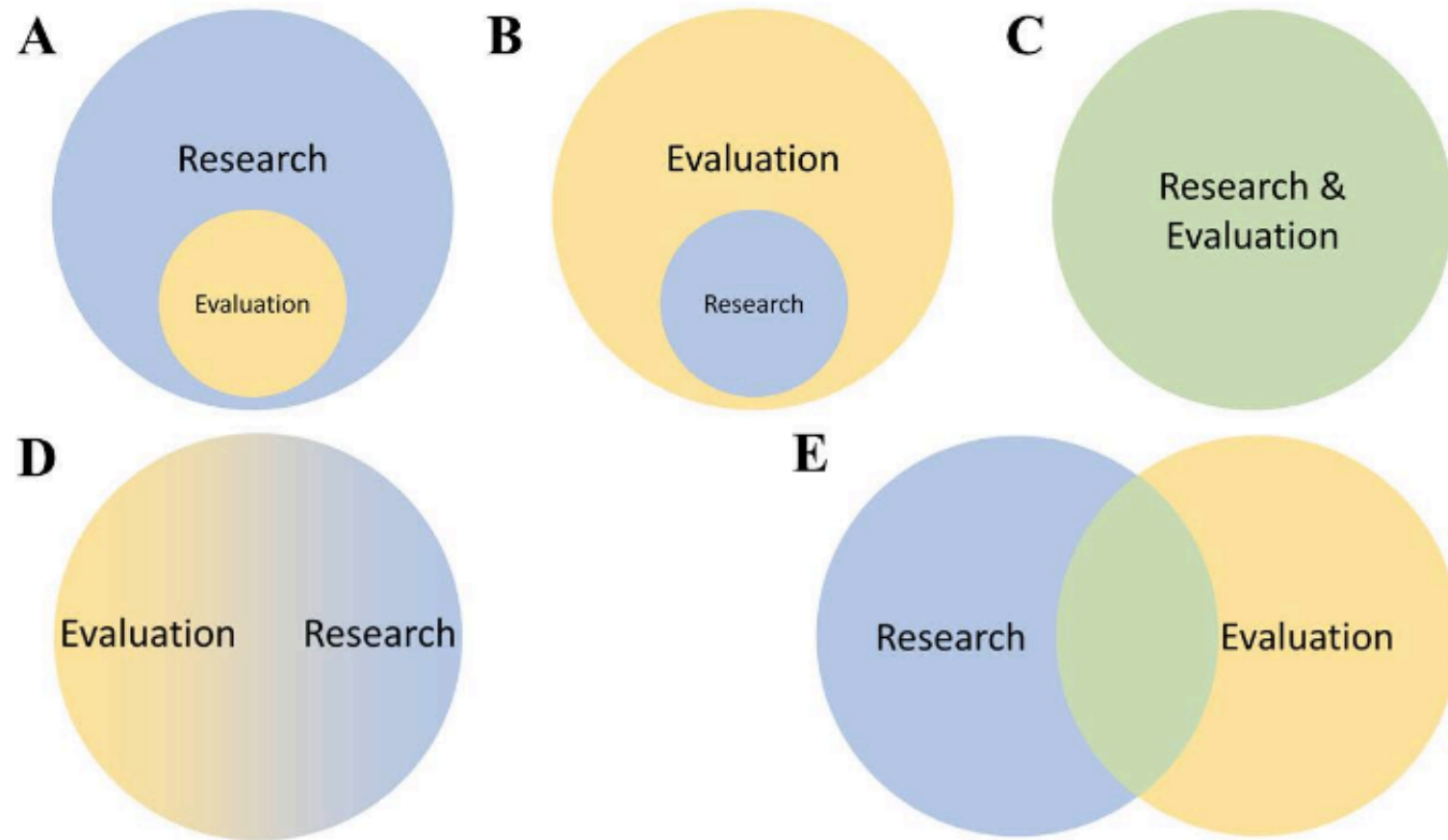
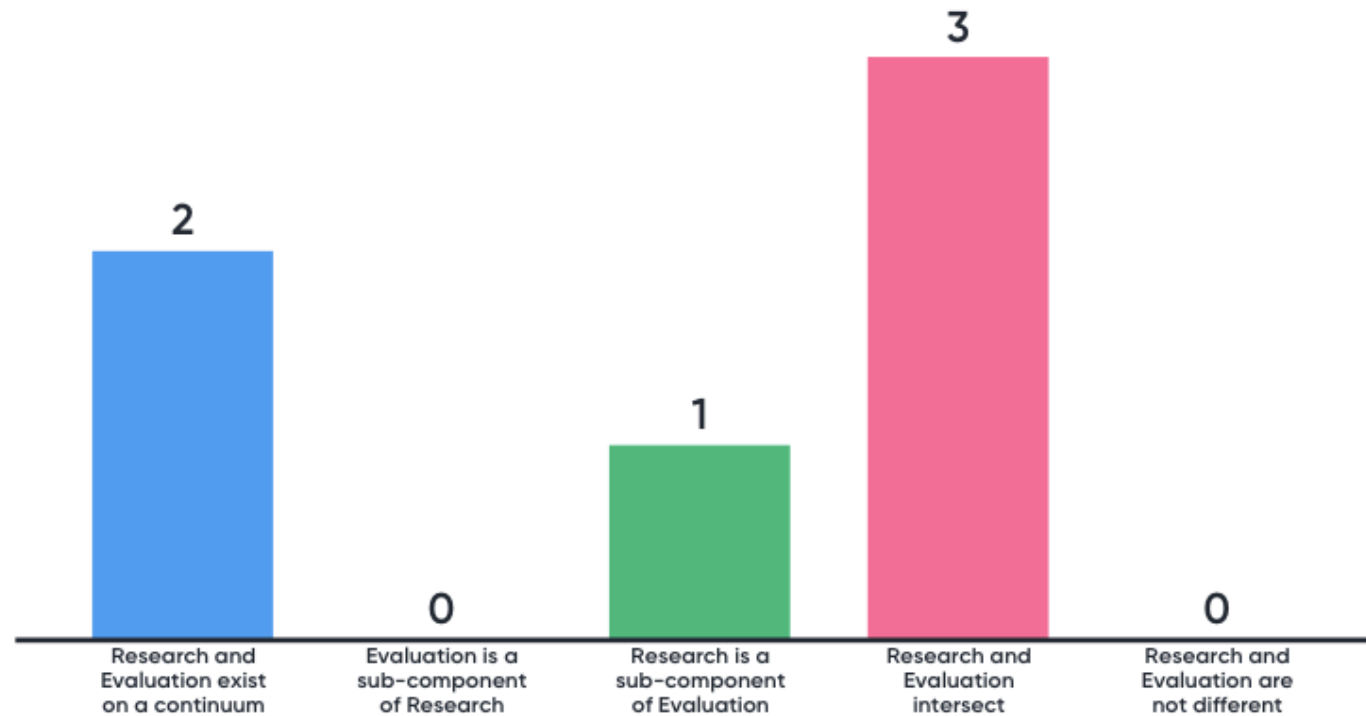


Figure 1. *Five Possible Relationships Between Evaluation and Research*

# What is the relationship between research and evaluation?



# Research vs Evaluation

Table 3. How Evaluators and Researchers Differentiate Evaluation from Research, If At All

<b>Type of Differentiation</b>	<b>Evaluators</b>		<b>Researchers</b>		<b>Total</b>	
	n	%	n	%	n	%
Research and evaluation intersect	157	61.8%	119	44.7%	279	53.0%
Evaluation is a sub-component of research	57	22.4%	99	37.2%	157	30.0%
Research and evaluation exist on a continuum	26	10.2%	32	12.0%	58	11.0%
Research is a sub-component of evaluation	12	4.7%	7	2.6%	19	4.0%
Research and evaluation are not different from each other	2	0.8%	9	3.4%	11	2.0%

(Wanzer, 2019)

# Research & Evaluation

	Research	Evaluation
Research	Research on Research	Research on Evaluation
Evaluation	Evaluation of Research	Evaluation of Evaluation

# ROE Frameworks

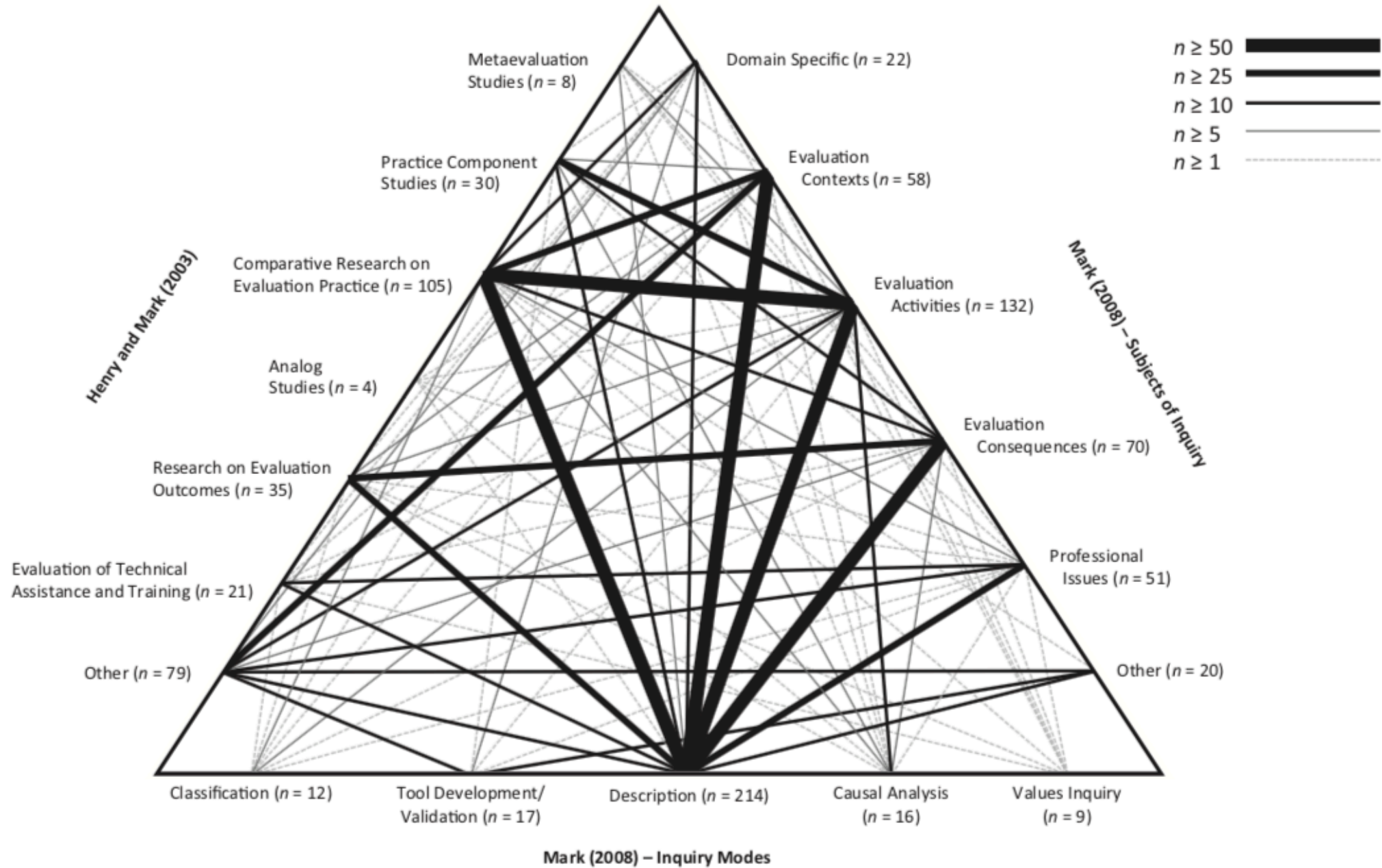
ROE Agenda (Smith, 1993)

ROE Agenda (Henry & Mark, 2003)

ROE Taxonomy (Mark, 2008)

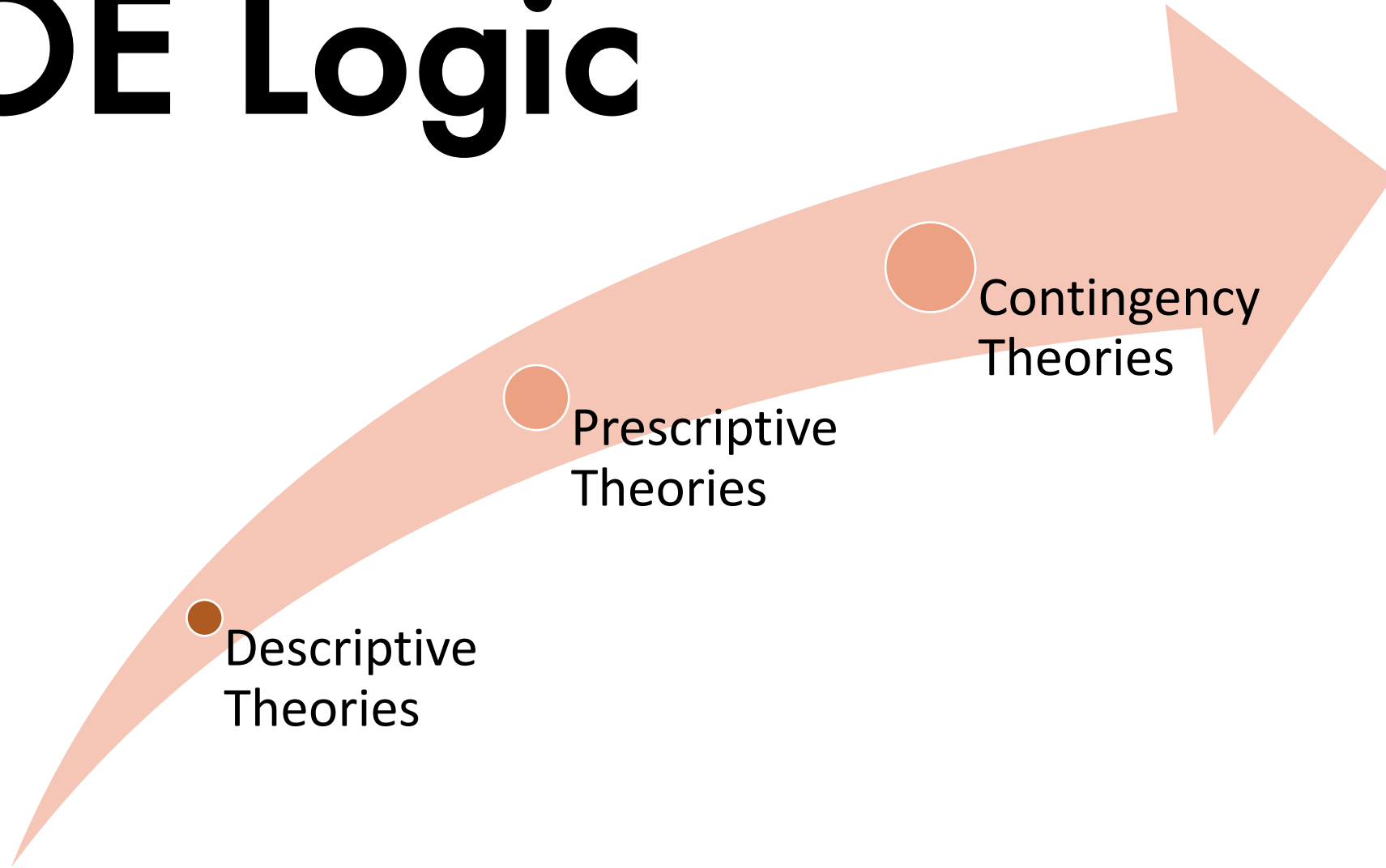
Theory Eval Criteria (Miller, 2010)

ROE Areas (Szanyi, et al., 2013)



**Figure 3.** Visual summary of the intersections between Henry and Mark's (2003) and Mark's (2008) taxonomies.

# ROE Logic



# ROE Rationale

- Eval theory a-empirical
- Expert-based over evidence-based
- Evaluative dissonance



# ROE Relevance

"To be useful, evaluation research must focus on topics that are valued by evaluation scholars and practitioners; to refine this focus, specific areas and questions of study need to be identified." (Szanyi et al., 2013)

# What areas of ROE are most important to you?



# ROE Area Priorities

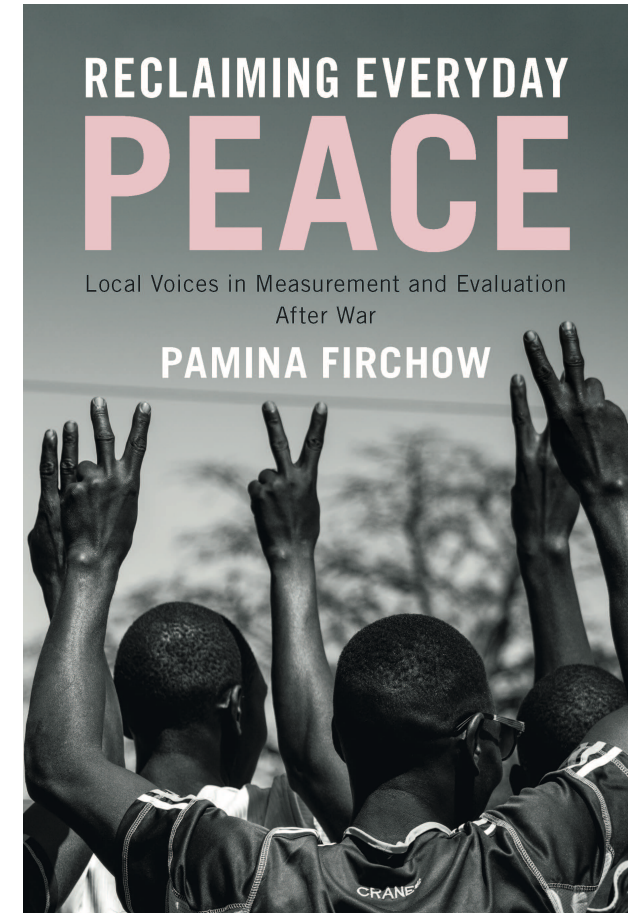
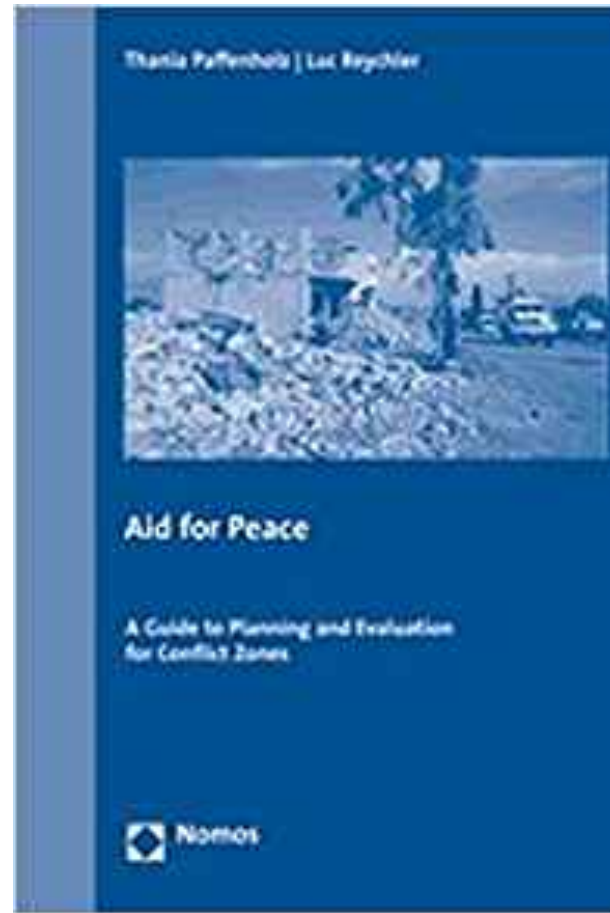
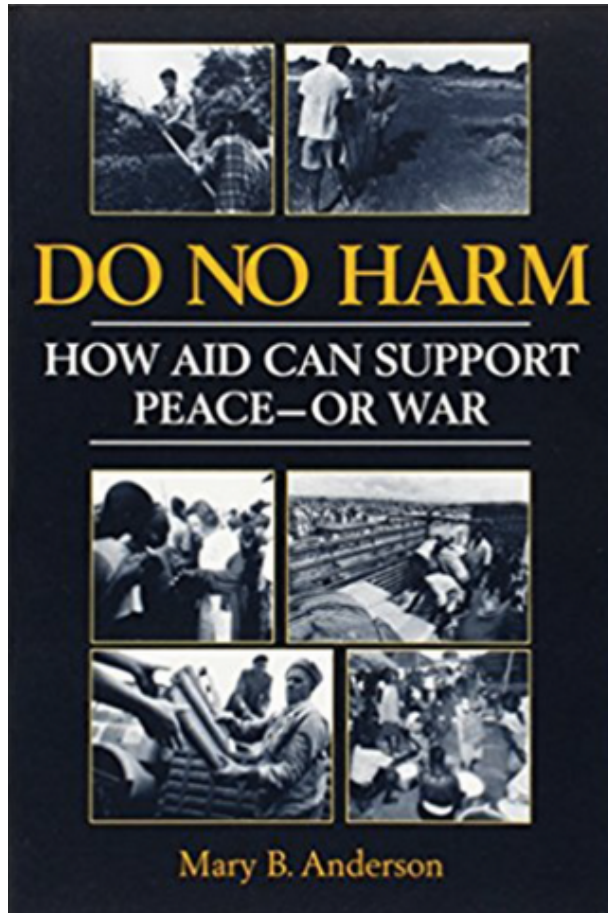
Areas of ROE	Mean	Standard Deviation
Research on impact	4.53	.66
Research on methods	4.31	.76
Research on context	4.19	.81
Research on ethics	3.97	.89
Research on culture	3.93	.92
Research on technology	3.78	.90
Research on professional dev.	3.74	.90
Research on policy issues	3.73	.92
Conceptual research	3.70	.93
Background research	3.62	.97

(Szanyi et al., 2013)

# RO(peacebuilding)E



# RO (peacebuilding) E



# RO(peacebuilding)E

Evaluation in the  
Extreme

Research, Impact and Politics in  
Violently Divided Societies

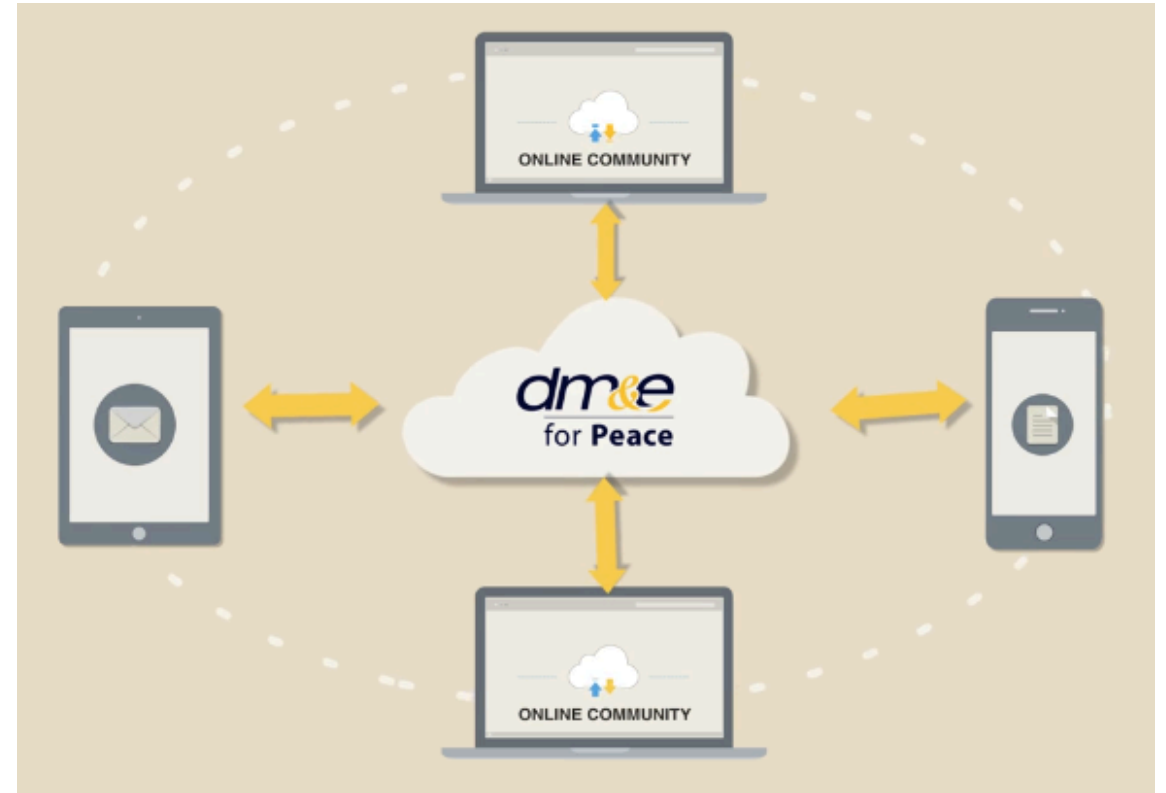


Edited by  
Kenneth Bush • Colleen Duggan



The evaluation of research  
Evaluation as research  
Evaluation as accountability  
Research on evaluation  
Research in evaluations  
Research evaluation as ethical compass  
Research evaluation as advocacy  
Research evaluation as inst. strengthening

# RO (peacebuilding) E



# The Evaluation Deficit



Local  
peacebuilding  
What works and why

- Provincial or national level
- Unconnected to national or international programmes;
- Informal in nature
- Defined in terms other than peacebuilding
- Continued over a long period of time



# Practitioner-informed Research on PB Eval

“...based on practitioners’ problematization of their own experiences in daily work, their puzzles, concerns, and worries” (Styhre as quoted in Christie, 2009)

# ROPE Frameworks

Each table has a  
framework....

# Large Group Discussion

Each table report on  
their framework....

# Debrief

What is ROE?

Why?

How?

# What are you taking away from this workshop?

Reminder to be clear about which values guide your (RO)E

New ways of approaching how we evaluate our approach to evaluations.

Encouragement that there ARE people doing ROE... and that this is a thing I could also possibly do

A plea for evaluators to be more self evaluative

how this relates to CBO and Faith leaders who are just starting evaluation - how you introduce them to a huge field yet make it practical for them

Keep in mind the flexibility of evaluation tactics

