Africa-centric evaluation approaches

Department of Basic Education Research Agenda

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Dr. Nombeko Mbava
University of Cape Town
Institute for Monitoring and Evaluation
nombeko.mbava@uct.ac.za
Focus of presentation

• Discourse on decolonisation
• Brief overview of programme evaluation
• Africa-centric perspective on programme evaluation
• Transformative practices
  – *Teaching evaluation - example on UCT MPhil*
  – *Research in evaluation methodologies - Mbava & Chapman (forthcoming paper)*
• How should a transition to a more culturally responsive curriculum be approached?
Discourse on decolonisation

• “Decolonial turn in theory and critique” (Maldonado-Torres, 2007: 262)
• Decolonial critique at three levels
  – Coloniality of Power,
  – Coloniality of Knowledge / epistemic turn
  – Coloniality of Being
Decolonial Critique - Power

• Coloniality of Power
  – Asymmetrical power structures
  – Development, nationalism
  – Global North vs Global South
  – Africa and the modern world
  – Eurocentrism
Decolonial Critique - Knowledge

• Coloniality of Knowledge
  – Epistemic hegemony vs epistemic justice and freedom
  – Epistemologies and methodologies in the academy
  – Decolonising the university and the role of the African University (Mamdani, 2016)
  – African intellectual traditions
  – Student activism, taught curriculum (Badat, 2016)
Decolonial Critique - Being

- Issues of identity
- Decolonised consciousness
- Colonial subjectivity
- Black consciousness
- Modernity and Eurocentrism
- Feminist subaltern perspectives
Genesis of programme evaluation

• North American origin – evaluation of ‘Great Society and “New Deal’ and education programmes.

• Current dominant global evaluation approaches, theories and practices largely originated in North America.

• Key texts e.g. Scriven, House, Stake, Weiss, Rossi & Freeman, Lipsey, Stufflebeam, Patton, Greene, Mertens, Fetterman (Cloete, 2016).
Programme Evaluation

• Applied academic research
• Systematic assessment of programmes to judge merit, effectiveness, relevance, value, impact, sustainability
• Theoretical and methodological rigour
• Governments, DFI’s, NGO, Private sector
• Over 200 professional associations globally (SAMEA, AfrEA, AEA, EES etc)
• UCT MPhil Programme Evaluation (since 2009)
Rationale for Africa-centric evaluation

• The African Evaluation Association (AfrEA) seeks to promote high quality evaluation led by, and rooted in Africa, including evaluation theory and practice that is relevant and responsive to African contexts and needs.

• Critical reflection on the methods and approaches that are adopted in evaluating what works, why and how it works in our context.
Decolonizing evaluation

• The restructuring of power relations between the Global North and Global South
  – in the construction of evaluation knowledge production
  – Active African voices in the construction of what is evaluated
  – Active African participation in when it is evaluated, by whom and with what methodologies
  – Culturally relevant evaluation approaches
A decolonisation approach will thus entail an indigenisation process along a continuum scale that ranges from the least indigenised to the evaluation approaches that are predominantly informed by African world views.
Teaching and Learning example

*UCT MPhil Programme Evaluation*

- New module - **Alternative Approaches to Programme Evaluation**
- Varied and pluralistic methods
Learning objectives on alternative approaches

• Define and apply a **wide perspective** of different evaluation approaches, methodologies and views to evaluation case studies

• Demonstrate when and why an Africa-centric evaluation perspective is important and engage credibly as to how these approaches might be (re) framed within dominant evaluation discourses and paradigms.
Research Example

• Mbava & Chapman, 2019. *The hybrid adaptation of Realist Evaluation Method and Outcome Mapping: towards Africa-centric evaluation*

• adaptation of prevailing evaluation models, theories, and instruments to make them contextually relevant, culturally appropriate and inclusive

• Adaptation not blind adoption
Discussion Points

• What innovative changes can we implement in our own teaching to shape the current curriculum?
• How should a transition to a more culturally responsive curriculum be approached?
Thank You

Questions???

Comments

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