Multi-stakeholder partnerships & SDGs
Analytical approaches for evaluation

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This presentation

1. Impact evaluations and multi-stakeholder partnerships

2. When do multi-stakeholder processes require special treatment in evaluations?

3. A (partial) response: actor & strategy models

4. Conclusions

1.
Impact evaluation and stakeholders

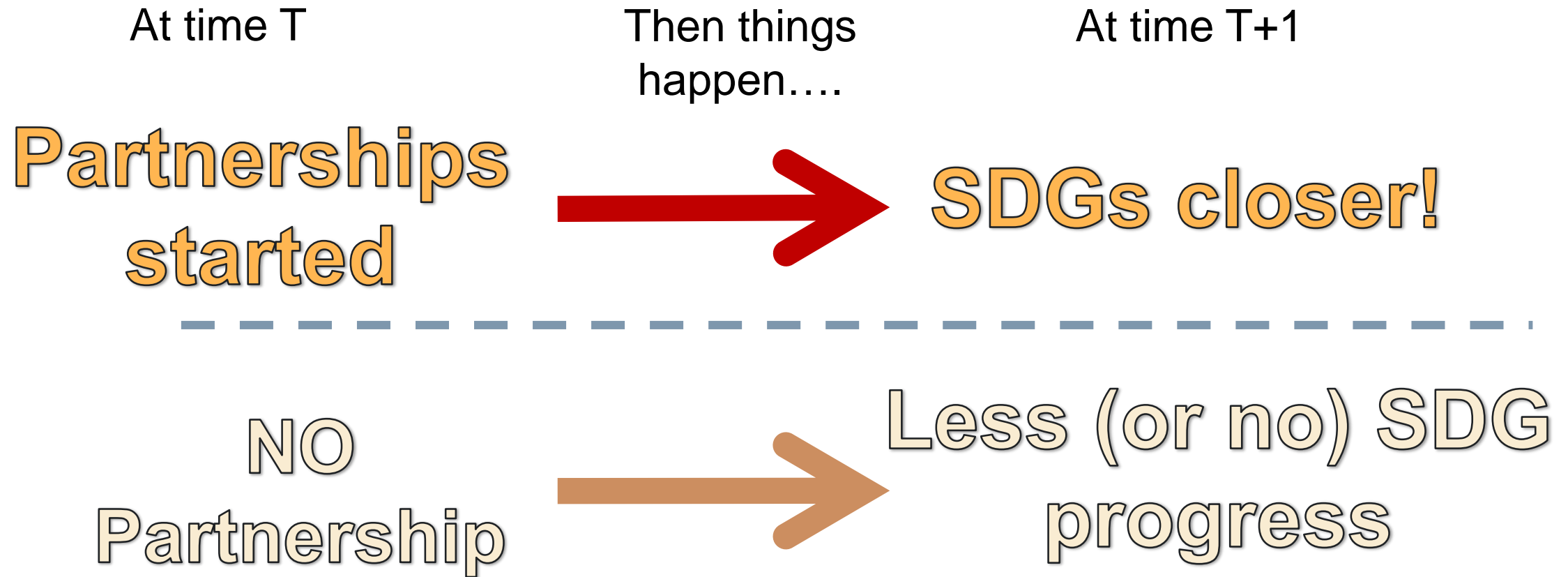# Impact evaluation in its simplest form

At time T

Then things happen….

At time T+1

Inputs ➡ **Outcomes**

- -

NO Inputs ➡ OTHER Outcomes

Impact evaluation in its simplest form

At time T

Then things happen….

At time T+1

Partnerships started ➡ **SDGs closer!**

- -

NO Partnership ➡ Less (or no) SDG progress

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Unpacking the links between inputs and impacts: A school example

Figure 2.2 Results Chain for a High School Mathematics Program

INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES	FINAL OUTCOMES
• Budgets for new mathematics program. • Staffing from Ministry of Education, high school teachers. • Municipal training facilities.	• Design of new curriculum. • Teacher training. • Development, printing, distribution of new textbooks.	• 5,000 high school mathematics teachers trained. • 100,000 textbooks delivered to classrooms.	• Teachers textbooks curriculum • Students curriculum • Improved performa mathemat	

Implementation (SUPPLY SIDE) Results (DEMAND+SUPPLY)

Stakeholders included:
- Ministry of Education
- High school teachers
- Municipalities
- Teacher trainers
- Students (& Future employees)

Source: Gertler et al., Impact Evaluation in Practice. World Bank, 2010

Explaining results: what happened?

3. In the analysis stage, evaluators can apply qualitative methods to provide context and **explanations** for the quantitative results, to explore "outlier" cases of success and failure, and to develop systematic explanations of the program's performance as it was found in the quantitative results. In that sense results are observed in inside the **"black box"** Rao, and Woolcock 201

Source: Gertler et al., 201

- And what if we don't see results?
- What if our results chain fails already in the first steps?
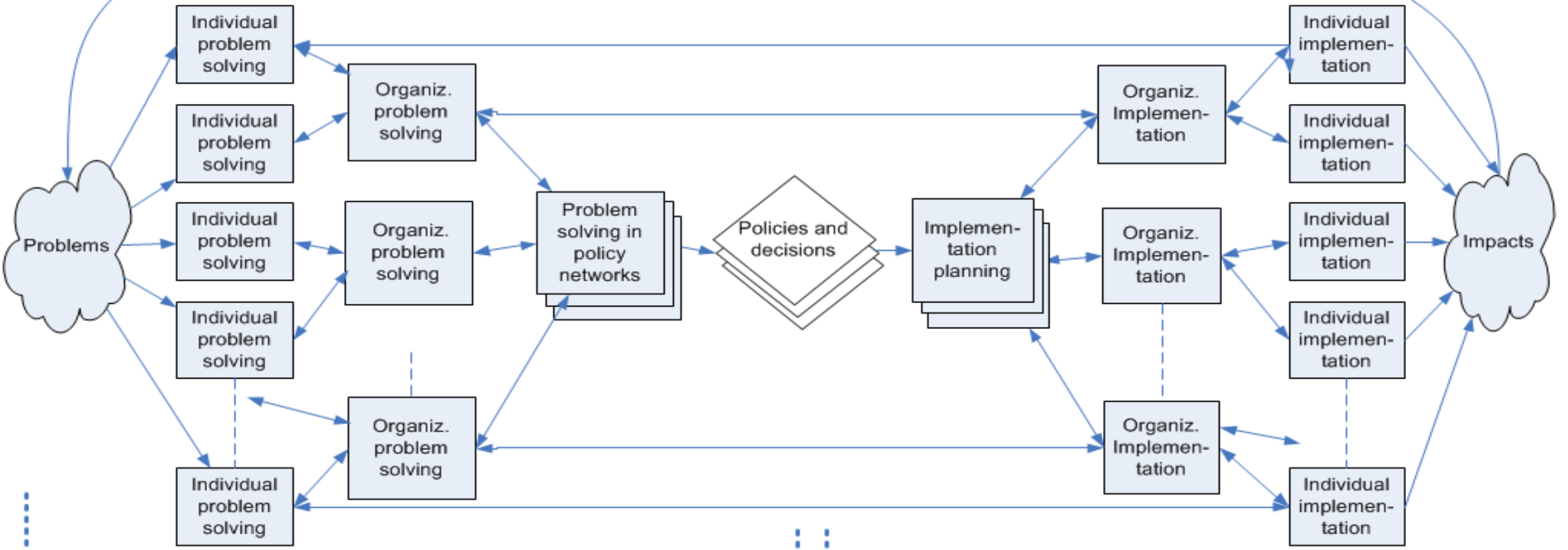- And what if stakeholders may have something to do with this?

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"ALWAYS!"

"But really?"

2.

When do multi-stakeholder processes require special treatment in evaluations?

Resolve, create, sustain

Problems

Individual problem solving

Individual problem solving

Individual problem solving

Individual problem solving

Individual problem solving

Organiz. problem solving

Organiz. problem solving

Organiz. problem solving

Problem solving in policy networks

Policies and decisions

Implementation planning

Organiz. Implementation

Organiz. Implementation

Organiz. Implementation

Individual implementation

Individual implementation

Individual implementation

Individual implementation

Individual implementation

Impacts

Feedback
(on policy, implementation, and impacts)

Policy evaluations: analysis and dialogue

Informational inputs
(monitoring data, observations, communications,…)

Actor complexity increases with:

- More actors

- Interdependence
    - Actors make autonomous decisions
    - Actors control resources needed for realization of joint goals

- Repeated interactions

- Over a longer period
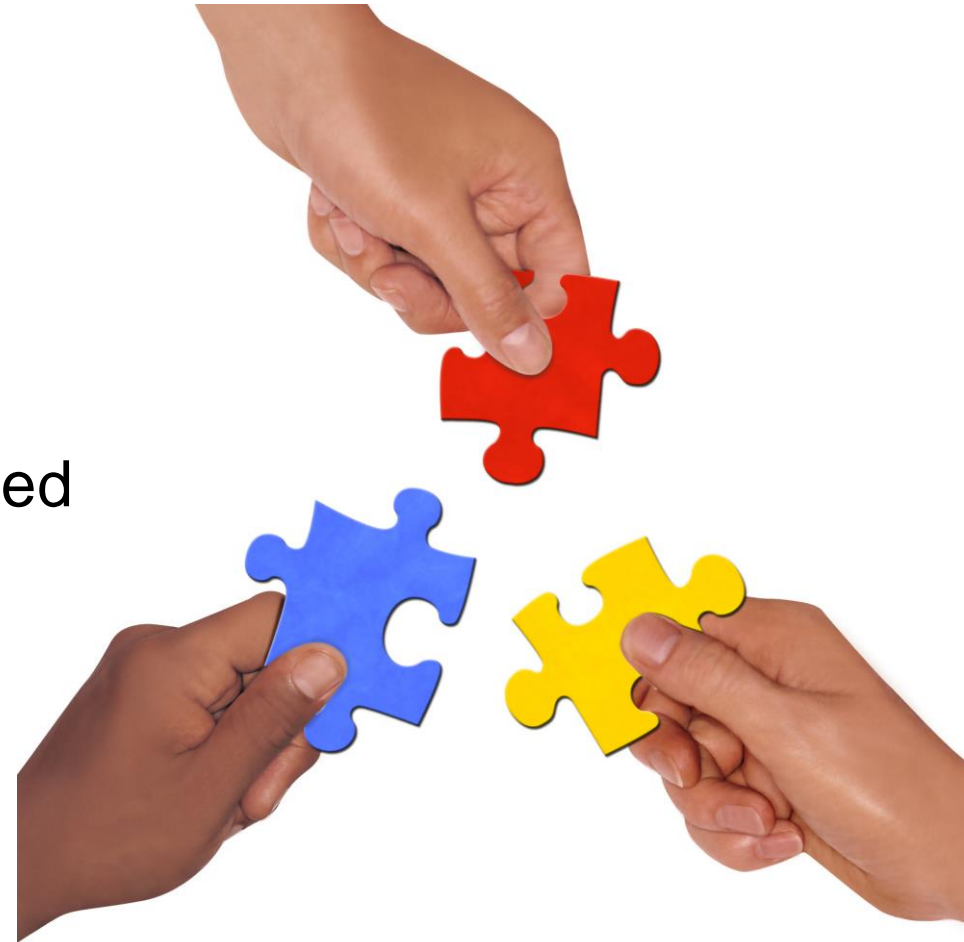
Types of interventions and IE

	Low actor complexity ('technical')	High actor complexity (networks, partnerships,…)
Singular	Provision of fishing gear, houses/construction materials	Post-crisis interventions, rebuilding communities, humanitarian aid
Recurrent	School meal programs; Access to fertilizers, seeds	SDG multi-stakeholder partnerships; health system reform; IWRM plans, etc

Multi-Stakeholder Partnerships and Actor Complexity

- Multi-stakeholder partnerships are themselves interventions that involve multiple stakeholders – how do we learn about their success?

- Multi-stakeholder partnerships are vehicles to support actual interventions on the ground – which often involve multi-actor complexity in implementation

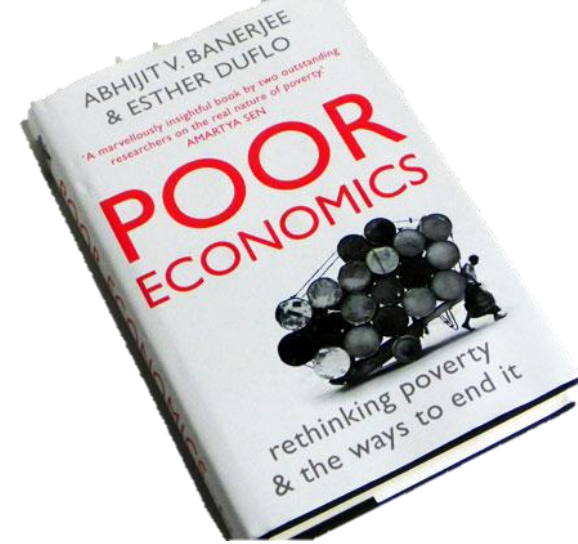SUPPORTING THE SUSTAINABLE DEVELOPMENT GOALS THROUGH MULTI-STAKEHOLDER PARTNERSHIPS - ENSURING THAT NO ONE IS LEFT BEHIND

Another school example
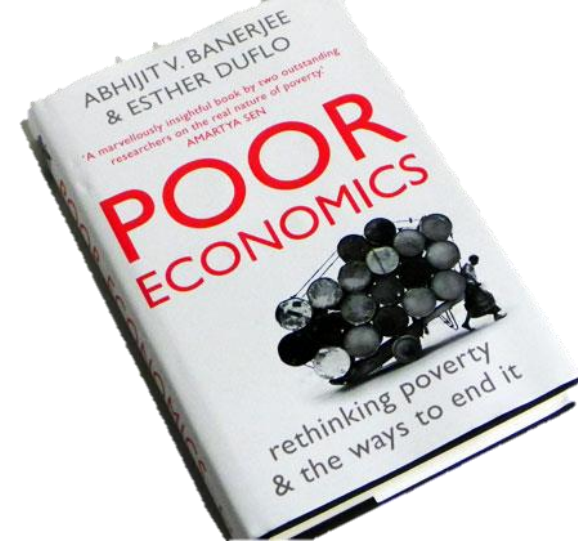
Send all children to school

Core competencies for all students (remedial teaching)
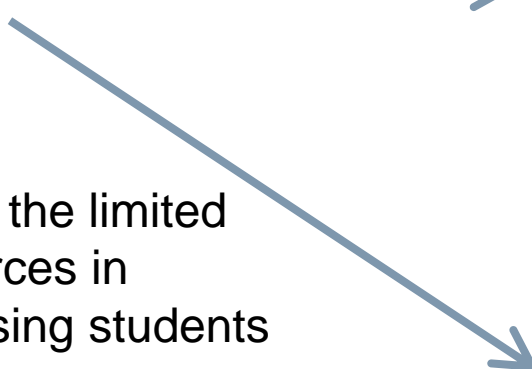
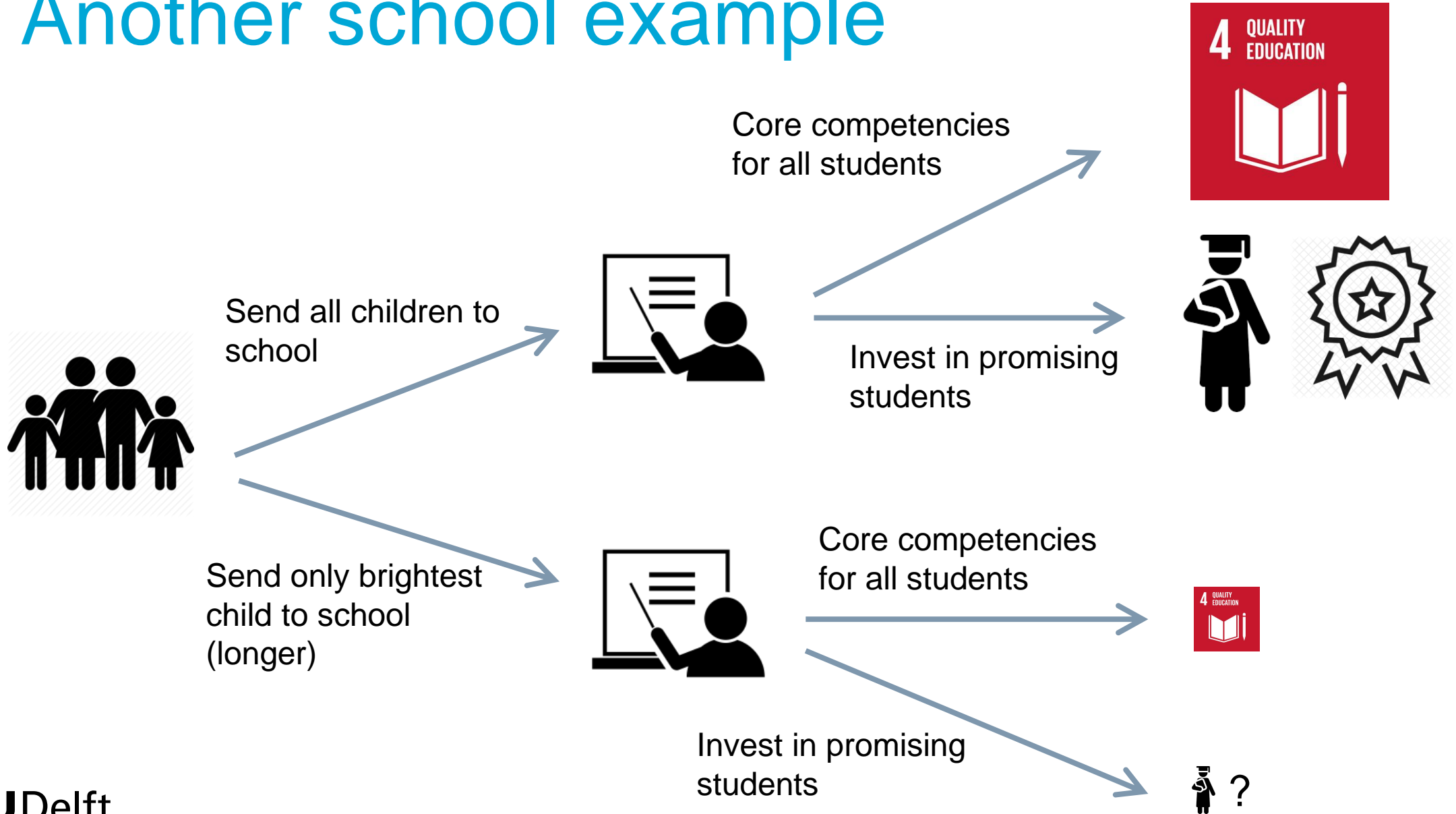# Another school example

Send all children to school

Core competencies for all students (remedial teaching)

Invest the limited resources in promising students

4 QUALITY EDUCATION

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Another school example

Send all children to school

Core competencies for all students

Invest in promising students

Send only brightest child to school (longer)

Core competencies for all students

Invest in promising students

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Another school example

Core competencies for all students

All children to school

Social Dilemma

Only brightest child to school

Core competencies for all students
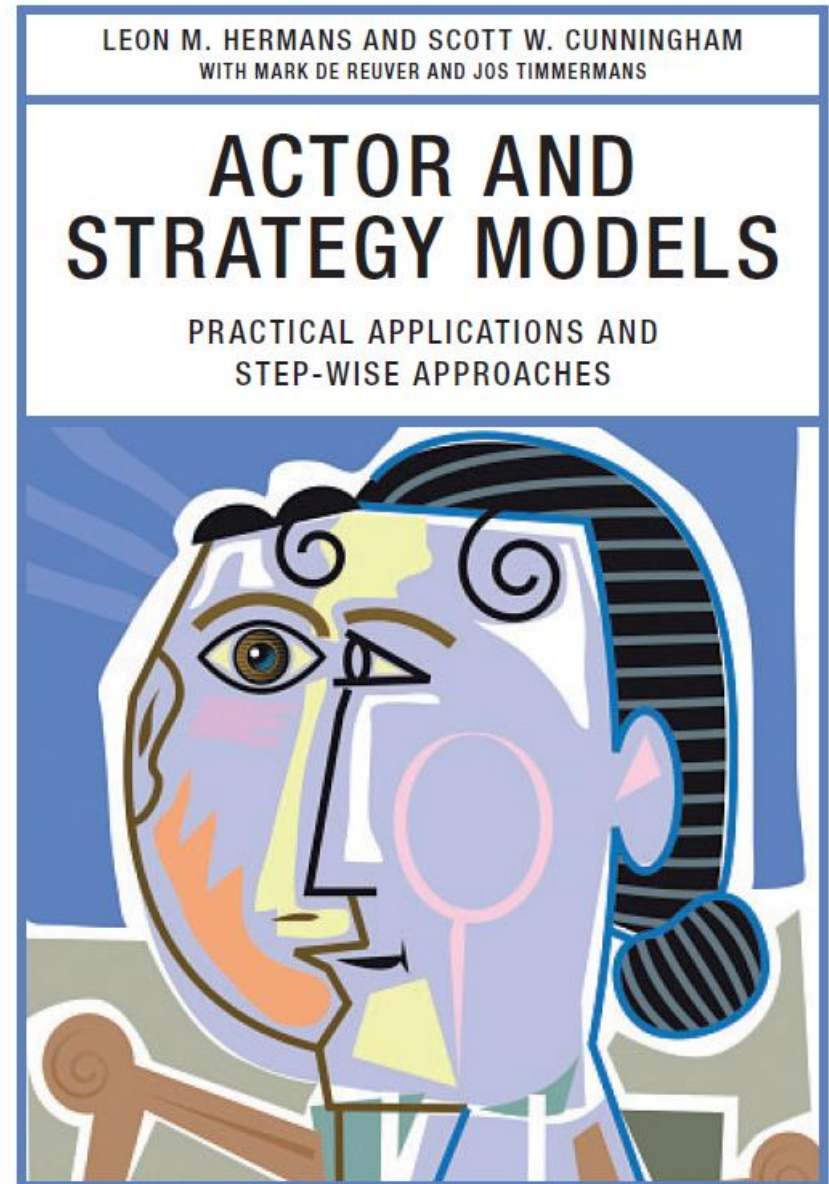
Invest in promising students
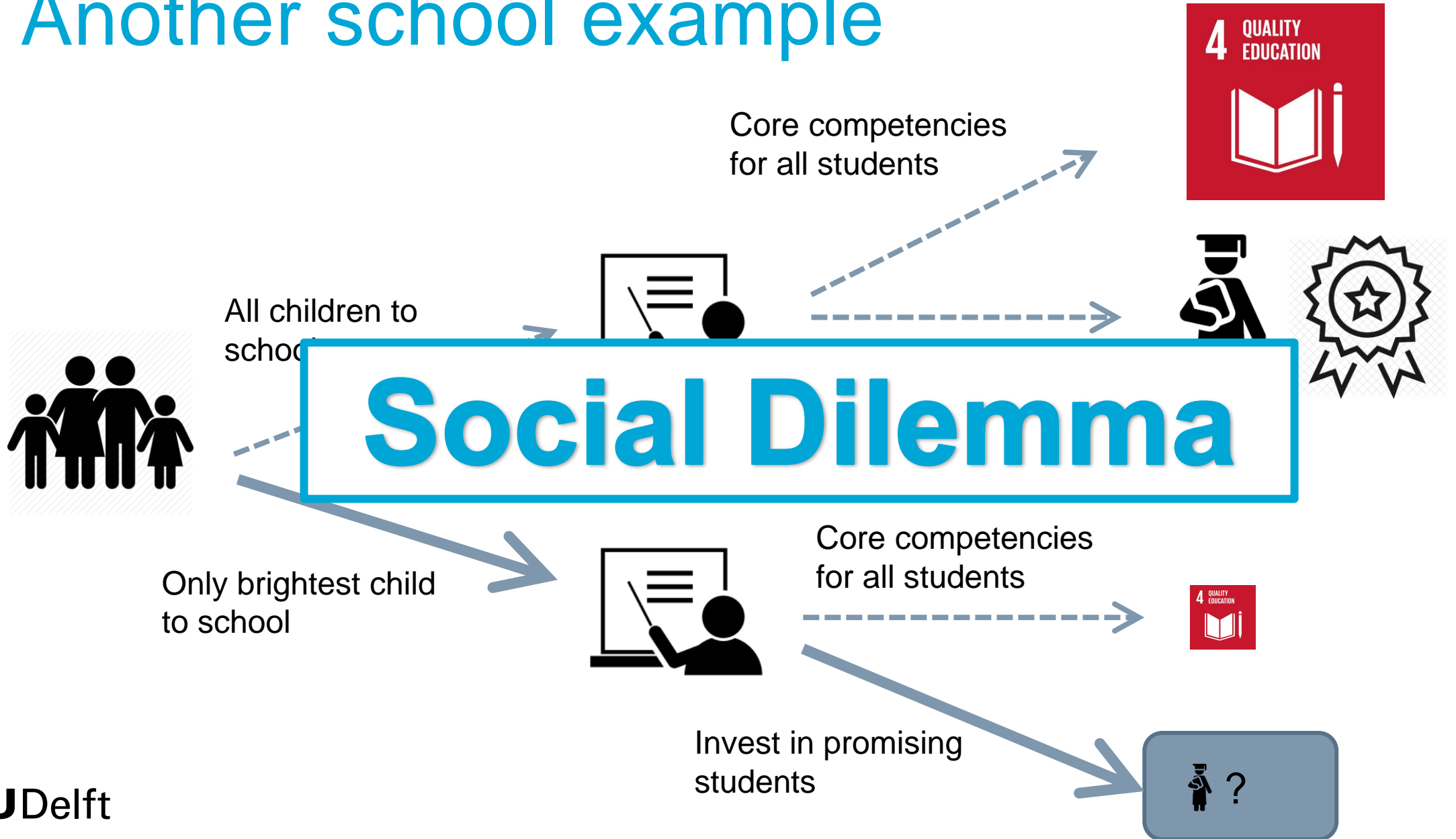
Dealing with multi-actor complexity: methods and models

- Mixed-**methods**: participatory approaches, interviews, group discussions, content analysis, etc

  - Take implementers serious, engage with them to get them engaged in an evaluation

- But also:

- **Models** that help explain/understand actor behavior, to guide and add rigor to qualitative analysis methods

- Models provide lenses rooted in theory, but 'operationalized'

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| Method	Framing / structuring of…	What it does
Value-focused thinking	Valuation by different actors of different possible outcomes of an interaction or problem situation	Identify and structure objectives for different actors, enabling a numerical assessment of utility associated with possible outcomes
Extensive games	Strategic games, outcomes and strategies of players	Identify equilibrium outcomes of conflicts (non-cooperative games), and strategies for actors
Cooperative game theory	Actors, coalitions, control over, and valuation of outcomes	Identify potential for stable actor coalitions; analyse possible value distributions
Transactional analysis	Potential for exchange of control between actors in a policy process	Assess actor dependencies, and promising transactions
Comparative cognitive mapping	Perceptions of actors as explanation of different strategies	Analyse actors' assumptions about main factors, goals, instruments and causality.
Argumentative analysis	Chains of reasoning used in policy debate, and underlying assumptions	Apply an adapted version of formal logic to structure reasoning used in policy debates
Social network analysis	Relational characteristics of actor networks	Analyse network structure using graph-models and statistical analysis of relations

Source: Hermans, Cunningham et al. (2018)

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3.

Different models,
different insights:
Some examples.

LEON M. HERMANS AND SCOTT W. CUNNINGHAM
WITH MARK DE REUVER AND JOS TIMMERMANS

ACTOR AND
STRATEGY MODELS

PRACTICAL APPLICATIONS AND
STEP-WISE APPROACHES

WILEY

For instance: what actors value and can do – cooperative games

- Identify values and critical assumptions of actors in games they played (agenda for monitoring and evaluation)

$I_B + I_E = 59$

$I_P \geq 22$

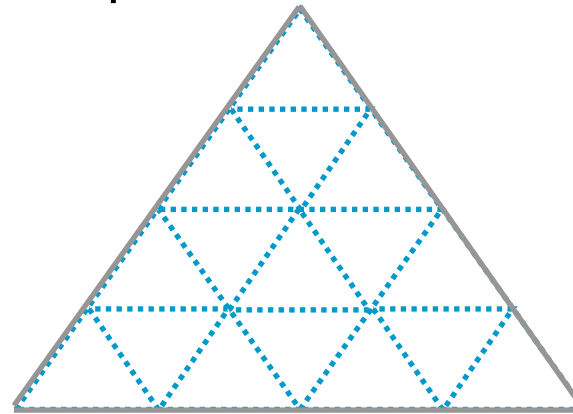$I_P \geq 27$

$I_E \geq 8$

E

B

P
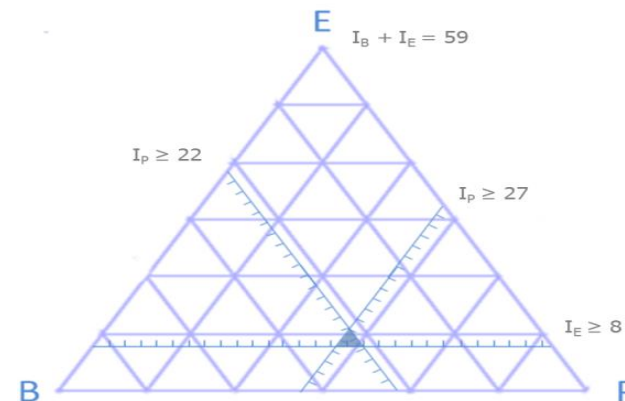
If the engineers accept funding and public input, then they should be at least as satisfied with the solution than if they were working independently . . .

Game theory for coastal management in the Netherlands – why the policy worked in one province and failed in another
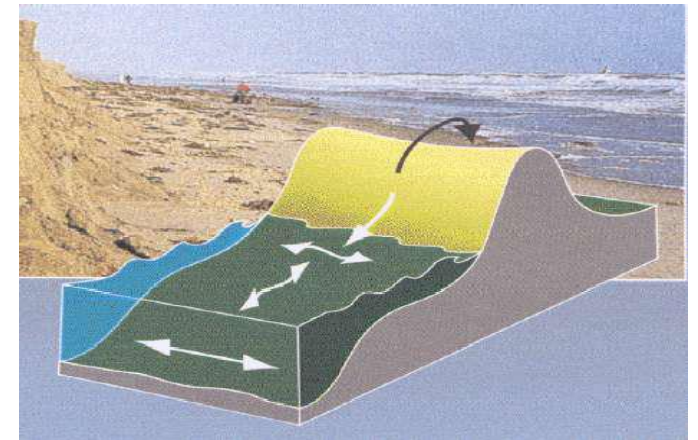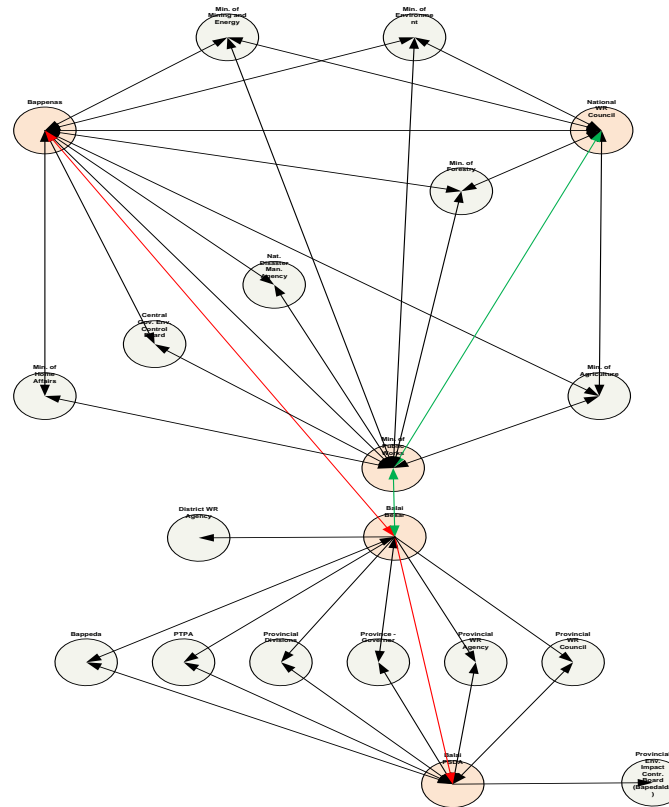

Coastline preservation

Nature

Regional development

erosie
aanwas
evenwicht

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Social network analysis: how network structure influences implementation

Network of information exchange between actors

Source: Wieriks, Water governance and policy networks in Indonesia: The challenges of a decade of water sector reformation. TU Delft, 2011

Comparative cognitive mapping:
Using interdependencies for M&E design
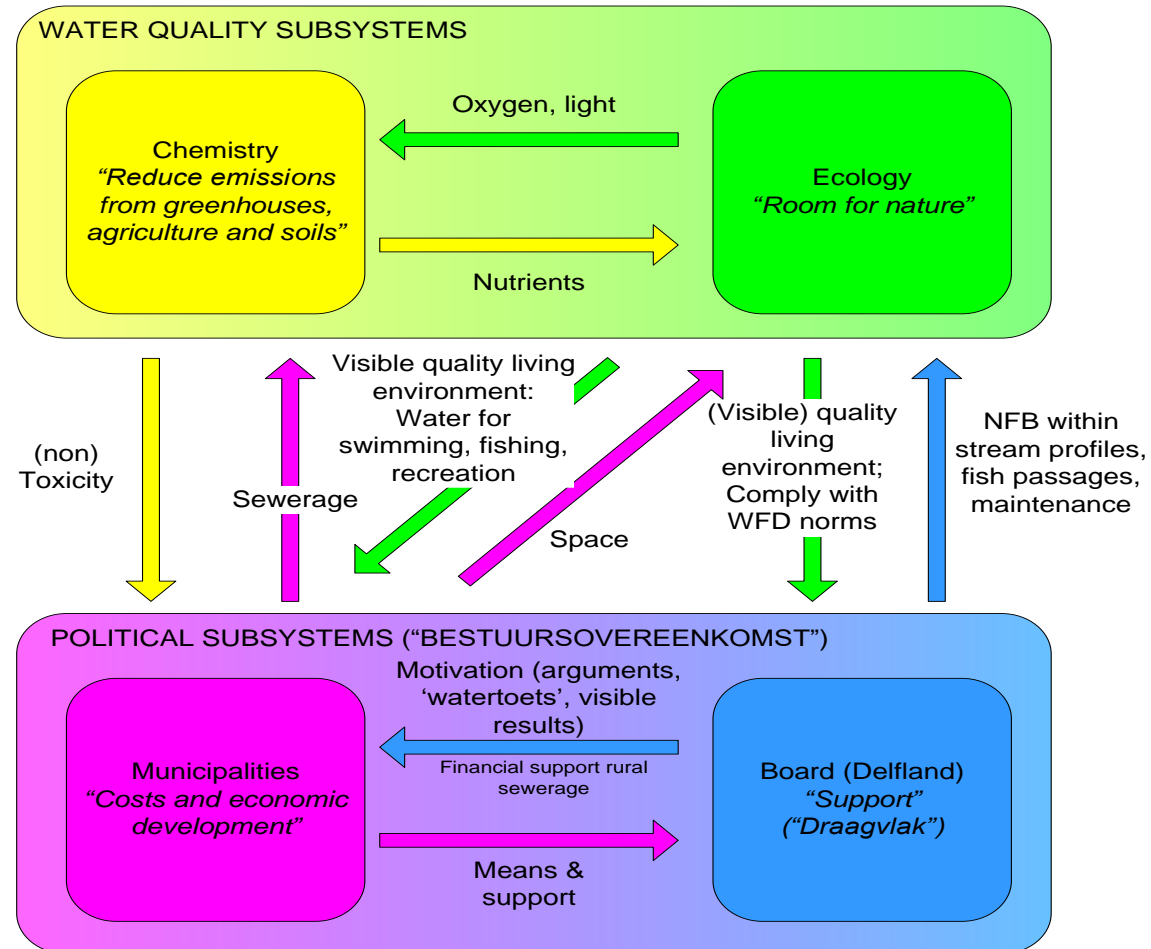
Conclusions

- Actor complexity increases with more actors, more interdependencies, and interactions over longer periods;
- SDG multi-stakeholder platforms outcomes are better explained with use of actor models;
- There are various actor and strategy models that help to add rigor – reviewed some examples of models for social dilemmas and interdependencies.

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Thank you!

Questions, comments or more info?

Please contact me by email:

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