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DEVELOPMENT



DEVELOPMENT

EDUCATION

EVALUATION

PROJECT

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FINAL REPORT

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DEVELOPMENT EDUCATION EVALUATION PROJECT

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INTRODUCTION

Throughout the past five years, InterAction has been contributing to the growth and effectiveness of development education under the auspices of an Agency for International Development Biden-Pell Development Education grant. September 1987 marks the commencement of the Biden-Pell grant which funded the Development Education Evaluation Project.

Prior to September 1987, InterAction had produced a two-volume handbook on evaluation for development education programs. The production of these resources led to the development of a project to enhance evaluation skills of educators working in development education programs across the nation.

Toward this goal, the Development Education Evaluation Project was born. The project, initially funded for two years, was extended for three years and included national and regional workshops and seminars on evaluation techniques, the production of training materials to complement these workshops and seminars and technical consultations. The purpose of this report is to re-visit the original project objectives, track the evolution of the project and consider what the impact of the Development Education Evaluation Project has been over the past five years from project participant feedback to lessons learned.

The final report of the Development Education and Evaluation Project summarizes information presented in the annual and mid-term reports previously submitted by the project director. Previously submitted reports for the project include:

1. Annual Progress Report submitted to the AID/PVC Office on May 17, 1988
2. Report on Workshops held from June 1988 - October 1988 (includes pre- and post-test results, a series of attitude items and a telephone interview)
3. Annual Progress Report submitted to the AID/PVC Office on January 18, 1990
4. January 1992 Workshop Report submitted to the AID/PVC Office on May 12, 1992

In addition, this document provides information for the fifth year project activities which began on September 1, 1991 and were completed on August 31, 1992. Project activities that will be evaluated that have not previously been reported include three half-day evaluation seminars and consultation services facilitated during this time period.

TIMELINE AND SUMMARY OF ACTIVITIES

Project Start-Up

September 1, 1987 - April 30, 1988 (18 months):

- * Convened Advisory Committee and National Training Team
- * Selected Regional Resource Persons
- * Selected Resource materials
- * Planned and conducted Training-of-Trainers workshop
- * Planned and prepared workshops and Consultation Services
- * Developed promotional materials
- * Developed Guidelines for Consultation Services
- * Developed General Agreement between InterAction and Resource Persons
- * Designed pre-workshop questionnaires for participating agencies
- * Developed monitoring system for the project

Summary of Activities for Project Start-Up

The initial activities for the project centered around the start-up phase for the proposed project activities. The first 18 months ensured systems were developed to design, implement and evaluate the workshops and consultation services. People were identified to participate on the Advisory Committee and serve as trainers and resource persons on the National Training Team.

A survey of resources was undertaken. Following the initial start-up phase of the project, guidelines and agreements were developed to support the systems put in place prior to the design and implementation of the first workshop and support materials were developed for use in the workshops.

A monitoring and evaluation plan was also developed at this time which would serve to set the tone for frequent and manageable evaluations throughout the life of the project. This plan included project outputs, both explicit and implicit, that would ensure that the project was evaluated based on realistic goals.

Project Implementation

May 1, 1988 - December 31, 1989 (20 months):

- * Conducted six workshops in New York, California (2), Massachusetts, Maryland, and Illinois
- * Planning, Testing and Production of the training resource with individual training exercises
How Can We Do It? An Evaluation Package for Development Education
- * Design of pre- and post-tests to determine knowledge gained by participants
- * Conducted telephone survey and data analysis of workshop participants
- * Sixteen Professional Resource Persons trained
- * Fifteen individual consultations held
- * Two project outreach activities conducted at development education and international development conferences
- * Advisory Committee met twice, determined project outputs and planned for an extension
- * Project approved for extension on September 14, 1989

Summary of Activities for Project Implementation

The most active stage of the project was the implementation stage at which point six workshops, the culmination of an intensive period of preparation, were conducted. The Advisory Committee, which met twice during this time, determined the project outputs and began a review process to assess the feasibility of an extension of the project.

In response to the Monitoring and Evaluation plan initiated during the start-up phase of the project, an extensive mid-term evaluation in the form of a telephone interview of workshop participants was conducted and an analysis of the results was published. Information gleaned from this evaluation activity informed the decision of the Advisory Committee which recommended the project continue to meet the needs of development educators in the field of evaluation. Overwhelmingly, the report concluded that the project had been successful in contributing to the knowledge gained by participants in evaluation, promoting positive attitudes to evaluation among development educators and increasing the skills to utilize and implement evaluation procedures.

Additional outreach for the project increased awareness in the development education community to the issues and skills in evaluation that were being highlighted in the workshops, seminars and training materials. Workshops and informational seminars conducted at annual international development and global education conferences provided the vehicle to reach a wider audience of persons working in development. Project outreach increased the visibility of the subject matter and extended the professional network among development educators and others working in international development.

Project Extension

January 1, 1990 - August 31, 1991 (20 months):

- * Publication of *Assessing Development / Global Education Projects: A Planning Model*
- * Two evaluation workshops (two days in duration) conducted
- * Three evaluation seminars (one-half day in duration) conducted
- * Two additional outreach activities conducted at InterActions's Annual Forum and the American Forum for Global Education annual conference
- * Use and distribution of four development education evaluation resources produced by the project
- * Advisory Committee meets in New York to review project activities, advise on future directions of project and oversee project evaluation
- * Planning and negotiation for project extension
- * Partial support for the quarterly publication *Ideas and Information About Development Education*

Summary of Activities for Project Extension

The extension of the project began with the publication of a "user friendly" publication that could be used for the shorter half-day seminars. Adapted from the training resource *How Can We Do It?*, the publication *Assessing Global / Development Education Projects: A Planning Model* condensed the information presented in great detail in the training resource and provided worksheets for planning and implementation that could be easily duplicated.

Scheduling for the two-day workshops took into consideration the deadline for proposals for

the A.I.D. Biden-Pell Development Education Grant Program in fiscal years 1990 and 1991. Dates chosen were at least two weeks prior to the proposal deadline so as to enable participants applying for Biden-Pell grants the opportunity to directly apply their newly gained knowledge and skills in the evaluation process to their project proposals.

The training materials produced by the project continued to be used and distributed throughout the extension phase of the project. Publication brochures highlighting these resources were made available at informational seminars as well as distributed to workshop participants and other interested persons.

Project Closure and Evaluation

September 1, 1991 - August 31, 1992 (12 months):

- * One two-day workshop conducted
- * Three half-day seminars conducted
- * Five Technical Consultations facilitated
- * Development of seminar evaluation forms and evaluation activities
- * Development of 1992 Consultation Services Guidelines
- * Needs assessment of previous workshop participants to determine future directions of the project
- * Use and distribution of four development education publications produced by the project
- * Partial support for the quarterly publication *Ideas and Information About Development Education*
- * Development Education Evaluation Project Task Force identified from the Development Education and Constituency Building Committee to recommend future directions of the project
- * Final Report Submitted to A.I.D. Development Education Office and Development Education and Constituency Building Committee Task Force on the project

Summary of Activities for Project Closure and Evaluation

The one-day seminar continued to draw mainly from new and potential grantees and was scheduled in conjunction with the due dates for the proposals to the Office of Development Education for A.I.D.'s Biden-Pell Grant Program. Due to a change in proposal deadline for submission, however, the workshop was not held prior to the deadline, but rather it occurred immediately after the deadline had passed. Also, the training materials produced by the project continued to support the information and practical needs of the workshops and seminars in the fifth year of the project.

The fifth year of the Development Education Evaluation Project experienced an expansion in scope of the target audience previously served by the project activities. Many or most of the multi-year grantees had already benefitted from the two-day workshops and consultation services so outreach was expanded to create a larger constituency of professionals working to educate Americans about development as well as persons working in international development programming with an interest in education and program evaluation.

The audiences for the half-day seminars were therefore more diverse than in previous years, allowing for a greater awareness and appreciation among international development professionals as to what development education involved. Creating a more diverse audience proved to increase the

effectiveness of development educators in the evaluation of their programs by creating a broader-based network of colleagues with similar needs in evaluation while strengthening the constituency in support of development education in general.

Consistent with the expanded audience of the project, the consultation guidelines were re-written to provide the consultation services to development educators who had not necessarily attended a workshop or a seminar, but who were interested in working with a consultant to 1) build evaluation into program planning at the institution level; 2) improve the quality of program evaluation and 3) to improve the quality of and generate support for education programs; goals parallel to the goals and objectives of the project itself.

Five Consultations were facilitated in the fifth year. Consultation services were provided to two organizations while three additional organizations consulted the project director on evaluation plans and future program directions with the intention of requesting the consultation services. Also, based on requests made at the end of the project cycle (after September 1, 1992) by workshop and seminar participants that could not be honored due to the end of project funding and activities, a need continues in the development education community for the support of the consultation services.

A needs assessment of workshop and seminar participants from prior years negated the need for an advanced two-day workshop in evaluation. Prior participants were interested instead in the availability of the consultation services and additional professional skills development seminars in areas such as materials promotion and distribution, impact and cluster evaluation techniques, approaches to developing more broadly-based funding, constituency building at the grassroots level and audience identification and attitude assessment techniques (including the use of focus groups).

Evaluation forms and workshop evaluation techniques were redesigned and updated. Evaluation activities were modeled in the half-day seminars to provide the participants with an example of how information can be solicited effectively and efficiently without relying on a written evaluation form--the most common workshop evaluation tool (see section on Evaluation of 1992 Seminars on page 17 for a discussion of the evaluation techniques modeled in the seminars).

A task force was identified from the Steering Committee of the Development Education and Constituency Building Committee of InterAction. The purpose of the Development Education Evaluation Project Task Force was to follow-up on positive support of the project from the Development Education and Constituency Building Committee with recommendations for future directions for the project (see recommendations section for a discussion of outcomes from task force meetings).

DISCUSSION OF PROJECT GOALS AND OBJECTIVES

Project Goals

The goal of the Development Education Evaluation Project was to improve current and future development education programs by enhancing the quality of evaluation of such programs; and, by providing evidence of their effectiveness, to ensure continued financial and institutional support for development education in the United States. The long-term objectives of the Development Education Evaluation Project included:

- 1) to build evaluation into program planning at the institutional level;
- 2) to improve the quality of program evaluations;
- 3) to improve the quality of development education programs; and
- 4) to generate support for development education programs.

1) To build evaluation into program planning at the institutional level:

One of the objectives of the project was to work toward building evaluation into program planning at the institutional level. This objective was achieved during the implementation phase of the project when workshop participants were able to directly apply knowledge and skills from the workshop to proposals for the Biden-Pell Development Education Grant Program as the workshops were provided two weeks prior to the proposal deadline.

Workshop participants who were not directly involved with the Biden-Pell Development Education Grant Program were able to build evaluation into program planning as well. According to the mid-term evaluation reporting on the outcomes of the first four workshops held during the implementation stage of the project the following results of the evaluation of a test of pre-workshop and post-workshop knowledge, a series of attitude items and a delayed telephone interview of selected participants revealed:

- a) Participants learned a great deal about evaluation of development education programs from their participation.
- b) They found the workshops intrinsically worthwhile.
- c) They found the materials used during the workshops to be of high quality and likely to be useful in their continued learning about evaluation.
- d) They believed that the workshops gave them ideas and procedures they can use in their work in development education.
- e) They found the work of the group leaders to be, in general, excellent.
- f) They expect to apply what they have learned in future development education projects.
- g) They would like to have other, more advanced workshops and, particularly, opportunities to consult with the workshop leaders in the future.

In the above conclusions d) and f), in particular, support the success of the first objective of the project of building evaluation into program planning at the institutional level. In addition, a) and c) of the above conclusions illustrate how certain aspects of the workshops potentially contributed to future approaches and implementation strategies of program planning by the workshop participants.

Also, the project was able to achieve the objective of building evaluation into program planning at the institutional level as a direct result of the continuation of the project and the design,

implementation and evaluation of the project activities because it was found that the initial activities provided a foundation for evaluation in the first two years of the project. This foundation enabled organizations that had participated in the initial workshops to draw on the expertise and resources of the project to further the evaluation strategies of their organizations beyond the scope of their development education program evaluations.

Project activities during the third, fourth and fifth years of the project, including workshops, seminars and consultation services, continued to support the work of development education professionals during the planning stages of program design. Additional support for these professionals was provided by the training materials produced by the project.

2) *To improve the quality of program evaluations:*

The goal of the project to improve the quality of program evaluations was achieved through a number of avenues. First, the project provided the development education community with the opportunity to increase knowledge and skills in evaluation through participation in evaluation workshops and seminars. Second, a number of training materials were produced to support the work of the National Training Team, to ensure consistency among evaluation workshops and seminars and provide project participants with materials that could be used for follow-up reference as well as shared among staff at individual organizations after the workshops.

3) *To improve the quality of development education programs:*

The quality of development education programs was improved by the project. The resources produced and the training events made available to the development education community increased the professional capacity of development education professionals to monitor and evaluate their programs. By increasing the professional capacity of development education professionals in the area of evaluation, the project also increased the quality of the development education programs which the development education professionals were implementing.

4) *To generate support for development education programs:*

Support for development education programs was achieved as a result of the project. Examples of how the project generated support include creating a network of development education professionals conversant and skilled in the basic principles of evaluation design and implementation. Skilled professionals write more effective proposals for program funding. As the quality of development education programs rises so does potential funding of development education programs from outside sources.

The reality in which many organizations are operating; however, suggests that funding for educational programs is limited. Limited funding is a critical deterrent for many program managers responsible for the implementation of development education programs. The Development Education Evaluation Project provided development education professionals with necessary supplemental resources which enhanced the quality of development education programs and enabled organizations to continue to support such programs.

Project Activities

The following elements were covered in the workshops implemented by the project. These elements represent the evaluation model developed by the National Training Team and Expert Consultants working with the project with the intention that the model would be used throughout the duration of the project. This model is the foundation for the content of the training materials and workshop and seminar designs and includes the following elements:

- Setting Aims
- Launching the Evaluation
- Formulating the Design
- Constructing Instruments
- Collecting Data
- Analyzing the Results
- Delivering the Pay-off

Workshops implemented by the project covered all seven elements of the model. The elements of the evaluation model developed for the project were presented through a series of lecturettes, readings and participatory activities. Once the model was presented, participants applied the concepts to a number of activities including general exercises and individual work that focussed each participant on the present needs and realities of his or her organization.

Seminars used the elements of the model as appropriate. Resource Persons responsible for the implementation of the seminars, based their decisions on which of the elements to highlight during the seminar on the needs of each seminar audience. This was usually done during the onset of the seminar at which point the seminar audiences was requested to state their reasons for attending the seminar and expectations of seminar outcomes.

Consultation Services provided by the project were highly individualistic. Although the elements of the model came into play during discussions between consultants and individual organizations, the pressing needs of the organization in terms of evaluation often called for a more detailed discussion of approaches and evaluation strategies.

Workshop Objectives

Pursuant to the goals and objectives of the project, the goals of the workshops and seminars included:

- 1) to acquire a basic understanding of the purposes and concepts of program evaluation
- 2) to develop critical thinking skills in program evaluation
- 3) to develop skills in the design and implementation of program evaluation
- 4) to become familiar with program evaluation resources
- 5) to develop networks and support systems for evaluation

1) to acquire a basic understanding of the purposes and concepts of program evaluation

Overwhelmingly, feedback from the participants of the workshops throughout the duration of the project indicated that their individual understanding of the basic principles of evaluating educational programs had increased. For example, in the mid-term evaluation, 40 respondents stated

that their knowledge had increased to a "great extent"; 21 respondents indicated an increase in knowledge to a "fair extent"; 3 respondents indicated a "slight extent" in terms of their increase in knowledge; 0 respondents chose no increase in knowledge. These responses are consistent with later feedback from workshop participants in this area.

2) to develop critical thinking skills in program evaluation

Due to the breadth of this objective, there was not a specific question that was asked of the workshop participants to assess the achievement of whether or not participants of the workshops developed critical thinking skills in program evaluation. Rather, a review of the qualitative responses from the pool of comments from workshop feedback forms provided by participants, is used to illustrate how the project helped participants to develop critical thinking skills in program evaluation. Thoughtful and insightful responses to support the achievement of this objective include:

(1987-1989)

"I started from 'ground zero' with only an intuitive sense of how to evaluate programs. The workshop provided what seems to be a comprehensive overview. I now have beginning skills and a sense of how to build on them."

"[The workshop] has helped me to organize my thoughts, ask better questions about my program and what I really am trying to evaluate--it has given me a better understanding of objectives and aims."

"The workshop has given me (1) a megastructure for designing, and (2) hands-on practice on our own design, which has been very valuable."

"I thought this was a very useful workshop. I feel more confident about developing a thorough evaluation for one of my programs. I can see the importance of planning for evaluation at the start of a project rather than throwing some type of half-hearted evaluation into a project halfway through, just to meet the needs of funders."

(1990-1992)

"[The workshop] helped focus attention on the importance of the conceptual, as opposed to the technical aspects of evaluation."

"[The workshop] helped us to think about applying evaluation concepts to our own development education programs."

3) to develop skills in the design and implementation of program evaluation

When asked what means or tools participants would utilize to collect information during the pre-workshop test, responses were heavily weighted on questionnaires and interviews. After participating in the workshops, responses on the post-test were evenly distributed, including such techniques as document analysis, tests, and observations. Participants considered a number of techniques in addition to questionnaires and interviews for their own purposes after having completed the workshop.

Participants were also prepared to design and implement evaluations that were not necessarily extensive projects that would demand their complete attention and use of limited resources as a direct result of the project. Participants felt more comfortable when approaching the subject of evaluation, understanding that there are a number of levels to evaluation and the level of involvement in terms of financial resources and staff time is determined by the aims and objectives of the evaluation as well as other factors.

To ensure that the evaluation undertaken was credible, participants stated that they should use a number of techniques to reduce the likelihood that the findings would be dismissed as personal opinions. These techniques included corroborative evidence, involvement of the stakeholder during the planning and evaluation stages, collection of evidence from a cross-section of respondents and the involvement of external evaluators. Techniques cited on the post-test of the mid-term evaluation expand upon the understanding of the participants of the process of designing and implementing an evaluation as opposed to initial views of credibility that were heavily weighted on presenting just statistical data.

4) to become familiar with program evaluation resources

Participants received training materials produced by the project at workshops and seminars. A complete publications brochure was also distributed to participants, interested development education professionals and others throughout the duration of the project. As stated earlier, the evaluation model was developed for use in workshops and seminars and all training materials reflected the content presented in the evaluation model.

Also, workshop participants were provided with information concerning the availability of consultation services at the workshops. And, announcements of outside written and human resources were often discussed.

5) to develop networks and support systems for evaluation

Networks and support systems for evaluation were developed at the workshops. In addition to information concerning the availability of the consultation services, participants were able to assess what organizations had similar needs to determine the potential for future collaboration and sharing of resources. Old friendships among colleagues in the field of development education were strengthened and new associations were formed, creating an informal network that was revisited time and time again at annual conferences and refresher seminars.

Also, the training materials related to evaluation including the training materials produced by the project and other related materials in evaluation, published by InterAction and other organizations, were always made available for review and purchase (in addition to materials provided at the workshops).

PROJECT ACCOMPLISHMENTS

The accomplishments of the Development Education Evaluation Project are extensive. The project was successful in achieving the originally stated goals. Two additional accomplishments are also discussed below.

- 1) **Program evaluation was built into program planning at the institutional level.** A number of organizations which had not previously had the expertise or support for the development of an integrated evaluation component into program development and management at their organization were provided with training and support materials to ensure that the critical element of program evaluation was no longer neglected.
- 2) **The quality of program evaluations was improved.** A marked improvement of program evaluations resulted from the Development Education Evaluation Project. Project participants articulate how much their skills and knowledge in program evaluation have been increased due to their involvement with the project. (Please refer to the section on "Lessons Learned" on page 14 for three case studies attesting to the effectiveness of the project).
- 3) **The quality of development education programs was improved.** The improvement of program evaluations had a direct effect on the improvement of development education programs. The increase in skills and knowledge in evaluation, documented by the project, provided scaffolding which was later applied to improve the quality of the development education programs designed and implemented by program participants. As the skill of the program managers increased, the strength of the programs they managed increased as well.
- 4) **Support for development education programs was generated.** Organizations were better able to support the efforts of their development education staff by participating in partnership activities provided by the project. It must be noted, however, that although this objective was accomplished, as funding sources and donor constituencies have declined, organizations have been forced to reallocate program funds which has had an adverse effect on development education programs.
- 5) **Four publications were published as a result of the project.** Prior to the Development Education Evaluation Project, few resources existed to specifically support the work of development education professionals in the field of evaluation. Over the life of the project, a development education evaluation model was developed along with the publications *So, You Want to Evaluate, How Can We Do It?*, *How Are We Doing?* and *Assessing Global/Development Education Programs: A Planning Model*.
- 6) **Constituencies from outside of the development education community were tapped and brought into the evaluation process.** In an effort to increase opportunities to communicate with other professionals in international development and to gain support for development education through a shared understanding and appreciation of the interdisciplinary nature of the field, the workshops and seminars were open to persons involved in international development programming who had an interest or need to increase their knowledge and skills in evaluation.

EVOLUTION OF PROJECT ACTIVITIES

As with any project, as goals and objectives are realized, adjustments must be made to respond to the changing needs of target audiences and organizations. Although the goals of the Development Education Evaluation Project were achieved, there is a value in discussing the evolution of the project activities that preceded the achievement of the project goals.

Implementation of Workshops

The project began in September 1987 with an ambitious goal of implementing six workshops within the initial two-year time frame of the project. This meant the implementation of two national workshops and four regional workshops.

The systems needed to implement the workshops, such as the identification and training of the National Training Team and the development of the evaluation model to be used to implement the workshops, were not yet in place, however.

Workshop implementation was therefore not achieved during the first 18 month start-up phase. The six workshops were conducted during the project implementation phase, once the necessary systems to support the management of these activities were put in place.

The two-year project was extended on a yearly basis for three years. With the extension of the project came a more realistic awareness of the time, energy and resources needed to implement workshops in subsequent years and workshops were implemented as planned.

During the fifth year of the project, however, the proposed activities included the implementation of one two-day workshop and one "advanced" two-day workshop. The need for an advanced workshop had been drawn from the mid-term evaluation of the project where workshop participants expressed a need to revisit the content of the workshop in more depth.

In preparation for the advanced workshop during year five of the project, a

needs assessment indicated that the past participants were not interested in an advanced evaluation workshop, but rather could benefit from individual consultation in evaluation and skills development workshops in other areas such as marketing.

For this reason, the project activities were modified to meet the needs of the target audience for the advanced workshop and the two-day advanced workshop was translated into additional consultation days as per the agreement of the A.I.D. project manager.

Consultation Services

The consultation services proved to be more complex to plan and conduct than had originally been anticipated. Management of the consultation services, which were provided nationally as a follow-up to the regional workshops were problematic, absorbing more staff and financial resources than projected in the original workplan.

Seventy-five percent of the planned consultancies in the first two years of the project were implemented. Project staff and National Training Team members conducted two outreach workshops, one at the 1988 Development Education Conference and one at the 1989 International Development Conference to compensate for the consultancies that were not implemented as per the first two-year workplan. The outreach workshops attracted 75 participants.

As per the suggestion of A.I.D., funding requested to implement the project activities in the workplan for the fourth year of the grant was reduced by two-thirds in order for the fourth year extension proposal for the project to become more competitive.

The large decrease in funding, which was negotiated as a result of a re-submitted proposal reflecting a two-thirds decrease in the budget, accounts for a marked decrease in activity over the most recent two years of the project. A two-thirds reduction in funding proved to constrict the management of the project and had an adverse effect on the implementation of the consultation services.

In the fifth year of the project, the revised workplan proposed the implementation of nine days of consulting services. Although five consultations were facilitated through the project (in one case, for example, an outside consultant was chosen over the services provided by the project), only two consultancies were implemented.

The consultation services, which had been expanded to provide support for individuals evaluating development education programs who had not previously attended a workshop or seminar, were rarely sought even though the services were marketed at workshops, seminars and through publications.

A pro-active outreach program, similar to the outreach efforts undertaken for the marketing of the workshop and seminars during the fifth year, was needed to ensure that the consultation services were implemented as planned.

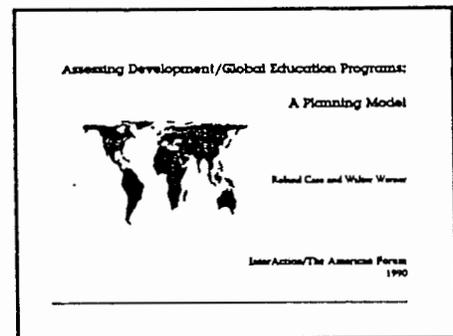
Due to the limited staff time allocated to implement all project activities in the fifth year workplan, pro-active outreach for the consultation services beyond existing marketing strategies previously cited was not achieved.

Development of 'User Friendly' Training Materials

The publication *How Can We Do It?* was developed as a training package for use in the workshops in response to the need for individual and group training exercises in addition to the substantive concepts and approaches previously available in the

previously produced training materials *So You Want to Evaluate?* and *How Are We Doing?*

In addition to this training package, which was an extensive treatment of the evaluation model developed by the project, a booklet that could be used in conjunction with the half-day seminars was produced. The second 'user friendly' publication *Assessing Global/Development Education Programs: A Planning Model* served as a workbook and included worksheets and charts that were easily reproducible.



ASSESSING DEVELOPMENT/GLOBAL EDUCATION PROGRAMS: A PLANNING MODEL

Published by InterAction and the American Forum for Global Education, this updated and concise version of *How Can We Do It?* provides step-by-step instructions for incorporating participants into the evaluation process. Authors: Roland Case and Walter Werner. 1990. ISBN: 0-932140-18-1.

LESSONS LEARNED

In this section of the final report for the Development Education Evaluation Project (DEEP), three case studies are presented in an effort to explore the lessons learned by the participants of the project. To assess the lessons learned, participants were asked to answer the question: "What impact has the project had on your work in development education?"

The World Vision Experience

Jan Thornton, Manager of the Development Education program at World Vision submitted the following:

It is time to look "deep-ly" into this project and assess its impact on organizations such as World Vision.

We were happy to host a one-day seminar in April 1992. Hosting the seminar at World Vision in California benefitted us in the following ways:

1. The event enabled us to host and "give ourselves away" to NGOs in the California area that rarely are offered workshops such as this. It was a good relationship builder for us.
2. [The project] provided our staff an opportunity to learn about evaluation techniques from an outside expert, Roland Case. This is much more palatable than hearing it from your own "experts."
3. [The project] provided the SAT (Sponsorship Action Team) group the chance to talk and think through their direction on a large, and very complex, project--assessing donor satisfaction with sponsorship immediately following the seminar. This came in the form of a "gift" (consultation services from InterAction through the Development Education Evaluation Project). Very Nice!

Feedback on the seminar and consultation services held following the seminar from the process manager of the World Vision Sponsorship Action Team (SAT) included this comment:

"In a nutshell, I felt very impressed by

Roland and his experience and knowledge. I learned a lot from the seminar, with the primary benefit to me being a much stronger general understanding of evaluation and all its facets. [Evaluation is] much more complex than I originally thought. I think this seminar was the turning point for my understanding the difference between "evaluation" and "research/analysis" from a marketing point of view. The details were a little beyond my scope, but they did provide a framework of understanding that was very very helpful."

Shortcomings of the seminar held in California were:

1. Not enough time was allowed (the seminar was only four hours) for people to internalize the issues. Because everyone came from a different place in their knowledge and experience, some were totally lost and others felt it was too elementary. (Many, however, felt it was just right).
2. Technical vocabulary needed to be reviewed and normalized for the group. The beginners were not sure of some of the terms.
3. Because I never saw the written evaluations for the seminar, I am not certain what reactions people had. People who participated in the seminar from World Vision were grateful for the exposure to evaluation, but I did not see anything concrete result from it in the ensuing weeks.
4. No follow-up. A complicated subject like this needs to have on-going support. For example, who would a person call if he or she has a question on implementing evaluation principles? Four hours is not long enough to assimilate the subject.

The Panos Experience

To determine the impact of the project on the Panos Institute, Elise Storck, Director of Development Education was interviewed. The following summary represents the discussion concerning lessons learned between the project director, Julie Dargis and Elise Storck.

The project broke down resistance to evaluation. Elise became more comfortable with the idea that evaluation is a tool in program development rather than a police action that occurred at the end of a project.

The project opened up a whole new way of working with evaluation for Elise. She also noted that she became more comfortable with working with an outside evaluator.

As a result of the project, Elise expressed an ability to set more realistic and more measurable goals and objectives. The project has also assisted her in being more creative in understanding evidence and using more approaches to gain evidence--more than a survey.

As an extension to the project, Elise played a lead role in helping her colleagues to use evaluation methodologies in the writing of proposals and program goals. And, at an international program meeting of Panos staff worldwide which was held in London in February 1992, Elise gave two sessions on evaluation for her colleagues based on her experiences with the project.

The American Forests Experience

Ted Field, Director of Development Education was also interviewed by the project director.

The first of project benefits from the Development Education Evaluation Project for Ted Field was that the project demonstrated how evaluation was utilized by other organizations, including what was being utilized in terms of materials.

The second benefit of the project for Ted was the sharing of resources among participants and the Project Resource Persons. Ted's participation with the project was not his first experience with evaluation, but his knowledge and skills were enhanced and evaluation was put within a framework pertinent to development education.

Ted attended one of the extensive two-day workshops conducted by the project and took advantage of the consultation services which helped him to establish the terms of reference for the mid-term evaluation he conducted for his Biden-Pell Development Education grant.

In addition, Ted provided his colleagues with the opportunity to participate in project activities in order to expand the benefits of the project institutionally among American Forests staff as well as staff from agencies with whom Ted worked closely.

Ted recommends a shift in focus of the project so that it might reach a larger audience. He suggests that senior management be encouraged to become more involved in project activities to increase their skills in management and program implementation while creating a stronger link among program staff.

EVALUATION RESULTS

The following section presents the evaluation findings from the 1992 seminars conducted by the Development Education Evaluation Project, a summary of the mid-term evaluation and a discussion of project outputs.

Evaluation Findings from 1992 Seminars

The project conducted three half-day seminars during the last year of the Development Education Evaluation Project. These seminars were held on:

- 1) April 22 in Monrovia, California and hosted by World Vision, a member of InterAction;
- 2) June 17 in Atlanta, Georgia, in conjunction with the annual A.I.D. Development Education Conference; and
- 3) July 31 in New York, New York and hosted by CARE, a member of InterAction.

At the onset of each half-day seminar, participants were asked of their expectations. And, in an attempt to assess the level of understanding held collectively by the participants, the Resource Person solicited problems and challenges faced by the participants. This information was used to determine what elements of the evaluation model would be highlighted during the seminar.

Responses to inquiries from the Resource Person as to the problems and challenges faced by the participants were often very diverse. A sampling of responses includes:

Donor retention issues
Field impact on projects
Program improvement
Accountability
Volunteer program evaluation
Evaluation of success
Internalization within organizations
Development of evaluation materials
Evaluation instrument development

Designing manageable evaluations
Monitoring of program activities
Addressing present needs
Front loading assessment in planning stage
Establishing program parameters

There are a few points that stand out as highlights from the three seminars that are summarized below:

- * Entire programs are not going to be evaluated as a result of these seminars, but rather those aspects of programs that someone has a concern about will be evaluated.
- * Stakeholders must be identified early on during the evaluation process and kept abreast of the developments of the evaluation until completion of the evaluation project.
- * If evaluation is to work, it has to be built into the program planning process and it cannot be intrusive.
- * One cannot translate quantitative data into qualitative data, but one can translate qualitative data into quantitative data. Balance the use of quantitative and qualitative data as they are not polar opposites, but they are complimentary.

The seminars were evaluated using two approaches. Two of the seminars used a qualitative design that requested the participants respond to three statements following the seminar. One of the seminars was evaluated by providing the participants with an evaluation form that requested participants to respond to statements with numerical ratings and comments.

Evaluation Findings from April 22 Seminar

Participants were asked to respond to three statements written on a flipchart at the end of the seminar. This activity provided a model of an activity that they could later use to gain evidence. The three statements included:

- 1) Identify your initial concern
- 2) List 1-3 points discussed today that you will apply to your program
- 3) Suggest a focus for future evaluation workshops

These statements served to focus the participant on his or her initial concerns before the seminar began, provide the participant with an opportunity to consider how the information presented in the seminar pertained directly to his or her program and provide the project director with input for future seminars.

In response to the first statement, participants re-visited their initial concerns. In listing up to three points discussed during the seminar that they would apply directly to their programs, participants provided thoughtful comments including:

- Get input from various stakeholders
- Limit myself--don't try to evaluate everything
- Utilize suggestions from today to establish an on-going dialogue between partners, clients, and staff
- Use more than questionnaires to gather information
- Greater use of anecdotal material
- Use evaluation throughout the project rather than only at the end

- Identify monetary and time constraints
- Rely on existing information
- Develop criteria and objectives first
- Ask other funders how they deal with the issue of evaluation
- Integrate evaluation activities into all phases of the program

In response to statement three, the participants suggested the following for future seminars:

- Focus groups
- Sampling
- Resource development
- Integrated project design
- Translation of qualitative data into quantitative data
- Creating measurable goals
- How to prepare surveys
- How to write proposals that include the evaluation process
- How to interpret results
- How to present results
- Make the workshop longer

Evaluation Findings from June 17 Seminar

The statements presented to the participants of the second seminar varied slightly and included:

- 1) What are the three points that you will leave this room with that you can directly apply to your program?
- 2) How would you define evaluation?
- 3) What additional information would you require from future evaluation seminars?

Responses to the first and third questions were similar among participants of the first and second seminars. Points presented in the second seminar that were not noted by the participants in the first seminar include:

Evaluation and program design are

complimentary
Fancy evaluations are worthless unless
there is an audience for them
Keep it relatively simple so that it can be
frequent enough
Integrate feedback from consumers of
development education with the
fundraising message of the agency

Definitions of evaluation formulated by
the participants following the second seminar
included:

"A process which allows an organization to
make good judgements about development
education programs that assist in future
decisions about such programs."

"The process of summarizing and judging the
project successes based on previously agreed
upon standards measured against the evidence
collected."

A method of obtaining information to
determine the direction of a program or assess
the results."

"The method(s) used to create, re-create, re-
design, and assess the process and results of a
program to show the impact and outcomes."

Additional information required from
future evaluation seminars not previously
noted include:

Effectiveness and validity of questions
Evaluation formats
Time series evaluation
List of consultants who can be hired to help
with evaluations

Evaluation Findings from July 31 Seminar

An evaluation form that included both
qualitative and quantitative questions was
used to assess the effectiveness of the third
seminar.

In addition to asking participants to

define evaluation, list three points that they
would apply to their individual programs and
identify skills in evaluation that they would
like to develop, the seminar evaluation form
addressed the areas of expectations and
increased knowledge.

Participants were asked to rate and
comment on how successful the seminar was in
addressing their individual expectations. On a
scale of 1 (did not address expectations) to 5
(fully addressed expectations), the questions
received an average rating of 4.0.

A summary of comments to the above
questions reveals that participants were
generally very satisfied with the seminar in
terms of their expectations. In particular, the
information presented and the means in which
this information was communicated was
thought to be excellent. In addition, the
participants were pleased with the skills and
knowledge of the Resource Person.

One of the concerns cited a number of
times in the comments to this question
identified time as a constraint to being fully
satisfied that their expectations had been met.
Participants also asked for more group
participation and small group work.

Participants rated and commented on
how much their knowledge in evaluation had
increased as a result of the seminar. The
question was rated on a scale of 1 (no increase
in knowledge) to 5 (much increase in
knowledge) and received an average rating of
3.7.

A summary of comments for this
question reveals a marked increase in
knowledge by a number of participants. Also
cited were an increase in both confidence and
skills to implement the various aspects of
evaluation.

For some participants the material was
not new, but an appreciation of the opportunity
to attend a refresher course which enabled
them to get new ideas on how to implement
evaluation strategies was cited.

Summary of Mid-Term Evaluation

In 1989, the Project Advisory Committee designed an evaluation system which focused on the participants in project activities. Evaluation instruments were designed for this purpose. These included:

- 1) pre- and post-workshop tests to determine knowledge gained by participants;
- 2) changes in attitudes toward evaluation by participants in workshops; and
- 3) a telephone survey of workshop participants to determine the impact on practices and attitudes relating/continuing evaluation.

An analysis of data collected from participants in four workshops determined that the data was more than adequate to arrive at general conclusions about the workshops. These conclusions included:

- 1) Participants learned a great deal about evaluation of development education programs from their participation.
- 2) Participants found the workshops to be intrinsically worthwhile.
- 3) Participants found the materials used during the workshops to be of high quality and likely to be useful in their continued learning about evaluation.
- 4) Participants believed that the workshops gave them ideas and procedures they can use in their work in development education.
- 5) Participants found the work of the group leaders to be, in general, excellent.
- 6) Participants expect to apply what they have learned in future development education projects.
- 7) participants would like to have other, more advanced workshops and, particularly opportunities to consult with the workshop leaders in the future.

In conclusion, it was the impression of the evaluators that submitted the Mid-Term Evaluation Report on August 8, 1989 that the workshops were an outstanding success.

Discussion of Project Outputs

Following is a discussion of the project outputs originally expected from the Development Education Evaluation Project. The list of outputs includes 1) participation and completion of training; 2) evaluation plans in use; and 3) improved evaluation tools and procedures in development education.

1) Participation and Completion of Training:

- a) More than 16 specialists were available for consulting over the duration of the project.
- b) Approximately 50 Biden-Pell Grantees were able to design and carry out monitoring and evaluation plans appropriate to their own projects.
- c) Approximately 200 other persons with similar skills were satisfied with workshop and seminar content and process and are applying knowledge and skills gleaned from the project to their own programs.

2) Evaluation Plans in Use:

- a) Over 30 consultations carried out.
- b) Approximately 100 monitoring and evaluation plans in place after participation in workshops, seminars and consultation services.

3) Improved Evaluation Tools and Procedures

- a) Over 10 tools and/or procedures developed and tested. Many more are in the process of development as a result of the project.
- b) Four publications published to support the work of development education professionals in evaluation.

RECOMMENDATIONS

Recommendations from Project Participants

- Recommendation 1:** Workshop seminars should be longer than four hours in duration.
- Recommendation 2:** Additional workshops and seminars should be designed that expand upon knowledge of evaluation and include skill areas such as distribution of materials and implementation of focus groups.
- Recommendation 3:** Project activities should be expanded to include senior management.
- Recommendation 4:** A follow-up support system needs to be put in place to ensure that participants have access to evaluation Resource Persons after having completed a workshop, seminar or consultation.

Recommendations from the Development Education Evaluation Project Task Force

- Recommendation 5:** The skills of the project transcend the development education community. Expanding the project is an opportunity to broaden our development education audience.
- Recommendation 6:** Need more conversations and brainstorming with A.I.D. and other interested funders to determine the future directions of the project.
- Recommendation 7:** The half-day seminar should be re-designed as a full one-day seminar.

FINANCIAL STATEMENT AND PIPELINE ANALYSIS

The financial statement and pipeline analysis for the Development Education Evaluation Project funded by the Agency for International Development from September 1987 - August 1992 is provided on the following page. Column I represents the actual expenditures from 9/1/87 to 8/31/92. All figures have been audited through December 1991. Column II represents the expected expenditures for the closure of the grant activities which were completed on August 31, 1992.

The 1992 project funds will be audited at the close of the fiscal year. An audited report of these funds will be available for review by the Agency for International Development upon completion of the audit. Any expenditures beyond the grant obligation provided within the grant agreement for program activities totalling \$307,715.00 will be absorbed by InterAction and be considered an additional matching contribution for the project.

InterAction
OTR-0230-G-SS-7134

PIPELINE ANALYSIS
of FY 92
FINANCIAL EXPENDITURES

	(1)		(2)		(3 or col 1+2)		Grant	
	Actual Expenditures 9/1/87 to 8/31/92		Expected to Expend 9/1/92 to 9/30/92		Actual & Expected Expenditures 9/1/87 to 9/30/92		Obligation 9/1/87 to 8/31/92	
	AID	MATCH	AID	MATCH	AID	MATCH	AID	MATCH
Salary								
Office/Travel			0					
Materials/Reports			0					
Advisory Committee			0	0				
Workshops			0	0				
Consultants			0	0				
Indirect Cost/OH			0	0				
Total Expenses	316,984	293,156	1,837	1,993	318,821	295,149	307,715	293,156
Less: Prog Income	8,345							
Net Expenses	308,639							



**InterAction presents
A Development Education
Evaluation Seminar**

Assessing Impact: How to get there

Funded by a grant from the Agency for International Development and hosted by World Vision, a member of InterAction, this seminar will explore the application of impact evaluation techniques to development education projects.

Join us and you will gain a better understanding of program evaluation, sharpen your evaluation skills and meet others working to educate Americans about international issues.

This seminar is free and open to the public. Please RSVP by April 17 to Jan Thornton, 818/357-7979 ext. 3493.

InterAction is a membership association of over 130 U.S. private voluntary organizations engaged in international humanitarian efforts, including relief, development, refugee assistance, public policy and education for global change.

**April 21, 1992
9:00–1:00 pm**

World Vision

919 West Huntington Drive
Monrovia, California 91061

Directions: Exit the 210 Freeway from the east or west at Huntington Drive. Turn left on Huntington and proceed to signal at Monterey Avenue. Drive one block to Chestnut Avenue, and turn left. Seminar is in the first World Vision building at 800 Chestnut.

SEMINAR EVALUATION

ASSESSING IMPACT: HOW TO GET THERE

Please complete the following form before you leave today. Thank you in advance for your time and thoughts.

1. Based on the material covered in today's seminar, please write a brief definition of evaluation.

2. What are three points that you will leave the seminar with that you can directly apply to your program?

3. How successful was the seminar in addressing your expectations?

1 _____ 2 _____ 3 _____ 4 _____ 5 _____
did not address expectations fully addressed expectations

comments:

4. How much have you increased your knowledge in evaluation?

1 _____ 2 _____ 3 _____ 4 _____ 5 _____
no increase in knowledge much increase in knowledge

comments:

5. What skill in evaluation would you like more experience developing in the future?

DEVELOPMENT EDUCATION EVALUATION PROJECT**Participant Questionnaire**

We are pleased to confirm your application for the Development Education Evaluation Workshop. In order that we may better plan for your interests, please complete the following Participant Questionnaire and return it to Interaction as soon as possible. Thank you.

Name: _____

Organization: _____

Position: _____

Work address and phone: _____

Part I: About Your Development Education Project or Program:

1. Do you have a specific development education project or proposal in mind to which you can apply the evaluation information gained from this workshop? () yes () no
(If YES, continue with questionnaire. If NO, go to Part II.)
2. Briefly describe your project in one or two sentences below. (Include, if available, related materials such as project abstracts or public information materials with this application.)

3. Do you have an evaluation plan built into your program or proposal? () yes () no
(Please include description of the basic plan or attach information from project proposal.)

Part II: About You As a Participant

- | | Not at all | | | | Very |
|---|------------|---|---|---|------|
| 1. In your position, how likely is it that you will be required to: | | | | | |
| a. Design an evaluation plan? | 1 | 2 | 3 | 4 | 5 |
| b. Do the evaluation yourself? | 1 | 2 | 3 | 4 | 5 |
| c. Supervise employees or volunteers doing the evaluation? | 1 | 2 | 3 | 4 | 5 |
| d. Serve as liaison with outside evaluation consultants? | 1 | 2 | 3 | 4 | 5 |
| e. Receive and interpret completed evaluation results? | 1 | 2 | 3 | 4 | 5 |
| 2. With reference to your position, how confident are you of being able to accomplish the tasks you identified above? | 1 | 2 | 3 | 4 | 5 |
| 3. If you answered YES to #1 in Part I, how confident are you of being able to carry out your evaluation plan? | 1 | 2 | 3 | 4 | 5 |
| 4. If you answered NO to #1 in Part I, how confident are you of being able to design an evaluation plan for current or future projects? | 1 | 2 | 3 | 4 | 5 |

Part III: About Your Expectations for a Development Education Project Evaluation

1. Will you be expecting to receive help with a specific evaluation plan or proposal as part of the workshop? () yes () no

If YES, include a copy of that plan and the project to be evaluated or refer us to materials submitted with your application. If NO, go to 3

2. In thinking about this evaluation plan, please rate its appropriateness on the following dimensions: (circle your rating)

	Not at All				Very
a. How useful will it be to your organization?	1	2	3	4	5
b. How sufficient will it be in providing needed information?	1	2	3	4	5
c. How manageable will it be given organizational resources?	1	2	3	4	5
d. How confident will you be in the results?	1	2	3	4	5
e. How confident are you in the abilities and skills of those carrying out the plan? (your skills or the skills of others)	1	2	3	4	5

3. If you have no current evaluation plan, will you be expecting to receive information which would help you design an evaluation for a specific project? () yes () no

If YES, include a description of the project to be evaluated or refer us to materials submitted with your application.

4. Which of the following does your development education project/program include? (check each)

- a. Instructional materials development () yes () no
(e.g., teaching units, video, slide tape productions)
- b. Sponsoring of special events () yes () no
(e.g., conferences, festivals, community discussions)
- c. Information dissemination () yes () no
(e.g., pamphlets, newsletters, publications)
- d. Training of Trainors () yes () no
(e.g., staff, volunteers, discussion leaders)

5. Is a significant portion of your development education project/program carried on by the following persons? (check each)

- a. Paid/professional/full time staff persons () yes () no
- b. Paid consultants/part time staff persons () yes () no
- c. Educators in formal settings (e.g., schools & universities) () yes () no
- d. Volunteers () yes () no
- e. Collaborators from other organizations () yes () no

Part IV: About Yourself as a Participant

1. What would you like to gain from the evaluation workshop? (Please circle your personal priorities from among the following evaluation areas. Then **STAR** your **HIGHEST** priority.)

	<u>High</u>	<u>Mid</u>	<u>Low</u>
a. Determining aims or purposes for evaluation	1	2	3
b. Identifying and involving stakeholders	1	2	3
c. Outlining a basic evaluation design	1	2	3
d. Selecting appropriate data gathering methods	1	2	3
e. Preparing instruments	1	2	3
f. Selecting and sampling data sources	1	2	3
g. Collecting data	1	2	3
h. Coding and analyzing data	1	2	3
i. Reporting results	1	2	3
j. Encouraging use of results	1	2	3

2. How do you describe yourself as an evaluator along the following dimensions?

	<u>Not at all</u> <u>Very</u>				
a. How experienced are you in evaluating development education projects/ programs?	1	2	3	4	5
b. How important is it to you that <u>you</u> improve your evaluation skills?	1	2	3	4	5
c. How important is it to <u>your program</u> that you improve your evaluation skills?	1	2	3	4	5

3. Given the resources you now have available to you, where could you go for help if you had a concern or question dealing with evaluation? (List as many as are appropriate e.g., book, staff, outside consultant.)

- () _____
- () _____
- () _____
- () _____
- () _____

4. What do you most hope to get out of this workshop?

5. Do you have any other comments about the workshop or your participation in it?

Please bring with you to the workshop any examples of evaluation studies done by your organization or tools & instruments you employ to collect data.

THANK YOU!
Return this form to:

Development Education Evaluation Project
INTERACTION
200 Park Avenue South
New York, NY 10003

InterAction

DEVELOPMENT EDUCATION EVALUATION WORKSHOPS
 "Your Opinions Please"

Please help us improve future workshops by sharing your insights and opinions concerning this workshop.

A. How well did we meet our objectives? To what extent has participation in this Evaluation Workshop...(Check your rating)

1. Increased your understanding of the basic principles of evaluating educational programs?
2. Increased your ability to plan effective evaluation?
3. Increased your confidence in being able to carry out an effective program evaluation?
4. Increased commitment to improve your evaluations?
5. Increased your awareness of resources to assist in conducting program evaluations?
6. Increased your understanding of ways to improve the utilization of results?

	GREAT EXTENT	FAIR EXTENT	SLIGHT EXTENT	NOT AT ALL

B. Overall, how satisfied or dissatisfied have you been with this workshop, in terms of helping you become better prepared to evaluate development education programs?

- very satisfied
- somewhat satisfied
- somewhat dissatisfied
- very dissatisfied

please comment _____

C. How clearly were topics covered in the following sessions of the workshop?

1. Setting Aims
2. Launching the Evaluation
3. Formulating the Design
4. Constructing Instruments
5. Collecting Data
6. Analyzing Results
7. Delivering the Pay-off

	<i>VERY CLEARLY</i>	<i>FAIRLY CLEARLY</i>	<i>NOT CLEARLY</i>

D. Of all the involvement activities (worksheets and examples), which were most and least helpful and why?

Most helpful	Comments
Least Helpful	Comments

E. What aspects of Evaluation do you feel were not adequately covered in the workshop? Please explain.

F. At this stage after participating in the workshop, what are your chief concerns about personal involvement in evaluation?

G. Do you anticipate interacting in the future with any of the resource person or participants about evaluation issues?

- () Yes definitely () Perhaps () Not anticipated

H. Do you anticipate using in the future the resource materials on evaluation that you were provided during this workshop?

- Yes definitely Perhaps Not anticipated

I. Other suggestions or comments to help us improve future workshops?

Thank You!

Appendix VI

Attendees for Evaluation Workshop, April 21

<u>Name</u>	<u>Address and/or organization</u>	<u>Phone</u>
1. Jennifer Tabola	Operation USA	213)658-8876
2. Nancy Fister	"	"
3. Jane Adams	"	"
4. David Anderson	Catholic Charities	213)251-3487
5. Jo Marcel	"	"
6. Loc Nam Nguyen	"	"
7. Ted Field	Amer. Forestry Assoc. P.O. Box 2000 WDC 20013	202)667-3300
8. Fred Anderson	Tree People 12601 Mulholland Beverly Hills, CA 90210	818)753-4600
9. Dennis Stuessi	Mission Aviation Fellowship	714)794-1151
10. Richard Covington	Project Concern, San Diego	
11. Susan West	" "	
12. Ricardo Calderon	Univ. of So. Calif.	818)457-4009
13. John Moore	Ret. Peace Corp Volunteer 5460 Hilton Ave. Temple City, CA 91780	818)286-4474
14. Scott Harding	Ret. Peace Corp 16345 Gledhill, Sepulveda 91343	
15. Elizabeth Riley	Interfaith Hunger Coalition	213)913-7333
16. Valerie Hood	Cal Tech Industrial Relations	818)356-4044
17. Greg Kearns	GIK/WVRD/WV	818)357-7979
18. Heather Hughes	" "	
19. Karen Ballard	" "	
20. Cindy Lopez	" "	
21. Phyllis Noble	" "	
22. Nancy Kyle	SAT/WV	
23. Carol Lopez	SAT Evaluation Team/WV	
24. Carmen Vivar	" "	
25. Krist Smathers	???	818)360-9207
26. Don Paterson	Marketing Division/WV	
27. Judy Little	" "	
28. Robert Hawkins	" "	
29. Jean Throckmorton	ISD/WV	
30. Terry Madison	Magazine/WV	
31. Karen Margosian	Representing Jack Fortin, VP/Operations	
32. Teresa Lingafelter	Food for All/ Redlands	
33. Linda Hamilton	" "	
34. Georgianna McBurney	" "	
35. Jerry Michaud	End Hunger Network 222 N. Beverly Drive Beverly Hills, CA 90210	213)273-3179
36. Dece Leonares	Student, Fuller Seminary	818)584-5800
37. Susan Youll	Retired Peace Corps/Sherman Oaks, CA	
38. Elise Sabatini	World Share, San Diego	619)525-2200
39. Sidney Velado	" "	
40. Julie Dargis	Interaction/WDC	
41. Jan Thornton	WV	
42. Keith Tsujimoto	WV	

DEVELOPMENT EDUCATION EVALUATION PROJECT 1992 CONSULTATION SERVICES GUIDELINES

InterAction offers technical assistance in the form of consultation services under an Agency for International Development (A.I.D.) Biden-Pell Development Education grant. These services are offered to Biden-Pell grantees and other interested agencies working in development education.

The consultation services have four purposes:

- To provide technical follow-up for participants of evaluation workshops
- To assist agencies that have special evaluation needs
- To encourage institutionalization of evaluation processes in development education programs and sponsoring agencies
- To contribute to an assessment of a project's longer term impact on the evaluation capabilities of participating PVOs

Who qualifies?

The consultation services are intended to enhance understanding of the evaluation process by participating agencies. To qualify for consultation services your agency must show a need with regard to the purposes of the consultation services stated above. If your agency qualifies, the attached request for consultation services must be completed and submitted to InterAction.

What should I expect?

Consultation services will be based on pre-determined goals before the consultation will be approved by the project director. Also, it is expected that most of these consultations will be brief—one or two days. There are three steps to the consultation services:

- 1) A decision is made by the project director that the consultation is appropriate
- 2) Terms of reference (including cost sharing) are agreed upon
- 3) The participating agency is provided with a consultant

What should I consider when requesting consultation services?

In requesting consultation services, the following points should be considered:

- What are the priority tasks and specific activities to be carried out during the consultation (e.g. questionnaire design skills, expanding evaluation strategy, working with quantitative data, etc.)
- What outcomes are expected?
- How much time will be needed to accomplish the consultation?

Cost Sharing

Participating agencies are requested to share costs whenever possible. Cost sharing will be negotiated during the second step of the consultation services process.

**DEVELOPMENT EDUCATION EVALUATION PROJECT
1992 REQUEST FOR CONSULTATION SERVICES**

Agency Name _____

Address _____

_____ Zip _____

Contact Person _____

Phone _____

Fax _____

Purpose of Consultation Services (please be specific):

Number of consultation days requested: _____

Preferred date(s): _____

Could this consultation be shared with another agency? _____

If yes, what agency? _____

Participating staff members: _____

What costs will be borne by agency? _____

Please return to:

Julie Dargis

InterAction

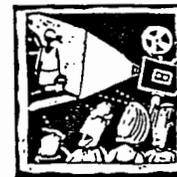
1717 Massachusetts Ave., NW Suite 801

Washington, D.C. 20036

fax 202/667-8237

groups are participating than ever before. The dialogue, participation and the potential is unprecedented. It is the hope of the NGO community that future multi-lateral negotiations will not be able to take place without the involvement of NGOs. We expect the multi-lateral institutions will feel

pressure to involve NGOs. We are striving to be real players in policy making at the international level. If, however, we fail to achieve this new role for NGOs the UNCED will truly be a disaster." *See related articles, Enclosure 1.*



DevEd NEWS

Module on 'HIV and Development' Introduces New Educational Series from Panos A 16-page module for college students and adults on "HIV and Development" will soon be available from the Panos Institute, an InterAction member based in Washington, DC.

Comprised of text, graphics, and discussion exercises, this important new resource introduces the reader to basic information on the human immunodeficiency virus; explores how HIV/AIDS affects the prospects for economic and social development; and conversely, explains how conditions of underdevelopment increase the difficulty of managing the global epidemic.

Numerous sidebars throughout the module by experts and journalists from developing countries provide new perspectives from developing countries provide new perspectives for US audiences.

As the first in a series of educational modules to be produced by Panos over the next three years, "HIV and Development" has been successfully field-tested at colleges around the country, and is appropriate for students in a variety of disciplines. The module concludes with discussion questions, and then engages participants in identifying stakeholders and priorities for a hypothetical global program on HIV and development.

Founded in 1986, the Panos Institute consists of four autonomous offices in Budapest, London, Paris and Washington that work collaboratively to raise public understanding of sustainable development. By working with groups and organizations on many levels, from the grassroots to the global, the Institute seeks to amplify voices seldom heard in the debate about sustainable development. Current foci of Panos-Washington include sustainable development in Central America and the Caribbean; AIDS and development in the Americas; environ-

ment, community development, and race; and development education for US audiences.

For more information about "HIV and Development" module and other Panos resources, please contact Elise Storck at 202/483-0044, FAX 202/483-3059, or write to the Panos Institute, 1717 Massachusetts Avenue, NW, Suite 301, Washington, DC 20036.

Evaluation Seminar In Monrovia, California

The InterAction Development Education evaluation project presents a half-day evaluation seminar:
"Assessing Impact: How to Get There"

When: April 21, 1992

Time: 9 a.m. to 1 p.m.

Where: World Vision

919 West Huntington Drive
Monrovia, California 91061

Funded by a grant from AID and hosted by World Vision, a member of InterAction, this seminar will explore the application of impact evaluation techniques to development education projects. Join us and you will gain a better understanding of program evaluation, sharpen your evaluation skills and meet others working to educate Americans about international issues.

This seminar is free and open to the public. If you are interested, please RSVP by April 17 to Jan Thornton, 818/357-7979 ext. 3493.

InterAction Member Support Strong for Biden-Pell Commemorative Book The InterAction membership has rallied strong support in response to a letter from Development Education and Constituency Building chair Jerry Michaud soliciting co-sponsors for the joint AID/InterAction publication to commemorate the 10th anniversary of the AID Biden-Pell Development Education grant program.

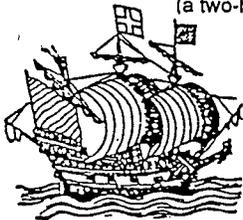
"I think this is an excellent opportunity for the PVO community to give moral support and continuing encouragement to a government program that has made a real difference in the essential work of building a constituency for development assistance," said Michaud. He added, "Co-sponsors are a visible indication of broad support for development education in general and the Biden-Pell program in particular."

Because the publication date has been re-scheduled for fall, Michaud has extended the invitation to members to co-sponsor the commemorative book. To become a co-sponsor, please send a check made out to InterAction, along with a black-and-white reproducible copy of your logo and a 50-word description of your organization to Julie Dargis, InterAction, 1717 Massachusetts Ave., NW, Suite 801, Washington, DC 20036 by August 1.

Copies of the book will be distributed to educators, opinion leaders and the media as well as members of Congress and the Administration.

Committed co-sponsors for Biden-Pell Commemorative book are (with Interaction members in boldface):

ACCION International, African American Institute, Benton Foundation, CARE, Center for Democracy,

<i>Introducing :</i>	
Columbus Explored: Retracing our Roots	
(a two-hour learning journey)	
	Just in time for the 500th anniversary of Columbus' first voyage to the Americas. 8-1/2" by 11", 12-page curriculum
	Intended for use with those unaware of the tragic consequences of Columbus' arrival, the curriculum examines present day implications and parallels. Designed for ages high school to adult.
ED 9218 x \$1.00 each = Total Enclosed \$ _____	
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Name _____	
Street Address _____	
City/State/Zip _____	
Please send checks to Church World Service • PO Box 968 • Elkhart, IN 46515-0968	

Evaluation Seminar In New York City

The InterAction Development Education evaluation project presents a half-day evaluation seminar: **"Assessing Impact: How to Get There"**

When: July 31, 1992

Time: 9 a.m. to 1 p.m.

Where: CARE Board Room
660 First Avenue
New York, NY

Funded by a grant from AID and hosted by World Vision, a member of InterAction, this seminar will explore the application of impact evaluation techniques to development education projects. Join us and you will gain a better understanding of program evaluation, sharpen your evaluation skills and meet others working to educate Americans about international issues.

This seminar is free and open to the public. Please RSVP by July 22 to Julie Dargis, 202/667-8227.

Childreach, Children's Aid International, Credit Union Development Education Program, Direct Relief International, End Hunger Network, Food and Agricultural Organization (FAO), Freedom from Hunger Foundation, Global Learning, Habitat for Humanity, Helen Keller International, InterAction, International Center for Research on Women, International Institute for Energy Conservation,

Lutheran World Relief, National Alliance to End Homelessness, National Committee for World Food Day, Outreach International, Population Reference Bureau, Save the Children, Service and Development Agency of the African Methodist Episcopal Church (SADA)

Society for International Development, Trickle Up Program, Union of American Hebrew Congregations, Upper Midwest Women's History Center, Volunteers in Overseas Cooperative Assistance, Winrock International, Women's Feature Service, World Education, World Relief, World Vision, and YWCA of the USA.

ON THE NATIONAL SCENE

Atlanta to Host June Dev Ed Conference

For the eighth year the U.S. Agency for International Development has organized a conference for practitioners and teachers of development education—both informal and formal, educational administrators, journalists, and others interested in educating Americans of all ages about our connections with the developing world.

"Isolationism: Is It Patriotic?" is the topic of the opening dinner of the conference, whose overall theme is "New Global Realities: Communicating the Opportunities and Challenges." The three-day event will take place at The Hilton at Peachtree Corners in Atlanta on Sunday–Wednesday, June 14–17.

Sectoral seminars on key development issues—such as environment, health, separatist movements, and others—will be interspersed with regional seminars and skill-building workshops. The latter will include "Working Successfully with the Media," "Fiction and Film in Development Education," "Demystifying AID," and several more.

Conference co-sponsors include the Association of Big Eight Universities, the Institute for International Research, InterAction, INSA, the National Association of Social Workers, and the Panos Institute. Registration for the full conference package is \$300, including all conference activities, three nights lodging at the hotel and all meals. A daily rate of \$50 includes that day's activities and meals. The registration deadline is May 15.

More information on the conference is available from the AID Conference Manager, Automation Research Systems, 4501 Ford Avenue, Suite 1100, Alexandria, VA 22302, (703) 824-9547, Fax (703) 671-3562.

(Meanwhile, the AID Development Education office has recently moved to

a new location—Room 709 at 1515 Wilson Boulevard, Arlington, VA. Its mailing address is now Development Education Program, FHA/PVC Room 709, SA-8, AID, Washington, DC 20523-0804, and its phone and fax numbers are (703) 351-0203 and (703) 351-0212, respectively.)

Peace Corps Returnees Organize for Sustainable Development

A new group is in formation within the community of returned Peace Corps Volunteers—RPCVs for Environment and Sustainable Development. Its organizational meeting will take place during the Annual Meeting of the National Council of Returned Peace Corps Volunteers in Fayetteville, Arkansas, July 9–11, but already the initiating committee has begun publishing an occasional newsletter. Information is available from Katy Hansen, Box 246, Orange City, IA 51041, (712) 737-2700.

Evaluation Seminars Planned in June, July

Two more seminars on how to evaluate the effectiveness of development education programs will be offered by InterAction as part of its ongoing Development Education Evaluation Project. The first will be on June 17 in Atlanta in conjunction with the AID Development Education Conference, the second on July 17 at the CARE offices in New York City. The second seminar will be free and open to anyone interested.

To receive an invitation to the New York event, readers should get in touch with Julie R. Dargis at InterAction, 1717 Massachusetts Ave., N.W., Suite 801, Washington, DC 20036, (202) 667-8227.

Dargis will also receive requests for the InterAction Consultation Service, an individualized follow-up to its evaluation seminars. Both activities are funded through an AID "Biden-Pell" grant.

Module on "HIV and Development" Launches New Educational Series

A 16-page module on "HIV and Development" is the first of a series that will be produced by the Panos Institute Washington office over the next three years as part of its new dev ed program, "From Information to Education." The series, drawing on the Institute's strong information portfolio, will reach out to diverse U.S. audiences, including people of color.

The HIV module—a combination of text, graphics, and discussion exercises—provides basic facts on the human immunodeficiency virus and then explores both how HIV/AIDS affects the prospects for economic and social development and, conversely, how conditions of underdevelopment increase the difficulty of managing the global epidemic, or "pandemic."

Field-tested in a number of colleges in the U.S., the module is appropriate for students in a variety of disciplines and for anyone interested in learning about the reciprocal impacts of HIV and development. It concludes with a role-playing exercise in which participants take part in an international planning meeting to identify the five most important activities of a new program to deal with HIV and development.

"HIV and Development" is available for \$2.95, plus postage. For more information, contact Elise Storck, Panos Institute, 1717 Massachusetts Ave., N.W., Suite 301, Washington, DC 20036, (202) 483-0044, Fax (202) 483-3059. ■

FEATURE ARTICLES IN THE NEXT ISSUE OF IDEAS & INFORMATION

The past 18 months, leading up to the Earth Summit in Rio in June, have stimulated a large amount of imaginative NGO activity all over the United States. Can we call this activity "development education"? And, if so, what lessons can we learn from it?

■ ■ ■

The Advocacy Network for Development is a new group getting under way in Washington to promote "equitable, sustainable, and participatory development cooperation." How can we relate AND's educational efforts to existing development education activities?