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PARTICIPATORY EVALUATION

A USERS GUIDE

designed by

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INTRODUCTORY REMARKS

The Private Voluntary Organizations (PVOs) participating in the PVO co-financing program have long recognized the need to improve their monitoring and evaluation capabilities in order to strengthen project planning and implementation. To that end, USAID/Sri Lanka sponsored a five-day workshop in January 1986 for current and prospective grantees. The workshop was conducted by a U.S. PVO, Private Agencies Collaborating Together (PACT), with a team led by Mr. Daniel Santo Pietro and assisted by Dr. Shirley Buzzard and Mr. Jacob Pfohl. This manual is the outcome of that workshop and is designed to give sufficient and flexible guidance so that individual PVOs can adapt the guidelines to their specific evaluation needs.

It is the intention of the mission to update the manual periodically to meet the felt needs of the Sri Lankan PVOs. We therefore welcome comments and suggestions from the readers of this manual.

Richard D. McLaughlin
Program Officer
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FOREWORD

Private Voluntary Organizations (PVOs) play a central role in providing social services to disadvantaged groups in most Third World countries. Each has its own identity and purpose, its own values and immediate concerns. But each also shares values and characteristics with others in the community. Two important values in the South Asian context are a strong sense of the importance of true voluntary services and membership, and a sense of direct people-centered services independent of official development. People-to-people approaches are the underlying commonality of voluntary efforts in the region.

Most agencies in South Asia, and Sri Lanka in particular, share a third principle in their work. They believe that people are responsible for their own development and, in this context, must determine priorities and make decisions regarding activities affecting them. To do this, they must examine their own problems, identify the means of solving them, learn new skills and acquire knowledge that will ultimately improve the quality of their lives.

This basic value premise necessitates new ways of evaluating the results of development efforts. A greater measure of success, for example, may be the extent to which people have identified their own problems rather than followed behavior pre-supposed in a planner's document. It is in this context that evaluation processes have become increasingly important in voluntary activity. Programming has changed to emphasize training, increasing people's control over their own activities, and the way evaluation is planned and carried out needs to reflect this overall change.

While private agencies in Sri Lanka are attempting to widen their application of participatory approaches, they are also increasingly dependent on support from government and other donors. The increasing pressure to conduct evaluations and report on project results has to be reconciled with the need for further innovations to improve the quality of participation in development work. It is hoped that the perspective on evaluation that this manual provides will contribute to resolving this tension. We encourage the reader to draw upon the methods suggested here and his own creativity to devise an approach responsive to the needs of all parties to a project and, most directly, to those of the people he serves.

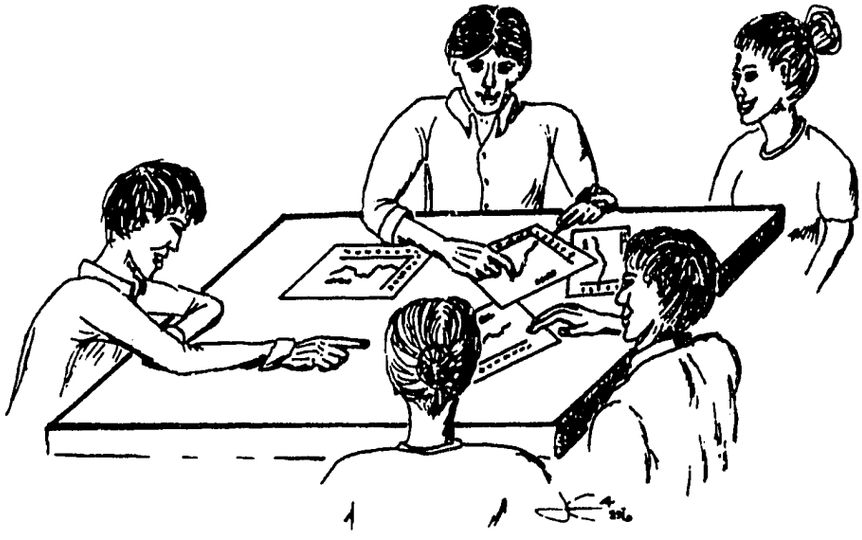
The ideas offered by participants during the workshop helped sharpen our approach. We particularly thank Save the Children and Lanka Mahila Samiti for their special contribution.

The PACT team is grateful for all the assistance it received from USAID/Sri Lanka, especially N. Mahesan, PVO Program Specialist. I take responsibility for the basic design of the manual. Shirley Buzzard and Daniel Santo Pietro contributed substantially to the content.

Jacob Pfohl
PACT

INTRODUCTION

GROWTH FROM EXPERIENCE



A Participatory Model
Existing Frameworks
Measuring Process
Using the Guide

INTRODUCTION

EVALUATION - GROWTH FROM EXPERIENCE

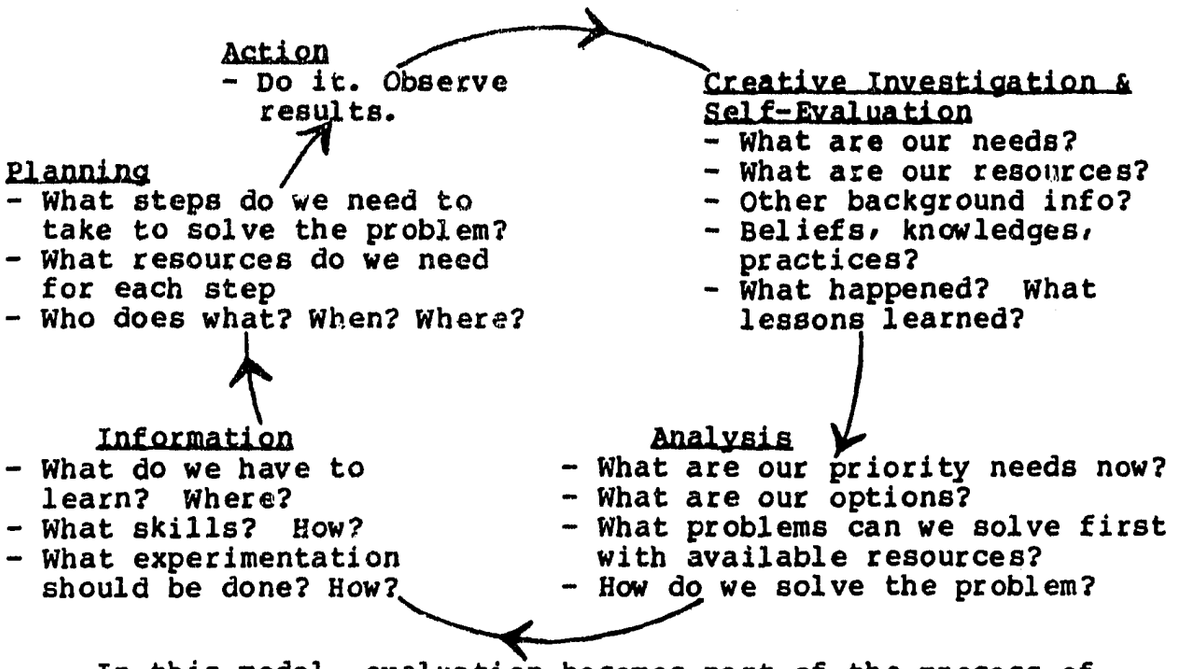
A PARTICIPATORY MODEL

This manual treats the subject of evaluation from the viewpoint of human development. People are at the center of an experiential learning or growth process. Evaluation is part of the process. If, as private development agencies, we truly believe that people, including the poorest of the poor, are to be involved in assessing their own needs, in matching priorities with resources and opportunities, in analyzing problems both immediate and beyond, and in creatively planning solutions, then action and self-evaluation are a natural part of their own growth. Based on this premise, the manual provides a look at key concepts and issues in defining participatory evaluation; a design framework; sample indicators, tools and other resources; and finally includes a section on training and sample techniques for extending the work of self-evaluation to project staff and community.

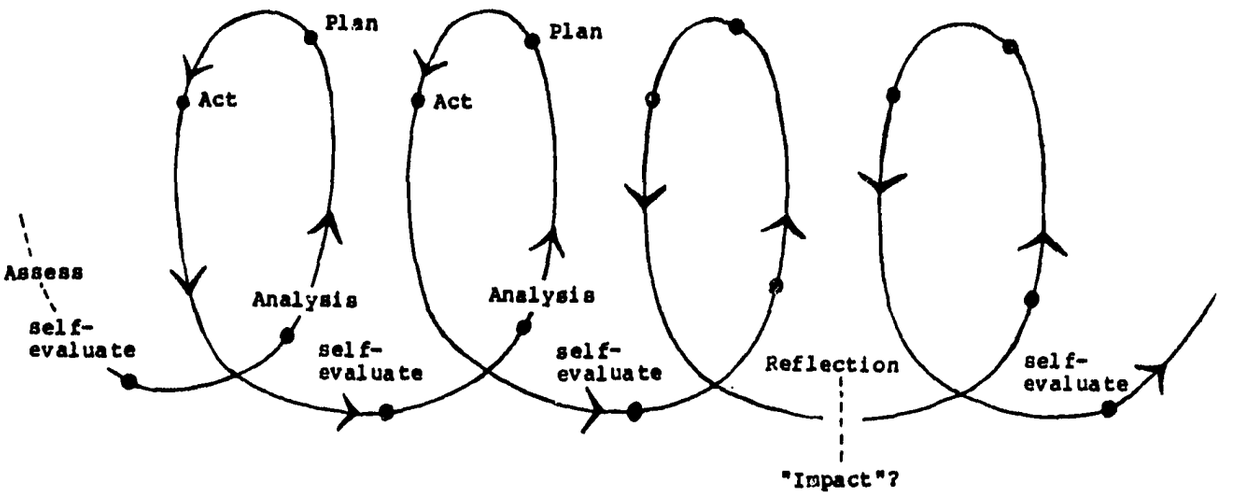
Some manuals on participatory evaluation have concentrated on evaluation for decision-making by project staff or community leadership. This manual places greater emphasis on the self-evaluation capacities of the project participants themselves, where a "learning" type of evaluation will have the most significance. It supposes that these participants have the ability to direct their own development when conditions and opportunities for human growth are provided.

The emphasis in the growth cycle is on behavior - the ability of people to participate with their full creative potential as individuals and as part of community groups. Tangible, physical results are by-products of the process of developing people. "Inputs" are a means to capacitate the person, as well as to increase the yield of corn or eliminate the malnutrition of children. An educational type of evaluation focuses on the person and group within a growth cycle, as illustrated on the following page.

EXPERIENTIAL GROWTH CYCLE FOR PROJECT PARTICIPANTS[1]



In this model, evaluation becomes part of the process of community learning. After developing skills in agriculture, health, or any other area, it is also important for a group to ask where the process is leading them.



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[1]Derived from SARAR participatory educational method by Jacob Pfohl.

While an educational framework is not the only framework for development action, it is the best one for small-scale development efforts. If the poor are responsible for directing this process themselves, then staff and management need to develop resources for self-evaluation, as well as the other learning phases in a participatory vision of development. Staff needs to evaluate its own capacity to create the structure, events and environment in which this kind of learning can take place. Such kinds of evaluation are quite different from traditional models, but do not negate their relevance in certain contexts.

EXISTING FRAMEWORKS

One existing model, the logical framework, and similar management-by-objectives models have long been popular with donors. Similarly, measuring cost effectiveness has become a new trend in project assessment. In the "log-frame" approach, broad goals are achieved by the contributions of individual projects, when they achieve their immediate objectives or purpose. Inputs, such as human and financial resources, help produce "outputs" or tangible accomplishments, or results. These frameworks emphasize the specificity of goals and objectives so that changes can easily be monitored and progress assessed. The log-frame has been illustrated in an evaluation manual for three basic goal areas (see Figure A).[2]

Based on this model, evaluation looks at the transformation of inputs to outputs, outputs to purpose, and purpose to goals. Monitoring helps keep track of how inputs are affecting outputs, and how outputs are leading to the completion of project objectives. Impact evaluation looks at how and whether the purpose of a project is being achieved at major project intervals.

Cost effectiveness helps put an economic measure on the benefits, and offers a range of measures and tools to do so.

These approaches to evaluation have their value. They are, in fact, good resources for planning purposes if one uses them properly.

Implications of Different Frameworks

There are still other models. They do not necessarily rule out each other, but there have been problems due to their misapplication.

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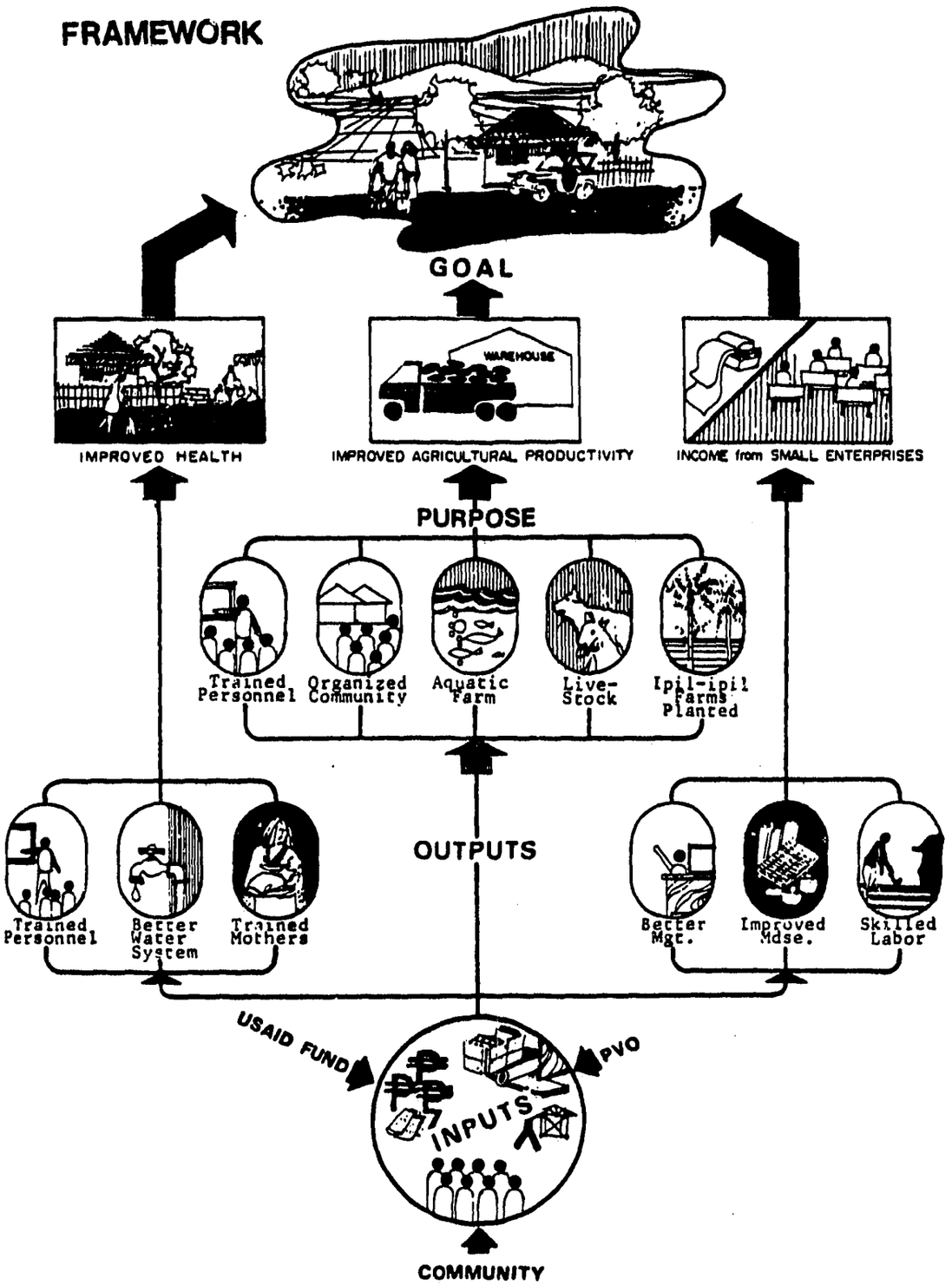
[2] "Monitoring and Evaluation of PVO Projects," USAID Philippines, August 1985, Maria Beebe

FIGURE A

THE LOG-FRAME APPROACH



One problem is that many PVO personnel have based their understanding of what is happening in the community on traditional surveys and questionnaires. Not only do they require great skill and care to obtain information, they often disrupt the process of community involvement. Part of the problem is the false sense of security that comes with numbers. While systematic collection of key baseline information is appropriate in the early stages of a project, it is often combined with in-depth surveys on local conditions. This can lead to unhealthy expectations and ignores opportunities for community learning later. Also, such studies are often handled by people untrained in social science research, and staff exhaust themselves compiling reams of paper that say a little about everything and not too much about anything. Collection of essential baseline data on very specific indicators should be distinguished from unneeded and indeed harmful survey work.[3] The participatory framework encourages collection of baseline data and the setup of mechanisms for obtaining comparable data throughout a project, but should insist on simplicity, use of existing information where possible, and attention to how data collection affects the community. It stimulates the community to do more in-depth surveys that help the community learn about itself.

Pressure Planning

The objectives-oriented model often puts pressure on project personnel to either dash madly about doing haphazard needs assessment work or ignore needs assessment altogether when submitting project plans to donors. Assessment of needs and setting of objectives become externalized as staff lock themselves into meeting specific objectives that have no foundation in the aspirations of the community. While donors may realize the dilemma, and be open to frequent recasting of objectives, the practice of an objectives oriented framework may lead agencies to neglect to involve the the community in process areas such as self-assessment and needs analysis. An experiential model is more responsive to the time and pace of the community. Still, few donors are willing to let an NGO "go off and do community work - here is the money."[4] There is a need for an understanding that, at the project management level, process counts more than numbers, and that early plans should change after in-depth contact with the community.

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[3] Buzzard, Shirley: "Appropriate Research for PHC, an anthropologist's view"

[4] USAID, Colombo, from an interview

MEASURING PROCESS

This manual includes ways to measure process - an example is the qualitative change implied by the experiential growth cycle. There are no definitive answers in this area, only paths for further exploration. To the degree that indicators and tools are identifiable, this guide tries to illustrate them. One assumption made in this guide is that most NGOs have the basic skills necessary to do simple systematic evaluation and baseline work. However, they are finding it more difficult to determine the degree to which a given community or subgroup has developed analytical skills to solve its pressing problems. Many times qualitative measures may be more effective and cheaper. For example, participant observation of the nutritional and health habits of five families could provide much better insight than a survey covering 500 families.[5]

In light of an experiential growth cycle, specific objectives are useful, but should be put in the hands of the project participants. In many situations, helping individuals and small groups develop the capacity to set specific goals is appropriate, but deciding what specific objectives are appropriate "for them" is not. Making specific objectives benchmarks for the growth of a group has its fallacies - a group may learn a great deal but fail to accomplish a particular objective. If process goals are also established at the time a project is set up, and a mechanism is set up to monitor them, they will help to balance the picture drawn.

Specific objectives have their place both as a learning tool, and to help draw up a picture of project impact. However, they need to be viewed with care. One agency became so fixed on the idea of these objectives that it based its whole evaluation system on them. Often such objectives were met, and projects were deemed successful. Scratching the surface, one saw that villagers were getting huge yields of corn, but were misusing newly gained resources. While there was a big drop in mortality rates, the people had no mechanism for continuing the needed practices after the agency withdrew.

This guide assumes there is a need for a variety of evaluation information. We call participatory self-evaluation "educational" evaluation work since it is part of a process of growth in a group or community. People use quantitative and qualitative tools to explore their own reality. This cannot replace all survey work, but can help prepare people for it.

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[5] Shirley Buzzard, IBID

Cultural Integrity and Evaluation

One NGO representative in the Sri Lanka workshop remarked, "Whose indicators are we talking about?" Often, developed countries foist their value systems on others without even realizing they are doing so. To some a breakdown of a caste barrier in Asia may tell more about the quality of life than infant mortality. Worse, value systems may clash with the local drive for self-initiative. One agency in Sri Lanka spoke about how traditional systems of diarrhea treatment were being downgraded by survivalists who also justified setting up huge ORS plants with everything imported, including the labels. If evaluation is to be part of a participatory growth process, "indicators" should not be imposed - they need to emerge within a context. A shared vision of values between a donor and a project is often difficult, but it is a useful goal to strive for to avoid recriminations at the project's end. This manual offers no easy, universal prescriptions, but rather a process for designing evaluation appropriate to local needs and realities, as well as the interest of all concerned parties.

USING THE GUIDE

Section One of the guidebook presents the basic concepts of evaluation, a step-by-step approach and sample indicators and tools for participatory evaluation. It is organized into easy reference parts so that it is simple to reach the material needed.

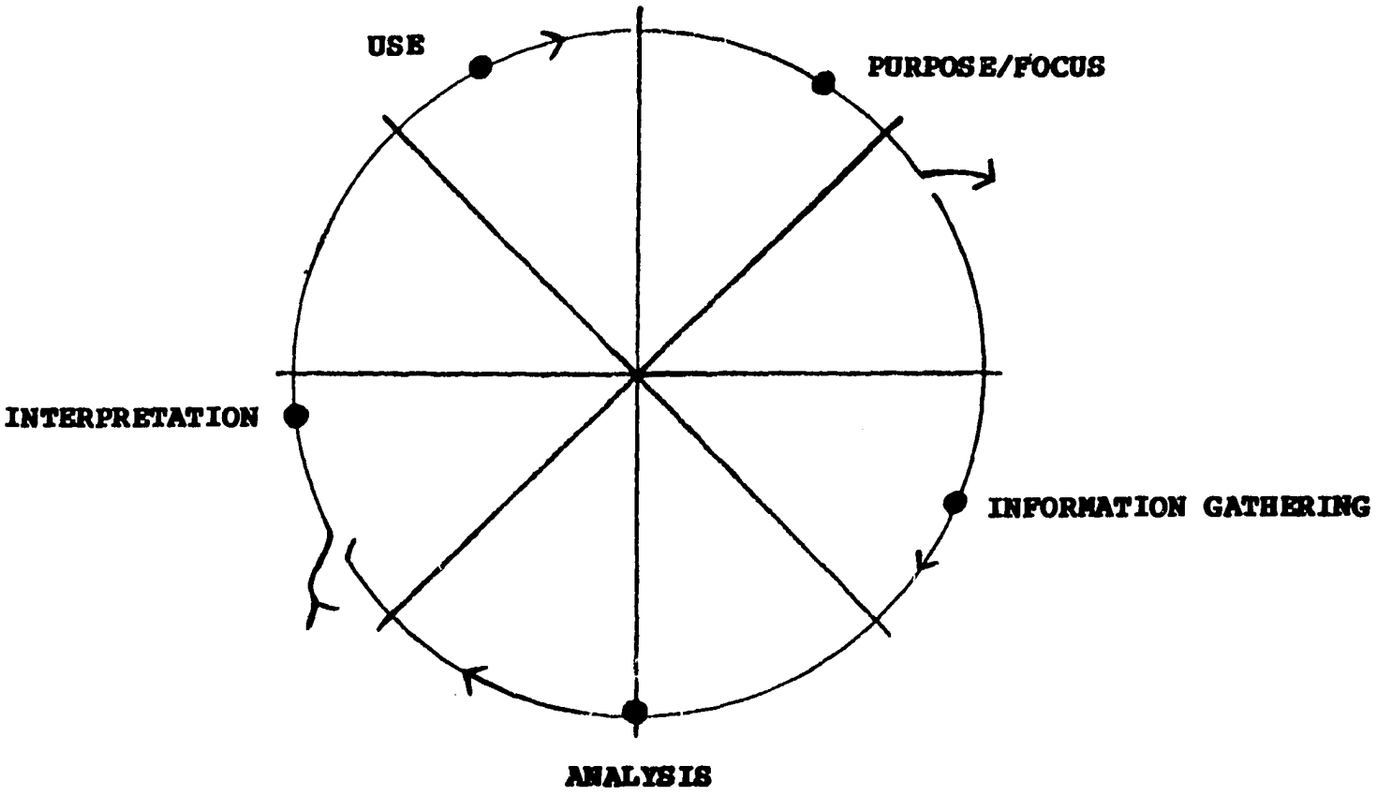
Section Two helps a project manager or trainer make use of the content material in the first section as a training resource. It provides a training design for involving project staff in evaluation, along with some sample exercises.

SECTION ONE

EVALUATION DESIGN STEP-BY-STEP

A LOOK AT BASIC CONCEPTS

What is Evaluation? How do we use it?



Terms and Definitions
Issues Affecting Evaluation Work
An Evaluation Design Framework
- The Evaluation "Chakra"
- Design Worksheet

TERMS AND DEFINITIONS

What is Evaluation? Voluntary Agencies use a range of definitions that have common threads. Here are some examples:

(a) **Evaluation is** an integral part of the management of development projects designed to:

(1) identify, during the life of a project, its its strengths, weaknesses and relevance to local conditions.

(2) assess the impact of a project on the lives of local community members.

(3) analyze the results and apply the lessons learned to project and programme planning, PVO policies and development strategies.

(Source: "Evaluation in the PVO Community," ACVAFS, 1979 p.1)

(b) **Evaluation is** an action-oriented management tool that positively contributes to the organisation process, for improving both activities still in progress and future planning, programming and decision making.
(Source: Workshop on Income Generating Project Evaluation of Plan International, Sri Lanka, 1985)

(c) **Evaluation is** the comparison of actual project impacts against the agreed plans. Evaluation may be ongoing or post-project. Ongoing evaluation is an analysis during the implementation of the project of the project outputs and effects. Ongoing evaluation is useful to provide continuous information to project management and policymakers to enable them to assess and, if needed, to to amend policies, objectives, institutional arrangements affecting the project during implementation.
(Source: NGO-Decade Service - Source Book)

Some see evaluation more as a management tool, some more as a learning tool for all involved in projects. Others see it more as scientific research. There are many biases, and they depend to a large degree on values and ideology.

Based on the "experiential growth framework" discussed in the introduction, it would be important that evaluation as a management tool ensure that the community becomes its own manager, and that evaluation not be solely a means for project staff and donors to manage the affairs of others. It would also be important that it not only be a tool of local community leadership, but that poorer participants themselves be involved.

As a learning tool for all involved in a given project, evaluation is an enabling tool, especially to those who are traditionally left out of decision-making processes. If it is our value premise that people are responsible for their own development, then "educational" approaches take a front seat in project evaluation work.

A range of other terms is used in this evaluation manual. A basic glossary is provided here to help the user.

Analysis, Interpretation and Utilization	The systematic organization of information gathered so that each major stakeholder acts on evaluation findings.
Concerns	The factors that stakeholders think may threaten the success of the project.
Cross-checking	The ability to use information from different sources to verify conclusions.
The Evaluation Chakra (Wheel)	A framework for private development organisations (NGOs) to develop plans for self evaluation.
Evidence	The product of analysis that infers whether change has occurred.
Focus	The priority questions the evaluation will examine.
Impact Evaluation	The periodic collection of information to determine whether a project is having its intended effect.
Indicator	A key piece of information or data, which when studied over time, points to some change in people's lives.
Information Gathering	Bringing together the quantitative and qualitative information needed to answer focus questions.
Issues	Questions about the way a project is planned or carried out about which reasonable people may differ.
Lessons	Conclusions that each stakeholder may reach which allows them to transfer successes to other activities and not repeat failures.

Monitoring	The systematic collection and analysis of information as a project progresses to improve project effectiveness.
Patterns	Trends that objectively gathered information seems to imply.
Purpose	The primary reason why to undertake an evaluation.
Reliability	The consistency of information gathered from one time to another.
Stakeholders	All the organizations and individuals with a stake in the outcome of the project.
Validity	The extent to which information measures what it is supposed to measure.

Some Distinctions in Evaluation

Some simple distinctions are useful in classifying evaluation. At one end of the spectrum is monitoring. This type of evaluation measures progress, identifies problems and analyzes them for remedial action. At the other end is "terminal" or "post-project evaluation" which records actual results, assesses achievement of objectives and identifies follow-up actions necessary to sustain and/or increase the intended impact, and occasionally, to repeat elsewhere.

The Evaluation Sourcebook[6] discusses in some depth different persuasions in evaluation work. Some might also call them alternative frameworks. Goal-based evaluation helps to assess achievement of goals and objectives. It is often quantitative and focussed on pre- and post-testing. Decision making orientation is very popular in evaluation work. It perceives evaluation as the means to provide information to make decisions. It helps users to consider options and make informed judgements. Goal-free evaluation looks at both intended and unintended outcomes. Naturalistic evaluation is mostly concerned with project processes. It is qualitative, and uses open-ended techniques and methods to uncover what is truly happening in a project.

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[6] "Evaluation Sourcebook for Private & Voluntary Organizations," (ACVAFS) 1983

These distinctions may be more useful for academic purposes, but they do help open our eyes to a variety of ways of thinking about evaluation. It is not simply a mechanical numbers "game" of before and after. From the participatory viewpoint, what is important is that a process be set up by which people themselves, and staff closest to the community, determine what they want to learn and how they want to learn it. A community subgroup doing a small enterprise project may want to know if it reached the goals they had set (goal-based persuasion). They may want information in order to make changes in the project (decision-making persuasion). They may also want to uncover things using innovative techniques such as mapping, and see whether a project has had any wanted or unintended outcomes (naturalistic and goal-free persuasions).

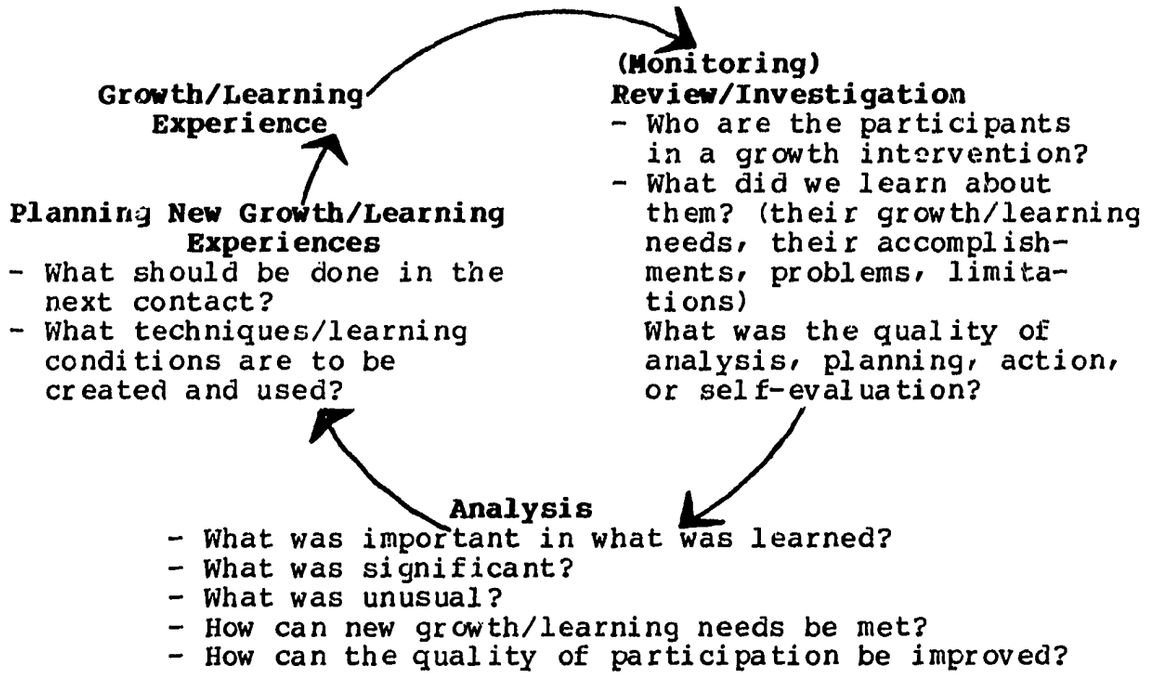
Another important distinction in evaluation work is that of external and internal evaluation. While the image of a monocled, pipe-smoking, external consultant flashing in to make decisions like a circuit judge is less flagrant these days, many still view evaluation as very much an external affair. There still are uses for external participants in evaluation because there is always room for learning with fresh perspectives. But, inherent in the idea of participation and self-evaluation is the belief that evaluation is most functional as an internal tool for management and learning.

ISSUES AFFECTING EVALUATION WORK

If a group or community is involved in a process of looking at its needs, assigning priorities, solving problems, planning and taking action, it will naturally review these actions at its own level. If a group, for example, decides to test a corn plot and sees that a new variety works better, then it may try to assess the difference or change from the old practice to the new. A facilitator who has helped them to plan their experiment and carry it through, can also create an educational self-evaluation experience where the group assesses its own results. Such practical measurements of simple quantitative changes by the project group are a good place to start. After each action at the "learner" level, change is monitored by the group itself. Recording the content of this process can yield valuable information for others' needs as well. In this educational concept of evaluation, there is monitoring at another level also. The facilitators of such human development projects - of such educational approaches - need to know how each of their interventions is affecting the capacities of participants in creating change in their lives. Many participatory projects have a built-in review and planning cycle for the educational experiences they provide. Below, one such model is suggested for monitoring participatory development activities.

The questions written here are for overall design, and directed at a staff level primarily. Planning for educational evaluation work by villagers would be part of the process.

MONITORING CYCLE



This can be equated to having a project supervisor sitting with his field staff after one or several learning events to look at what is happening, and how provision of conditions and techniques can further enhance the change taking place. It could be landless farmers in Haiti planning use of small group plots, or a Sri Lankan women's group planning a rice processing project. Both the content of what is being done by the groups and the process will emerge in any recording of such monitoring.

To carry this idea along further, an educational definition of "impact" evaluation is to stop along the path of several of these cycles, to see where the learning process is leading. Villagers need to look periodically at their own results and process - and the field staff need to look at where their creation of learning experiences is leading.

More traditional types of monitoring and impact evaluation can supplement educational approaches, and are often necessary to meet the needs of various "stakeholders" or interested parties in the project. To the degree possible, this type of "scientific" evaluation should be participatory too. If villagers are monitoring changes in health patterns as part of the "educational" self-evaluation described, then information coming from that work can be part of a more scientific monitoring effort or impact study. If baseline studies are kept simple and are done in such a way as not to interfere with the growth process of the community, then monitoring and impact studies related to the

baseline can become part of the educational work that is being done. Both types of evaluative information can contribute to a range of purposes, such as:

- decision making at all levels
- assessment and improvement of staff performance
- allocation of resources
- development of personnel
- development of policies and strategies
- learning by practitioners of new concepts and ideas

The degree to which, and the manner in which different types of evaluation are used depends on the needs and design of a given project. The framework for evaluation design that follows provides a mechanism for meshing one with the other.

AN EVALUATION DESIGN FRAMEWORK

The traditional symbol of the wheel, or chakra in Sri Lanka, represents a cycle that repeats itself. In Asian thought, it is one of the oldest and most significant symbols of Buddhist teaching. While it has the meaning of a cycle of repetition, it stands for evolution as well.

In a human growth perspective on evaluation, the use of a wheel, which moves in an evolutionary spiral, can thus be very appropriate. We learn from our experience, and to the degree that we enhance that learning we evolve beyond our error. Self-evaluation perceives a dynamic reality, not just a linear one.

Using this framework (Figure B), we can plan our evaluation work in a systematic fashion, and enhance our ability to make evaluation a participatory tool for self-growth in a project. The rest of this guide develops in more detail the major themes of the framework.

The questions placed around this cycle are the keys to designing an evaluation. They relate to three principle phases:

- Defining Purpose and Focus
- Information Gathering
- Analysis, Interpretation and Use

Each of the following sections deals with one of these phases and helps us to use it indepth.

Figure C provides an answer sheet format that can help you use the chakra as a planning tool. It will accompany each section illustrated with examples drawn from the workshop of Sri Lanka. A fuller case, depicting an actual educational evaluation, will conclude the discussion of the framework.

FIGURE B

THE EVALUATION CHAKRA

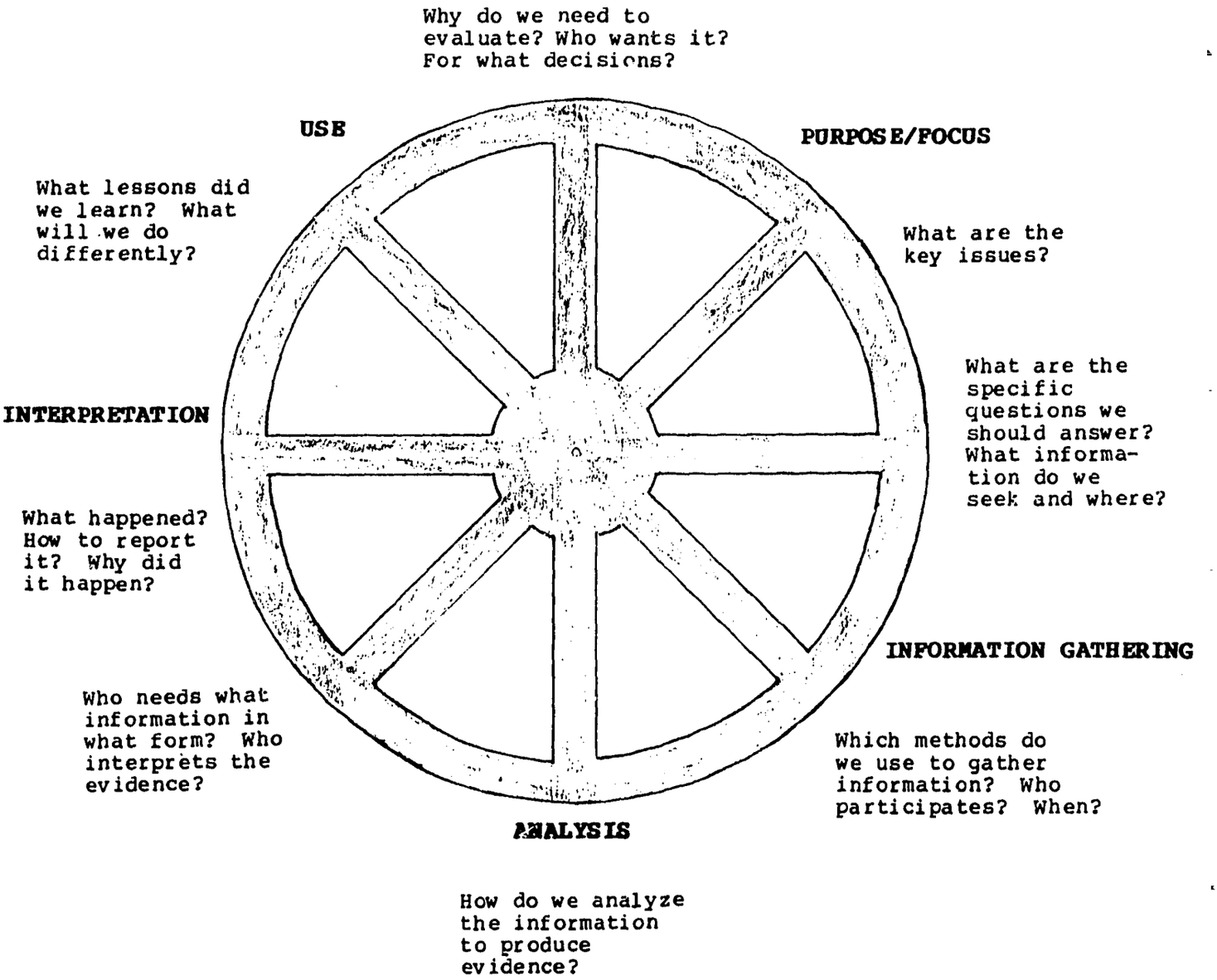


FIGURE C

EVALUATION DESIGN WORKSHEET

PROJECT TITLE:

LOCATION:

STATEMENT OF PURPOSE: (one paragraph)

FOCUS QUESTIONS: (maximum of 3)

(1)

(2)

(3)

INFORMATION GATHERING PLAN

(1) What information is needed?

(2) Where can the information be found?

(3) Which tools should be used?

(4) Who will gather the information? (estimate time required)

(5) When should the information be gathered? (e.g., baseline, monthly, after six months)

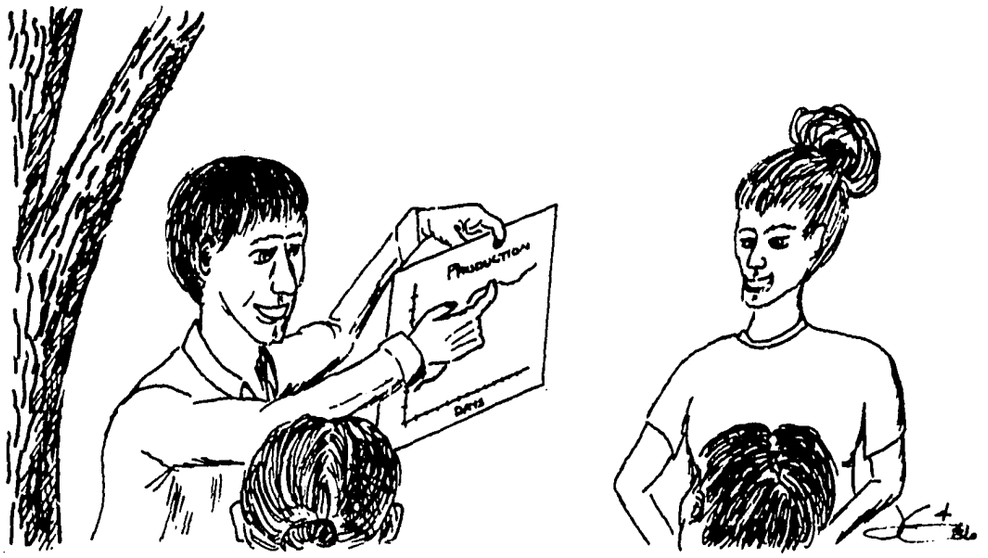
ANALYSIS AND INTERPRETATION: (Who is involved and when?)

USES FOR EVALUATION: (Indicate <u>audiences</u>, <u>means</u>, (e.g., report, verbal discussion, etc. and <u>when</u>).

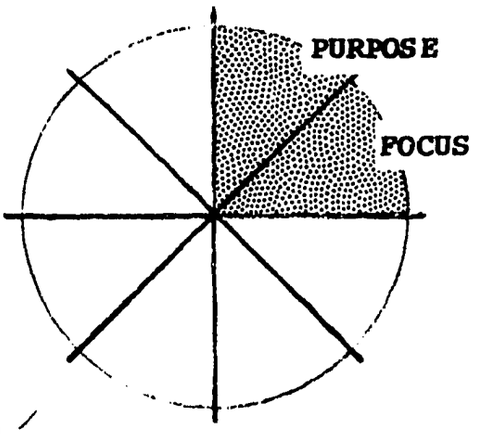
COST ESTIMATE OF IMPLEMENTING EVALUATION: (estimate in terms of person/days as well as expenses)

HOW TO ESTABLISH A PURPOSE AND FOCUS

Evaluation: Why? For Whom? What specifically needs to be learned?



Define a Purpose
Provide a Focus
Issues to Consider
- balancing needs of stakeholders
- who sets objectives
- link to baseline



HOW TO ESTABLISH A PURPOSE AND FOCUS

To develop an evaluation design for your development project, start by determining why evaluation work is needed, for whom, and what questions need to be answered. The following steps are to be taken in determining why (the purpose) and what specific questions (the focus) need to be answered. Consideration of who the evaluation is for becomes part of determining the purpose of an evaluation effort. When do you begin this planning? If we are really interested in developing appropriate evaluation that is participatory, it should be designed when the rest of the project is being designed, i.e., before the project is undertaken. As a project progresses, however, other concerns may become apparent and woven into the strategy.

DEFINE A PURPOSE

Product: A statement that gives a rationale for the evaluation of a given project.

Steps you need to take:

1. Analyze the context of the project. What is the background and genesis of the effort? What are the basic assumptions and goals you are working with? What information do you already have about the community? What does this information mean in terms of the major reason that you are evaluating the project?

2. Identify the stakeholders. Who has an interest in evaluating the project? At what levels, e.g., donor, local government, village leaders, village participants, project management and staff?

3. Identify the primary issues and concerns of each of the above stakeholders. Which are common ones? Which are conflicting?

4. Negotiate differing issues and concerns to arrive at a consensus rationale for the evaluation design. If this is not completely possible, develop a rationale that is separate for major stakeholders to use as a basis for different designs.

5. Write the rationale. Have you truly consulted the different stakeholders to know their concerns? Does this include some assessment of community concerns? How was this done? Does the rationale state a clear reason for conducting the evaluation?

PROVIDE A FOCUS

Product: The product of this task is to identify questions that focus the evaluation effort.

Steps you need to take:

1. Review the stated objectives of the project. They are often the basis for focussing evaluation. However, consider all issues raised by stakeholders. In participatory development, "externally set" objectives need to change as communities develop ownership of a project.

2. Review issues which are of primary concern to the stakeholders. Special attention should be given to the interests of project participants. A chart like the one below may help to design evaluation.

Stakeholders

Issue	Donor	Village Landless	Project Staff	Gov't	Other
#1					
#2					
#3					
#4					
etc.					

3. Consider all the issues the project raises and reduce them to the three highest priority issues for evaluation, using the following criteria:

   - What resources are available for evaluation? Can the question be answered with these resources, or is it beyond them?

   - What are the consequences of making wrong decisions? If the question is not answered, will it have a lot, a little, or no importance to the project?

   - What is already known about the issue? Is the question already answered? Does the amount of information required merit more research?

4. As a group, formulate from these issues questions that the evaluation will seek to answer. Upon reflection, will the answers to these questions help clarify the key issues the project raises?

Now, you should be able to fill in the following portions of the design work sheet.

EVALUATION DESIGN WORKSHEET (Example)

PROGRAM OR PROJECT: Community Based Integrated Development Program

LOCATION: Meegoda; part of Colombo district

STATEMENT OF PURPOSE (one paragraph)
To help assess activities of the program with a view to measuring its efforts towards efficient and effective management, sustainability, and participation at all levels, improvement of living standards in the community.

FOCUS QUESTIONS: (maximum of 3)

(1) How has the project helped to improve the income levels of the community?

(2) Are the processes and opportunities for participation adequate for sustainability?

(3) To what degree are community and external resources effectively and efficiently managed?

ISSUES TO CONSIDER

Balancing the Needs of the Stakeholders. One premise of participatory development is that decision-making is decentralized and put into the hands of the community or participants. To do so, we know that it is not simply a matter of responsive support - like giving a grant to a community and saying "now do what you like". It is more an educational process in which conditions and experiences are created that gradually increase the capacity of people to manage their own local and external resources. Some agencies carefully avoid using too many resources at first because they want to optimize the involvement of the people. As described in the Introduction, self-evaluation is a natural part of a larger process of problem-solving, creative planning, and action. It is a point

self or participatory evaluation, participants have a chance to get feedback on what they are doing, and to reflect periodically on where they are going. Participatory evaluation will concentrate first on project participants. It will then look at how experiences provided by the project enable them to evolve.

In balancing the needs of the different stakeholders, these values have to be kept in mind if the evaluation work is to be participatory. Evaluation must first focus on the needs of participants as the prime decision-makers. One assumption of this manual is that it is possible to present a legitimate case to other stakeholders where there are major differences, and that in a majority of cases the needs of the participants can also be related to the concerns of project staff and donors. If not, different levels of evaluation can be attempted. It is assumed that the strategy is designed so as not to interfere with community processes.

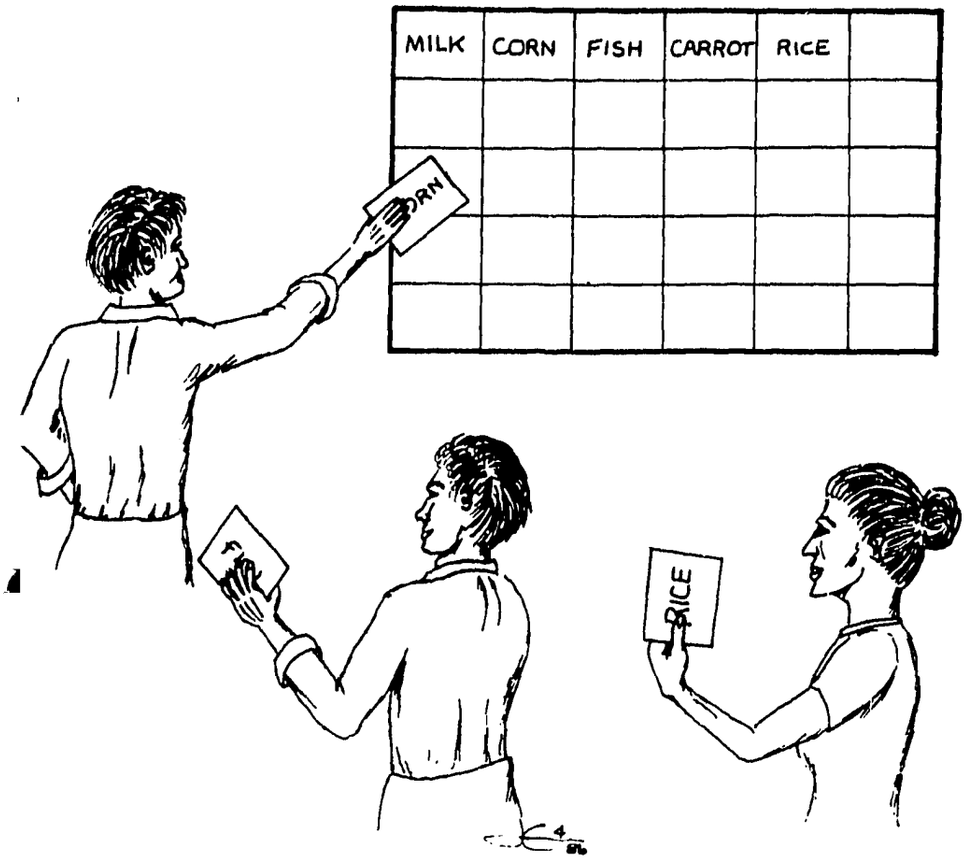
Another related issue is whether the evaluation focusses on inputs or on process and impact. It is more important to determine whether a women's production group has become more capable of testing market needs than whether or not they simply received lessons on marketing and attended them. But in the earlier stages, we need to keep track of the delivery and use of resources to ensure that we are doing what we planned, and doing it efficiently. At a later stage, impact issues addressing our effectiveness become a greater concern. Thus our evaluation design evolves in concert with our project.

Who Sets Objectives? Another issue here is who sets objectives at project origin? In the majority of projects this is done by external planners, with less than ideal inputs from the community. If we are to take a participatory, dynamic approach, either quantitative project objectives need to change after a dialogue with the community, or much effort needs to be done to evolve the project with the community beforehand. Qualitative objectives would need less change - since they are concerned with identifying change in human capacities. Whether people grow tomatoes or snowpeas may not be a fixed or stable reality, but how they plan to do so may be more so.

Link to Baseline. Questions chosen in baseline work thus need to reflect the concerns of stakeholders as well. If they are simple, and related to purpose and focus questions at the outset, they are much more likely to be useful than an indefinite smattering of statistics about a group. If the focus question is to find out changes in women's role in water and sanitation projects, then baseline data on cropping patterns is irrelevant. At planning stages, identification of evaluation purposes and foci serve as a basis for planning baseline, monitoring and impact studies.

THINKING THROUGH A PLAN FOR GATHERING INFORMATION

What information, where, how to seek it and who gathers it when?

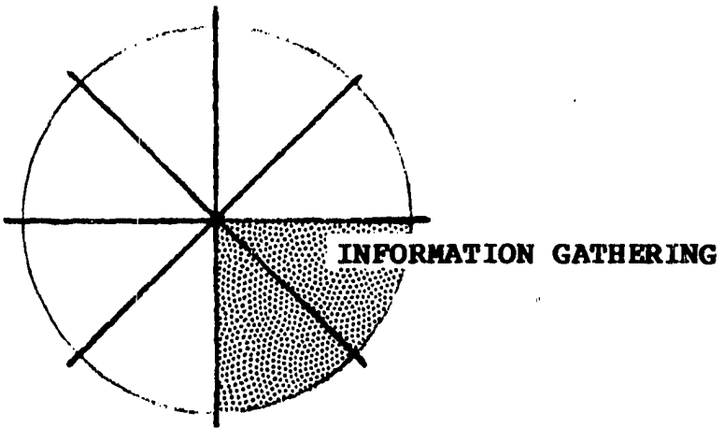


Prepare an Information Gathering Plan

Issues to Consider
- **Indicators: what to measure**
- **Tools: which to use**

Indicator Bank
- **Qualitative**
- **Quantitative**

An Evaluation Tool Kit



THINKING THROUGH A PLAN FOR GATHERING INFORMATION

The next step in creating an evaluation design is the development of an information collection plan to answer the focus questions raised in the previous task.

PREPARE AN INFORMATION GATHERING PLAN

Product: A plan to gather the essential information consistent with the focus of the evaluation.

Steps You Need To Take:

1. Decide what minimum information (e.g. indicators) need to be gathered to respond to the focus questions that have been identified.

2. Consider optional methods for collecting each type of information desired. Insure that there is more than one way to collect each type of information desired, so that results are cross-checked. Specify where each type of information can be found, determine which tools to use, who will gather the information (estimating time required) and when you will collect the information in the course of a project or program.

3. Adapt or develop the different tools or instruments that you will use as part of the monitoring or evaluation activity.

4. Verify whether the information you are likely to collect from the various tools answer the questions you are trying to investigate? What questions can only be answered indirectly? How can you solve the weaknesses in the strategy? Can you omit any questions or tools be omitted without affecting the purpose of the research? If so, omit them.

5. Analyze the impact your plan will have on participation of beneficiaries of a project.

   - Have the participants had input into the design of their plan to collect needed information for improving their projects?

- Are the chosen indicators and tools capable of evoking their involvement in monitoring or evaluation, or are they an impediment? Could they be more participatory?

- In the monitoring or evaluation design, is there an educational component on evaluation for the participants? To the degree possible, has the quantitative information been brought down to basics so that the community can gather and analyze it?

- Does the information sought include changes in the participants behaviour, e.g. from passive to active, as actors vs. recipients? Does it look at the quality of their involvement in all phases of an experiential growth cycle. i.e., in self-assessment, analysis, creative planning, self-evaluation? Does it examine the ability of facilitators to provide such growth experiences, and provide information for improving the participatory aspect of the project being studied?

- Where external evaluation measures have been planned, are they necessary? If needed, will they interfere with the participatory element of the project? If so, can a change in design avoid a negative effect?

6. Review the feasibility of the strategy.

   What are the costs: (time and money)
   - staff time and overtime
   - outside technical assistance
   - materials/forms design, reproduction costs
   - processing time or equipment (e.g. computer)
   - travel costs
   - other

   Are the time and cost involved appropriate to your resources and needs? Save this information to calculate the cost estimate of implementing the evaluation plan.

7. Pretest the information gathering plan and its different components, and train staff (facilitators) to use it. If the tool is used with small groups, you may want to test it with one or more groups who will not be part of any final sample. If it involves collecting information from individuals, test the tool with fifteen to twenty persons who will not be involved in final samples.

Some questions that pre-testing might answer:

- Did the people (groups or individuals) understand the task or directions in the self-evaluation activity?

- Did they need a long explanation of the task or could they do it only with a few directions?

- Could any material or instrument be made more simply? Could it be designed to leave more things for the participants to do-rather than staff? Does the material used promote interaction in small groups? If projective, does the material evoke a response?

- Was there similar use of the material or questionnaire by different facilitators? Is there any misapplication, e.g. the facilitator talks so much there is no time for participants to really use an investigation tool.

- Are any of the tools unworkable? Offensive? Do any fail to provide new and useful information? Are some activities redundant, inappropriate, or ill-conceived?

- Do the methods used for recording information work? How can they be improved? Made easier or more effective?

- Do the facilitators agree on use of the tools?

- How do the activities planned link up with other participatory aspects of what a group are doing? If groups have been planning to set-up bee hives, for example, does the activity help them look at their concern? If in a prior contact, the people already reviewed their progress, will this be boring for them? What does the activity contribute to their own growth process?

8. Supervise information gathering activities, and help monitor any self-evaluation activities, including:

   - Meet with project facilitators conducting self-evaluation activities as part of a larger learning process. Help them to review their interventions as a facilitator. Use opportunities for review to design new activities. Draw out quantitative and qualitative information useful to answer questions at other levels beyond the community.

Use sessions to review qualitative changes in human behavior as a result of participatory activities.

- For more rigorous types of information collection, help assure that data is being collected in the same way by different persons;

  Identify and discuss problems in the work, keep track of incoming data; review forms for clarity, completeness and accuracy; ensure that sampling procedures are being followed; change procedures where necessary and communicate changes to data collectors.

On the following page we have included an example adapted from the worksheets prepared by participants in the Sri Lanka workshop.

EVALUATION DESIGN WORKSHEET (Example)

What Information is Needed	Where to Find Information	Which Tool to Use	Who Will Gather Information	When to Gather
Community Resources: - raw materials - land use - voluntary services - skilled labor - technology - external aid	- completed feasibility reports - financial statements - minutes - project participants and other community members - government agencies	- review records - community survey - staff logs (estimation of income)	Evaluation Team 2 PVO staff 2 community participants 2 external and PVO project staff	Immediately and on a quarterly basis thereafter
Community Capabilities to identify problems and find solutions	- community development reports/records - PVO field staff - community members	- staff logs (observations) - expressive poster series - review records	PVO staff and community with evaluation team	Within 5 weeks to start: 2 weeks preparation 2 weeks field work 1 week workshop Annually thereafter

ISSUES TO CONSIDER

Indicators: What to Measure? The building blocks of an information gathering plan are indicators and tools. Indicators are those key pieces of information, or data, which when studied over time point to some changes in people's lives. Tools are the methods we use to track each indicator.

One of the most challenging aspects of developing an information gathering plan is to select the right indicators to respond to each focus question. The trick is to select those that get to the heart of the matter, and only those. A key rule in information gathering is the "so what" criterion. Does the information you want to collect have a purpose? Is the information really needed? A common error made by evaluation planners is to collect information that will not affect the program. Find out what you need to know to improve the work - not to fill in papers.

Most important is the evaluation of the quality of the learning experiences that you are providing to the community, primarily because you will want to improve them - the way they are planned, the way they evoke changes in people's lives, the richness of experience that is being brought to the community. In other words, what really helps a farmers' group relate a new practice to an old one? How did you create experiences to help them do that? How effective was the experience? In what ways can you improve the tools or conditions to evoke even more involvement in the task of analysis? Such questions may be among the most highly relevant that a project needs to ask on a regular basis.

Use those indicators that will help you with what your real tasks are, that you can measure, and which can serve external purposes as well.

Indicators can be either quantitative or qualitative. If the quantitative measurements are put into the people's hands, then there will be more time for the project staff to monitor the quality of the work they are doing to provide growth experiences to the community. They will also find out the quantitative information they need to know - the villagers will have helped them collect it. And for the community, it will be a good starting point to measure real changes they themselves are bringing into their lives.

An indicator "bank," providing examples of both quantitative and qualitative measures follows this section.

Tools - Which to Use? Evaluation tools are like carpenter tools. Each is used for different tasks. The wider range of tools you can use, the greater the reliability of your findings. The area of participatory tools is a rich one to

experiment in. More and more innovations can be found to bring new skills to the local level. This is the heart of the message of self-evaluation - decentralization through innovation.

In using tools, it should be emphasized that qualitative research is not sloppy research. It needs to follow some basic principles of research design where possible, e.g.:

1) use of controlled comparison

   - comparing project participants with non-project participants

   - comparing project participants at a point in time with the same group at later times

2) use of sampling techniques

   - random sample: all individuals have equal chance of being selected

   - stratified sample: individuals are chosen to represent all categories of participants/ non-participants.

In many cases there are advantages to using a combination of techniques. One may reveal aspects of a project that another may miss. For example, informal, open-ended interviews may reveal the more subjective (and perhaps qualitative) influences a project is having on people, while an assessment of physical evidence would show objective (quantitative) results. A combination of techniques adds reliability and validity to an evaluation.

It is important to keep in mind that the tools or techniques used in collecting data have an influence on what is learned. If we use only a microscope, we don't see human dynamics; if only the most outspoken in a meeting are listened to, we may not learn what is happening in the poorest segment of the community; if only opinions are asked for, we may not discover some facts which observation and measurement would reveal.

Tools for educational evaluation need to be effective in stimulating a response from participants. There are many examples of such tools that lend themselves to creative projection of ideas by users, even pre-literates. A systematic use of such approaches provides a built-in means to measure progress in qualitative process skills of participants, since they can be observed by the facilitator.

Tools should be culturally appropriate, and create a positive growth climate. Using a set of flexiflans (moveable flannel figures),[1] village women in one country unfolded several hours worth of stories with animation, excitement, and other emotions. When facilitators began to leave the group, the women began to cry and even pressed the hands of the facilitators. Why, asked an observer, do you (the women) feel so strongly about this? They said they had never been asked to speak about their lives before. Field workers of other organizations just lectured them or pestered them with questions and left. But not only had they shared ideas and created a bond with the outside facilitators, they had also begun to expose among themselves their own reality. It was an act of empowerment.

Whether or not we can reach such ideal involvement, the following criteria can help decide which techniques to use:[2]

1. The technique used should complement the approach and philosophy of the project.

2. Community participants should perceive it to be a way to help them solve their problems, not just information gathered about them by or for outsiders.

3. Those involved in collecting information should understand why it is needed and, as much as possible, be a part of the process of analyzing and utilizing the findings.

4. Match techniques used to the skills and aptitudes of participants.

5. The technique should not take too much time away from normal responsibilities.

6. It should focus on a minimum number of well-chosen indicators.

7. It should provide timely information needed for decision-making.

8. The results should be statistically reliable and, even if not quantitative, objective enough to convince others of their credibility.

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[1] Flexiflans are a creative-investigation tool developed by Sarar International. In this experience, they were being tested by workers of the Village Education Resource Center in Bangladesh.

[2] "Ideas for Participatory Self-Evaluation," Jim Rugh, World Neighbors, IBIB

9. The sophistication and cost of the technique(s) used should be in keeping with the level of evaluation called for. (Simpler for more routine evaluation, perhaps more complex for occasional major evaluation.)

10. Whatever techniques are used, they should reinforce a feeling of community solidarity, cooperation and involvement.

The basic philosophy is well stated in the Evaluation Sourcebook by the American Council of Voluntary Agencies for Foreign Service: "We want to be scientific but not detached; valid in our findings but always fixed in the framework that people are authors of their own development."

A variety of tools is included at the end of this section to help you get a start on developing your information gathering plan.

INDICATOR BANK

Presented below are sets of indicators that have come out of various projects and efforts at describing evaluation measures. They are samples, and not to be taken as "fixed" universal guidelines. They are divided into qualitative and quantitative descriptions, and in terms of the questions they might help to answer. Use them as a creative jumping-off point for your own work. Discard those not appropriate to your situation. Combine ideas, or come up with completely new ideas, based on the ability of the indicators to answer your focus questions.

Qualitative Indicators

Question: What kind of involvement does the community have in an action and human growth process that includes project assessment, analysis, creative planning, and self-evaluation?

Sample Indicators:

- frequency of opportunities for poorest in project areas to take part in "thinking" components of project, such as self-discovery, investigation, and creative planning of solutions to their own problems.

- the number of actions taken by a staff person versus the number taken by a community participant in any given experiential activity.

- the range of analytical functions undertaken by a participant group in a project - from prioritization, needs identification, force-field types of analysis, resource analysis, defining and comparing options, etc.

- the number of active versus passive participants in group learning sessions.

Question: Is there evidence of changes in human growth and social value?

Sample Indicators

- breakdown in social barriers: change in number and range of activities in which previously divided groups interact positively.

- amount of activities undertaken by community, (e.g. construction contracts) vs. outsiders

- increase in consciousness of development issues and concerns, e.g., knowledge of roles, responsibilities and rights, value of balanced development, benefits of development of all groups in a community, requisites of equity, etc.

- changes in local organization, e.g. greater women's involvement, more unity, breakdown of factionalism and elitism.

- women's involvement in planning and review aspects of community in new ways.

- range and frequency of co-operative activities undertaken, changes in cooperation and reactions of people to these changes.

Question: Is a self-reliant, sustainable process taking root in the community?

Sample Indicators:

- the increase in the degree of risk-taking by participants, e.g. number and kind of specific risks taken by participants to improve group or personal situation.

- changes in level and frequency of external linkages.

- the rate of use of internal and/or external resources by participants before and after the intervention.

- contribution of labor, materials, and cash for project activities. Degree of community financing.

- frequency of groups or participants exploring needs, defining options and plans, making corrections in activities without help of outside facilitator.

- degree and range of activities which community believes it can accomplish.

Quantitative Indicators

The following indicators[1] show the wide range of things that can be studied for three basic sectors.

Health Sector

1. Overall Health

   a) The infant/child/maternal mortality rate
   b) the birth rate
   c) nutritional status
   d) birth weights

2. Intermediate

   a) the extent of potable water available
   b) extent of contraceptive usage
   c) extent of latrine usage
   d) the extent of immunization

3. Costs per person

   a) cost comparison with annual income
   b) cost comparison with similar programs in the country

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[1] USAID PVO "Manual on Monitoring and Evaluation," USAID, Phillipines other sources: "Evaluation Sourcebook; Self Evaluation, Ideas for Participatory of Rural Community Development Projects," J. Rugh, World Neighbors.

4. Health Happenings (others)

a) number of newly pregnant women seen
b) number of deliveries assisted (seen)
c) new BCG scars (seen)
d) new diarrhea attacks (seen)
e) mothers stopping breast feeding (seen)
f) child accidents (seen)
g) new ear problems (seen)
h) new skin problems (seen)
i) new eye problems (seen)
j) accident (seen)
k) new mental problem (seen)
l) new kitchen garden (seen)
m) new or newly improved latrine (seen)

5. Pre-natal

a) incidence of neo-natal tetanus
b) incidence of low-birth weight
c) percentage of pregnant women given iron/folic acid pills
d) percentage of child-bearing women given tetanus toxoide inoculations

6. Other Water/Sanitation

a) use of ORT, percentage of practice, percentage taught
b) use of waste disposal systems
c) rate of parasite infestation
d) percentage using drainage systems
   - soakpits
   - kitchen gardens
e) distance of water source
f) hours women must walk to bring water for use

The above is not a complete list, but includes many of the things that can be monitored as part of a community health program.

Agricultural Sector

1. changes in yields per unit of surface area
2. yield or income per unit of the limiting resource
3. increases in numbers of new practices in use
4. percentage spread effect of new technology in an area
5. number of people asking to receive training in new techniques
6. amount of time farmers willing to put into innovations
7. changes in cash incomes of farmers
8. changes in quality of soil
9. changes in levels of livestock production
10. changes in marketing practices

Again, the above is a simple list of basic, traditional measurements. These have their value! Especially when farmers learn to measure them themselves.

Small Enterprise Sector

1. increased income for owners and workers
2. increased employment
3. changes in net worth
4. changes in sales levels
5. changes in record keeping patterns
6. changes in the use and analysis of business information in making economic decisions
7. changes in hours that a business operates
8. expansions/diversification of market channel
9. improvements in cash flow
10. improved acquisition of inputs
11. percentage changes in reinvestment of profits
12. changes in preventive maintenance practices
13. improvements in the production process
14. improved ability to gain and use credit
15. improved percentage return on investment

Again, these indicators are listed to give us some ideas for designing an evaluation. You can improve on this list as part of your planning and design effort. These are not shopping lists and should not be used as such, but are useful for referral.

Indicators for General Characteristics

Key questions:

- What are the characteristics of the beneficiaries?

- How do the beneficiaries (people who received project intervention) compare with the broader population?

Sample Indicators for Intended Beneficiaries

1. Socio Economic Status (SES)
   - sex
   - age
   - civil status
   - educational attainment
   - occupational characteristics
   - income and expenditure patterns
   - household size
   - housing inventory

2. Level of Organizational Participation
   - membership in organizations
   - degree of involvement in organizational activities

Sample Indicators for Broader Population

1. Socio Economic Status (SES)
   (Use the same indicators as for Intended Beneficiaries)

2. Level of Organizational Participation
   (Use the same indicators as for Intended Beneficiaries)

3. Community Profile
   - economic activities - production & productivity; costs & returns
   - existing local structures & resources
     - local resource inst.
     - other programs of assistance
   - government programs & services
     - gov't. agencies & serv.
     - nature/extent of asst.
     - role in the community

After looking at this long list of what one can measure, remind yourself of the "so what?" criterion. Find out only what you need to know to improve the work - not to fill in papers.

It is a good practice to keep all interviews, questionnaires and forms as short as possible. Tabulate the data on forms if possible, rather than transferring data to another form. Try to make evaluation and monitoring work routine - but for more reasons than to simply eliminate unnecessary work, paper and steps.

Monitoring can be as natural as a review meeting after every learning event with different groups in a project. Field staff sit together and discuss what happens with some simple formats for reviewing their experience. If necessary, an outside facilitator helps them for a time. The reviewing fits right into planning the next experience, but provides information for many other purposes as well.

If information collection is simple and realistic, it has a much better chance of becoming a participatory resource than if it is obscure. If the quantitative measurements are put into the people's hands, then there will be more time for the project staff to monitor the quality of the work they are doing to provide growth experiences to the community. They will also find out the quantitative information they need to know to please the outsiders - the villagers will have helped them collect it. And for the community, it will be a good starting point for them to measure real changes they themselves are bringing into their lives. As said elsewhere in this manual - quantitative measurement has its place - as much as possible in the hands of the people.

AN EVALUATION TOOL KIT

On the following pages, we have included a selection of tools particulary suited to participatory methods. They include the following:

1. Community Meetings

2. Creative Investigation Tools
   - Unserialized Posters
   - Maps and mapping
   - Three-dimensional symbols
   - Pocket charts
   - Self-drawing

3. Popular Creative Expression
   - Impromptu stanzas of poetry
   - Drama
   - Mime
   - Role plays

4. Analytical Tools
   - Problem classification exercise
   - Case studies
   - Open-ended stories
   - Sorting exercises
   - Rating scales

5. Self-recording Tools: Farmers' own record

6. Interviewing Techniques

This smattering of information on tools is intended to whet the readers appetite. The Evaluation Sourcebook includes substantially more examples contributed by private agencies, and other helpful publications are indicated in Section II. Clearly, there is a need for more documentation of the use of participatory tools. We encourage users of this manual to take up this challenge.

Sources: Sarar, Inc., Village Education Resource Center, Bangladesh, Lanka Mahila Somiti, Sri Lanka, Dr. Lyra Srinivasan, Dr. Shirley Buzzard, and the Evaluation Sourcebook

1. Community Meetings

These meetings should involve discussions of new ideas, reactions to panel discussions, self-developed presentations, development of displays by the community, debates, and responses to use of different stimuli, of a projective nature.

As one project noted in Sri Lanka, however, such meetings can become platforms for one political group or another, or for individuals to dominate. Those left out may have completely different views of how a project is progressing.

Of course, in a truly participatory project, care is taken to develop learning groups of a homogeneous nature, especially in situations where domineering factions are likely. The following excerpt from the Evaluation Sourcebook outlines an approach to organizing such meetings:

> Whatever format is used, the process of a community meeting is essentially the same. First and foremost, community meetings must be well-planned and carefully structured because of the number of people involved. Community members ideally should be informed of what is to be presented at the meeting in advance, through a wall newspaper, flyers, home visits, radio, or whatever medium is available. When the meeting is held, its scope and purposes need to be made clear at the outset. Next the presentation is given; it should be brief and geared to the level of those attending. Questions and discussion then follow. A good way to ensure that the discussion is not dominated by a few individuals and that there is time for everyone who wants to speak is to take a few questions from the floor and then break into small discussion groups. After a specified period of time, the large group can reconvene and hear reports from each of the small groups. To end the meeting, it is important to specify any decisions that have been made and any next steps planned. Since it is difficult for many people to agree on a course of action, suggestions can be referred to a community group or project committee or to community leadership for their deliberation.
>
> Community meetings can be held at "critical points" throughout the life of a project, such as project identification and planning; mid-point review; and termination of outside technical assistance.

2. Creative Investigation Tools

A range of such tools exist in two and three dimensions to involve people in understanding and gaining control over their reality. These include:

- Unserialized posters- sets of posters with depictions of local incidents in the life of the people which they can sequence in any way to tell stories about their history, problems, beliefs, practices, values.

  A variant on this approach, is demonstrated by the Bangladesh Cobblers' Program Chart, found on the next page. Through interviews and informal discussion, the progress-to-date of a group is visually documented in poster form as shown. When goals for a subsequent period of time are drawn (the final quadrant in this case), they are used by a facilitator to help the group analyze and review its progress.

- Maps and mapping: having participants develop maps of the community showing important places, resources, problems, or other aspects of their lives.

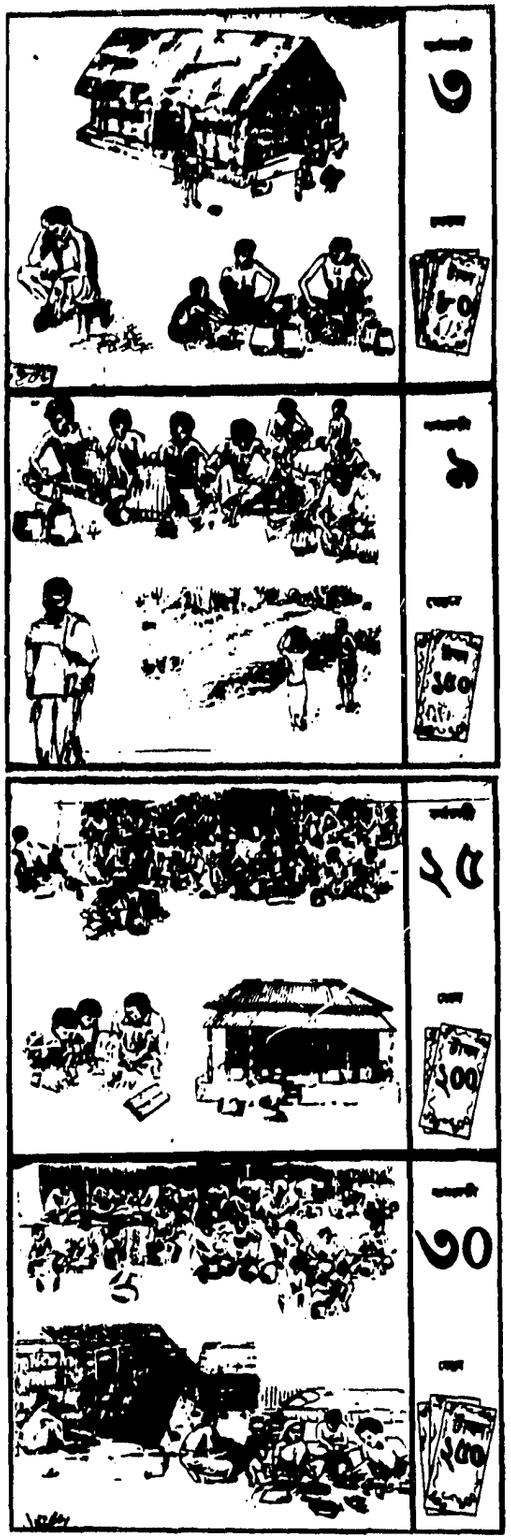
- Three dimensional symbols: use of any object to project an idea through representation.

- Pocket charts: cardboard charts that have pockets in which to identify practices, beliefs, or knowledge related to a specific investigation, e.g. which food do you think a pregnant woman should eat? Participants make their responses by inserting small slips of paper into the pockets, beneath the foods they think are correct. This can be adapted for any subject.

- Self-drawing: on the walls on newsprint or in the sand. This was tried by the Lank Mahila Samiti project in Matara.

Figure D

Bangladesh Cobblers' Group Progress Chart



Phase 1
Landlessness, near destitution, only three workers making drums to sell, income of each: 80 taka

Phase 2
activities began with small grant, nine workers producing drums, income of each 250 taka, start of factory/storage building, appoint president/accounts in-charge

Phase 3
small enterprise employs 25 persons, factory/storage complete, income from sales taka 200 each worker, tutor hired to help do accounts and teach children

Phase 4 (Goals to reach)
Every family has worker (30 families), each has income of 250 taka, house reconstruction, improved nutrition

This material was prepared by the Village Education Resource Center and Jake Pfohl.

3. Popular Creative Expression

- Impromptu stanzas of poetry. These are called "kari" in Sri Lanka
- Dramas
- Mime
- Role Plays

These are very popular in Sri Lanka and help evoke humorous, accurate, and spontaneous expression true to the participants: feelings. Folk dramas, stanzas, and poetry are part of the folk culture of Sri Lanka. Street plays on national festival days are often spontaneous and include dance, drama, mime, song, repartee and a curiously resonant form of pungent two-lined verses sung to the accompaniment of a local version of the drum. This is called "Viridu."

4. Analytical Tools

Using these techniques we provide a problem for a group to solve - they analyze as well as investigate in order to complete the task.

Problem classification: People can divide into categories visuals of problems they might face in the community. Which problems might they solve without any outside help? Which might they do together with outside help, e.g., together with a line service. Which could only government or other outsiders do for them? Use three baskets or piles to divide illustratons of the problems.

Case Studies: These are the situational problems posed to a group to help provide evaluative information. Groups in Sri Lanka reported that care must be taken because groups sometimes respond with stock answers. They suggest the technique be supplemented with others. Observers in Sri Lanka felt it was a good tool for evaluating completed projects.

Open-Ended Stories: A problem is posed through a story that has no ending. Any manner of presentation can be used, a tape and posters, drama, letters posing problems, large cutout figures (e.g., SARAR maxiflans) and puppets. Participants then complete the story reflecting their own views.

Sorting Exercises and Rating Scales are particularly interesting analytical tools. A detailed example of how these two tools stimulate participation in an evaluation follows.

Sorting Exercise (Example):

This activity establishes the community economic hierarchy and the place of various households within it. The activity is based on the assumption that people with the community have a good sense of who among them is more or less well off. It should be kept in mind that this is the community's own perception of the situation, and it is a good idea to follow this up with another method to verify the results.

A list is made of all the households in the community and each household is assigned a number. The exercise works best with fewer than 150 households. The name of each household (father's name or family name) and the number from the master list is written on a separate card (3x5 index cards cut in half work fine).

Ten community leaders are asked to sort the cards into three piles. The leaders may be officials, school teachers, older women, chiefs, or any person who has lived in the community a long time and who knows all the households. If the sorter is not literate, read the name on the card and then hand it to the sorter and let him or her place it in the basket of their choice.

Each "sorter" places the card for each family in one of three baskets. Basket Number One for those households which seem to have enough to eat, who send their children to school and who are able to help their relatives from time to time. Basket Number Two for those families who seem to make ends meet, have the basics to eat, but live very simply. These families neither take assistance from others nor are able to give it. Basket Three for those families who are very poor. These families do not have adequate food or clothing, they frequently need assistance from outsiders to survive.

It is a good idea to have baskets or small boxes with the number clearly affixed to the outside so it is visible. This helps the sorter remember which is which and it helps when you record the scores so you do not mix the baskets up. Also, shuffle the cards between sorters so that each starts with a random pile of cards which are not "presorted" by the previous sorter.

After the sorter has placed all the cards in one of the three baskets, the number is recorded on a score sheet with a "1", "2", or "3" by the family name on the master list. If a sorter is not able to place a family because he or she doesn't know them or cannot decide where to put them, place a "0" by that family name for that sorter.

Assure the sorters of confidentiality and do not distribute or discuss the ranks of individual families so as not to cause hard feelings within the community.

After all ten sorters have sorted the cards and their rating recorded on the form, the scores are added up and divided by the

number of sorters rounded to one decimal point. For example, if there were ten sorters but one did not know one family, then that family's total score is divided by 9 rather than by 10. Check the sorters' scores for consistency. If one sorter is wildly different from the others, he or she may not have understood the directions or gotten the baskets reversed. If this happens, disregard all that sorter's scores and ask someone else to do the sorting.

Using this system, the richer families in the community will have scores of 1 while the poorest families will have a score of 3. "Average" families will have scores such as 2.13 or 1.89.

This type of community economic profile may be a useful part of a baseline study to see whether families who are project participants improve their scores over a year's time more than those who are not project participants.

Rating Scales (Example):

This technique is used to place qualitative values on personal judgements. The rater places the aspect of the program being evaluated at some place along a continuum. A numerical value is attached to the point or category.

How it works:

1. Make a list of statements which touch on all aspects of the program to be assessed.

2. For each statement, make a scale of 1 to 5 for each statement according to how much the respondent agrees or disagrees with the statement.

   For example: The training program should be held closer to our homes.

Strongly Agree	Agree	No opinion	Disagree	Strongly Disagree

3. Code the responses one through five. Give high scores to those opinions that will require changes in the program. For example, in the above example, "Strongly Agree" would get a 5 while "Strongly Disagree" would get a 1.

   Be careful in your coding that you keep the scales the same for each answer ("Agree" on the left, "disagree" on the right), but your coding may vary according to the question.

4. Pretest the form on as many people as possible to see if the question and answering system is clear. Disregard statements that are too extreme or ambiguous.

5. Try to keep the number of items fewer than 25 for the whole scale.

6. Total the points for each statement and divide by the number of responses for the item. For example, if 50 people responded to item above, and most agreed or strongly agreed with the statement, the average score would be over 4.0.

7. For all those items which rate over 3.5, do further investigation to see what the problems are and how they can be resolved. Those items rating the lowest (1.0-2.0) are the strongest parts of your program.

Scales are a useful way to measure attitudes, opinions, and perceptions of change. However, they require a certain sophistication on the part of the respondent to understand the system of marking responses. They work best with literate people and among those with more education who are more accustomed to structured answers.

There are other ways of constructing scales, but the principle is the same. Some examples:

How would you rate the training program? (Check one)

_____	_____	_____	_____
Interesting and Useful	Interesting but not Useful	Useful but not Interesting	Not Useful or Interesting

OR:

____1. This training program was interesting and useful.

____2. This training program was interesting but not useful.

____3. The training program was useful but not interesting.

____4. The training was not useful or interesting.

Scales can be helpful if the questions are carefully worded. In the example above, the responses do not tell you what aspects of the training were good or bad nor why it fell short of its objectives. More specific questions about content and presentation are needed.

5. Self-Recording Tools: Farmers' Own Record (adapted from the Evaluation Sourcebook)

Definition:
Perhaps the ultimate level at which evaluation must occur is the individual. A farmer, for example, should be the final judge as to whether he/she should adopt a new technique. The best way for a farmer to decide is to test the new idea on a small portion of his/her land. By keeping records, the farmer can evaluate the merits of the new idea.

How It's Used:
There are a number of criteria which a farmer uses to determine whether or not to adopt a new practice. Included are the cost/benefit ratio, the amount of time and labor required, the availability of resources and desirability of product, and many more. Though these factors are often judged subjectively, some of them can and should be measured quantitatively.

A farm record can help a farmer keep track of input costs, total time spent on various operations, etc. These items can then be weighed against the difference in yield between the control plot (traditional practice) and the trial plot (new practice being tested). An objective evaluation then can be made.

Cost records are kept of amounts spent on seed, fertilizer, insecticide, tools, paid labor, etc. Amount of time spent on each operation can be recorded in hours, or more simply, in half-day units, i.e. mornings or afternoons spent doing an operation on that plot. Such a record is reproduced in the accompanying sample.

Pros, Cons, Other Issues:
PROS:
- Farmers can keep records if they are literate enough to write numbers and have a knowledge of simple mathematics. They can thus add up the costs of inputs and compare them with the estimated value or actual sale of produce to determine net profit or loss.
- Even illiterate farmers have been taught to keep records like those illustrated here. Farm records which use drawings, could be adapted for measuring other factors needed for individual-level evaluation.

Participatory Applications:
If one agrees that the ultimate "evaluators" are the individual beneficiaries, the concept of farmers being taught to measure and record their inputs and yields is basic to an agricultural development program.

The participatory approach to evaluation acknowledges the validity of people making their own decisions. If a farmer is taught how to measure and keep records, he/she can decide whether or not a technique being recommended by an extension agent will really be an improvement.

But this approach has an even greater potential. Not only can farmers be taught to evaluate an outside recommendation; farmers can test their own ideas and develop their own improved practices. This unleashes a revolutionary potential, with millions of inspired innovators experimenting and accelerating the development of agriculture!

6. Interviewing Techniques
(adapted from Evaluation Sourcebook)

Definition:
The oldest and most respected manner of gathering information known to man is human conversation, or for our purposes - interviewing. The style of interviewing may range from informal and conversational to closed and quantitative. The objective in all cases is to provide a framework for respondents to express their understanding in their own words.

How It's Used:
For PVO practioners, interviewing simply requires the perfecting of a common task: talking to people. Doing it right, though, requires more than a casual approach. Including interviewing in evaluation is a must when one wants information that cannot be observed. We suggest four variations to structure interviews to collect information for an evaluation:

Preparation	Style	Purpose
1. Background information only	informal conversation	discovery
2. Interview guide	unstructured	open-ended probe
3. Standard questions	structured	open-ended verification
4. Questionnaire	limited responses	closed verification

The first three alternatives are primary means of gathering qualitative data, while the fourth is more quantitative. In all cases, interviewing should never be the sole means of gathering information. Rather, it should serve in corroboration with other evidence.

Analysis of interview data is painstaking, but rewarding. Recording interviews helps tremendously, but if that is too inconvenient, the interviewer must take detailed notes during and immediately after an interview. The evaluator should check the analysis with those closely involved in the observed situation, and then build a persuasive case, using generalizations that draw on specific points from the interviews. Tolerating ambiguities in most instances is a virtue.

Pros, Cons, Other Issues:
Interviewing provides the richest source of data in the shortest time. Its reliability is greater than any other form of information gathering from individuals because of the face-to-face interplay that occurs. Its principal drawback is frequently the cost. This factor should be weighed carefully against the value of the information. Also, interviewing is a skill that should not be taken for granted. Training, at least in the basics, is a must. One should consider the pros and cons of each style of evaluation:

1. *Informal conversational:* PROS: Discovers questions; builds well on observations, brings out deviations from usual responses. CONS: Hard to systematize and analyze; difficult to use different interviewers.
2. *Unstructured:* PROS: Keeps interview flexible, but easier to systematize information collection. CONS: Variations in questions posed affect responses.
3. *Structured:* PROS: Maintains comparability of interviews; easier to analyze responses. CONS: More restrained answers; restricts relevance of replies.
4. *Limited responses:* PROS: Quick interviews; possible to use various interviewers, produces quantifiable data. CONS: Impersonal; can distort responses; not useful for probing.

Participatory Applications:
Interviewing has obvious potential as a participatory technique. The community's involvement begins with the formulation of questions. A field worker can easily train community members to conduct interviews becuase it is a natural activity. Analyzing responses may require more assistance, but does not require technically sophisticated skills. Interviewing can be an excellent complement to community meetings, bringing out information people are unwilling to discuss in groups. Relating people's views in their own words can bring about effective communication of community concerns to others.

Interviewing: Sample

DO'S AND DON'TS FOR INTERVIEWERS

DO *give a clear statement of the purpose of the interview.* This will help legitimize your presence and questions and will put the respondent more at ease. He or she may want to know the purpose of the study, how he/she was selected, and if he/she can see the results.

DO *emphasize the confidentiality of the material.*

DO *ask if the respondent minds if you take notes.*

DO *record comments or remarks just as they are given. The exact words people use to describe their feelings are important.* If the comment is lengthy and you cannot write down every word, make notes that give the sense and the style of the comment. Use abbreviations that are understandable. Get specific comments, not vague, meaningless generalities like "I like it because it is good," or "because it is interesting," or "it's okay." Ask WHY in such cases.

DO *keep talking as you write.* Ask the second question as you record the response to the first. Start the respondent thinking about a question. Keep the pencil and interview guide as inconspicuous as possible. Keep eye contact with the respondent, and do the writing unobtrusively.

DO *focus the respondent's attention on the question.* If he wants to talk about something else, politely but firmly start him back to the questions. Smile and say, "That's interesting. . . now what would you say about this question?"

DO *get all the information you are asked to get.* That means, ask every question and record every answer — in the correct place. Check over the interview guide at the end of each interview before you leave the respondent's presence. Say, "Now, let's see if we've got everything," to allow you to look over each question to see that it is answered and the answer recorded correctly.

DO *watch for vague or qualified answers.* Vague answers may at first seem to answer the question, but really do not. Never accept a "depends" or "qualified" answer the first time it is offered as an answer to any question. Repondents will often use phrases such as "well, that depends," "yes, but. . ., "I really can see both sides of that question," etc. When you receive such answers, PROBE for a more complete answer.

DO *watch for ambiguous answers.* Recognize ambiguity when it occurs and probe as necessary.

DO *probe for response, if necessary.* Repeating the question is the basic method and the safest and most effective way or probing. Be sure you repeat only the question as stated in the interview guide.

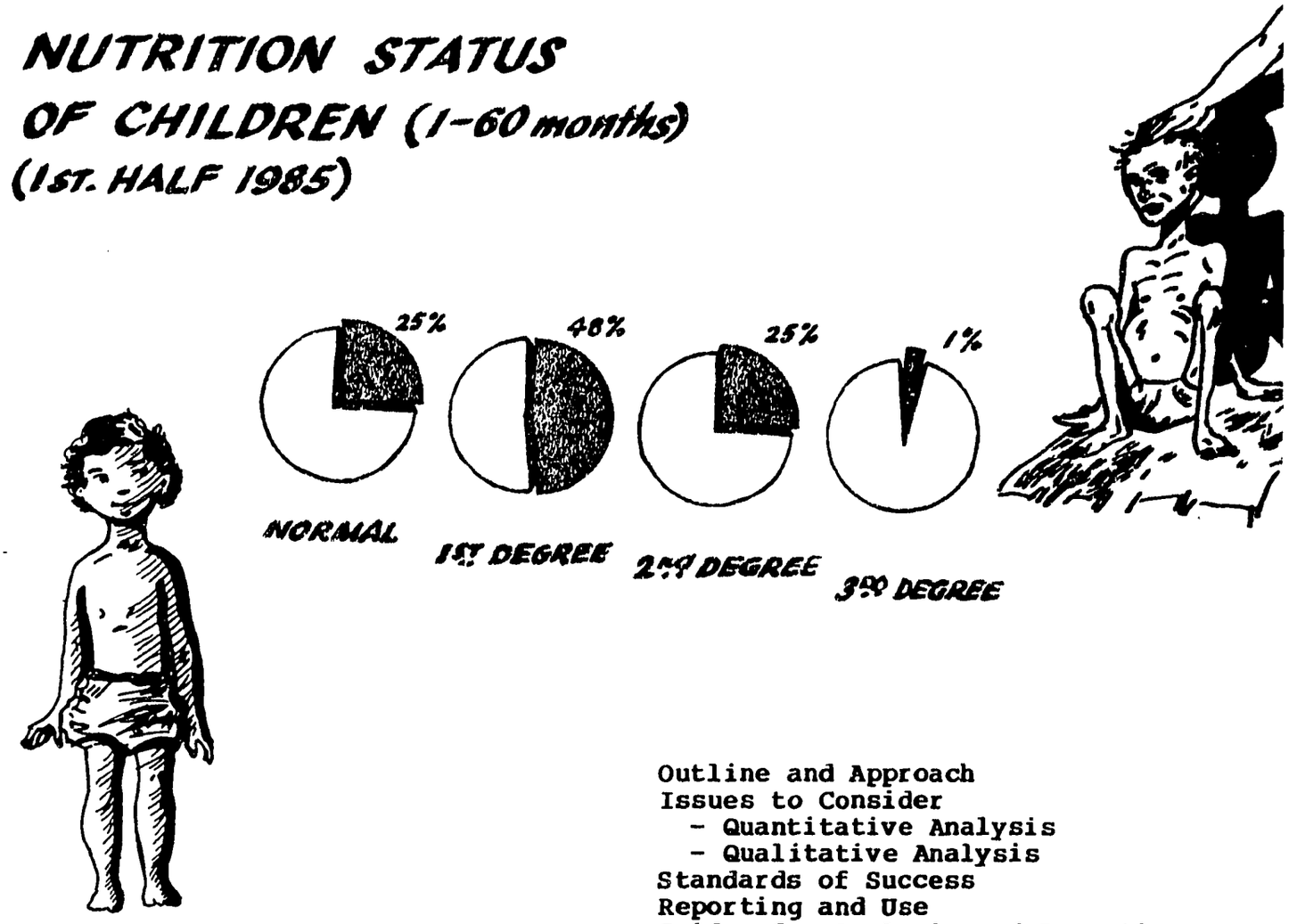
DO *be flexible* as unexpected problems arise.

DON'T *offend the respondent in any way.*
DON'T offer comments which seem to place a value judgment on the respondent's answers.
DON'T let your tone betray your thoughts — Keep an even tone.
DON'T cut the person off in mid-answer, even if the answer doesn't seem completely relevant to the question.
Avoid superimposing your own view; try to draw the respondent out if the answer is unclear.

Prepared by Frederick B. Williams and
Mary M. Cate. *Project Evaluation Handbook*
Washington, D.C.: ACTION, 1982. (REF. 5)

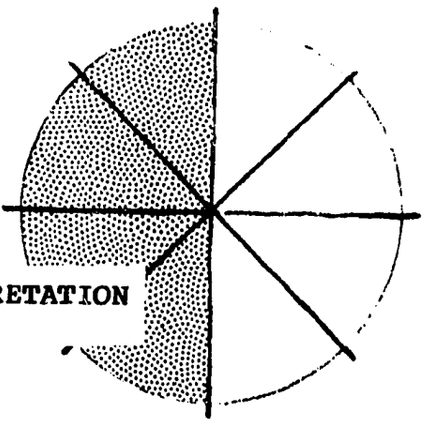
LEARNING TO ANALYZE, INTERPRET AND USE INFORMATION

How to analyze information? For whom to interpret: what happened and why? How to use the lessons learned?



Outline and Approach
Issues to Consider
- Quantitative Analysis
- Qualitative Analysis

Standards of Success
Reporting and Use
Guides for Analysis and Reporting
- Cost-Effectiveness
- Formats



ANALYSIS, INTERPRETATION AND USE

LEARNING TO ANALYZE, INTERPRET AND USE INFORMATION

Once information is gathered, the act of analysis and interpretation begins. But plans for this work must not await the collection of monitoring and impact data. By then it's too late! Information begins to pile up and overwhelm staff as well as participants. For this reason, it is important, when selecting tools, to consider how the results will be recorded, studied and ultimately used.

OUTLINE AN APPROACH

PRODUCT: An approach for analysis, interpretation and use of information.

STEPS:

1. Consider who will analyze information gathered and when. Ensure that ample time is provided to direct community involvement in analysis of their own experiences. Ensure that time is alloted for analysis of participatory aspects.

2. Devise opportunities to interpret evidence derived from analysis, particularly by project participants themselves, to verify findings.

3. Consider your different audiences for this evaluation and how you can communicate to them, or jointly share findings with them.

4. Complete your plan by estimating the cost of the analysis and interpretation activities you propose. Add this amount to the costs of gathering information. Are they consistent? Is the overall budget, including the time commitment of staff and community members appropriate? If so, you are ready to go!

In answering these questions, you should be able to fill in the following portion of the answer sheet:

EVALUATION DESIGN WORKSHEET (cont.)

ANALYSIS AND INTERPRETATION: (Who is involved and when?)

1. A team comprised of: two representatives from SAVE; two representatives from each community project; and one external PVO representative will analyze cumulative

information gathered on a regular as needed basis starting with baseline data.

2. Representatives from producer groups meet monthly with SAVE representative (sales coordinator) with progress reports for analysis and interpretation.

3. A marketing consultant will analyze information regarding findings the team described in paragraph one.

4. Six monthly review meetings by management.

USES FOR EVALUATION (Indicate audiences, means, (e.g., report, verbal discussion, etc.) and when

AUDIENCES	MEANS
SAVE Staff	Planning workshop Participation workshop
USAID GOSL	Report
Community	Learning experience with community using a non-formal Tool
Other Interested Parties	Meeting of stakeholders

Estimate Cost of Implementing Evaluation

Item	Person/Days	$Rs. Cost
Consultancy		20,000/=
External PVO members allowance		2,250/=
Per diem/Subsistance		10,500/=
Statistician		5,000/=
Secretarial Services		2,500/=
Special allowance for Documentation officer		500/=
Photo-copying		2,000/=
Stationery		2,000/=
Transport		15,000/=
Miscellaneous		10,000/=
		69,750/=
SAVE staff (2)	21	
Community Participants (2)	21	

ISSUES TO CONSIDER*

The central questions in analysis are "What happened?" and "Why did it happen?". They are very closely related to "How did it happen?" as well.

Emerging from these questions some patterns will appear that clarify key issues and help us to answer the focus questions of the evaluation. The Evaluation Sourcebook also makes recommendations for comparison of results, so that the evaluation of one activity is given more meaning. Issues can be studied across evaluations, and among agencies. Finally, answers to issues lead us to determine lessons, which can then be applied to improve our efforts.

In participatory evaluation work, there are lessons at two levels to start with. There are lessons the people learn as they evaluate their own progress, and there are lessons the project team learns about how to improve the growth process for learners. They may learn for example, how to reduce facilitator dominance in sessions. They may learn which kinds of materials evoke a participatory response or skill, and which ones do not.

There are many approaches to the analysis of information, quantitative and qualitative, from simple to complex. In most cases, we should opt for the simplest - those that rely on straightforward arrangements of numbers and other indicators along a timeline, that involve simple mathematical operations and which use the common sense and experience of our analysts to the fullest.

Quantitative Analysis: Most quantitative indicators will generate numbers that can be analyzed in a few ways:

- by noting their direction up or down, over time;
- by using simple statistics, such as means or averages; and
- by determining what part of a whole certain factors represent in percentage terms.

One element of analysis that is popular at present, and that has its appropriate uses, is Cost-Effectiveness Analysis. Like any tool, it does not provide all the information about the success or failure of a project - it should be seen as one indicator. At the end of this section are two tools derived from a guide on cost-benefit analysis that may help you in your work.

Occasionally, there may be a need for more sophisticated mathematical analyses. But these should not form the backbone of our regular monitoring efforts. As always, the aim should be to

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* Ideas for this section adapted from Buzzard, Shirley and Edgcomb, Elaine, Learning About Small Enterprise Development

identify and highlight those numbers that illuminate the central issues, that can motivate our performance, and that have meaning for participants as well. One good example of this is the work of Save the Children in Sri Lanka, where the agency regularly holds graphics workshops in the community which develop pictoral statistics about the project communities, which are used and posted community-wide.

Qualitative Analysis: Because we are interested in social and institutional impacts, we will want to monitor some changes less amenable to numerical description. However, there are ways to systematically track them as well.

- Turn answers into numbers. Questions in interviews and group discussions can be either closed (permitting only a defined range of responses) or open (eliciting the respondent's own words). Responses to closed questions can be counted and analysed in percentage terms easily. Answers to open-ended questions can generally be categorized as well. Have several readers review and cluster responses. Once the material is clustered, the number of answers in each can be counted, and the material can be studied further to see what insights can emerge.

- Use scales. Often times the changes individuals and groups undergo follow a similar evolution. Experience can form the basis for developing scales appropriate to the attitudes or skills being studied. The scales then become a useful information gathering tool, and can serve as an aid to analysis for participants as well as others. At the individual or group level, you can use the scale in conjunction with staff to assess progress over time. At the project level, many responses can be examined for trends and to identify problems. A guide for developing scales is included in the Tool Kit in the preceding section.

- Build upon the observational and analytical skills of staff. Use in-house sessions can be used to help staff express and understand more precisely the changes they have observed, and these discussions can amplify the picture obtained from reading the numbers. Whenever possible, the unchanged words of particpants add a rich and thought-provoking element to our analysis.

STANDARDS OF SUCCESS

Inevitably in the process of analysis, the question arises: Can what happened be considered a success? Put another way, Why, did it happen? This is where our judgement and experience, as well as that of others is brought into play. There are several ways to interpret success:

- Measure the accomplishment of goals and objectives. As mentioned earlier, the use of this standard gains more validity as

project experience grows and as participants become more active in the goal-setting process.

- Use project-based comparisons. Controlled comparisons are those in which information collected from participants is compared with that of non-participants. However, trying to establish and monitor control groups is fraught with difficulty. More possible are time-frame studies: tracking change in participants over time, using key indicators selected at project inception, and incorporated into baseline data.

- Use standards in the field. While the practice of development is still more an art than a science, there are sector-specific lessons that have accumulated from experiences across the Third World. It is sometimes worth the effort to review material on other experiences to determine what has been learned that can be useful to you. This is a good place to consider the use of outside evaluators, including staff from more experienced NGOs. They can provide new information and challenge staff and participants to look at what has happened in new ways.

REPORTING AND USE

Analysis organizes information so that it can be interpreted and decisions taken. These interepretations occur at the level of each stakeholder in the project, and sometimes differ. To facilitate this process, reporting must be tailored to each audience and linked to some mechanism to stimulate use.

Information generated in village learning experiences can be fed directly into the design of new problem-solving activities. For example, if a major concern of a women's group is a faltering economic activity such as goat raising, and animal illnesses are the cause, then develop lessons on animal husbandry. Similarly, the evaluation of these activities would presumably lead to other learning designs of a participatory nature. Results are fed directly into curricula, learning experiences, and materials design.

The information gathering tool: Bangladesh Cobblers' Group Progress Chart (Figure D) demonstrates how a community group can use information. The group itself reviewed the visual progress charts to reflect on the changes they were making. As a result, they set new goals that broadened their work. The community also used the material to explain their progress to others. Facilitators used the visual story as a confidence building tool to motivate other groups to begin to start similiar efforts, based on their own needs and problems.

In a recent workshop in Nepal, villagers who were involved in small income-generating projects analyzed their need to diversify into other sectors when reviewing visualized histories. This use of evaluation can be equated to looking into a mirror, and making desired changes accordingly.

It is always important to analyze the audience and their information needs. We may respond to the needs of village participants with new curricula and materials, and to the donor with a report, and to headquarters with more analytical information.

GUIDES FOR ANALYSIS AND REPORTING

On the following pages, you will find practical guides that offer additional ideas for analyzing and reporting evaluative information. Use them to stimulate your own thinking.

1. Predicting Sustainability
2. Net Benefits to Cost Ratio
3. Flow & Information Matrix
4. CIPP Framework
5. Activity Progress Report
6. Outline for Evaluation of PVO Field Support Grants

1. Predicting Sustainability

This guide suggests a way of estimating whether the cost of a project is within the reach of the community over the long run. It is an indicator of whether a project can eventually be sustained by the community and how long that independence from the implementing organization may take.

Complete these steps:

Line 1:	Number of participants who will be or are directly served by the project.	_____
Line 2:	Number of beneficiaries who will be indirectly served by the project.	_____
Line 3:	Total number of project recipients. (Add Lines 1 and 2)	_____
Line 4:	Annual budget of the project.[1]	_____
Line 5:	Annual per participant Cost of the project. (Divide Line 4 by Line 3)	_____
Line 6:	Average per capita income of participants.[2]	_____
Line 7:	Per capita income indicator (Line 5 divided by Line 6)	_____

If Line 7 is less than one, the community probably has the resources to sustain the project after outside funding is completed if they perceive the benefits to be worthwhile.

This guide measures whether the community has the resources to sustain the project, not whether it considers it worth sustaining. The measure is usually used with one type of project, such as a small-enterprise project. It does not measure the total costs of a project for an integrated project which includes health, education, and other programs. It could be used to estimate which of a variety of programs are most likely to be sustained.

(Source: The Cost-Effectiveness Analysis Manual by Robert Nathan Associates. May, 1985 adapted by Shirley Buzzard.)

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[1] The annual budget covers both fixed (salary, office space, etc. and variable costs (fuel for vehicles, supplies, etc.). For item which will last more than one year, the annual cost is the total item cost divided by the number of years you expect it to last. A vehicle, for example, may cost $15,000 and be expected to last five years. The annual cost is $3,000.

2. Net Benefits to Cost Ratio

This guide measures in a simple way the effectiveness of monetary outputs including productive activities. "Productive Activities" means making products to be sold in the market or consumed.

Before you start, you need to collect the following information:

- The number of project participants.
- All outside funds budgeted to the project from both foreign, national, and local institutions.
- The project's annual variable costs. This includes raw materials, transportation, labor, maintenance, and any other costs that do not vary with output. (Fixed costs, such as administrative, utilities, office space, and salaries, are not included if they include the running of the project office since these costs will not be incurred by project participants when the project is finished). If you are looking at an actual business, then all costs would be included.

- The annual value of the benefits. This is calculated by multiplying the number of units of output (bags of cotton, mattresses, gallons of honey) times the price of the item when sold. Even if some of the product is used by project participants, it should be valued in this way.

When you have this information, fill in the following form:

Line 1:	Number of project participants	_____
Line 2:	Annual revenues: (quantity of output times the price of the item)	_____
Line 3:	Annual operating costs for the project	_____
Line 4:	Total outside funding	_____
Line 5:	Annual revenues perparticipant (Line 2 divided by Line 1)	_____
Line 6:	Annual operating costs per participant (Line 3 divided by Line 1)	_____
Line 7:	Net annual benefits (Line 5 minus Line 6)	_____

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[2] Use the actual per capital income if known. If not, use World Bank or local government estimates.

Line 8: Total outside funding per participant (Line 4 divided by Line 1) _____

Line 9: Ratio of net benefits to costs (Line 7 divided by Line 8) _____

Benefit/Cost Ratio

Interpretation:

Ratio equal to or greater than 1.0

The project is excellent. It pays back outside funds during one year of operation. The participants can afford to continue the project without outside funding.

Ratio from .30 to .99

The project may be cost-effective. All outside funding could be repaid in three years. Participants earn a value of benefits sufficient to continue the project after outside funding is withdrawn.

Ratio from .29 to .0

The project may not be cost-effective. It will take more than three years to repay outside funding. Participants may not earn enough benefits to continue the project in the absence of outside funds. While projects in this category are not necessarily inefficient, they should be examined closely.

Ratio less than .0

The project is not profitable. The benefits do not even cover annual operating costs. Participants do not earn enough to be able to continue the project without outside funding.

Line 7 tells how much cash and profit remains after the project participant pays the annual operating costs of the project. If this number is negative, it means the annual costs of running the projects is larger than the inflow of benefits. Line 9 is the amount of money which participants receive after paying all of the project cost as a percent of the outside funding used to implement the project. Its size tells us whether or not the project is making enough money for the participants to be able to continue the project on their own. We can better tell if the project is sustainable by looking at the different categories of ratios above.

Source: "The Cost-Effectiveness Analysis Manual" by Robert Nathan Associates.

3. Flow of Information Matrix

This matrix can help your organization to plan your evaluation keeping in mind the diverse audiences who will use it. (Adapted from the Evaluation Sourcebook).

Audiences	Role in Evaluation	Information to Disseminate	Dissemination Format
Outside of Organization (Public, Development Agencies, Local Government, and Donors)	Receive information	Broad lessons learned	Summary journal article Summary report to Donors
Board of Directors	Evaluate information	Lessons learned plus implications for policy	One page brief
PVO Headquarters	Evaluate information and review results; disseminate lessons learned to other regions	Program, operational and administrative; lessons learned have implications for agency policy	Summary plus recommendations; full report available if requested
Regional Office	Review results; decide on implementation of appropriate recommendations	All lessons learned and implications for agency analysis of program progress	Full report; debriefing with outside evaluator (if any)
Country Office	Prepare scope of work (if any); review results, ensure implementation of recommendations, and follow up with project director	Analysis, lessons learned, and implications; all other information not forwarded to regional office and headquarters	Full draft report plus final debriefing with basic evaluation team
Project Director	Active participation in evaluation process; ensure all relevant information is received; implement recommendations	Analysis, lessons learned and implications; all other information not forwarded to regional office and headquarters	Full report; debriefing with all participants in evaluation
Project Participants	Active in evaluation process; analyze progress, contribute to recommendations, and help to carry them out	Analysis; lessons learned and implications for this project and similar ones	Verbal report discussed with all involved in evaluation
Community Members not involved in project	Receive information	Project progress and implications for other community-wide efforts	Via community groups, especially project group and community committee (if any)

Prepared by Peter Van Brunt
Save The Children Federation

4. CIPP Framework

One approach to decision-making evaluation suggests a good reporting framework. It is called "CIPP". This approach suggests that all evaluative reporting include these factors:

Context - a summing up of the advances and the blockages the project implementor (e.g., community) experiences in trying to progress: whether or not they relate to the project's specific objectives.

Inputs - an accurate measurement of time and material resource invested in the project.

Process - a summary of evidence about what was done and how well it was done.

Product - evidence concerning the results of the project, planned and unplanned.

The Table of Contents of a typical project using the CIPP approach might look like this:

I. Introduction

A. Program Objectives and Evaluation Plan
B. Community Context
C. Program Inputs

II. Issues for Evaluation

List in order of importance according to the focus chosen for your evaluation. For each issue, include a section on process and another on results and conclusions.

III. Summary and Recommendations

This example suggests how one can apply the CIPP framework. Obviously, there are many variations on this theme. The important point is to guarantee that the basic pieces of the evaluation are put together in an effective manner for the intended audience.

5. Activity Progress Report ____
(A reporting requirement form of USAID in Sri Lanka)

I. **General Reference Section:** (The information in this section provides for a quick identification of the activity)

A. Name of PVO:_____

B. Title of Activity_____

C. Country/Area of Activity_____

D. Activity No. (PVO and/or AID):_____

E. AID Grant Agreement No:_____

F. Total Value of Activity_____

G. Date of Last Report_____

H. Date of This Report_____

II. **Expenditures/Financial Section:** (The inclusion of a financial summary will preclude the need to refer to regular financial reports that are submitted quarterly.)

A. Amount of AID Grant:_____

1. Funds Received to Date_____

2. Expenditures to Date_____

3. Balance Due under Grant_____

B. Amount of Other Resources Programmed:_____

1. Total Cash Input to Date_____

2. Total Value of Commodities/Services to Date_____

3. Balance Remaining_____

III. **Brief Summary Statement of Progress During Reporting Period:**

IV. Brief Statement of Overall Status of Project/Activity from Beginning Date:

V. Progress Relating to the Accomplishment of the Specific Purpose(s) as Contained in the Implementation Plan of the Proposal.

A. Task No. 1 (State the task and describe or list specific accomplishments during the reporting period that relate to it. Do the same for other tasks.)

B. Task No. 2

C. Task No. 3

VI. Beneficiaries

A. Direct Beneficiaries: (Indicate the number and type involved during the reporting period and the way in which they benefitted.)

B. Indirect Beneficiaries: (Give the best estimate of the number and type and how they benefitted.)

C. Cumulative Totals Since Start of Activity:

1. Direct:

2. Indirect:

VII. Problems Encountered:

VIII. Required Actions: (List any lessons learned and any unexpected positive and negative results experienced during the reporting period.)

IX. Attachments: (Attach any detailed financial reports, charts, graphs, maps, newspaper articles, photos or other documentation that support or expand upon items I-VII above.)

6. Outline for Evaluation of PVO Field Support Grants

Activity Title:

Grant Number:

Activity Location:

PVO Name:

Contact Person:

Period Covered by Evaluation:

Name(s) and Title(s) of Evaluator(s):

Type of Evaluation: _____**Interim** _____**Final**

The following paragraphs are keyed to the basic outline of the Guidelines for Preparation of Proposals for PVO Field Support Grants. The evaluation should be prepared by using the original PVO proposal and signed grant plus any amendments made since the inception of the grant. The topics herein relate directly to those outlined in the original proposal.

Evaluation Summary: This brief section should summarize the evaluation, findings and include the particular major conclusions, lessons learned and changes needed.

A. Activity Purpose and Description: The evaluator should examine the activity purpose and description to determine if there has been any significant change in the purpose and description as originally outlined in the grant and proposal. If no change has occurred, simply state so. If there have been changes, describe their nature and extent.

B. What has been done to date? The original proposal describes work done to date prior to the inception of this grant. In the evaluation, summarize what has taken place since the grant began.

C. Describe the Beneficiaries: (1) They should be described as outlined in Section C of the Guidelines for Preparation of Proposals; (2) How have your original projections regarding the cost per beneficiary and the degree to which they will benefit varied at this point? If the cost and degree of benefit are significantly higher or lower than originally projected, what changes should be made in the activity?

D. What has this activity accomplished?

(1) This section should provide the data gathered to date as outlined in the original proposal. It should list the indicators of progress described in the proposal showing the change in the indicative information gathered at the beginning of the activity, at any interim points, and the current available indicators. It should also describe, as specifically as possible, any other changes not originally anticipated that have taken place. The PVO should examine the results of this material to determine whether or not the indicators have been sufficient to measure progress. If not, additional or different indicators should be proposed in this section.

(2) This section should also discuss whether or not the changes anticipated at the beginning of the activity are realistic based on the evaluation and whether it appears the activity will exceed or fall short of its original goals. It should also examine what prospects there are for activities to continue at the end of the project and whether or not the PVO's original projections on continuation are still valid.

E. How the Activity is being Implemented. The evaluator should examine the methodology which has been used to date to determine whether or not it is adequate or whether changes should be instituted in order to improve the operation of the activity.

F. Time Frames. Is this activity on schedule as outlined in the original proposal? Is it ahead of schedule? Is it behind schedule? Should the schedule be adjusted at this point? Is there a need to extend the activity time limit?

G. Assumptions. Reexamine the assumptions in the activity proposal to determine if the list of assumptions is still valid. Have any assumptions failed to materialize which affect the project negatively? Are there additional assumptions which should be added at this point in time?

H. Describe any changes in your evaluation plans. Based on this current evaluation, assuming it is an interim evaluation, what changes or approaches will you adopt in the next evaluation in order to improve the content of that evaluation? If no changes are anticipated from the original proposal or in subsequent evaluations, simply say so.

I. Budget Financial Narrative. Whether this is an interim or a final evaluation, this section should compare the actual expenditures of AID and other resources with the original projections of expenditures shown in the proposal. There should be a breakdown using the same line items as included in the original proposal, with two columns for the AID expenditures, one showing the original projections and the second showing the actual expenditures at the time of the evaluation. The same two-column approach should be used for non-AID expenditures. Based on the variance between proposed and actual expenditures, what comments, if any, do you have regarding changes or adjustments to the budget in future years? Are there projected sub-activities which have failed to materialize for which the funds set aside will no longer be needed? Are there sub-activities which are costing more than originally programmed or which, with an additional infusion of funds, could improve the end performance of the activity? Have your original plans for sub-grants or contracts with other organizations changed?

PROPOSING CHANGES TO THE GRANT

If this evaluation has revealed substantive changes or deviations from any of the components in the original proposal, do you feel that the activity should be amended to adjust for these changes? If you do, in a separate letter referring to the proposal as originally approved and subsequently amended, suggest changes or substitutions of wording or funding which you feel would improve the project. This should be in the form of a request to the AID mission for consideration of the changes. The submission should provide the precise proposed revisions to the original proposal. If the grant is expiring in the coming year and you wish to request an extension, with or without additional funding, this presentation should be made providing budget proposals, if required, for additional years. Narrative materials for other sections of the original proposal should also be included, which will explain what additional activities will be undertaken.

A CASE STUDY

We conclude Section I of the Users Guide with a case study prepared by one of the participating agencies in the workshop. It reminds us that any approach to planning evaluation needs to be solidly based in the cultural context of a program. The case also demonstrates that participatory self-evaluation is not just a theoretical concept, but a vital part of development programs.

Lanka Mahila Samiti Small Enterprises Development Project

This project was started in October 1983 supported by the Overseas Education Fund (OEF) through the Co-Financing Project, with a matching contribution by OEF and the Lanka Mahila Samiti (LMS).

The LMS movement was established in Sri Lanka in 1930. It has a long history of continuous, active service in rural Sri Lanka. It is a non-governmental, non-sectarian voluntary organization with the main objectives of training and mobilising rural women for self-help activities.

Project Context
The movement works through a network of autonomous samiti (society or group) in over 1500 villages in the island. The samatis are linked with the parent body through the payment of a small annual subscription and a network of voluntary extension workers trained at the LMS center at Kaduwela. Training includes development of leadership qualities, utilisation of services network, nutrition, health and family planning, agricultural techniques and handicraft skills.

LMS membership is mainly young rural women between the ages of 18 and 35. Most have been to school. The majority of the members are unmarried, but there are a substantial number of married women with families. Recent developments in the country and in the region, where there is inflation and a need for women to be wage earners, have prompted samiti to request help specifically for income-generating activities. It was as a response to these requests that the LMS with OEF assistance initiated a pilot project in Matara, 100 miles south of Colombo in the coconut-growing coastal areas. Today the LMS has extended the program to Matale (in the hinterland) and three other districts.

The Small Enterprise Development Program (SEDP) of the LMS is an example of participation from inception and

implementation to final evaluation. Its aim is to increase the capacity of rural women for gathering and analysing information, making decisions, managing their capital, and turning their existing skills into businesslike, profit-making enterprises. After initial surveys, coir production - making fibre and rope from coconut husks - was chosen for the pilot program as the market seemed assured. Materials were available locally and the women of Matara were already skilled in this work, a traditional skill of many generations. Women organised themselves into nishpadaka kandayam (production groups) of 10-15 members and chose their own viaparikava (enterprise agent), who was trained by the project and who would work for the group for a period of 18 months.

The approach to training in this project is for short cycles interspersed with field work to evaluate training and progress towards achievement of goals. At the first session, viaparikavas are introduced to elements of group dynamics, leadership and small enterprise characteristics. They are also given the opportunity to put their own economic activity in perspective - in the case of coir, through discussion with coir exporters and a visit to a coir rug manufacturing plant. In the second training cycle, the themes are a direct outgrowth of the trainees evaluation of the first training cycle. Coir viaparikavas selected export villages, credit, revolving funds, and quality control, as their themes.

Evaluation

Daily evaluations of training sessions take the form of drawings or sentences on different colored paper all leading to a final evaluation collage. Inspired by a particularly talented group of viaparikavas, trainees were asked to present their ideas about the program through drama or verse. Even with less talented groups, the use of drama has been effective. Sometimes even more information than is expected comes out. For example, a discussion on enterprise characteristics was followed by trainees breaking into groups and enacting how they would set about starting a collective enterprise in their own village. This exercise not only yielded information on what the trainees had learned about their enterprise development, but also on problems (e.g., opposition from family members and husbands), on use of increased incomes (e.g., to buy school books), etc. etc. The medium of "viridu" (a traditional verse form that is used for comic relief) helped trainees air their criticisms without feeling that they were "hurting" their trainers. Using creative

expression removes the threat of evaluation and adds to the fund of the learning process.

The LMS has used more structured techniques as well. A very popular one is "steps" (from Navamaga) where trainees are asked to rank the usefulness of the different elements of a training program as a series of steps. The project has found that formal evaluation techniques can be used effectively provided participants see a use in it for themselves. For instance, poultry farmers complete detailed monthly schedules of egg production, feed consumption, egg prices, etc., because it helps them evaluate their own performance

At the mid-term evaluation of the pilot project conducted by a team from USAID, a traditional questionnaire was used. The information from the questionnaire was supplemented by a more qualitative approach: trainees were asked to depict without using words the difference the project had made for them. One group used mime to depict "depression" at being squeezed by middlemen and the situation of "freedom" from their clutches as a result of the program; another group drew pictures in the sand. This evaluation was conducted in the garden of a participant's home where there were no conventional training aides. Brown paper cellotaped to a wall and the sand were used for what proved to be quite a brainstorming session.

The LMS has also built into the project a regular program of participatory self-evaluation in the form of regular viaparika sangam (meetings). The viaparikavas decide on the frequency of these meetings and then take turns to host them. At the meetings each viaparikava presents a "report". At the start project staff tried out a reporting form and when that did not work, insisted on a written report according to a given outline. While the topics included in the outline remain, the form in which the reporting takes place depends on the viaparikava. An otherwise very articulate viaparikava, whose reports were always verbal ones, resorted to a written report only when she had to "sneak" on her best friend who had failed to pay up consecutive loan installments. This woman was too embarrassed for her friend to announce this in public.

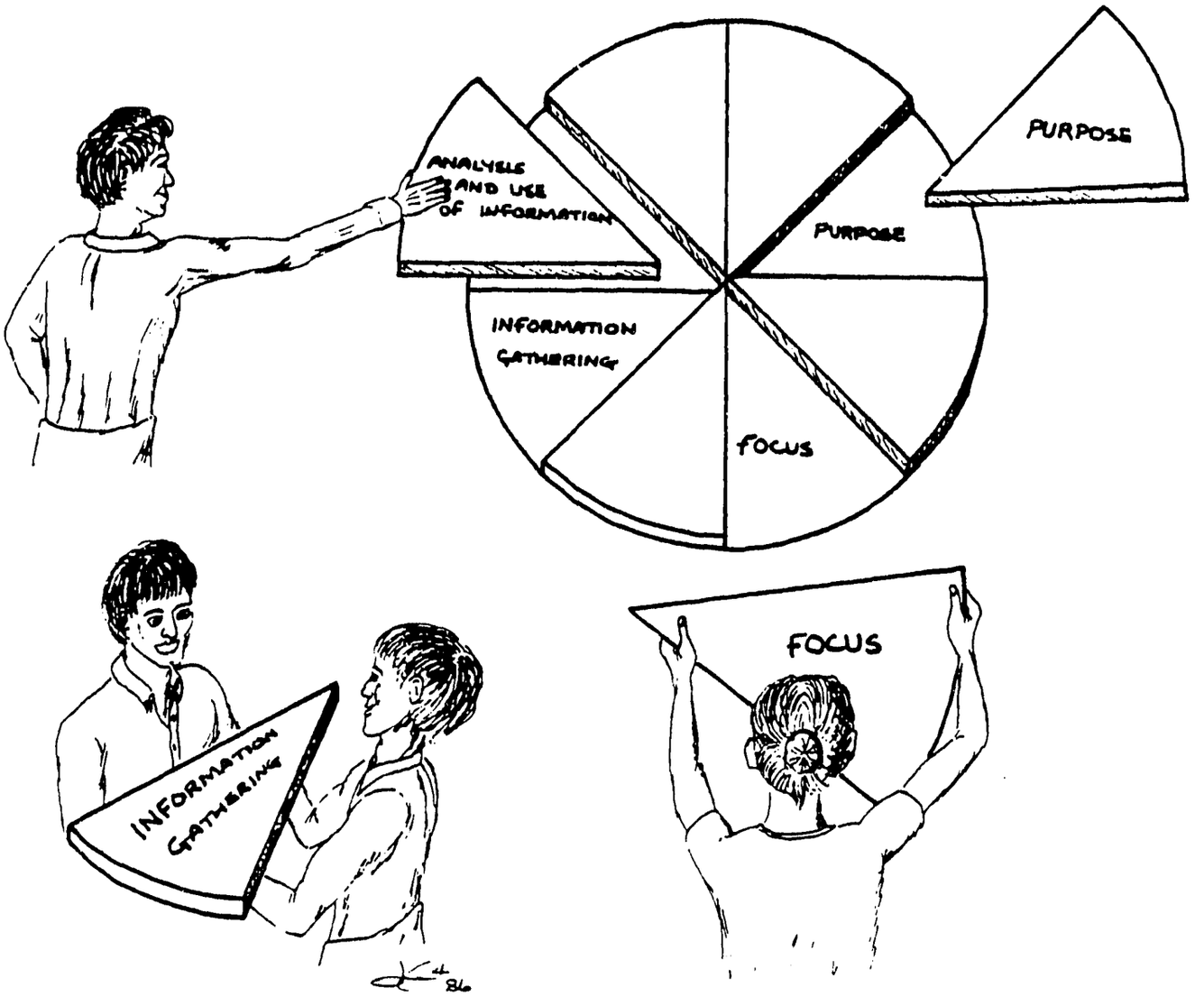
These meetings give viaparikavas an opportunity to assess their own performance against that of their peers and to discuss their problems. Very often they offer each other solutions. In the Matale district where the program has established a district revolving fund, it is the viaparika sangam that makes the decisions regarding the disbursement of loans. The viaparika sangam also

provides an opportunity for project staff to assess progress, to identify problems and to implement changes.

The small enterprise development program of the LMS is highly participatory and deliberately places the responsibility for income generation and improvement on the producer groups and the viaparikavas rather than on outside agents. In its structure and implementation, the program reflects the basic philosophy of the Lanka Mahila Samiti Movement - self-help and self-reliance.

SECTION TWO

EVALUATION TRAINING FOR STAFF & COMMUNITY



A Training Design Based on This Manual
Sample Evaluation Exercises
Where to Go for More Information

A TRAINING DESIGN BASED ON THE MANUAL

Purpose: Provide participants with a framework for systematic participatory self-evaluation, demonstrate how it can work, and facilitate an interchange among participants around practical evaluation experience.

Product: Integration of Participants

Step 1: Introductions
Step 2: Exercise individual vs. group work
Step 3: Other dynamics

Product: Exchange of Basic Concepts

Step 1: Exercise on ideas about development/planning.

Product: Understanding a Framework and Preparation for Participating in Simulation

Step 1: Explanation of "chakra framework"
Step 2: Set stage for design simulation: written summary and verbal presentation
Step 3: Organize workgroups to act as consultants to project in simulation

Product: Preparation for Defining a Purpose and Focus for Evaluation

Step 1: Prepare interviews of principal stakeholders (each group prepare interview of one stakeholder to identify needs and concerns
Step 2: One or two interviewers from each group conduct interviews
--Donor
--Implementor-PVO director and field staff
--Others
Step 3: Prepare interviews/other techniques to use in field visit.
Step 4: Visit project site to gather similar information from the community.

Product: Definition by Each Group of Their Purpose and Focus

Step 1: Identify all stakeholders and their concerns
Step 2: Analyze concerns in common
Step 3: Make statement of purpose
Step 4: Identify major issues as possible foci

Step 5: Decide on two or three focus questions taking into consideration: resources for evaluation, available knowledge, consequences of wrong decisions and external requisites

Product: Prepare an Information Gathering Plan

Step 1: Organize an exchange around tools actually used by participants
Step 2: Discuss in workgroups results of exchange

Step 3: Follow framework and devise an information gathering plan for at least one focus question, including what info. needed, where to seek it, how to gather (specific tool), who will gather and when. Estimate cost

Product: Explain How to Analyze Interpret and Use Information

Step 1: Analyze information gathered, decide who will tabulate, analyze and interpret and when
Step 2: Examine audiences and means of using findings with each of them
Step 3: Estimate costs

Product: Interchange Designs Among Groups to Suggest Improvements

Step 1: Each group exchange with another group
Step 2: Return to workgroups to consider modifications
Step 3: Present final designs

Product: Closure to Simulation

Step 1: In plenary consider common and different points of design
Step 2: Critique usefulness of framework
Step 3: Final comments from project representatives on feasibility of designs

Product: Evaluation of Workshop

Step 1: Daily evaluation exercises prepared by participants monitor progress of workshop
Step 2: Written evaluation of each workshop component/ objectives
Step 3: Verbal assessment of positive and negative results

SAMPLE EVALUATION EXERCISES

[Most of the material in this section is adapted from evaluation materials prepared by Bill Warnock for World Vision International.]

Activity: **Identification of Indicators** **Time: 1 hr.30 min.**

Objective:
1. To learn how to develop appropriate indicators for a measurable goal
2. To learn to discriminate among indicators for measurability, appropriateness, and feasibility
3. To learn to facilitate the process within the community
4. To learn to respect the ideas and words of others

Arrangement: Large group/small groups (case history)

Materials: Newsprint pads, strips of newsprint, and several measurable goals

Conducting the Activity

Step 1: Lead participants in a discussion: What is an indicator? Following group discussion, confirm that an indicator is something you can count, measure, or observe that will change if progress is made toward reaching a goal. The indicator should be as directly related to the goal as possible. (10-15 min.)

Step 2: Tape up each goal statement made measurable in the last exercise. Tape an envelope under each goal.

Step 3: In small groups (case history), the participants take the slips out of the envelopes and tape them up under their goal. The group task is to determine whether or not each indicator for their goal is measurable, and if not, to make it measurable. (10 min.)

Step 4: Participants should now ask, "If we counted or measured this indicator, would it measure progress toward the goal?" Ask them to rate each indicator in one of four categories: good, fair, poor and lastly, non-indicator. Each participant can use colored pieces of paper to vote on each indicator, e.g., green for good, yellow for fair, red for poor, and white for non-indicator. Then the group discusses their results. If time permits, ask participants to select indicators for the actual goals of the case history project.

Step 5: Each small group shares and discusses their findings with one other small group. (30 min.)

Activity: **Means/Ends Hierarchy** **Time: 1 Hour**

Objective: To show participants the changing positions of goals and activities

Arrangement: Large group

Materials: Flip chart, Markers

Conducting the Activity

Step 1: The facilitator presents the means/ends hierarchy, using one of the goals developed in the case history groups. Show that a goal (or subgoal) statement at one level is a means to a higher goal. Review discussion about goals: a good goal should state a desired end situation, a result, based on the second picture of the community <u>without</u> the problem.

The goal statement should answer the questions:
Who? How many?
What? How much?
When?
Where?

About each goal, we can also ask "Why?" and "How?"
"Why?" will lead us to a higher goal or purpose on the hierarchy.
"How?" will lead us to a lower sub-goal or activity on the hierarchy.

Each goal statement will have its own most appropriate indicators. Sometimes indicators are selected which are really indicators for a lower goal or activity.

Step 2: Ask the participants to identify the indicators for each sub-goal and goal. Ask them what other goals or sub-goals or activities are necessary to address or solve the problem identified in the goal. The following is a simplified version developed at the Thailand workshop:

EXAMPLE

HIGHER PURPOSE: TO IMPROVE HEALTH

GOAL: To decrease incidence of water-borne diseases from 60% of the 300 people in Ban Thi to 0% by July 1984.

INDICATOR ? Number of people having water-borne diseases

SUBGOAL: To supply 50 families 50 liters of potable water daily by 7/1983

INDICATOR? Number of liters of potable water

SUBGOAL: To dig two wells in Ban Thi by 7/83

INDICATOR? Number of wells

SUBGOAL: To have one latrine/house for 40 families in place & used by all by 11/83

INDICATOR? Number of latrines, number of people using

This activity was first developed and used in Asia. It built nicely onto the two earlier activities and summarized things well. Staff in both Thailand and the Phillipines could readily identify appropriate indicators for each goal and sub-goal. They also better understood the relationship of activities (milestones), to sub-goals (intermediate outcomes), to goals, to higher purposes.

Activity: **Developing A Monitoring System** **Time: 45 min.**

Objectives: To develop a simple monitoring system for the indicators identified

Arrangement: Small groups (case history)

Materials: Paper, Pencils, Markers

Conducting the Activity

Step 1: Each small group selects one or more of the indicators from the last activity. Facilitator asks the following questions:

1. How can the indicator(s) be measured at the starting point?
2. How can information on changes in the indicators be collected on a routine basis?
3. Who will collect it?
4. How often?
5. In what form should it be collected?
6. How should it be recorded? (Design a record-keeping system)
7. How can we display the information?

Design a record-keeping display which you can share with the group as a whole. Your display should include what the project indicators would look like at the end of one year.

Step 2: Participants work together in case history groups.

Step 3: Participants present their record-keeping systems to the group.

Step 4: Participants take time alone, or in pairs, to make notes on what they have learned during the analysis and decision phases, as well as the possible application of what they have learned to their task of implementing analysis and decision phases. (15-20 min.)

Activity: **Making A Goal Measurable** **Time: 30 min.**

Objectives: To provide practice in making goals measurable

Arrangement: Large group/small group

Materials: Paper and Markers

Conducting the Activity

Step 1: Ask each group to share the goal developed in their case history group. Taking one goal at a time, ask the large group these questions:

1. Is this goal measurable?

2. If not, why not?

3. What's missing?

4. What question did we just answer?

5. What other questions might we ask? As far as possible, a good goal statement should answer all these questions: who, how many, what, how much, when, where.

<u>Note: As question is being written down, the facilitator asks:</u>

1. Is that something we need to include in order to know whether the goal is achieved?

2. What else would we need to include?

Continue this activity until all goals are restated in measurable terms.

Activity: **Refinement of Plan of Action** **Time: 40 min.**

Arrangement: Small group by area of country

Materials: Paper and Pencils

Conducting the Activity

Step 1: Participants work individually to refine their plans of action. Plans should include indicators which will be measured to show progress in implementing the participatory evaluation process.

Step 2: Individual plans are represented and reflected upon in small groups by area of country.

Activity: **Evaluation of Workshop** **Time: 2 hrs.15 min.**

Objective:
1. To discover how well the objectives of the workshop were achieved
2. To discover how well participants' expectations were met
3. To find out the major lessons learned by the participants

Arrangement: Large group

Materials: Flip Charts and Markers

Conducting the Activity

Step 1: Tape in front of the group the original workshop objectives and lead a discussion about how well they feel the objectives were met. (15 min.)

Step 2: Have each participant write the following on a sheet of paper and ask them to indicate how they rate their understanding of and ability to apply each one: (45 min.)

	NONE/POOR/FAIR/GOOD/VERY GOOD
1. The basic phases of evaluation: a. Description b. Investigation c. Analysis d. Decision	
2. Methods for implementing a participatory evaluation process in a project community	
3. Use of participation tools	
4. How to analyze my own behavior and attitudes as they relate to participation	
5. The value of group wisdom and the importance of relationships	
6. The importance of people's participation in their own development	

7. How to create an environment in which people can express themselves

The main lessons I learned in this workshop are:

1. Participation lessons:

2. Evaluation lessons:

What I liked most about this workshop:

What I liked least about this workshop:

Subjects I would like to have covered in future workshops:

If I could change one thing about this workshop it would be:

Step 3: Tape up in front of the group the expectations they wrote on the first day, each on a separate sheet of paper with an envcelope under each. Number each expectation and lead a short discussion about each one. During the discussion ask each participant to take small piesces of paper and write the numbers of the expectations only. After each, rate on a scale of 1 to 5 how well he or she feels each expectation was met: (30 min.)

1. Not at all
2. Poorly
3. Fairly
4. Well
5. Very well

Participants can also write other comments on the small pieces of paper. Put these in the envelopes taped under each expectation.

Step 4: Ask if any participant wants to share something about the conference with the group. (45 min.)

Step 5: Farewell!

WHERE TO GO FOR MORE INFORMATION

These suggestions are only a partial list of where one may seek additional materials relating to participatory evaluation. PACT is in the process of organizing a more systematic resource service to facilitate communications among its members, grantees and their contacts as a means of promoting exchange of materials. PACT is seeking a dialogue with organizations working in developing the basic managerial capacity of private agencies in development. To request or share information, please write to: PACT, 777 United Nations Plaza, New York, NY 10017, Attn. Daniel Santo Pietro, Telephone: (212)697-6222. Telex: 424272.

Other suggested sources are:

Bina Swadaya, attn. Em Hayardi, Jalan Gunang Sahari III/7, Tromol Pos 456, Jakarta Pusat, INDONESIA. Bina Swadaya has implemented a series of workshops on participatory evaluation for private agencies in Indonesia. They have limited training materials available in English.

Freedom from Hunger Campaign/Action for Development, attn. FFNC/AD Program Officer, FAO, P.O. Box 3088, New Delhi 110003 INDIA. The Ideas and Action Bulletins 160 and 161 include an article describing a workshop in India on participatory evaluation. FAO also has other related publications.

Interaction, 200 Park Avenue South, New York, NY 10003. They distribute the Evaluation Sourcebook, which is available for $6.00/copy plus postage.

International Institute of Rural Reconstruction, attn. Willie Faderon, Silong Cavite 2720 PHILLIPINES. IIRR maintains an international training institute and publishes training materials including evaluation.

International Women's Tribune Center, 777 United Nations Plaza, New York, NY 10017. Telephone: (212)687-8633. The Tribune Center publishes a regular bulletin, and is preparing a participatory planning and evaluation manual for women's organizations.

Within Asia the IWTC recommends two networks working on materials that relate to participatory evaluation involving women. They are:

Asian Women's Research and Action Network, c/o PILIPINA, 12 Paraje de la Paz, Project 4, Quezon City, PHILLIPINES.

Asian and Pacific Development Centre, Persiaran Data, P. O. Box 12224, Kuala Lumpar, Malaysia.

From another region, the Women and Development Unit, Extra Mural Department, University of the West Indies, BARBADOS has published a manual Getting the Community into the Act. It provides specific participatory techniques for planning and evaluation.

Robert R. Nathan Associates, 1301 Pennsylvania Avenue, NW, Washington, DC 20004. Telephone: (202)383-2700. Telex: 248482. RNA prepared the "Cost Effectiveness Analysis Field Manual."

Small Enterprise Evaluation Project, attn. Elaine Edgcomb, c/o PACT, Inc., (see address above). This project coordinated by PACT involves about 40 agencies in a collaborative effort to prepare an evaluation sourcebook for small enterprise programs. The sourcebook material should be completed in late 1986. The project is particularly interested in contacting Third World agencies willing to exchange and critique the material they will publish. The project coordinators are Elaine Edgcomb and Shirley Buzzard.