

## memorandum

DATE: June 23, 1981

REPLY TO  
ATTN OF: PDC/PVC, Ross Edgar Bigelow *REB**AW 631*  
*4895*

SUBJECT: Evaluation Workshop--Stony Point, New York, May 27-29, 1981

TO: PDC/PVC, Thomas H. Fox

I arrived in Stony Point the evening of May 27 and ensconced myself in a very pleasant conference center run by the Presbyterian Church for a wide variety of international groups doing conferences. The purpose of this 2½-day workshop was to discuss amongst various PVOs the subject of project monitoring as one dimension of evaluation.

Overview

The workshop in Stony Point was the first in a series of four workshops being mounted by the American Council of Voluntary Agencies for Foreign Service (ACVAFS) in collaboration with CODEL and PACT. There were approximately 55 representatives from some 40 voluntary agencies represented at this first workshop. (See Attachment A.) Some 200 organizations had been sent invitations. I was the only A.I.D. representative in attendance. The focus of discussions was PVO monitoring, i.e., the starting point in the evaluation process affective field-headquarter communication and response. The second workshop (in September) will be on the subject of project impact and the third (in December) on PVO policy formulation. A fourth and final workshop in March 1982 will look at the potential future PVO evaluation activities and will attempt to consolidate the experience of the preceding three workshops. Individual workshop reports will be written. In the end, a handbook/publication will consolidate the materials collected throughout the workshops. Also, one hopes an ongoing capacity of some kind will be mounted within the PVO community to continue technical assistance in evaluation to individual PVOs that request it. This is an implicit expectation in PVC's \$60K+ grant (1980-82) in support of this workshop process.

### Organization of the Workshop

The first evening of the workshop, led by Process Coordinator Elliott Masie, succeeded in loosening us up to work effectively together. Perhaps this introduction accounts for the fact that throughout the workshop the tone was good, attitudes were constructive and participants spoke candidly about their problems.

The stated purposes of the workshop were to deal with: (1) how to establish a context for monitoring, (2) how to assess information gathered through monitoring, (3) how to use monitoring to refine objectives, and (4) how to apply monitoring skills and methodologies. According to the brochure accompanying the materials setting up the workshop, the program was to be organized around four topics (see Attachment B):

- Topic A: Organizing Evaluation Within the Capabilities of PVOs,
- Topic B: Community Participation In Evaluation - defining effective methodologies,
- Topic C: Basic Skills In Evaluation - focusing on social programs,
- Topic D: Basic Skills In Evaluation - focusing on economic programs.

Although the workshop dealt with each of these topics, participants got somewhat bogged down in the early sessions with two subtopics, proposed by the organizers to launch discussion: "Setting the Context (for Evaluation)" and "Assessing Information." Participants were clearly more interested in the basic skills needed for evaluation/monitoring (topic C and D), which were finally discussed in the latter part of the workshop.

In retrospect, the direction of the meetings could have been better guided by an opening review of the Evaluation Committee's 1980 paper, Attachment C, since few present had been directly involved in its preparation. Some of those in attendance did not appreciate that this was the first in a series of workshops. Also, some formal use should have been made of the interesting case studies provided in the preconference packet, but these were never really plugged into the proceedings. (If you or other readers are interested in these case studies, I would be happy to share them.) Use of the case studies also would have been responsive to the pragmatic orientation of the group to work from the specific to the general rather than the other

way around.

However, despite these initial troubles, participants seemed to genuinely benefit from the guided discussions in the four small working groups, detailed in Attachment D. The results of small group discussion are partially reviewed later in this report. Clearly, for many the very opportunity for PVO "evaluators" to get to know and rap with others facing similar monitoring problems was its own reward.

The American Council provided the workshop secretariat and can take credit for the excellent arrangements. Daniel Santo Pietro provided the logistical and theoretical framework for the workshop and played a very quiet supportive role during the workshop itself. (Pietro was hired for an 18-month period under our grant to organize the four-workshop series and serve as ACVA workshop coordinator.)

The staff that were employed as facilitators and resource people for this workshop were excellent. They included Professor Robert Bruce of the Dept. of Continuing Education at Cornell University, Sheldon Gellar of Indiana University, Alan Taylor who works out of Sussex University in England, and Maryanne Dulansey from Consultants in Development. The Process Coordinator from the Sagamore Institute was Elliott Masie. Along with Taylor and Dulansey, Ricardo Puerta (from PACT) and Chris Srinivasan (a South Asian-American), acted as facilitators. They all had had experience coordinating workshops and small discussion groups.

Another special dimension was added by Haitian Jean-Jacques Honorat, who spoke on behalf of developing countries. He has worked in various capacities with many of the 200 and some odd private and voluntary organizations that were operating in Haiti. Honorat spoke passionately of the need for PVOs to invest more in program discipline and collaboration with one another.

### Benefits of the Workshop

What benefits individuals gained from the broader gathering were epitomized in the small group discussions. There were four groups of 15 or so participants who met. If my group (B-2) was representative, and I would guess it was, then the PVO investments in time, money and opportunity costs, in sending representatives, were probably worth it. Such program discussions, without the interruptions of telephones and office demands, can be useful in addressing both conceptual and practical problems

in monitoring development activities, not to mention eventual payoffs in getting to know colleagues from sister institutions.

The four small groups met several times and remained pretty much intact throughout the workshop. The summary easel notes taken by the facilitators of each of the groups were typed up and distributed to all conferees before we left the conference, although not all writeups were available before our departure. The workshop report, we understand, will include all.

Overall the value of small working groups was probably considerable. Rather than a comprehensive review, I will attempt to give you a glimpse of those discussions in my own small group. For me two things stand out. Both are conceptual in nature and might well have applicability beyond the subject of monitoring or evaluation. Early on in our discussions, Bill Senn of the Medical Assistance Program, International (MAP) indicated that in his organization they use a five-step programming/monitoring process. These consist of the following steps: (1) information input, (2) dialog, (3) reflection, (4) decision making/planning and (5) action. See Diagram A. Through discussion it became clear that this rather neat five-step process should be seen as more appropriately as circular or cyclical rather than linear. The concept helped to focus much of the thinking of our small group thereafter. That is to say, as demonstrated in the attached diagram, that information input would lead naturally to a dialog among people in a given agency or a given field project, which would lead to reflection (seen as a time when people would go off by themselves to consider the ramifications of the information input and dialog). At this point it might be possible to proceed with a decision or, alternatively, to loop back to further information input and further dialog and further reflection. This process could reiterate several times before the actual jump to step 4 of making a decision and step 5 of taking action. The three key issues that seemed to stem from this conceptual framework were: (1) how can we gather data and what kind of data do we need; (2) how can we discover what the ongoing monitoring activities are in the field, at the local level, so that we can adequately collect or set up as a system to collect that data; and (3) how can we strengthen monitoring capacity for self-reliance in the community or project so that it has the capacity to analyze and make decisions itself in time.

The second intriguing and attractive concept generated in our group was what we might call the "development rings" of the monitoring process. See Diagram B. Facilitator Chris Srinivasan can probably take credit for capturing/depicting the group's thinking on this concept. What is interesting about

this concept is that the project at the local level, focusing on the community, is seen at the very center of the activity. Leading outward one finds the PVO country level of monitoring and project guidance. Further out is the PVO's headquarters ring. Beyond that is another circle representing the international level and/or donor agencies.

These two concepts are powerful. They could benefit the thinking of any PVO grappling with its evaluation/monitoring systems.

The wrapup session on the results of the various small group discussions was done cleverly, but maybe did not take full advantage of the discussions and information therein. The wrapup session was organized into a number of small groups of four or so consisting of at least one person from each of the four small discussion groups. Each individual discussed the proceedings and the salient points as he/she recalled them from the small group discussions. This proved to be very interesting and, in a very short period of time and on a fairly personal basis, did provide good communication. However, the substance of the discussions might well have been better communicated to the larger numbers by a panel representing each of the groups. Unhappily, this did not occur. As a result, a number of uncertainties were left in the minds of people about the range and nature of discussions and learnings of the various small groups.

The full scope and nature of the discussions of the Stony Point Workshop will be published in a conference or workshop report in the near future and we certainly will make that available to anyone interested. In addition, I have the materials that were collected as a part of the workshop exercise if you would like to peruse them.

#### Matching Grant Discussion

In the evening of May 28, I was called upon by various PVO representatives to make a presentation on matching grants. Squeezed in between supper and a wine and cheese party later in the evening, this was an hour or so that was allocated to special interest groups for discussions of topics of their choice. A second group had been set up on participation which I would have preferred. There were a number of organization representatives interested in talking about matching grants in this open session, but the most outspoken was Milton Nebblett of the Seventh-Day Adventist World Service.

I was surprised to find that some 20-25 people sat in on the discussion. These representatives included as I recall, Nebblett and his wife, Ivy, from SAWS; Steve LaVake from the YMCA; Lawrence F. Campbell from Helen Keller International; Robert C. Flick from ACDI; John Klink from Catholic Relief Services; Suk Tae Limb from the International Human Assistance Programs; Russ A. Mahan from World Education; Nancy Marvel from The Presiding Bishop's Fund for World Relief, the Episcopal Church; Larry Miller from the American Friends Service Committee; Ray Rignall from CARE; James W. Rugh from World Neighbors; Joan E. Robinson from Salvation Army World Service Office; Armin L. Schmidt from the Heifer Project International; Joseph Sprunger from Lutheran World Relief; Peter Van Brundt from Save the Children; Bill Warnock from World Vision International; as well as several other participants and facilitators in the workshop, including Dao Spencer of the ACVAFS.

Not only was the level of interest in matching grants unexpectedly high, particularly in a forum concerned with evaluation, but it was also surprising to find that the level of awareness among many of those organizations without matching grants was surprisingly low. My comments and discussions centered on the essence of what matching grants try to do, the criteria that are used, those organizations that have received matching grants to date, and the areas of concern that had been expressed to us by the PVO community.

A topic that was given some time was the subrecipient audit question. I explained how we had finally reached agreement for dealing with this question, and how, although no one is totally satisfied, it seemed to represent a solution that could be tolerated by those PVOs who worked through subrecipients. At this point, Steve LaVake said that he was pleased with the decision and the solution proposed for handling the subrecipients audit question. He went on to say that generally the YMCA's relationship with AID had been very good and that they had found the matching grant to be an important source of support for their development activities in the field. Following this, Joe Sprunger of LWR also spoke of the positive support that had been provided to his organization through the matching grant. Thus, the general tone of the discussions was positive.

It was also noted by some that AID had moved from a matching grant concept with considerable flexibility to something less now than desired. The SAWS representative, Joan Robinson, also pointed out the very long period of time (some 12 months?) that was necessary to negotiate their matching grant. Some of the participants said this long period of review by AID

ought to be shortened.

Another question raised was the amount of reporting necessary. After indicating that annual reports were the norm for matching grants, several people asked whether AID expected annual reports like those presented by LWR and the YMCA which ran to 200 or more pages. I assured those people that we preferred to have short succinct annual reports. I said it was in the best interests of both the writer and reader to have brief statements. However, in certain circumstances, as represented by the YMCA, that the longer more definitive statement was in the best interest of the organization and AID and that this was an exceptional case.

### Summary Comments on the Stony Point Conference

1. That it happened is a significant accomplishment.  
It has been two years since the idea of such a forum was proposed in the PVO-AID Conference sponsored by PDC/PVC and held in the National Academy of Science Building in Washington. To get the diverse PVO "community" to come together largely at their own expense and to work collaboratively is an accomplishment. Just having such a large PVO gathering on evaluation reflects genuine concern about this topic among PVOs -- a concern which was their own not one imposed by donors.

2. Monitoring is a good place to start discussing evaluation.  
Most PVO participants are concerned about the systematic assessment of field projects and getting some degree of control over the flood of documentation. Monitoring is a practical, ongoing concern, treatable in a workshop context.

3. The physical setting and arrangement were excellent.  
Most participants would probably agree that they ate well, enjoyed themselves and learned something at Stony Point. Arrangements and facilities were very good and conducive to learning. Almost all panelists, speakers and facilitators were of good quality also. Production of the summary notes of the working groups en route helped move things along.

4. Frank and unselfish discussion prevailed.  
The participants largely came to learn and share experiences rather than defend parochial viewpoints. The tone of discussion was honest and permitted the consideration of specific cases in small groups. Several people also mentioned the simple value of making contacts with other PVO people and projects.

5. There is a broad PVO demand for better monitoring skills and methods.

PVO staffs want "how to" information on monitoring. When during the first day the conveners seemed slow in responding to this need, the workshop dragged. This key area seems in need of future PVO follow-up and assistance.

6. Future evaluation workshops should focus on the specific and practical.

The verbal assessment of participants in the wrap-up session at Stony Point suggested that future workshops should get down to specifics even quicker, e.g., discussion of case studies or even written papers circulated in advance, consideration of "how to" methods of evaluations, or performance of actual evaluations in the workshop. Also, the ACVA Evaluation paper could have been used as a starting point to give more focus to the series of workshops. Some people felt more one-on-one PVO staff discussions should have been allowed for.

7. Our grant support seems fruitful.

Our partial funding of this workshop process seems productive. However, it is not clear whether our hope for some self-sustaining capability in evaluation in the PVO community will result from our support. Future workshops will perhaps reveal more.

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\* APPROACHES TO EVALUATION \*

A Workshop on Monitoring in the PVO Community  
May 27-29, 1981

WORKSHOP STAFF

Facilitators:

Elliott Masie, Process Coordination  
Sagamore Institute  
110 Spring Street  
Saratoga Springs, NY 12866  
(518) 587-8770

Maryanne Dulansey  
Consultants in Development  
2130 P Street N.W. Suite 803  
Washington, DC 20032  
(202) 223-8466

Ricardo Puerta  
PACT  
777 United Nations Plaza  
New York, NY 10017  
(212) 697-6222

Alan Taylor  
17a South St.  
Ditchling Hassocks  
England, BN6, 8UQ

Chris Srinivasan  
40 Prospect Avenue  
Ardsley, NY 10502  
(914) 693-8257

Resource People:

Prof. Robert Bruce  
Dept. of Continuing Education  
Cornell University  
Ithaca, NY 14853  
(607) 256-2015

Sheldon Gellar  
3405 Longview Avenue  
Apt. 21  
Bloomington, IN 11432  
(812) 332-2434

Jean-Jacques Honorat  
170-17 Cedarcroft Road  
Jamaica, NY 11432

Other:

Dao Spencer  
Assistant Executive Director  
ACVAFS  
200 Park Avenue South  
New York, NY 10017  
(212) 777-8210

Daniel Santo Pietro  
Project Coordinator  
ACVAFS  
200 Park Avenue South  
New York, NY 10017  
(212) 777-8210

\* APPROACHES TO EVALUATION \*

A Workshop on Monitoring in the PVO Community  
May 27-29, 1981

PARTICIPANTS

Roger H. Anderson  
Technoserve Inc.  
11 Belden Avenue  
Norwalk, CT 06851  
(203) 846-3231

Philip Bauer  
World Relief Corporation  
Box WRC  
Wheaton, IL  
(312) 665-0235

Ross Edgar Bigelow  
Office of Private & Voluntary  
Cooperation  
Agency for International  
Development  
Washington, DC 20523  
(703) 235-1684

Neil R. Brenden  
Lutheran World Relief  
360 Park Avenue South  
New York, NY 10010  
(212) 532-6350

Russell E. Brown  
American Baptist Board of  
International Ministries  
Valley Forge, Pa 19481  
(215) 768-2371

Lawrence F. Campbell  
Helen Keller International, Inc.  
22 West 17th Street  
New York, NY 10011  
(212) 620-2107

Carlos E. Castello  
PACT  
777 United Nations Plaza  
New York, NY 10017  
(212) 697-6222

John R. Cheyne  
Foreign Mission Board, Southern  
Baptist Convention  
3806 Monument Avenue  
P.O. Box 6597  
Richmond, VA 23230  
(804) 353-0151

Elizabeth Coit  
Unitarian Universalist  
Service Committee  
78 Beacon Street  
Boston, MA 02108  
(617) 742-2120

Philip P. Costas  
National Rural Electric  
Cooperative Association  
1800 Massachusetts Avenue N.W.  
Washington, DC 20036  
(202) 857-9693

Donald R. Crane, Jr.  
Agricultural Cooperative  
Development International  
1012 14th Street N.W.  
Washington, DC 20005  
(202) 638-4661

Elaine L. Edgcomb  
Catholic Relief Services  
1011 First Avenue  
New York, NY 10022  
(212) 838-4700

Jim Ekstrom  
Sister Cities International  
1625 Eye Street  
Washington, DC 20006  
(202) 293-5504

Alison Ellis  
World Education  
251 Park Avenue South  
New York, NY 10010  
(212) 598-4480

Robert C. Flick  
Agricultural Cooperation  
Development International  
1012 Fourteenth Street, N.W.  
Washington, DC 20005  
(202) 638-4661

Rose Marie Franklin  
Maryknoll Sisters  
P.O. Box 534  
Maryknoll, NY 10545  
(914) 941-7575

PARTICIPANTS (CONT'D)

Rita Gibbons  
PACT  
777 United Nations Plaza  
New York, N.Y. 10017  
(212) 697-6222

Stanley W. Hosie  
Foundation for the Peoples of  
the South Pacific, Inc.  
158 West 57th Street  
New York, N.Y. 10019  
(212) 757-8884

Gordon Hurd  
World Council of Credit Unions  
1120 19th Street, N.W., Suite 404  
Washington, D.C. 20036  
(202) 659-4571

Kathleen Kelly  
Laubach Literacy International  
1320 Jamesville Avenue  
Syracuse, N.Y. 13210  
(315) 422-9121

Suzanne Kindervatter  
Overseas Education Fund  
2101 L Street, N.W., Suite 916  
Washington, D.C. 20037  
(202) 466-3430

John Klink  
Catholic Relief Services  
1011 First Avenue  
New York, N.Y. 10022  
(212) 838-4700

Arlene Lear  
American ORT Foundation  
817 Broadway  
New York, N.Y. 10003  
(212) 677-4400

Suk Tae Limb  
International Human Assistance  
Programs, Inc.  
360 Park Avenue South  
New York, N.Y. 10010  
(212) 684-6804

Russ A. Mahan  
World Education  
251 Park Avenue South  
New York, N.Y. 10010  
(212) 598-4480

Nancy Marvel  
The Presiding Bishop's Fund for  
World Relief  
The Episcopal Church  
815 Second Avenue  
New York, N.Y. 10017  
(212) 867-8400

Kris B. Merschrod  
Cornell University  
123 Warren Road  
Ithaca, N.Y. 14850  
(607) 257-6853

Larry Miller  
AFSC (International Division)  
1501 Cherry Street  
Philadelphia, Pa. 19102  
(215) 241-7151

Phil Murdy  
Compassion International, Inc.  
P.O. Box 7000  
Colorado Springs, CO. 80933  
(303) 596-5460

James M. Pines  
New Transcendy Foundation  
1789 Columbia Road, N.W.  
Washington, D.C. 20009  
(202) 328-4400

Marta S. de Quinonez  
Christian Children's Fund, Inc.  
203 East Cary Street  
Richmond, Va. 23204  
(804) 644-4654

Richard A. Redder  
Meals For Millions/Freedom  
From Hunger Foundation  
P.O. Box 680  
1800 Olympic Blvd.  
Santa Monica, CA. 90404  
(213) 829-5337

PARTICIPANTS (CONT'D)

Raymond H. Rignall  
C.A.R.E., Inc.  
660 First Avenue  
New York, N.Y. 10016  
(212) 686-3110

Sandra A. Rivers  
Family Planning International  
Asst. (PPFA)  
810 Seventh Avenue  
New York, N.Y. 10019  
(212) 541-7800

J. Andy Rubi  
Foster Parents Plan International  
P.O. Box 400  
Warwick, R.I. 02889  
(401) 738-5600

James W. Rugh  
World Neighbors  
114 Catherine Street  
Ithaca, N.Y. 14850  
(607) 273-3130

Joan E. Robinson  
The Salvation Army World  
Service Office  
1025 Vermont Avenue, N.W., #305  
Washington, D.C. 20005  
(202) 833-5646

John R. Sams  
American Leprosy Missions, Inc.  
1262 Broad Street  
Bloomfield, N.J. 07003  
(201) 338-9197

Armin L. Schmidt  
Heifer Project International, Inc.  
P.O. Box 808, (825 West Third Street)  
Little Rock, AR. 72203  
(501) 376-6841

R. Gerald Schmidt  
UMCOR  
475 Riverside Drive - Room 1374  
New York, N.Y. 10115  
(212) 678-6287

William C. Senn  
MAP International  
P.O. Box 50,  
Wheaton, Ill. 60187  
(312) 653-6010

Sherwood B. Slater  
American Jewish Joint  
Distribution Committee  
60 East 42nd Street  
New York, N.Y. 11235  
(212) 687-6200

Susan Smith  
Center for Improving Mountain  
Living  
W. Carolina University  
Cullowhee, N.C. 28723  
(704) 227-7492

Joseph Sprunger  
Lutheran World Relief  
360 Park Avenue South  
New York, N.Y. 10010  
(212) 532-6350

Cindi Steele  
Food for the Hungry International  
77229 E. Greenway Road  
Scottsdale, Arizona 85260  
(602) 998-3100

James J. Thomas  
Coordination in Development, Inc.  
79 Madison Avenue  
New York, N.Y. 10016  
(212) 685-2030

Peter Van Brunt  
Save the Children  
54 Wilton Road  
Westport, CT. 06880  
(203) 226-7271

Bill Warnock  
World Vision International  
919 West Huntington Drive  
Monrovia, CA. 91016  
(213) 357-7979, X3286

Richard O. Wheeler  
Winrock International Livestock  
Research & Training Center  
Route 3, Petit Jean Mtn.  
Morrilton, AR 72110  
(501) 727-5435

\* APPROACHES TO EVALUATION \*

A Workshop on Monitoring in the PVO Community  
May 27-29, 1981

PARTICIPANTS  
(Late Registration)

Dr. Terry Alliband  
Community Development Services  
Southern Illinois University  
Carbondale, IL 62901  
(618) 453-2243

Karen Jenkins  
Technoserve, Inc.  
11 Belden Avenue  
Norwalk, CT 06851  
(203) 846-3231

Brenda Langdon-Phillips  
Save the Children  
54 Wilton Road  
Westport, CT 06880  
(203) 226-7271 x625

Steve LaVake  
YMCA International Division  
101 North Wacker Drive  
Chicago, IL 60606  
(312) 977-0031

Staff:

Susan Waters  
Secretariat

Cancellations:

Roger H. Anderson  
Technoserve Inc.

Donald R. Crane, Jr.  
Agricultural Cooperative  
Development International

Ivy S. Nebblett  
Seventh Day Adventist World Service  
6840 Eastern Avenue, NW  
Washington, D.C. 20012  
(202) 722-6779

Milton E. Nebblett  
Seventh Day Adventist World Service  
6840 Eastern Avenue, NW  
Washington, D.C. 20012  
(202) 722-6779

Leslie Tuttle  
OXFAM/America  
302 Columbus Avenue  
Boston, MA 02116  
(617) 247-3304

Mary McMurtry  
Foundation for the Peoples of  
the South Pacific, Inc.  
158 West 57th Street  
New York, NY 10019  
(212) 757-8884

Richard O. Wheeler  
Winrock International Livestock  
Research & Training Center

Stanley W. Hosie  
Foundation for the Peoples of  
the South Pacific, Inc.

# APPROACHES TO EVALUATION

## ANNOUNCING A WORKSHOP ON MONITORING IN THE PVO COMMUNITY

- TIME:** 5 pm Wednesday, May 27 to 5 pm Friday, May 29, 1981
- PLACE:** Stony Point Center, Stony Point, New York (One hour from New York City)
- COST:** \$120 per participant includes double occupancy room for two nights, six meals and materials
- SPONSOR:** American Council of Voluntary Agencies for Foreign Service with the collaboration of CODEL and PACT
- FOR:** Private voluntary organization professionals who have experience in planning and evaluation of development work in the field.

APPROACHES TO EVALUATION is a collaborative project based on a series of four workshops to assist PVO's in reflecting on their methodologies and in building skills for evaluation of development work overseas.

The first workshop focuses on monitoring as an integral part of evaluation. The purpose of monitoring is to collect data needed to measure progress against plans and identify problems requiring action. The workshop will divide its focus among four practical issues:

- How to Establish a Context for Monitoring
- How to Assess Information Gathered Through Monitoring
- How to Use Monitoring to Refine Objectives
- How to Apply Monitoring Skills and Methodologies

Participants will examine each issue from different perspectives. The topics to be covered are:

### TOPIC A: ORGANIZING EVALUATION WITHIN THE CAPABILITIES OF PVO'S

- Establishing data collection priorities;
- Assessing the data: appropriate roles of the community, implementing agency and donors;
- Using data to refine objectives.

### TOPIC B: COMMUNITY PARTICIPATION IN EVALUATION - defining effective methodologies

- Involving beneficiaries in establishing a baseline;
- Establishing realistic feedback to and from beneficiaries;
- Structuring decision making to include beneficiaries in refining objectives.

### TOPIC C: BASIC SKILLS IN EVALUATION - focusing on social programs

- Collecting base line data: techniques for health and education activities;
- Using indicators as a means to measure social change;
- Converting social indicators into cost-effective tools for decision making.

### TOPIC D: BASIC SKILLS IN EVALUATION - focusing on economic programs

- Collecting base line data: techniques for agriculture and income generating activities;
- Using indicators as a means to measure economic change;
- Converting economic indicators into cost-effective tools for decision making.

**WORKSHOP STRUCTURE:** There will be a working session the first evening to help focus on the workshop's task and the PVO community's current evaluation practices. All sessions will be highly participatory emphasizing learning through shared experiences. The format consists of:

- brief presentations by resource persons
- small group discussions led by a workshop facilitator organized around the topics mentioned above
- case studies presented in the small groups for illustrative purposes and practice in applying skills
- structured exchange among the small groups

APPROACHES TO EVALUATION will prepare an analytical report of the workshop for each participant's use within his/her organization.

**REGISTRATION:** The workshop will have an absolute limit of 80 persons in attendance. We are extending invitations to approximately 200 U.S. private voluntary organizations that participate in development work overseas. For this reason, we urge those interested to return their registration form as soon as possible. Priority in registering for the other workshops will be given to those organizations represented in this workshop. The cost must be paid in full at the time of registering and is refundable up to one week before the workshop. In early May a packet of materials will be sent to all those registered, including detailed instructions on how to travel to the Center by car, bus, or limousine from major New York airports.

For further information please contact Daniel Santo Pietro, Project Coordinator or Dao Spencer, Assistant Executive Director, ACVAFS, 200 Park Avenue South, New York, NY 10003. Telephone (212) 777-8210.

### EVALUATION STEERING COMMITTEE CURRENT MEMBERSHIP

Elaine Edgcomb, *Chairperson*  
Catholic Relief Services

Joe Sprunger, *Vice Chairperson*  
Lutheran World Relief

Richard Redder  
Meals for Millions/  
Freedom from Hunger Foundation

Blanche Case  
United Israel Appeal

Ray Rignall  
CARE

David Herrell  
Christian Children's Fund

Armin Schmidt  
Heifer Project International

Beryl Levinger  
World Education

Peter Van Brunt  
Save the Children Federation

AMERICAN COUNCIL OF VOLUNTARY AGENCIES FOR FOREIGN SERVICE, INC.  
200 Park Avenue South, New York, N.Y. 10003

### EVALUATION IN THE PVO COMMUNITY

While recognizing the heterogeneous nature of the PVO community, we believe that we share some basic principles in our development work. Our ultimate goal is to assist local communities in improving members' lives through self-help. We all agree that evaluation is important and useful in our work, even though we may not use the same definition or methodology. We also agree that evaluation should be conducted in an atmosphere of mutual trust and respect among donors, implementing agencies\* and project participants.

This paper is the product of several working sessions held under the auspices of the Committee on Development Assistance of the American Council of Voluntary Agencies for Foreign Service. Representatives of the member agencies of the American Council as well as the CODEL and PACT consortia participated; in toto nearly 100 PVO's were represented. Those of us serving on the Ad Hoc Subcommittee on Evaluation are PVO program staff with experience in field-based evaluation. We attempted to clarify the term "evaluation," to provide a commonly accepted frame of reference for future discussions on evaluation by PVO's, and to make practical recommendations to the development community to meet PVO evaluation needs.

What follows is a summary of these discussions. In framing these conclusions, we have found it difficult to communicate the nuances which were involved in the treatment of the subject. Many of the issues are not as black and white as they may be expressed here. We have tried to state the most essential principles concisely, realizing that much complexity has necessarily been lost in the process.

#### What is Evaluation?

Field-based evaluation, along with project design and implementation, is an integral part of the management of development projects. Its purposes are:

1. to identify, during the life of a project, its strengths, weaknesses, and relevance to local conditions so participants and project designers can make sound decisions concerning modifications of this and other projects,
2. to assess the impact of a project on the lives of local community members so donors, implementors, and participants can make informed judgments concerning the project's worth, and
3. to analyze the results and apply the lessons learned to project and program planning, PVO policies and development strategies.

\*Implementing agencies may include PVO's, colleague agencies, or community groups.

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### Levels and Users of Evaluation

As we studied evaluation, we found that each of the purposes described above implied a different type of evaluation effort. These types are:

1. Monitoring
2. Impact Evaluation
3. Policy Evaluation

We also found that there are a number of users (or interested parties) of each type of evaluation, and that their interests can at times conflict, or represent diverse expectations that are difficult for a project to fulfill. These users are:

1. Donors--individuals or institutions
2. PVO headquarters staff
3. PVO field staff
4. Colleague or counterpart agencies (when applicable)
5. Community--participants and beneficiaries

As we studied the questions, we attempted to define each level of evaluation, to focus on the appropriate roles of PVO users and, to a lesser extent, on those of donors as their interests impinge on PVO activity. We also attempted to determine ways to enhance compatibility of user roles for the sake of project effectiveness. Our conclusions are summarized along with suggested ways to conduct evaluation activities.

### Monitoring

The purpose of project monitoring is to collect data needed to measure project progress against plans and identify problems requiring action. It is an on-going process during the project's life to ensure that its implementation is as planned and that adequate data relevant to project management is being collected.

Monitoring is predicated upon adequate, relevant baseline data and well-defined project plans established at the beginning of the project. Only data which is essential to monitoring the project's success in meeting its primary objectives should be collected so the process can be cost-effective.

Information gathered through project monitoring should also be used to assess and refine project objectives. The community and implementing agency have the main responsibility for data collection, analysis and decision-making on the basis of information gathered.

An important role of PVO field staff is to assist, when needed, local colleague agency and/or project participants to develop, test and implement a monitoring system. PVO's may also assist community members and colleague agencies in interpreting data and reviewing its implications. Donors have legitimate needs for information which will guarantee that donated funds are being used in accord with PVO/donor agreements and that progress toward stipulated goals is being made. All information needed by the donor for project monitoring should be mutually agreed upon prior to the obligation of funds.

### Impact Evaluation

Impact evaluation deals with changes in the quality of local community members' lives as a result of a project. It may be conducted at fixed intervals during a project's life, such as mid-term and conclusion. Ideally, such evaluation will enable interested parties to reflect on the dynamics of project development and empirically assess whether project objectives are being achieved. Impact evaluation should help in determining whether projects promote positive changes in community members' lives. Impact evaluation will also provide a pause for all concerned to reflect on project initiatives and results. Such evaluations should assess a project's significance and how activities might be improved.

Impact evaluation is conducted through an examination of data collected during base-line data studies and the monitoring process, and through the use of relevant studies and analysis of relationships among projects components. Impact evaluation should also examine community processes and interactions among various community groups. Its purpose is to determine whether progress has been made, to consider long-term implications, and to assess whether the project will have a self-sustaining impact.

Ideally, the community, in cooperation with the implementing agency, should set the terms of impact evaluation based on its own needs and values, determine the methodologies to be used and participate in the evaluation process. The implementing agency and community should organize, examine, analyze and interpret the data, as well as disseminate the results. PVO staff at headquarters and in the field have a responsibility to collaborate with project participants to provide the support necessary to conduct impact evaluations.

Donors should receive information about a project's impact. The extent of this information and the way it will be obtained should be specified in writing prior to a project's initiation. Both donors and implementing agencies should be mindful that impact evaluation can be carried out only to the extent that communities and participating agencies have the skills, resources and need to evaluate project impact.

It is not the role of donors to conduct impact evaluation without prior consent of project participants and assisting agencies. This should be stipulated in all agreements.

For the purposes of impact evaluation, individual projects should be assessed on their own merits and not in comparison to one another. However, comparative impact studies are often appropriate for policy evaluation.

### Policy Evaluation

PVO's, donors, and colleague agencies should conduct policy evaluations. With respect to PVO's, the purpose of policy evaluation is to re-examine development strategies, hypotheses, and related methodologies to introduce changes that reflect the lessons learned.

To carry out policy evaluation, certain prerequisites are essential. The PVO should have a capacity to plan, implement, and monitor projects

as well as participate in impact evaluations. Its policies should be reflected in a well-defined set of development hypotheses and related methodology. PVO headquarters staff should carry out this type of evaluation with the participation of field staff and colleague agencies. Agencies' governing bodies should employ this evaluation to set program policies. In cases where PVO's work in close association with colleague agencies who are the principal project implementors, policy evaluation at the level of the colleague agency is especially important. They must have the same prerequisites as listed above in order to conduct such evaluations. PVO's must be equally prepared to assist in this task.

Policy evaluation is conducted by using results and insights gained from monitoring and impact evaluations. Additional field research may be useful in determining optimal priorities and strengthening policy decisions.

Members of the development community should be encouraged to share policy evaluation results with one another. Each PVO must decide for itself when such evaluations are to be carried out and how results will be disseminated. Ideally, they should be done periodically and systematically.

Donors should be encouraged to provide funds for policy evaluation studies and use the results for their own grant-making strategies. Donors planning policy-level studies involving PVO-assisted projects should collaborate with PVO's to design appropriate methodologies and scopes of work. The same collaboration should exist between PVO's and colleague agencies.

### Conclusions

1. PVO's should sponsor evaluation studies to examine three fundamental issues:
  - a. progress in meeting each development project's objectives (through monitoring and impact evaluation),
  - b. the adequacy of these objectives in light of local social and economic realities (through monitoring and impact evaluation), and
  - c. the manner and degree to which development projects influence the overall social and economic fabric of Third World communities (through impact and policy evaluations).
2. Evaluations should be conducted in an atmosphere of partnership among all parties involved -- PVO's, donors, colleague agency personnel and community participants. This means that evaluation tasks must be articulated in a way which makes as explicit as possible each party's role. Once agreement has been reached, donors, be they PVO's or bilateral assistance agencies, should not take unilateral action to alter a project's implementation, nor introduce additional evaluation-related activities.
3. External evaluators can be useful if care is taken in their selection, if all parties involved concur in the choice of the consultant, and if the parameters of the task to be accomplished are clearly defined. Minimum prerequisites for external evaluators should include

knowledge of relevant language, demonstrated sensitivity, objectivity and expertise related to the project, and an ability to relate well to implementing agency staff, the community and the social, economic and political environment of the project. The external evaluator will also need to acquire an in-depth knowledge of the project's history including relationships among project partners.

External evaluators should be encouraged to discuss potential weaknesses of the evaluation methodology and their relationship to the findings' validity. Their role should be directed to training project implementators in evaluation rather than execution of the evaluation itself. Their tasks and methodology should be designed so that all parties involved in the project (i.e., community members, colleague agency staff and PVO representatives) can participate in the assessment.

4. The PVO community has extensive experience in field-based evaluation, particularly at the monitoring level and to a lesser extent at impact evaluation level. However, many PVO's still need to learn about policy evaluation and appropriate techniques for involving a broader segment of the population affected by projects in their assessment.

## \* APPROACHES TO EVALUATION \*

A Workshop on Monitoring in the PVO Community  
May 27-29, 1981

WORK GROUPS  
Thursday-Day One

TOPIC A  
ORGANIZING EVALUATION:

1

2

## Facilitators:

M. Dulansey

R. Puerta

T. Alliband

P. Baur

N. Brenden

L. Campbell

R. Brown

E. Coit

R. Bruce

P. Costas

A. Ellis

S. Gellar

R. Franklin

K. Jenkins

R. Gibbons

J. Klink

K. Kelly

A. Lear

S. Rivers

S. Limb

J. Robinson

N. Marvel

J. Sams

M. Nebblett

A. Schmidt

R. Rignall

S. Slater

J. Rubi

C. Steele

S. Smith

P. Van Brunt

TOPIC B  
COMMUNITY PARTICIPATION:

1

2

A. Taylor

C. Srinivasan

J. Cheyne

R. Bigelow

E. Edgcomb

C. Castello

G. Hurd

R. Flick

S. LaVake

J. Honorat

R. Mahan

S. Kindervatter

M. McMurtry

B. Langdon-  
Phillips

K. Merschrod

I. Nebblett

L. Miller

M. Quinonez

P. Murdy

J. Rugh

J. Pines

D. Santo Pietro

R. Redder

R. Schmidt

J. Thomas

W. Senn

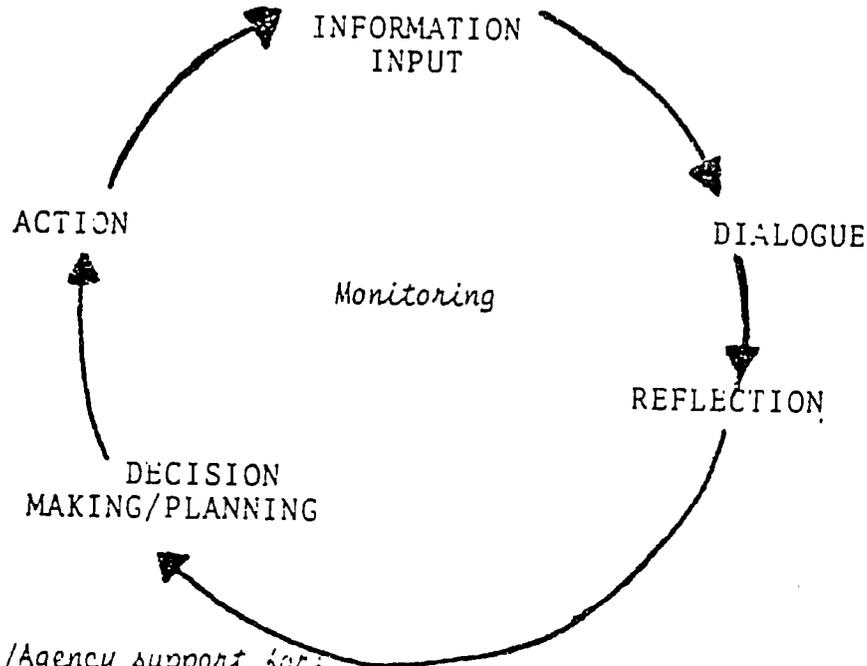
L. Tuttle

J. Sprunger

B. Warnock

GROUP B2:

Information is an input dialogue about information  
-reflection period  
-decision-making  
-action



*Field Rep./Agency support for:  
Facilitating the gathering of appropriate information,  
promote dialogue and facilitate dialogue*

Friday morning session

DIAGRAM B  
GROUP B2:

AGENCY SUPPORT FOR COMMUNITY DECISION MAKING & MONITORING PROCESS

