

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



UNIVERSITY OF CAPE TOWN
IYUNIVESITHI YASEKAPA • UNIVERSITEIT VAN KAAPSTAD



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

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)

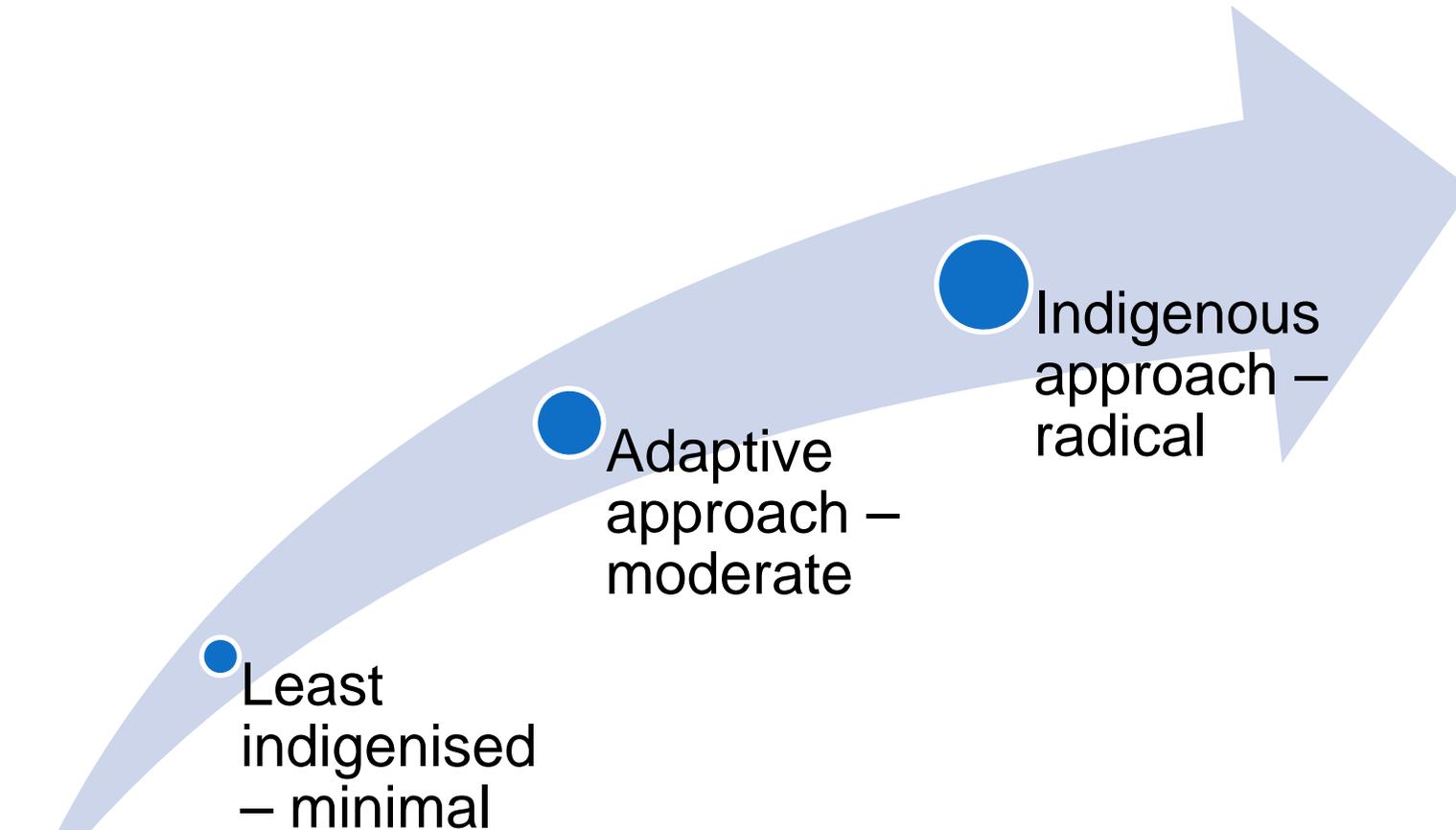
Rationale for Africa-centric evaluation

- 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

Decolonization Process



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

- Principles of Programme Evaluation, Research Design, Research Project.
- 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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