

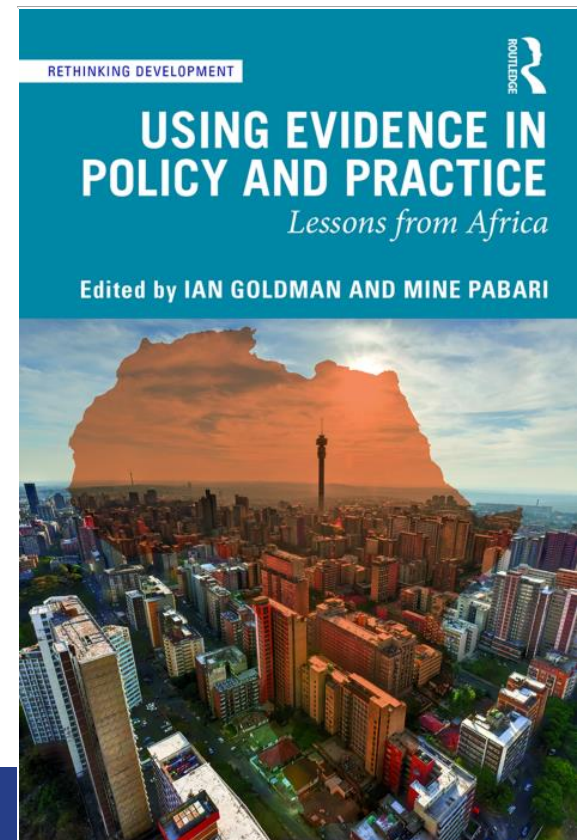
Book launch

**Debate Motion: The response to COVID-19 has been adequately informed by evidence.**

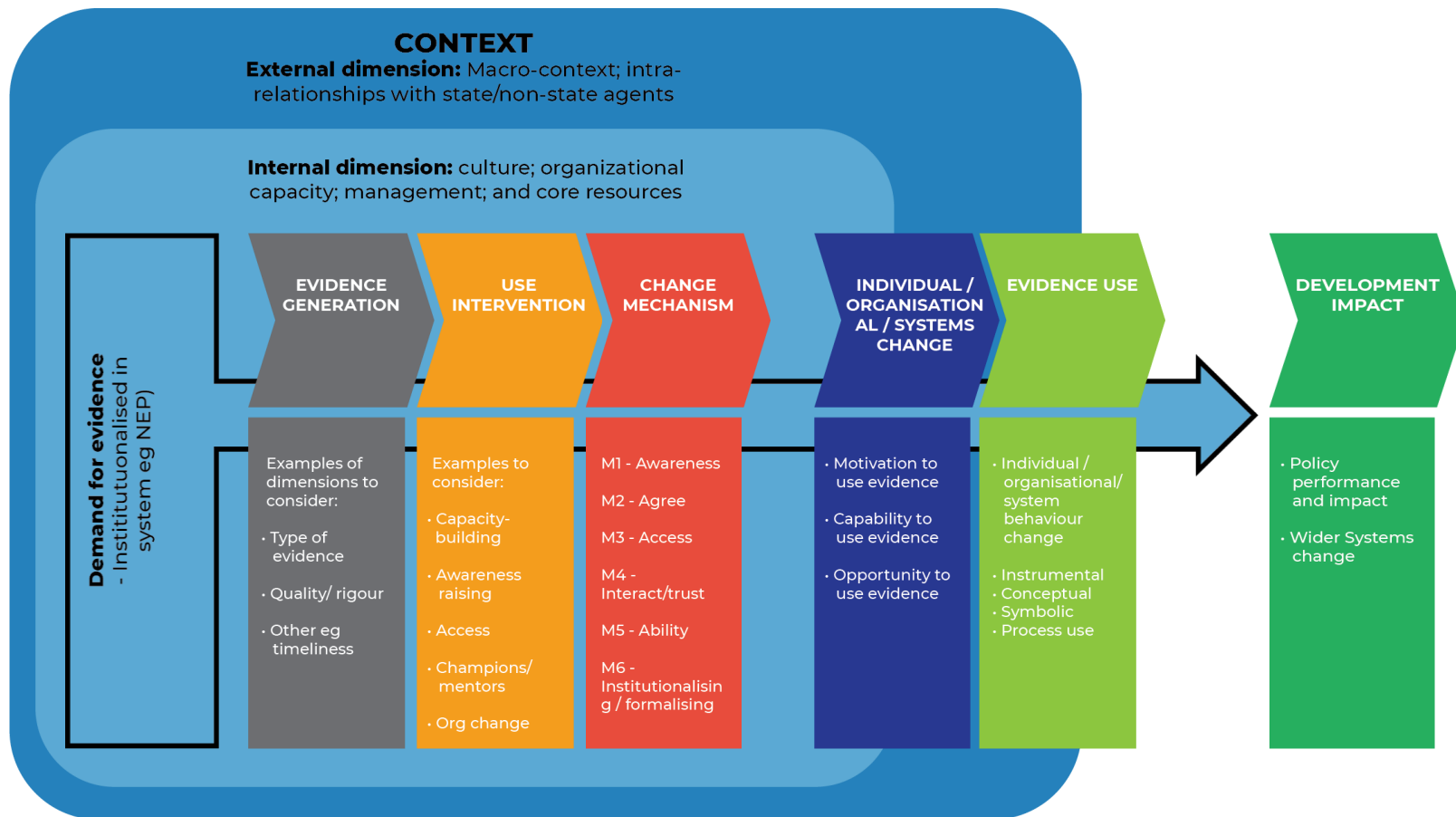
How do the arguments in the debate relate to the framework in the book?

Professor Ian Goldman

17 August 2020



# Analytical framework/TOC



## CONTEXT

**External dimension:** Macro-context; intra-relationships with state/non-state agents

**Internal dimension:** culture; organizational capacity; management; and core resources

# Contextual factors which facilitated use

- Crisis and need for answers
- Need for contextually relevant responses eg quarantine, testing
- International agreements/relationships – WHO
- Strong civil society with established relationships
- Skills, experience and expertise to take advantage of the opportunity
- Some effective knowledge brokers
- Science-based leadership

**clear**

Centers for Learning on Evaluation and Research  
ANGLOPHONE



**Demand**

## CONTEXT

**External dimension:** Macro-context; intra-relationships with state/non-state agents

**Internal dimension:** culture; organizational capacity; management; and core resources

# Barriers to use

- Too slow to respond (eg allowing international flights) and reactive
- Sometimes following too much models from the West (eg on application of model of lockdowns)
- Contradictory policies – gatherings allowed of up to 50 people but not at your home?
- Desire for political power in politicians
- Quality of evidence weak – eg data on vulnerable people at local government level
- State capacity
- Lack of will eg to prosecute corruption around COVID resources
- Coercion

# Types of evidence

Research eg from WHO, on food issues, on hot spots

Evaluations eg rapid evaluations

Rapid research synthesis eg COVID-END

Evidence from citizens eg on police behaviour

Data from border points, hospitals, mortality statistics...but how accurate eg dying with COVID or from COVID

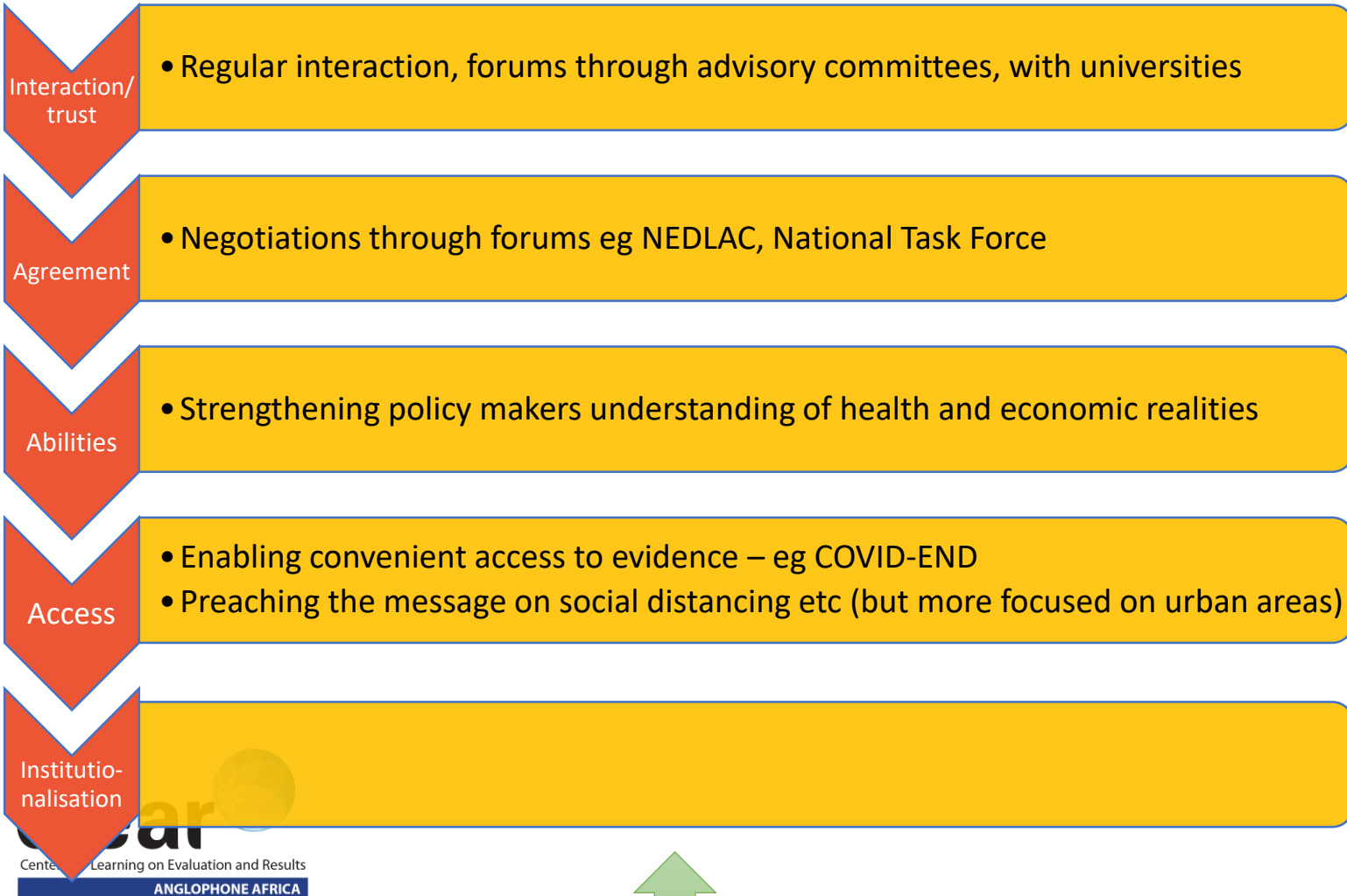
## EVIDENCE GENERATION

How is evidence vetted

Examples of dimensions to consider:

- Type of evidence
- Quality/ rigour
- Other eg timeliness

# Use interventions



Examples to consider:

- Capacity-building
- Awareness raising
- Access
- Champions/mentors
- Org change

## CHANGE MECHANISM

- M1 - Awareness
- M2 - Agree
- M3 - Access
- M4 - Interact/trust
- M5 - Ability
- M6 - Institutionalising / formalising

# Immediate outcomes – changes in capability, motivation or opportunity

Changes in *capability* (to generate and use evidence, to advocate for the programme or policy, for funding)

- Building joint capability eg with CSOs
- Departments assembling evidence
- Also to share in international platforms

Changes in *motivation* to use evidence

- Needed answers now
- Motivation also for
- Changes in some countries as crisis strengthened to address health/economic issues

Stimulating/taking advantage of *opportunities* to use evidence

- government looking at what to do
- Learning from African and wider experience

INDIVIDUAL /  
ORGANISATION  
AL / SYSTEMS  
CHANGE

- Motivation to use evidence
- Capability to use evidence
- Opportunity to use evidence

# Type of use

- **Instrumental**
  - Use of masks, lockdowns, focus on borders
  - Food parcels
  - School closure Kenya (but backwards and forwards in SA)
- **Conceptual use**
  - understanding how virus moves, and who it affects – still many gaps
- **Process use**
  - Deploy police here
  - Holding government to account
- **Symbolic use**
  - Negative – policy based evidence – abusing evidence
  - Positive – raising profile of evidence
- **Some *unintended uses* included :**
  -

## EVIDENCE USE

- Individual / organisational / system behaviour change
- Instrumental
- Conceptual
- Symbolic
- Process use



# What have we learned about promoting the use of evidence?

- **Context matters** – make sure you understand it  
*‘Evaluation is a rational enterprise that takes place in a political context’*  
(Weiss, 1993 p94)
- **Evidence use is complex.** It begins long before an evidence journey and needs to be planned for and woven into the individual and institutional culture. It is a worthwhile investment.
- **Ensure there is demand**
- **Ensure credibility, quality and legitimacy** in the evidence journey - often it is the messenger as well as the message
- Evidence use **takes place in in multiple ways** (instrumental, conceptual, symbolic, process use, etc.)

# Applying evidence use interventions to build capability and motivation

- **Passive provision** of evidence does not work
- The process needs **active facilitation** and **knowledge brokering**
- Establishing **formal structures** to manage the process and maintain ownership of stakeholders
- **Build capacity** of managers, decision makers and stakeholders
- **Package and communicate** the evidence simply and effectively
  - Ensuring evidence **relevant** to policy concerns, evidence stakeholders and wider context;
  - Going beyond simply describing a problem to providing **practical and realistic solutions**;
  - Evidence and recommendations being as **specific** as possible – the more generic, the less likely they are to be used;
  - Evidence recognising the **values** of its recipients.
    - In the case of Violence, disconnect in underlying values of researchers and public servants. Recognising this, researchers focused findings on systems and processes rather than beliefs and values – which, in turn, mitigated risks of rejection and enabled use;
  - Formats of reports being **readable and accessible**, e.g. 1/5/25 page for reports.
- Having an **evidence system (eg NES)** makes some of the elements automatic.

RETHINKING DEVELOPMENT

ROUTLEDGE

# USING EVIDENCE IN POLICY AND PRACTICE

*Lessons from Africa*

Edited by IAN GOLDMAN AND MINE PABARI



July 2020: 234x156: 264pp | 15 illustrations

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## Table of Contents

Forewords, *Ruhakana Rugunda, Prime Minister, Republic of Uganda and Paul Cairney, University of Stirling*; 1.

Introduction to the Book; 2. An Introduction to Evidence-Informed Policy and Practice in Africa; 3. Using Evidence in Africa; 4. Mere Compliance or Learning; 5. Using Evaluations to Inform Policy and Practice in a Government Department; 6. Use of Evidence in a Complex Social

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# Using Evidence in Policy and Practice

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- Oct Chapter 11 'The contribution of civil society generated evidence to the improvement of sanitation services in Ghana'.
- Nov Chapter 6 'Use of evidence in a complex social programme: case of an evaluation of the state's response to violence against women and children in South Africa'.
- Dec (in French) Chapter 11 'The challenges and potential of evaluations to positively inform reforms: working with producers in the Benin Agriculture Sector'.
- Jan 2021 Chapter 4 'Mere compliance and Learning – performance M&E culture in Benin, Uganda and South Africa'
- Feb Overall lessons from the book and application since launch

*Evidence use is complex and begins long before an evidence journey. Evidence use needs to be planned for and woven into the individual and institutional culture – it is ultimately a worthwhile investment!*

We will be working with specific government partners in 2020 to apply these lessons. If you would be interested to collaborate on this contact the editors below

Professor Ian Goldman

Advisor: Evaluation and Evidence Systems

CLEAR Anglophone Africa

[ian.goldman@wits.ac.za](mailto:ian.goldman@wits.ac.za)

[@iangoldmansa](https://twitter.com/iangoldmansa)

Mine Pabari

Visiting Research Fellow

CLEAR Anglophone Africa

[Mine.Pabari@athariadvisory.co.ke](mailto:Mine.Pabari@athariadvisory.co.ke)

[@mpabari](https://twitter.com/mpabari)



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