



BREAKING BARRIERS

CAPE TOWN DECEMBER 2016

A CODESIGN WORKSHOP

ALLIANCE
FOR
PEACEBUILDING

DME for
PEACE

SEARCH
FOR
COMMON
GROUND

EVERYDAY
PEACE
INDICATORS

Breaking Barriers in Participation and Inclusion in Peacebuilding Evaluation

Co-Design Conference & Workshop

December 6 - 9, 2016
Cape Town, South Africa

What was Breaking Barriers all about?

How do we ensure participation and inclusion in peacebuilding evaluation? While peacebuilding programs are often built on the power of the people and inclusive processes, true participation and inclusion is not a guaranteed facet of programming. While peacebuilding programs regularly tout the importance of locally-led initiatives, and the importance of inclusive processes, true participation and inclusion are often missing from both peacebuilding programming and evaluation.

So what does meaningful participation and inclusion look like in peacebuilding evaluation? How can evaluation processes facilitate deeper participation and inclusion from all stakeholders? What are the barriers to participation and inclusion in peacebuilding evaluation? And, most importantly, what are actionable solutions to breaking barriers to participation and inclusion?

At the **Breaking Barriers Conference and Co-Design Workshop**, held from December 6-9 2016 in Cape Town, South Africa, a diverse group of local practitioners, global experts, funders, policy makers, multi-sectoral programmers, academics, and evaluators gathered to tackle these questions and work towards feasible, effective, and innovative solutions.

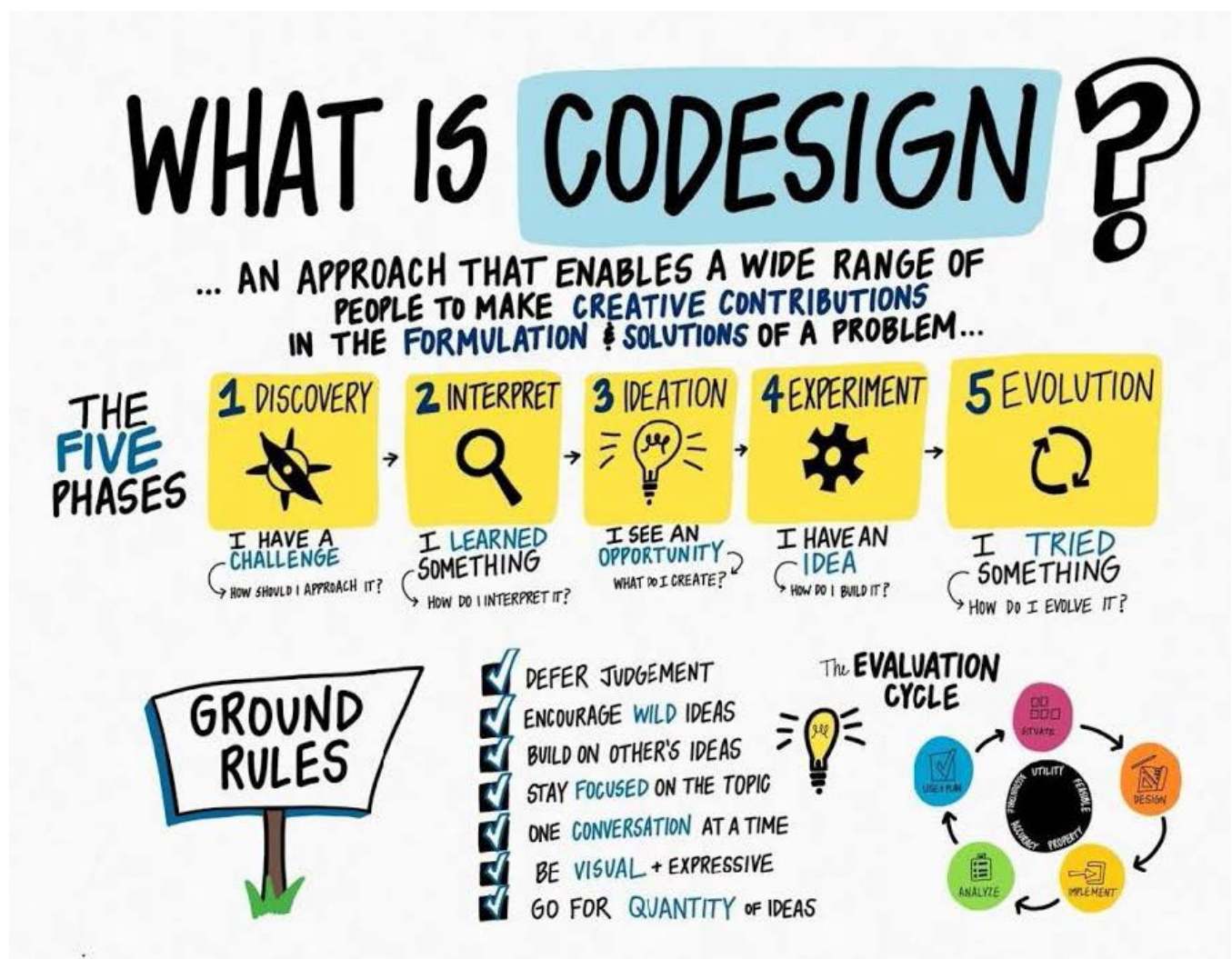
The Breaking Barriers Conference and Co-Design Workshop was hosted by the [Peacebuilding Evaluation Consortium \(PEC\)](#), [DME for Peace](#), and [Everyday Peace Indicators \(EPI\)](#), with support from [Search for Common Ground \(Search\)](#) and [George Mason University \(GMU\)](#), all made possible by funding from the [Carnegie Corporation of New York](#). The three-day co-design workshop was kicked off with a conference day of panels and discussions on topics relevant to participation and inclusion in peacebuilding evaluation, such as ethical community led evaluation, the importance of embracing failure, and bottom-up crowdsourced research, with a broader group of local participants.

Through a facilitated series of interactive, [design thinking](#) exercises that utilized different approaches to enhance genuine participation in the design, analysis, and solution-generation stages of the workshop, Breaking Barriers developed four human-centered, locally-led, innovative solutions to improving participation and inclusion of evaluation practice in complex environments.

What is Co-Design?

[Co-Design](#) is a participatory, human-centered, and action-oriented process of achieving design thinking. Design thinking is an approach to solving complex problems by identifying the key stakeholders and designing an actionable solution based upon their input. Design thinking was established to move beyond the linear, problem-solution model, and to recognize the multiple variables that often contribute to effective problem solving. In peacebuilding, the problems we deal with are complex. We operate in dynamic and challenging and contexts, impacting a variety of stakeholders, and creating a solution that addresses these areas requires adaptive, participatory, inclusive, and creative problem solving.

VISUAL 1: What is Co-Design? ▼



What Did *Breaking Barriers* Seek to Achieve?

Were we Successful?

The organizers set specific objectives for *Breaking Barriers*. Measuring against these objectives serves to help the organizers, participants, and the wider community to understand how *Breaking Barriers* was successful, and where we can improve on the process in any future iterations.

OBJECTIVE: *Foster dialogue and connections, with a focus on shared learning and mitigating the risk of transparent sharing within a normally competitive field.*

DEFINITION OF SUCCESS: Create a safe space where participants feel free to co-create.

DID WE GET THERE?: This was monitored through daily check-ins with participants and facilitation of the Co-Design environment, as well as providing participants with the opportunity to provide feedback that were reviewed and implemented during the subsequent Co-Design days. In the follow-up survey, 72% of Co-Design Workshop attendees responded “Very much so” to the statement “facilitators of the *Breaking Barriers* Workshop create a safe space for the sharing of successes, failures, and lessons learned around inclusion and participation in evaluation.” One participant wrote, “Facilitators created the enabling environment for participants to contribute freely.” Another shared, “I was heartened that a lot of good work is going on and involving individuals who are thinking deeply about how their practice can be inclusive and sensitive. I thought the sessions were excellently run and encouraged people to be creative and experimental.” Participants were also inspired by the process to reflect on their own impact and contributions to creating a safe space; as one participant wrote, “I realized I could have been more aware of how I came off and try better tactics for inclusion in the workshop itself.”

Still, participants noted that the Day One Conference could have done more to encourage a diverse and inclusive discussion. Participants wrote about Day One, “It was great to see that the panels became more diverse as the day wore on but to start with a diverse panel with different kinds of faces and experiences out there would have been more enticing and more relevant” and, “I felt the [Day One] Conference could

have adopted the principles of inclusion and engagement and used the experience in the room more effectively."

One of the key components of Co-Design is the creation of a safe space for participants to fully engage in what is quite an ambiguous, interactive process, and this is something that was successfully created at Breaking Barriers. While diversity, inclusion, and participation were central to pre-conference planning, further thought is needed if this process is to be re-created.

OBJECTIVE: *Develop innovative and feasible solutions to barriers to inclusion and participation in peacebuilding evaluation and its uptake in program learning.*

DEFINITION OF SUCCESS: Developed, at a minimum, one actionable solution per team to addressing any of the barriers to participation and inclusion in evaluation defined through the preparatory work. "Actionable" was determined by a group feasibility assessment¹. Qualifying solutions partially or wholly address one or more of the barriers identified during the workshop.

DID WE GET THERE?: Four concepts were ultimately developed², one from each of the four teams, making this objective a success. The four concepts were the result of a much larger pool of ideas that were shared and refined through group activities, then narrowed down through participant selection and a group feasibility assessment. These concepts were then further developed through rounds of prototyping and group feedback, and then provided with constructive criticism for implementation by a panel of international partners and funders.

Giving participants the opportunity to share their ideas, and contribute feedback to others, provided them with a sense of ownership over the concept development process. This ownership allowed participants to fully immerse themselves in Breaking Barriers.

1 See visual 6 on page 11.

2 The Concept Summaries are available as the last section of this report, and the Concept Canvasses are in Annex 1 to this report.

OBJECTIVE: *Create opportunities for innovative methods and ‘bright spot’ solutions to be shared more widely.*

DEFINITION OF SUCCESS: Shared lessons learned and ideas from the Workshop through local, international, and cross-sectoral audiences.

DID WE GET THERE?: Yes, you are reading the completion of this objective! This publicly shared summary report includes an overview of the group processes that defined the Breaking Barriers experience, as well as graphic recordings of key junctures and learning moments, and the four concepts developed. In addition, more resources on Co-Design and inclusion are available on DME for Peace (<http://dmeforpeace.org/breakingbarriers>), and have been shared and discussed through two Thursday Talk webinars.

During the conference DME for Peace shared highlights and live feeds from the conference and workshop on Facebook (<facebook.com/dmeforpeace/>) and Twitter (<twitter.com/dmeforpeace>) using the hashtag #BreakingBarriers. During Breaking Barriers, DME for Peace’s tweets were viewed 21,800 times and generated approximately 1,100 profile views between December 6 and 9.

The conference and workshop is just the beginning of the Breaking Barriers process. Through the Breaking Barriers webpage, and the future engagement of both participants in Cape Town and the wider DME for Peace community, the four concepts developed will have the opportunity to be further refined.

Workshop Summary

DAY ONE (Conference)

The Day One Conference had 49 participants, the 35 Co-Design Workshop Participants, plus additional local practitioners and academics. The conference presentations are publicly shared on DME for Peace (<http://dmeforpeace.org/breakingbarriers>).

The day began with a panel on, 'Defining Participation and Inclusion in Evaluation', led by Lauren Kelly, of the Independent Evaluation Group at the World Bank, Rebecca Herrington of Search for Common Ground, Isabella Jean of CDA Collaborative Learning, and Roger Mac Ginty of The University of Manchester. The goal of this discussion was to orient participants to the topic of participation and inclusion in peacebuilding evaluation by exploring the definition and spectrum of participation and inclusion in evaluation. Presentations on feedback loops, community understanding of conflict issues, and community participation as a necessary check against unintended negative impacts sparked passionate discussion on the disconnect between Global North expectations for the purpose of learning versus Global South realities of experiencing program "learning" and failure.

The second session tackled 'Where do we fail in Participation and Inclusion in Peacebuilding Evaluation?' with Cindy Clapp-Wincek of the Peacebuilding Evaluation Consortium, Adrienne Lemon of Search for Common Ground, and Jonathan Forney of Forcier Consulting. The panelists provided a historical perspective of how peacebuilding evaluation has grown to embrace learning and failure more honestly, and shared examples of how even well-intentioned efforts for inclusion may be off the mark and where the opportunities are to check that inclusion activities are meaningfully successful.

The afternoon of Day One began with presentations from the global team of the Everyday Peace Indicators (EPI) project on their work to investigate alternative, bottom-up indicators of peace. The project was represented by staff from South Africa, Zimbabwe, Uganda, Colombia, the USA, and the UK. The EPI project asks community members to identify their own measures of peace. It is based on the premise that local communities are best placed to identify changes in their own circumstances, rather than relying on external 'experts' to identify indicators for them.

The final session of the day was on Ethical Community-Led Evaluation, where the panel sought to identify and respond to the ethical concerns around potential biases and questions of safety,

security, privacy, and accessibility in community-led evaluation. The panel included Evaluator Sharon Groenmeyer speaking on Human Rights Evaluations and Community Inclusion, Collen Zvandasara of the Center for Conflict Management and Transformation in Zimbabwe sharing on the practical challenges of ethics and managing community expectations when soliciting input, Leslie Wingender of Mercy Corps sharing lessons on technology and transparency, and Hur Hassnain of War Child UK presenting on War Child's work with children in conflict zones.

As discussed earlier in this report, the Day One Conference held important lessons on inclusion and participation not only in the content of the presentations - which were rich - but also on the need for topical events to meaningfully and intentionally exemplify the principles they are promoting, in this case inclusion and participation. This feedback informed activities that immediately followed during the days of Co-Design. But larger lessons remain for intentionally tackling issues of power and influence, and the tensions that exist when trying to create and maintain spaces for a multitude of voices to be heard.

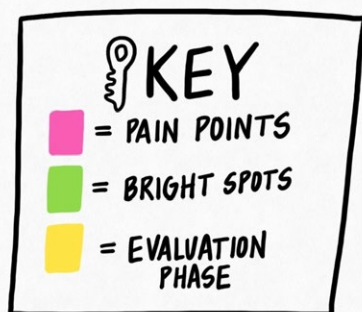
DAY TWO

On Day Two of Breaking Barriers, the Co-Design workshop began. This smaller group of 35 represented a diverse world of experiences, from local NGO staff in Zimbabwe to delegates of USAID, practitioners to academics, and participants from five continents.

After introducing workshop participants to the key tenets of Co-Design, the group jumped into Journey Mapping. A Journey Map is a framework to think through and identify key moments, pain points, and bright spots for a distinctive stakeholder as they experience a task, a challenge, or a solution from beginning to end. For Breaking Barriers, teams were assigned to think through the evaluation experience from the perspective of Evaluators, Funders, Implementing Partners,

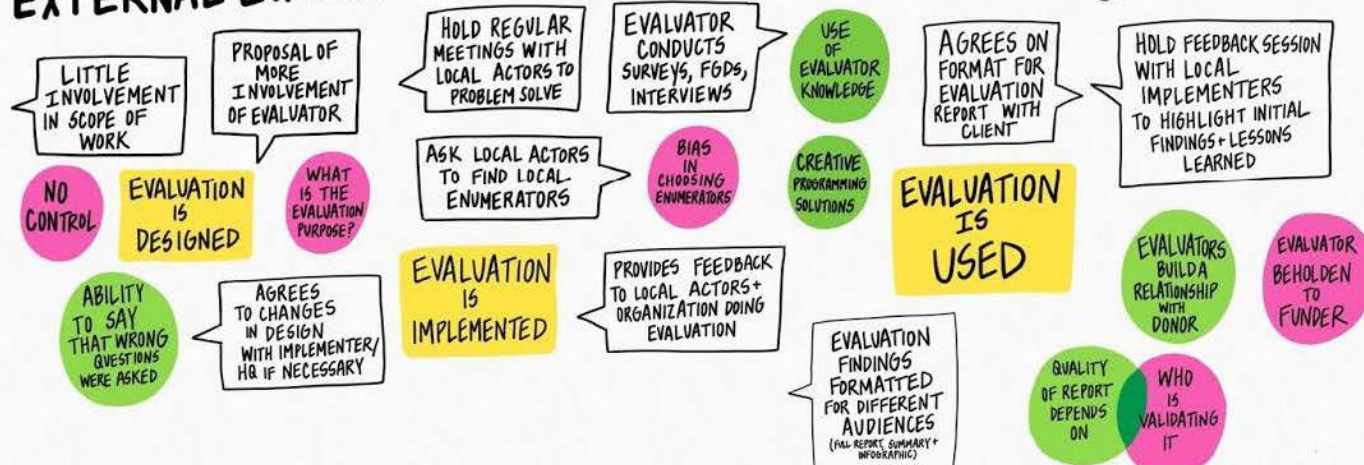
or Local Participants. Over the course of the morning, each of the Journey Maps was added to, edited, reordered, and revised to identify "pain points" (challenges) and "bright spots" (successes) in achieving participation and inclusion at different phases of the evaluation cycle.

Below, take a look at Graphic Recording of the Journey Maps Breaking Barriers created for Evaluators, Implementing Partners, and Local Participants.

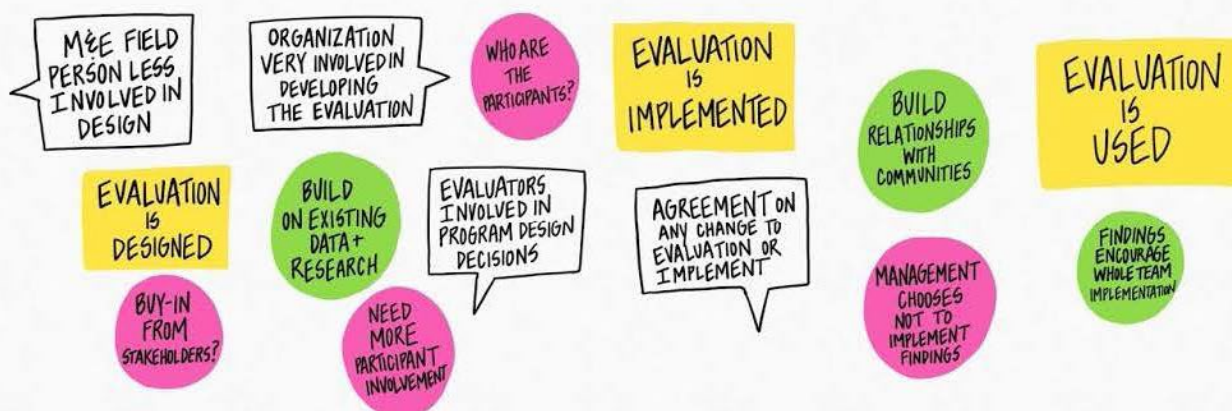


EVALUATORS JOURNEY MAP

EXTERNAL EVALUATORS



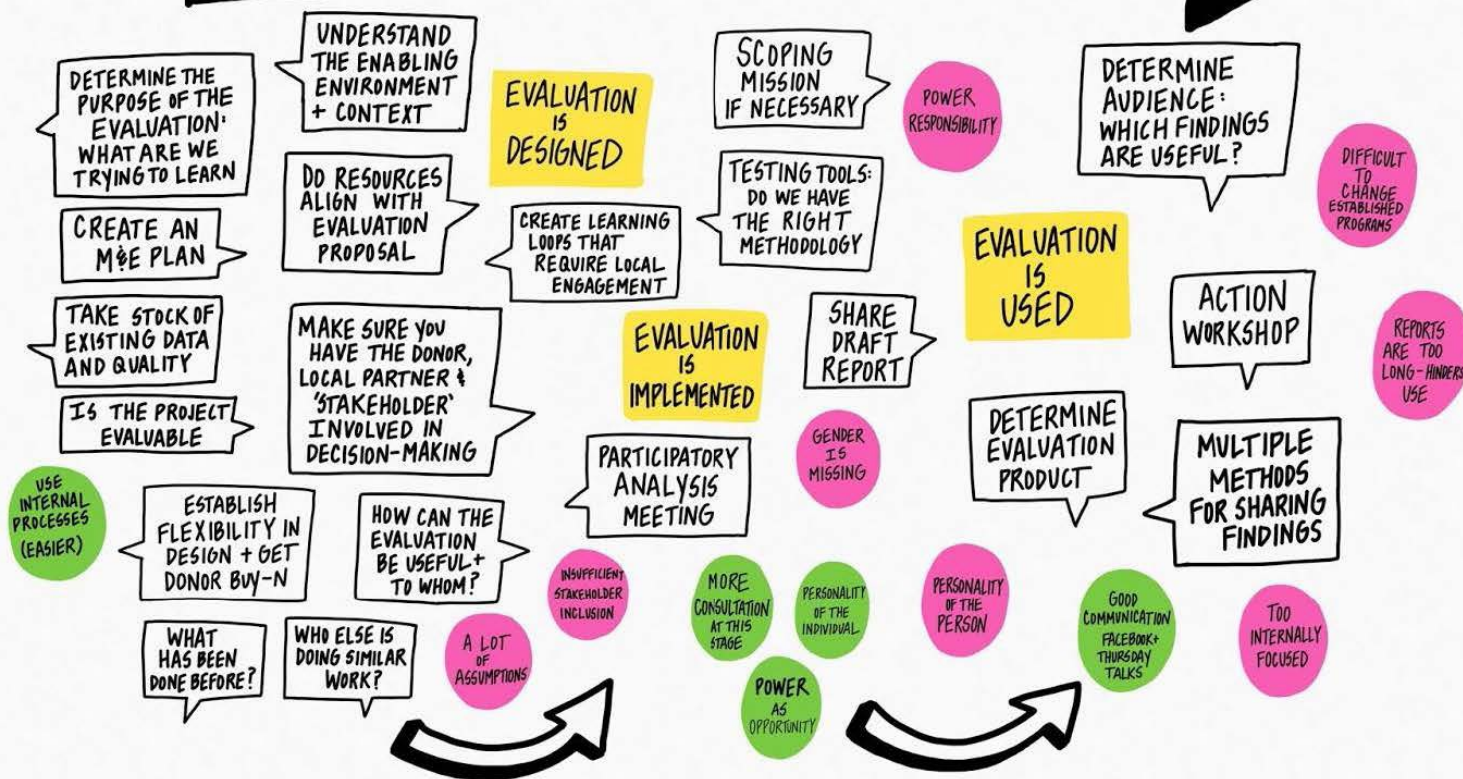
INTERNAL EVALUATORS



VISUAL 2: Journey Map for Evaluators ▲

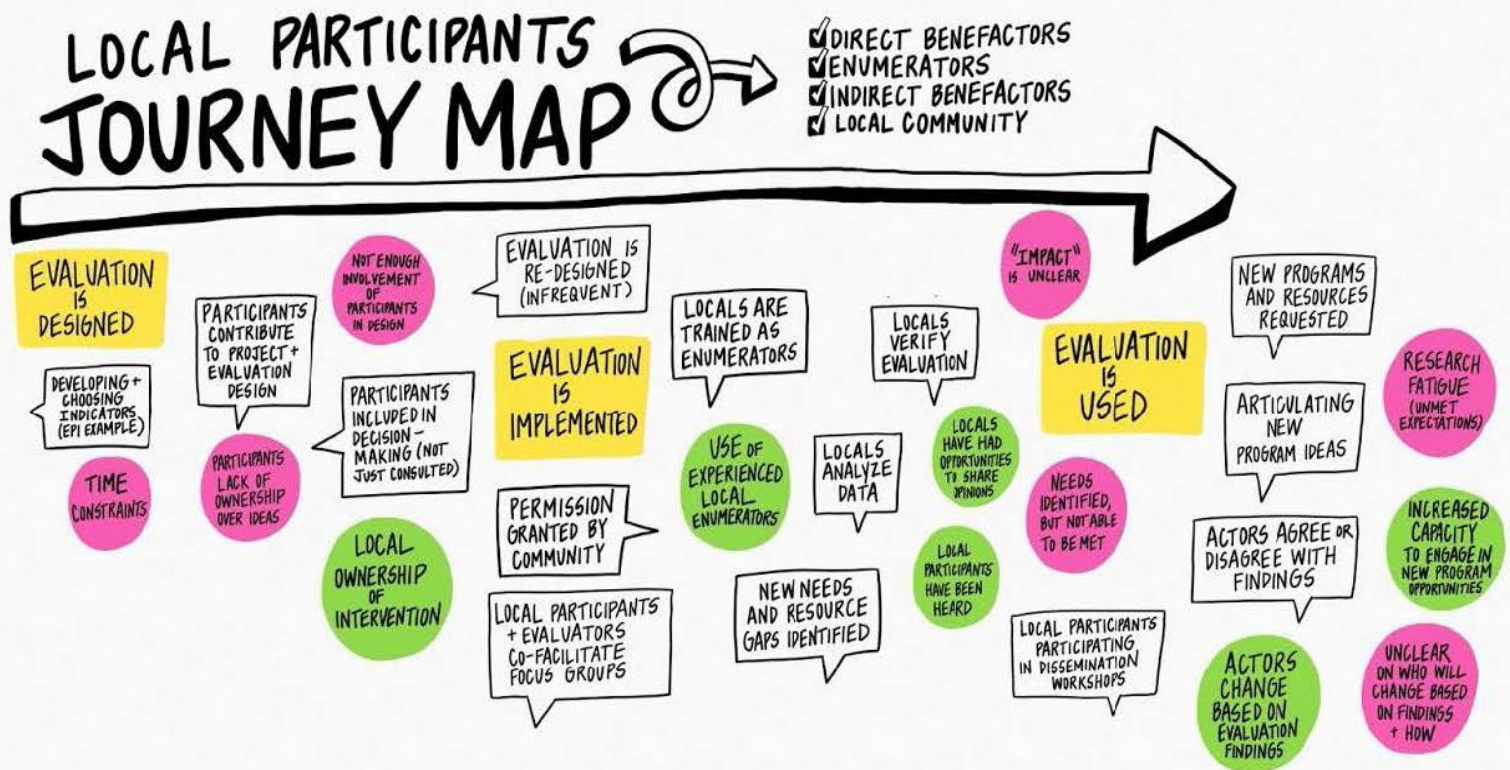
It is interesting to note how in the Evaluators Journey Map there is an overlap between a Pain Point and a Bright Spot, demonstrating how challenges can become positive opportunities (and vice versa!) according to how they are approached. By embracing a more developmental or adaptive management approach, evaluators can respond to challenges more readily and these responses ultimately improve programming.

INTERNATIONAL IMPLEMENTING PARTNERS JOURNEY MAP



VISUAL 3: Journey Map for International Implementing Partners ▲

Looking at multiple maps side by side enables us to see how the different experiences fit together. For example, in these maps, Implementers tackle, “What do we want to learn?” and Local Participants contribute to developing the indicators that measure project progress. What we want to know and how we measure our progress are clearly intertwined, and identifying the different roles stakeholders currently play, could play, and want to play, and at which times, provides an opportunity to create more holistic solutions that speak to the needs of a variety of audiences. It is through trying different experiences and embracing alternative perspectives to a problem that we are able to see a more complete and nuanced picture, in this case, of the evaluation process.



VISUAL 4: Journey Map for Local Participants ▲

In the afternoon of Day Two, workshop participants explored each other's work and assembled into new self-selecting affinity groups based on which Pain Point they identified as the most relevant or pressing issue to be addressed; this was the ideation phase of the Co-Design process. Within these new groups, Workshop Participants individually drafted solutions to overcome the Pain Points, and then submitted their ideas to their affinity group to receive positive ("yes, and...") feedback, as well as critical friend feedback.

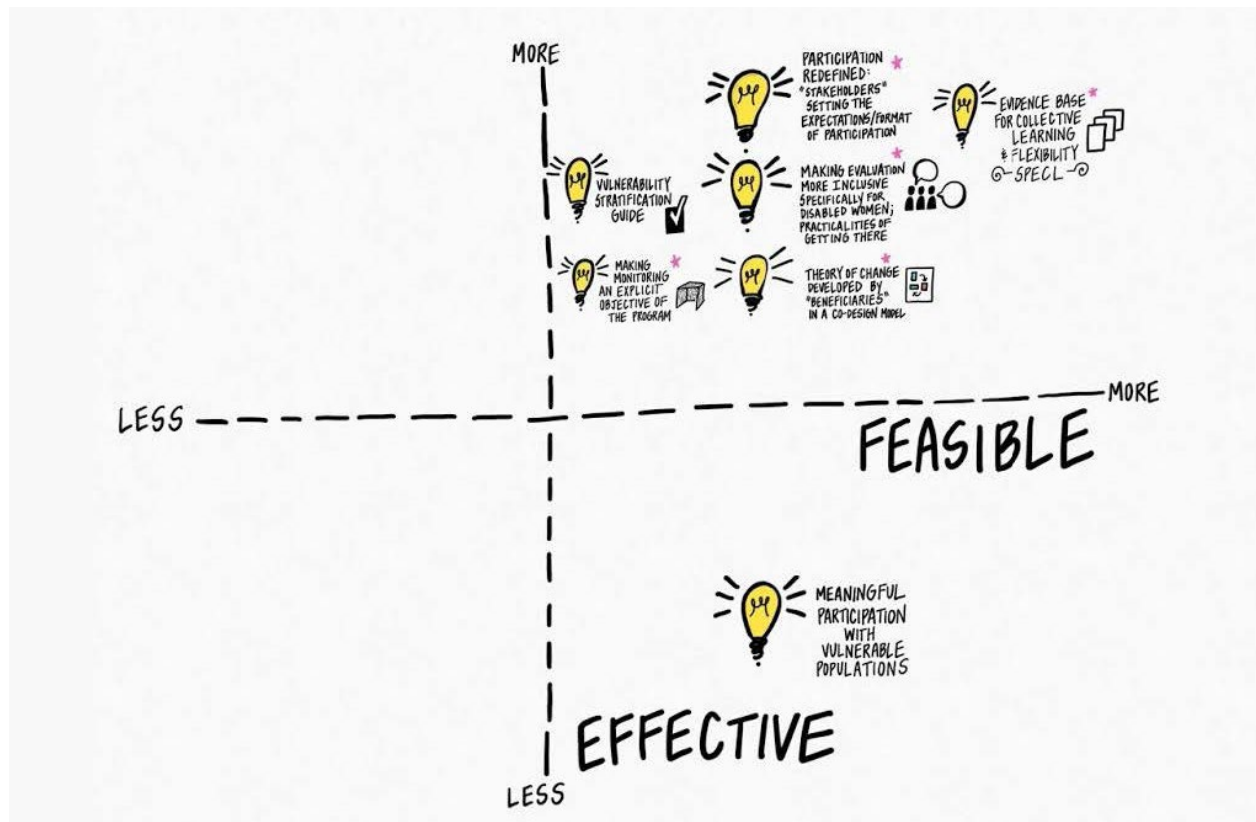
The day closed with "I Liked, I Learned, I Wished", which allowed Workshop Participants to anonymously submit feedback to the organizers on how activities were being run. Feedback was reviewed in the evenings by the organizers, and wherever possible, feedback was incorporated into the next day's activities.

DAY THREE

Day Three began with the ideas that had been created, shared, and refined at the end of Day Two. The groups, who were self-selected based on which Pain Point they thought was most important and relevant to participation and inclusion, turned their ideas into Idea Cards. The Idea Cards are a tool to think through the different aspects of a problem, working through the people, problem, and solution of the idea and encourage participants to create a narrative of someone using the potential solution. Instead of just saying, “Here is a solution”, Idea Cards clearly lay out a profile for the intended user and stakeholders involved in the solution, articulating their problem, and how the solution will specifically help the intended user.

Each group had the opportunity to create multiple Idea Cards. The four groups created seven Idea Cards, and these Idea Cards were then subjected to a group Feasible / Effective Mapping exercise. In this activity each Idea Card was presented by a group member to the entire workshop, all Workshop participants then voted as to where the Idea Card landed in terms of level of effectiveness and level of feasibility based on their experiences and knowledge of different parts of the evaluation cycle, and the current evaluation environment in complex contexts.

VISUAL 5: Feasibility vs Effectiveness Mapping ▼



You can view all of the Idea Cards on DME for Peace (<http://dmeforpeace.org/breakingbarriers/idea-cards>).

The Idea Cards put forth solutions to:

- ◆ Better include marginalized populations in evaluation and learning;
- ◆ Propose new policies to encourage meaningful engagement with hard to reach populations;
- ◆ Better align expectations between local participants and evaluators of what participation means;
- ◆ Provide vulnerability stratification guidelines;
- ◆ (Two ideas) Lead Community Co-Design for Theories of Change;
- ◆ Create standard procedures for collective learning.

Of those seven ideas, four emerged as supported by the Workshop Participants to carry on into the next rounds of activities through a voting exercise. Participants then formed design groups through a self-selection process.

Those four ideas were then tested through hands-on Rapid Prototyping. Prototyping makes abstract ideas tangible, and thus creates new opportunities to both walk through the process of implementing an idea and receive feedback. The goal of Prototyping is not to create a perfect product, but to identify implementation gaps and further refine the ideas.

Workshop participants took Prototyping in many exciting and creative directions; some groups built models of the physical spaces their intended stakeholders would inhabit for their programs, others made artistic representations of the concepts they felt were most important to express their ideas. The end result was new approach to thinking and a positive environment for sharing ideas. A crucial part of the process was that the feedback rounds demanded presenters only listen, and not try to counter the feedback. Instead of saying, “No, you don’t get it!” presenters were forced to consider, “How can we communicate our idea in a stronger way?” Listening is a powerful tool, and a key part of participation and inclusion - nothing changes if input is solicited, but never truly heard.

VISUAL 6: Team SPECL works through their solution with open minds, great ideas, and Lego. ▼



As a final part of the day, feedback was incorporated and then expressed through Skits written and performed by the Workshop Participants. The Skits were broadcast live on Periscope. We once again applaud the Workshop Participants for being so open to so many creative approaches to sharing!

By the end of Day Three, the skeleton outlines of the different concepts were becoming clearer. Modeling the common goal of tackling the barriers to participation and inclusion, the diverse experiences of the representatives within each group brought creative approaches, different perspectives, and different potential case tests to the fore, strengthening the solutions being designed.

The day closed with “I Liked, I Learned, I Wished”, an opportunity for Workshop Participants to anonymously submit feedback to the organizers on how activities were being run. Wherever possible, feedback was incorporated into the next day of activities.

DAY FOUR

Day Four was dedicated to the refinement of the ideas that had made it through the rounds of testing and feedback. While these concepts had been strengthened by this process, they still needed to be further developed. To that end, while Days Two and Three had been jam packed with the intention of providing multiples opportunities for engagement and angles of approach, Day Four allowed Workshop Participants a more leisurely half day to explore their ideas through Concept Canvasses. Concept Canvasses allow participants to create a more complete view of their idea as they are challenged to identify stakeholders, barriers, enablers, key activities, assumptions, and existing efforts connected to their concept.

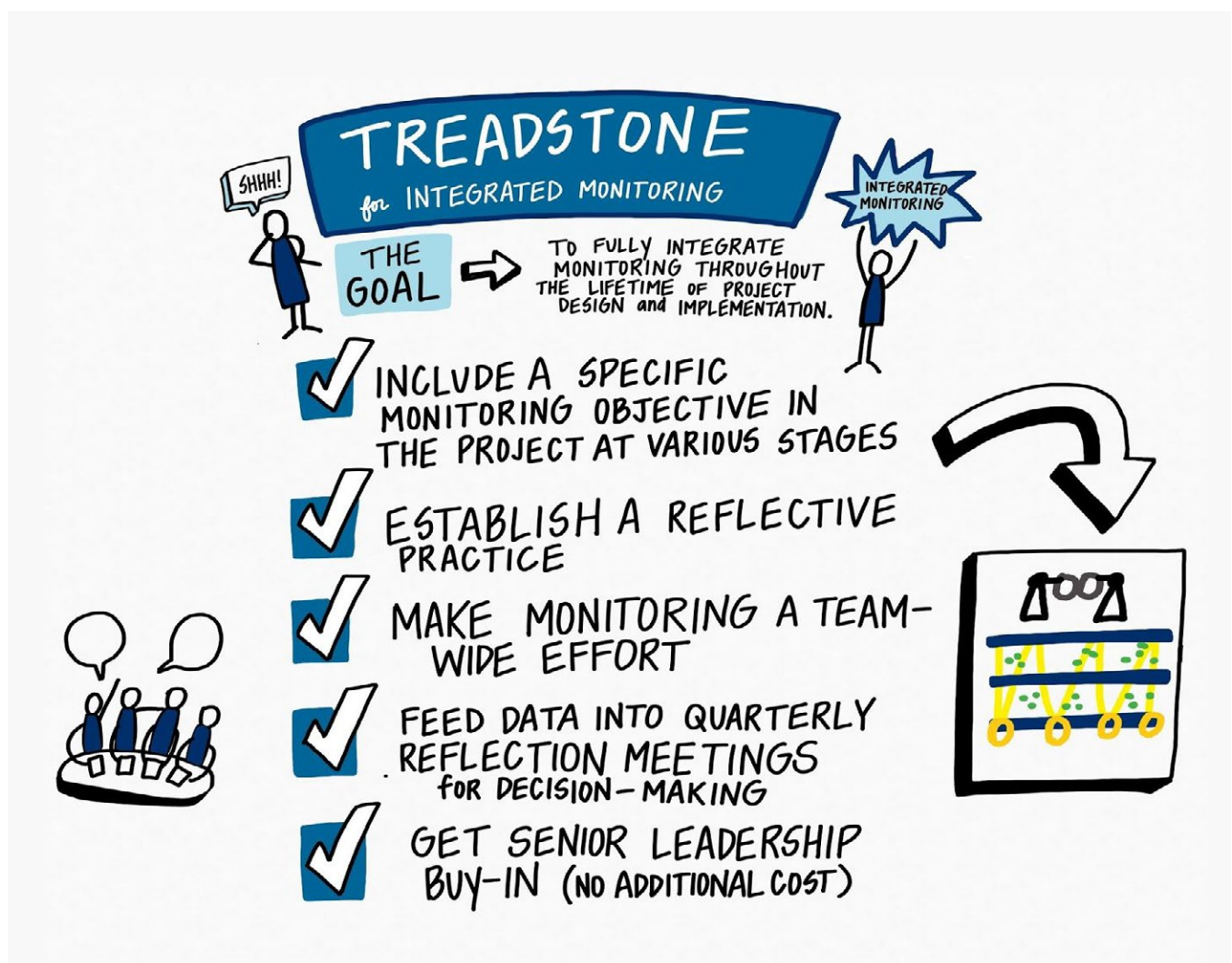
Groups then shared their finalized (for now!) concepts to a Feedback Panel representing Donors, INGOs, and Local Implementing Partners. The Feedback Panel's purpose was to give practical advice on the concepts; from the Donors, "Is this fundable? Does this have elements that appeal to donors?", from the INGO of, "Is this realistic organizationally? What kind of organizational culture would this concept work within?", and from the Local Implementing Partner, "Is this realistic on the ground? What are the practical bright spots or limitations?" Each concept was pushed to articulate how it actionably addressed a barrier to participation and inclusion.

Concept Summaries

Team Treadstone

Team Treadstone focused on how to overcome the problem of seeing M&E as an afterthought and the tensions created between M&E and program staff by seeing M&E as an add on. Team Treadstone's goal is to create opportunities to engage participants in evaluative activities throughout the implementation of the program by including a specific objective in the proposal as follows: Objective - Design M&E activities to generate learning, enable adaptive management and capture results.

VISUAL 8: Team Treadstone's Concept ▼



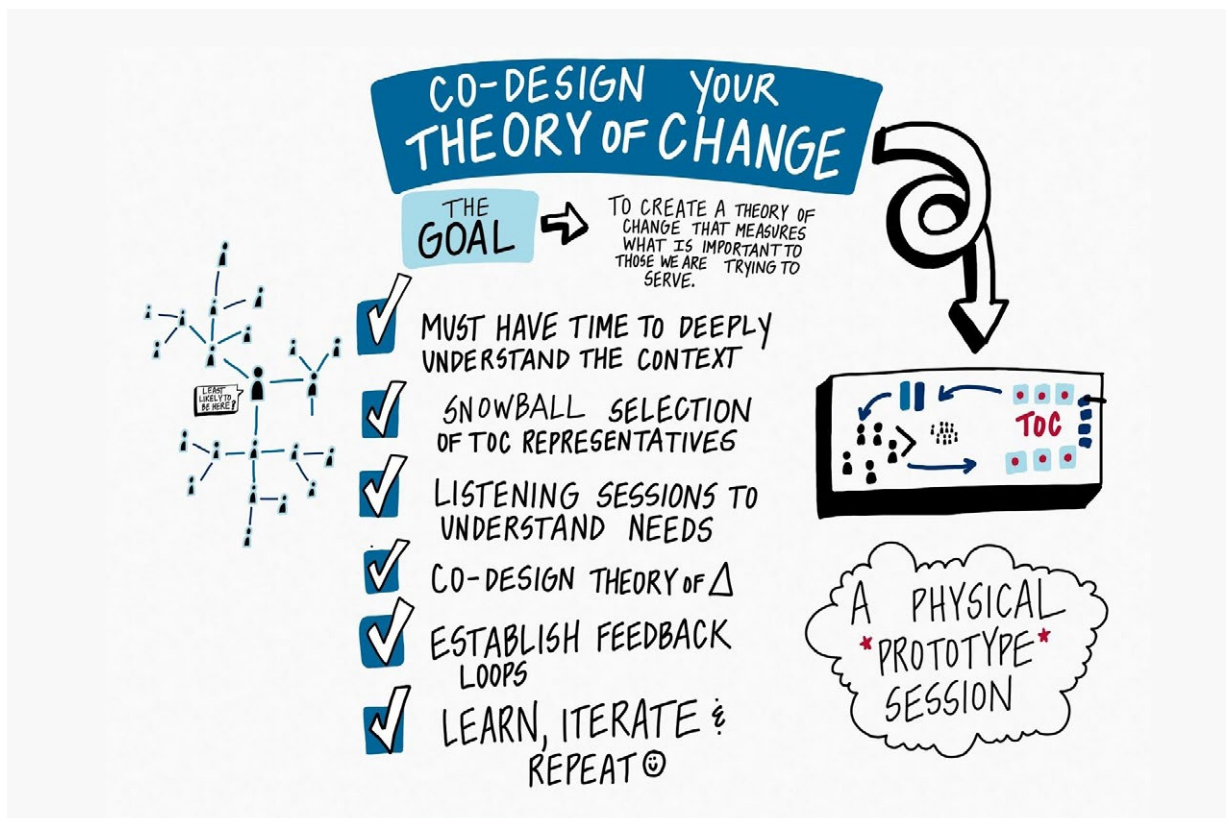
Team The Big Six

To maximise local input into monitoring and evaluation, The Big Six approached how local input could become naturalised and sustainable without too much 'artificial' input from outside evaluators. Their theory was if individuals and groups at the local level found it useful to meet and narrate their views then hopefully they could continue to meet outside of a strict M&E forum. A key element of the concept was 'bottom-up' evaluation in which the criteria for evaluation (for success, failure or impact) were not solely set by the donor, implementer or evaluator, but were also set by the apparent 'recipients' or 'beneficiaries' of any intervention.

Team Standard Procedures and Expectations for Collection Learning (SPECL)

Team SPECL's concept was to overcome both inflexibility and barriers to inclusion through a co-designed rolling assessment approach to evaluation. In SPECL's words, "instead of spending 18 months designing a project that does not have the flexibility to adapt to context, you can instead have implementing partners spend 3 months co-designing with beneficiaries to create a rolling assessment that includes local ownership of the solution."

VISUAL 8: Team SPECL's Concept ▼



Team Wonder Women

Team Wonder Women put forth a combination of technology and community based evaluators as solutions to involved communities in the DM&E process. Through monitoring apps that are appealing to community members to use, and the demonstrated commitment of live-in evaluators who are willing to sign security waivers to live in high risk communities, communities will be encouraged and empowered to have a larger role in DM&E.

What about other solutions?

Beyond the four concepts that were developed during Breaking Barriers, there are many other potential solutions to tackling the issues of participation and inclusion in peacebuilding evaluation. While it is our goal to continue to develop these concepts, we want to hear from you! Is there something we have missed with regards to participation and inclusion? Have you reviewed the other Idea Cards on DME for Peace (<http://dmeforpeace.org/breakingbarriers/idea-cards>)? Is there one that stands out as a concept that could be further developed? Have you got an idea that you think could revolutionize this aspect of evaluation? Reach out to the DME for Peace team (dme@dmeforpeace.org) to find out how you can get involved and to discuss taking your idea to the next level.

What Comes Next?

These concepts have been tested and strengthened, but are still just concepts. For anyone interested in these concepts, we encourage you to take them and adapt them to your own needs, add your own insights and context to make them work. The goal is to spread learning and improve practice far and wide.

The organizers hope that these concepts, and the diverse group brought together, will build new partnerships. If a concept is good, but needs a different type of delivery, partner with someone who can provide that. Find the gaps, and see how a diverse partnership can strengthen a concept. Then take the idea to the field! Please let the organizers know what you are doing and learning!

Moving forward DME for Peace will continue to facilitate global discussions to turn these concepts into tangible solutions to participation and inclusion in peacebuilding evaluation. This is a live conversation with the DME for Peace community and we are excited to begin this journey with you! In the coming months we will be hosting further discussions on these concepts and explaining how you can get involved the process, including webinars hosted by participants from Breaking Barriers to further develop their concept.

If you are interested in learning more about this aspect, or about why we chose Co-Design, check out this Thursday Talk webinar which was hosted by Lead Facilitator Rebecca Herrington on February 2nd, 2017 discussing the next steps

(<http://dmeforpeace.org/learn/me-thursday-talk-using-human-centered-design-break-barriers-evaluation>).

Remember, you can access all of the information on Breaking Barriers on DME for Peace (<http://dmeforpeace.org/breakingbarriers>), including the presentations from Day One, all of the Idea Cards, the completed Concept Canvases, the visual notes from Cape Town, and the next steps in the Breaking Barriers process.