

PD-ABA-572

65188

INTRODUCTION

TO THE

METHODOLOGY OF EVALUATION

WHAT IS "RESEARCH"?

- o TO SEARCH = ...
 - o TO RESEARCH = ...
-

1. Research is replication.
 2. Research is special type of information.
 3. Research is systematic.
 4. Research is procedural.
-

- o RESEARCH IS A HUMAN PROCESS
 1. Mediated communication
 2. Biased by approach
 3. Biased by method
 4. Frail

OBJECTIVES OF RESEARCH

1. DESCRIBE:

- o What?

2. EXPLAIN:

- o Why?
- o How caused?

3. GENERALIZE:

- o Similar people and conditions

4. EXTRAPOLATE

- o Different people and conditions

WHY IMPORTANT?

1. HELPS MANAGER OPTIMIZE RESEARCH CHOICES:

	<u>EXTRAPOLATE</u>	<u>GENERALIZE</u>
<u>DESCRIBE</u>		
<u>EXPLAIN</u>		

2. GUIDES MANAGER IN USING DATA

METHODS OF COLLECTING NEW INFORMATION

1. APPROACH AND METHOD:

- o Research approach: type of information produced
- o Research method: means of collecting information.

2. BASIC APPROACHES:

- o CENSUS
- o SAMPLE
 - Probability
 - Non-probability
- o SUB-GROUP (SUB-PHENOMENA)

BASIC CHOICES:

- o describe all people without "error"
- o describe all people with "error"
- o describe some people

3. BASIC METHODS:

- o INTERROGATION
- o OBSERVATION
- o PHYSICAL

BASIC CHOICES:

- o Ask:.....Biases?
- o Ask about:.....Biases?
- o Watch:.....Biases?
- o Touch:.....Biases?

misunderstanding

misinterpretation, cultural context

EXAMPLES: RESEARCH APPROACHES

- o CENSUS:
(All/All)

- o SURVEY:
(Some/All)

- o SUB-GROUP &
NON-PROBABILITY
SURVEY:-----
(Some/Some)

SUMMARY:

- o TO GENERALIZE =

- o TO EXTRAPOLATE =

QUESTIONS

1. IF YOU CAN'T EXPLAIN WHY THINGS HAPPEN, YOU CAN'T EXPLAIN HOW TO _____ THEM.

2. IF YOU CAN'T GENERALIZE FOR HUMAN CONDITIONS, YOU CAN'T _____ THEM.

3. THE MAIN OBJECTIVE OF MANAGERS OF DEVELOPMENT PROGRAMS IS TO: _____
_____.

4. GIVEN THIS OBJECTIVE AND GIVEN METHODS:

- TO DESCRIBE
- TO EXPLAIN
- TO GENERALIZE
- TO EXTRAPOLATE

IDEALLY, THE MOST USEFUL KIND OF INFORMATION FOR MANAGERS OF DEVELOPMENT PROGRAMS SHOULD BE THAT WHICH _____ AND _____ FOR HUMAN BEHAVIOR.

5. THIS IS THE TYPE OF INFORMATION PRODUCED BY A RESEARCH APPROACH CALLED THE:

C _____
F _____
E _____

6. IN SUMMARY, THIS IS A SPECIAL KIND OF RESEARCH THAT TRIES TO _____ AND TO _____ THE _____ OF _____.

CONTROLLED FIELD EXPERIMENTS

1. PROTOTYPE STUDY OF CHANGE

2. FEATURES:

- o Real world
- o Intervention
- o Timing (b/a)
- o Times (2+)
- o Equivalent groups.
- o Comparisons
 - Experimental
 - Control one group
- o Random
- o Avoid Contamination
 - Outside events
 - Sensitization
 - Spill-over

3. BASIC DESIGN:

BEFORE _____ INTERVENTION _____ AFTER

EXPERIMENTAL
GROUP

CONTROL
GROUP

EVALUATION AND EXPERIMENTAL METHOD

1. EXPERIMENTAL DESIGN = EXPLANATION AND GENERALIZATION OF CAUSES OF CHANGE.

2. EVALUATION = RESEARCH CONCERNED WITH CHANGE.
 - o Not exclusive, but major concern
 - o Discrepancy: "what is" vs. "what should be"
 - o Inputs/Outputs > Effects (KAP)

3. EVALUATION INFLUENCED BY EXPERIMENTAL METHOD

4. DEVELOPMENT COMMUNITY EMBRACED EXPERIMENTAL METHOD:
 - o Objective is: _____
 - o Evaluation studies _____

5. BUT THE EXPERIMENTS
THE EXPERIMENTERS
AND THEIR FINDINGS

LARGELY FAILED TO HELP MANAGERS.

6. WHY?

WHY MANY EXPERIMENTS FAIL
(Other research too)

1. LOOK GOOD, BUT:

- o Cost too much
- o Take too long
- o Didn't help

2. LARGELY UNREAL:

- o Real world control
- o Unreal delivery
- o Cost impact on theory
- o Obtrusive
- o Non-equivalent groups
- o Ethical concerns

3. AND DIDN'T ANSWER THE QUESTION:

- o Why programs work
- o Which cause/which effect

WHY MANY RESEARCHERS FAIL

1. REFERENCE GROUP
2. PRODUCT
3. PERCEIVED ACCOUNTABILITY

WHY MANY FINDINGS FAIL

1. INTEREST
2. COMMUNICATION
3. OBJECTIVES
4. MONITORING
5. POLICY
6. TIME
7. TIMING
8. COST
9. UNDERSTANDABILITY
10. RELEVANCE
11. CONTEXT
12. DELIVERY
13. ROLE
14. ANSWERS

SUMMARY

MANAGERS' RESPONSIBILITY

DEVELOPMENT COMMUNITY'S RESPONSE

1. DISENCHANTED, TURNING TO FASTER, CHEAPER, MORE PRACTICAL METHODS.
2. METHODS NOT NEW, BUT NEW APPLICATIONS
3. GENERAL PROPERTIES:
 - o Cost
 - o Time
 - o # Objectives
 - o # Questions
 - o Focus
 - o Rigor
 - o Field Staff
 - o Logistics
 - o Design
 - o Empirical
 - o Qualitative/Quantitative
 - o Statistical Level
 - o Comprehension
 - o Practical
 - o Decision Utility
 - o Innovation
 - o Counterparts
 - o Local Researchers

PROBLEMS FOR RAPID, LOW-COST METHODS

- Review:
- o Purpose
 - o Manager's Questions
 - o Why choose
 - o Time/Cost

1. NEPAL -- CASE STUDIES: Introducing new village water program. →

How sustain local participation?

6 case studies - researchers - timed to introduction of water system

2. N. NIGERIA -- FOCUSED GROUPS: Family planning motivational campaign.

local people into over time - media - deep info
purpose - to draw info materines -
what changed people's minds - there has been a sudden
recognition of family planning interest - how do you motivate people

3. AFGHANISTAN -- OBSERVATION: Water program and incidence of water-borne diseases.

4. UNITED STATES -- INDIVIDUAL DEPTH INTERVIEWS: Recipients of Public Health Nursing Service.

5. INDIA -- EXPERT PANEL: Family planning study design.

6. E. NIGERIA -- KEY INFORMANTS: Entering rural communities.

7. JAPAN -- SURROGATE INTERVIEWS: Characteristics of influential leaders and technicians.

8. ANYWHERE -- NON-PROBABILITY SURVEYS:

Wanted to observe something in that area / time

FUTURE OF RAPID, LOW-COST METHODS

1. CONCERNS:

- o ABBREVIATION
- o SUBSTITUTION
- o RIGOR

2. PROMISE:

- o PRACTITIONERS' RESPONSE
- o APPROPRIATE USE STANDARDS
- o IMPOSE RIGOR
 - Contracting
 - Monitoring
 - Empirical base
 - Replication/Comparisons
 - Systematic

EVALUATION PLANNING

Key Questions for Evaluation Planning

1. Who is likely to need information from or about the project and what do they need to know?

2. Why do they need to know (i.e., how would they use the information if they had it)?

3. When do they need it?

4. How accurate must it be?

5. When & how should data be collected and analyzed?

6. Who's responsible for what?

Elements of Evaluation Planning Strategy

1. Evaluation Planning during the initial design of projects and programs.
2. The preparation of "Annual Evaluation Plans".
3. Planning for a specific evaluation and preparing its scope of work.
4. Planning for follow-up and feed-back of evaluation findings and recommendations.

HOW DO YOU BEGIN?

1. Clarify the project design (the "planned")

2. Identify decisions & options

3. Identify constituencies or "clients" for evaluation results

MONITORING AND EVALUATION

Traditional View:

- * Monitoring and evaluation are clearly defined and distinct activities.
- * Monitoring is the collecting of regular information on inputs and outputs.
- * Evaluation takes place once or twice in a project's life.

Current View:

- * Monitoring and evaluation are intimately related activities.
- * Monitoring includes the collection of information on purpose and goal level achievements as well as information on inputs and outputs.
- * Ongoing evaluation of administrative data should be an integral part of effective project management and should be supplemented by special studies and periodic evaluations as needed.

EVALUATION PLANNING

Evaluation

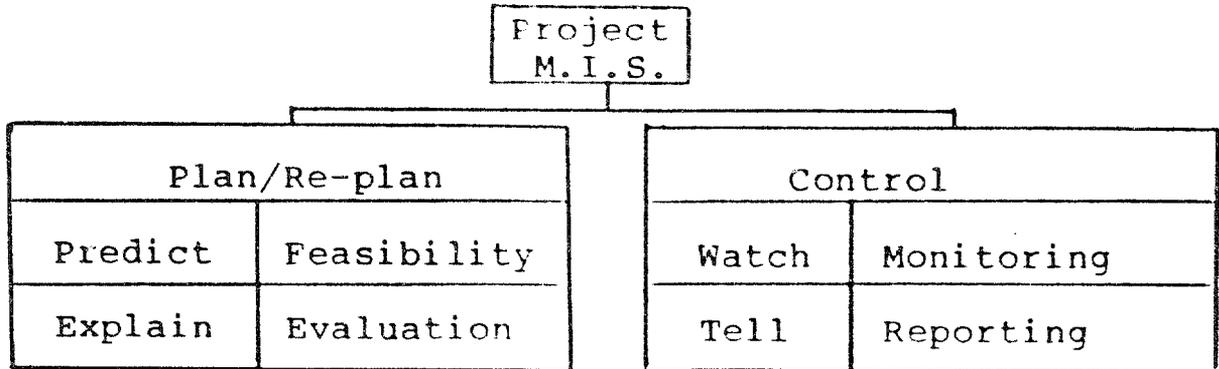
- * Challenges design
- * Draw conclusions and makes judgments
- * Focuses on relevance
- * Frequency:
Important milestones
or decisions

Monitoring

- * Accepts design as given
- * Measures progress
- * Focuses on compliance
- * Frequency:
continuous

Relationship Between Monitoring and Evaluation

* Part of a single M.I.S.



POSSIBLE ISSUES AND DATA ITEMS FOR PROJECT
MONITORING AND EVALUATION

ISSUES	DATA ITEMS
Efficiency/Effectiveness of Implementation	<ul style="list-style-type: none"> * Activities * Progress toward targets (I,O,P) * Assumptions * Costs
(Likelihood of) Success	<ul style="list-style-type: none"> * Achievement of targets (O,P,G) * Milestones and Leading Indicators * Assumptions * Data to Substantiate Cause-Effect Linkages or Eliminate Alternative Explanations (if appropriate)
Broader Effects	
<ul style="list-style-type: none"> * Sustainability * National Policies and Programming 	<ul style="list-style-type: none"> * Evidence of Effects * Data to Substantiate Linkages or Eliminate Alternative Explanations (if appropriate)
<ul style="list-style-type: none"> * Institutional Capacity * Other "Unplanned" Effects 	

A PRACTITIONER'S GUIDE TO M&E PLANS

- * What is an M & E plan?

A simple description of a project's information needs

- * When is it done?

As part of the project design process.

- * Who prepares it?

The project design team, possibly supported by evaluation or information specialists.

Limitations:

- prepared at the design stage when users don't exist or aren't interested

- can become "academic" or overly complex

- can become a blueprint or obligation for managers instead of a means of learning

Advantages:

- providing necessary resources
- raising consciousness (most people don't focus on information and how to use it)
- provision for initial data collection activities (including baseline)
- minimizing collection of useless data
- a plan to deviate from
- clarifying and improving project design
- identifying "external" users

How do you actually put together an M&E plan?

- 1) Identify users and their information needs
- 2) Clarify project design
- 3) Identify priority questions and problems
- 4) Select key indicators and identify existing data
- 5) Determine appropriate methods for obtaining additional information
- 6) Identify roles and responsibilities and ensure commitment
- 7) Establish feedback procedures
- 8) Develop budget
- 9) Specify evaluation schedule

Suggested Format

- simple summary table understood by all involved
- written plan as back-up information
- data collection and analysis activities organized for ease of reference in terms of schedule (dates) and responsibilities
- easy to revise

USES AND LIMITATIONS OF
THE LOGICAL FRAMEWORK AS AN
EVALUATION TOOL

USES AND LIMITATIONS OF THE LOGICAL FRAMEWORK AS AN
EVALUATION TOOL

PROJECT=

AN ORGANIZED EFFCORT FOR CHANGE.

OR, MORE SPECIFICALLY:

AN INTEGRATED SET OF ACTIVITIES
AIMED AT ACHIEVING AN OBJECTIVE
WITHIN LIMITS.

USES AND LIMITATIONS OF THE LOGICAL FRAMEWORK AS AN
EVALUATION TOOL

SUMMARY

STRUCTURE OF PROJECT DESIGN

*OBJECTIVES

- CLARITY AND AGREEMENT
- CAUSE/EFFECT

*TARGETS AND INDICATORS

- PLAUSIBLE
- QUANTITY, QUALITY, TIME

*RELATIONSHIP TO OUTSIDE FACTORS

- ASSUMPTIONS

*ALLOCATION OF MANAGEMENT
RESPONSIBILITY

- MANAGEABLE INTEREST

LOG
FRAME

CONTRACTING

FEASIBILITY
ANALYSIS

EVALUATION
PLAN

USES AND LIMITATIONS OF THE LOGICAL FRAMEWORK AS AN
EVALUATION TOOL

USES, MISUSES, AND LIMITATIONS

USES

- clarify, analyze & reach consensus on basic logic & strategy of the project
- identify key questions for feasibility analysis & evaluation
- facilitate comparison of alternatives

MISUSES

- a form to be filled at for the PP
- a top-down "blueprint"
- a total implementation plan

LIMITATIONS

- it is substance "neutral"
- does not consider possible unplanned effects
- linear cause effect relationships

USES AND LIMITATIONS OF THE LOGICAL FRAMEWORK AS AN
EVALUATION TOOL

NATURE OF OBJECTIVES

WHAT THEY ARE:

- GOALS
- ACCOMPLISHMENTS
- ACHIEVEMENTS
- TARGETS ACHIEVED

WHAT THEY ARE NOT:

- ASSIGNMENTS
- TASKS
- ACTIVITIES
- MEANS

USES AND LIMITATIONS OF THE LOGICAL FRAMEWORK AS AN
EVALUATION TOOL

TWO KEYS TO WRITING MEANINGFUL OBJECTIVES

1. OBJECTIVES SHOULD BE STATED AS
COMPLETED ACTIONS

2. WHEN YOU WRITE YOUR OBJECTIVES SELECT
STRONG ACTION VERBS

WEAK

COORDINATE
PARTICIPATE
CONTRIBUTE
ASSIST
SUPPORT
IMPROVE
INTEGRATE
COLLABORATE
ENHANCE
ORGANIZE
ADVISE
ADVOCATE

STRONG

BUILD
CONSTRUCT
INSTALL
ERADICATE
REDUCE FROM X TO Y
INCREASE FROM X TO Y
MAKE
CONDUCT

USES AND LIMITATIONS OF THE LOGICAL FRAMEWORK AS AN
EVALUATION TOOL

TERMINOLOGY

GOAL: THE HIGHER ORDER OBJECTIVE TO WHICH
PROJECT IS EXPECTED TO CONTRIBUTE

PURPOSE: WHAT WE HOPE TO ACHIEVE--THE SOLUTION
TO A DEVELOPMENT PROBLEM--THE "REAL"
OR ESSENTIAL MOTIVATION FOR PRODUCING
OUTPUTS

OUTPUTS: THE SPECIFIC RESULTS OR "DELIVERABLES"
THE PROJECT WILL PRODUCE

INPUTS: THE ACTIVITIES TO BE UNDERTAKEN AND/OR
THE RESOURCES TO BE PROVIDED

USES AND LIMITATIONS OF THE LOGICAL FRAMEWORK AS AN EVALUATION TOOL

HIERARCHY OF OBJECTIVES

GLOBAL
OBJECTIVE

GOAL ← then

RATIONALE

then → PURPOSE — if

DIRECT RESULTS

if → OUTPUTS ← then

ACTIVITIES AND
RESOURCES

if → INPUTS

USES AND LIMITATIONS OF THE LOGICAL FRAMEWORK AS AN EVALUATION TOOL

LOGICAL FRAMEWORK MATRIX

	NARRATIVE SUMMARY (activities & objectives)	OVI (targets)	MOV (data sources)	ASSUMPTIONS (external factors)
GOAL				
PURPOSE		EOPS		
OUTPUTS	1. 2. 3.			
INPUTS				
	1a			
	1b			
	1c			
	2a			
	2b			
	2c			
	3a			
	3b			

USES AND LIMITATIONS OF THE LOGICAL FRAMEWORK AS AN
EVALUATION TOOL

OBJECTIVELY VERIFIABLE INDICATORS

1. CLARIFY OBJECTIVES AND TELL US HOW WE
WILL RECOGNIZE SUCCESS
2. FORCE SPECIFICITY
3. PROVIDE AN OBJECTIVE BASIS FOR EVALUATION

CHARACTERISTICS OF GOOD
INDICATORS

--PLAUSIBLE

--VERIFIABLE

--TARGETTED
(QUANTITY, QUALITY, TIME)

--COMPREHENSIVE

USES AND LIMITATIONS OF THE LOGICAL FRAMEWORK AS AN
EVALUATION TOOL

TYPES OF INDICATORS:

*Interim & Leading

*Indirect & Proxy

*Unobtrusive

PURPOSE LEVEL = EOPS

INPUT LEVEL = BUDGET

TYPE 1: LEVEL

TYPE 2: CHANGE IN LEVEL

TYPE 3: PROVISION OR CREATION OF SOMETHING NEW

MEANS OF VERIFICATION

How will the data be obtained or generated
to verify achievement of objectives?

SPECIAL CONSIDERATIONS ABOUT MOVs

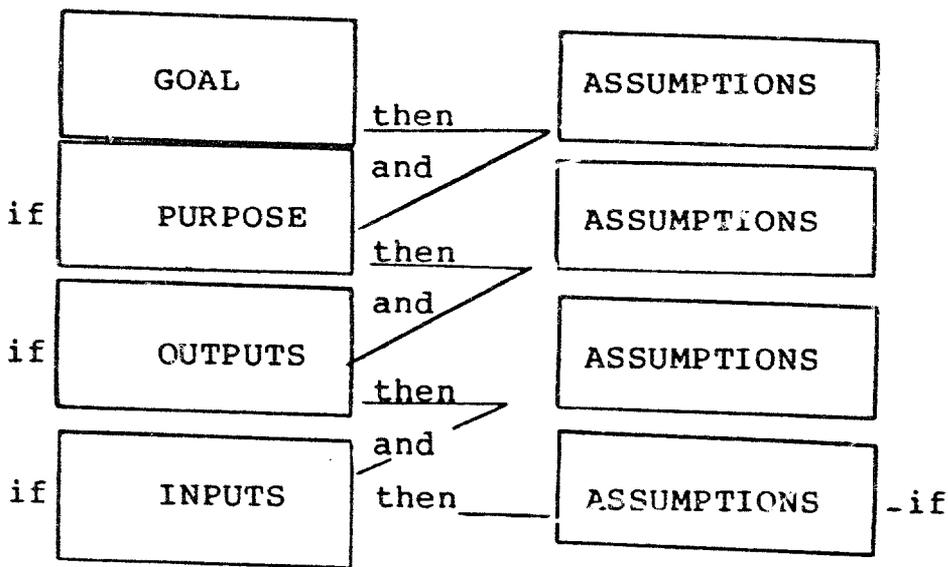
- * MAY LEAD TO MODIFICATION OF OBJECTIVES
AND OVI
- * HOW ACCURATE IS ACCURATE ENOUGH?
- * NEED TO INCORPORATE ANY SPECIAL DATA
COLLECTION AND ANALYSIS ACTIVITIES
INTO THE PROJECT
- * MOVs AS MIS

(Management Information System)

USES AND LIMITATIONS OF THE LOGICAL FRAMEWORK AS AN EVALUATION TOOL

ASSUMPTIONS

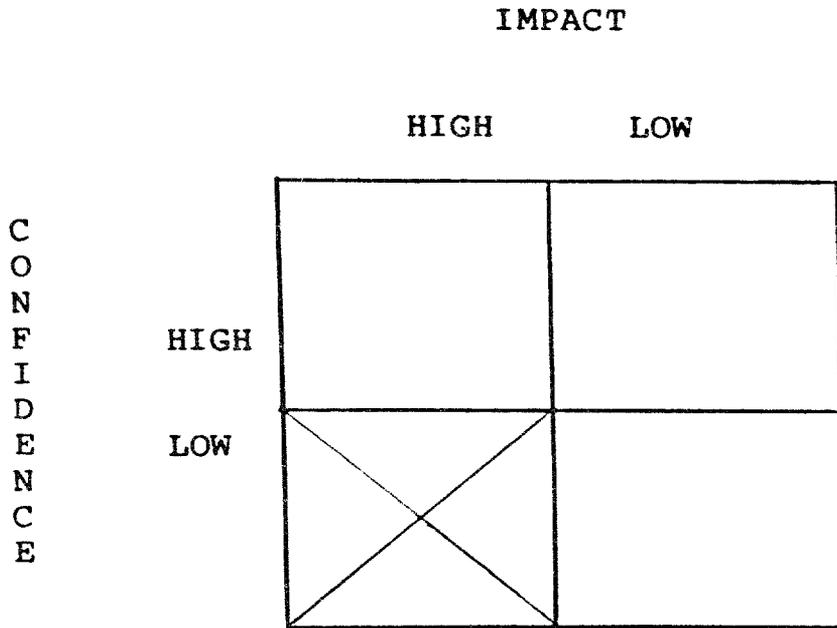
- * actions or conditions outside the direct control of the project which influence the achievement of project objectives
- * concept of necessary & sufficient



- * link to feasibility assessment
- * use of skeptics

KEY MANAGEMENT ISSUES RE: ASSUMPTIONS

- * INTERLOCKING LOG FRAMES
- * MODIFYING DESIGN TO INFLUENCE OR "INTERNALIZE" ASSUMPTIONS
- * IDENTIFYING AND RESPONDING TO HIGH IMPACT/LOW CONFIDENCE ASSUMPTIONS



USES AND LIMITATIONS OF THE LOGICAL FRAMEWORK AS AN
EVALUATION TOOL

MANAGEABLE INTEREST

- * "point of view"
- * "management contract"
- * results vs. activities & procedures
- * responsibility without authority

USES AND LIMITATIONS OF THE LOGICAL FRAMEWORK AS AN EVALUATION TOOL

FOCUS ON DELIVERABLES
(OUTPUTS)

- * WHY OUTPUTS
- * WHY NOT ONLY OUTPUTS

G	UNDERSTANDING	
P	COMMITMENT	
O	RESPONSIBILITY	MONITOR, INFLUENCE, WARN
I	AUTHORITY	MONITOR, INFLUENCE, WARN

USES AND LIMITATIONS OF THE LOGICAL FRAMEWORK AS AN
EVALUATION TOOL

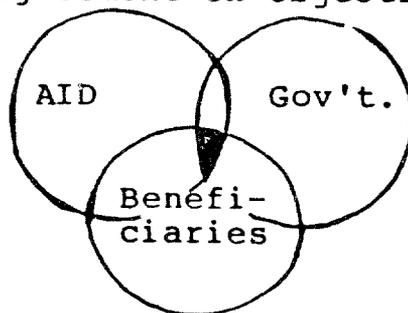
USES OF THE LOGICAL FRAMEWORK AS AN
EVALUATION TOOL

- clarifies designers' intent (i.e., "plan to deviate from")
- identifies the logic of the project, its planned objectives and measures of success
- distinguishes the project's management responsibility (outputs) from its expected consequences (purpose and goal)
- encourages accountability
- assists in identifying, during project design, project's main data sources and data collection activities (baseline, monitoring, evaluation)

USES AND LIMITATIONS OF THE LOGICAL FRAMEWORK AS AN
EVALUATION TOOL

LIMITATIONS OF THE LOGICAL FRAMEWORK AS AN
EVALUATION TOOL

- unfamiliar terminology
- difficulty in dealing with issues such as sustainability, replicability and institution building
- assumes agreement on objectives



- excludes possible unplanned effects
- encourages a "blueprint" mentality

EVALUATION AS A PROJECT

Generic Management Functions

- * Clear & shared objectives

- * Clear roles & responsibilities

- * Realistic budgets & schedules

- * Effective feedback mechanisms

- * Leadership & teamwork

Key Questions

Who is my "Client"?

What is my "Product"?

Logframe for an Evaluation Project

G: Dev. Projects more fully achieve their purposes

P: Decisions on project design, re-design, and modification are made with adequate, objective, information

O: 1. Data gathering & analysis completed
2. Specific info. gaps filled
3. Answers to key questions presented in useful form & meet decisionmakers specifications for validity, timeliness, & reliability
4. Climate established for use of eval. results

I: Establish needs; Collect data; do analysis (cause/effect); present findings, conclusions & recommendations

Team Planning Meetings Rationale

- Most technical assistance team members have different experience, expectations, and motivations

- Team members hold different understandings of goals, objectives, etc.

- Team members bring different analytic frameworks, problem-solving approaches, and technical "languages"

- Time in the field is often spent too much on logistics/ administration and too little on substantive work

- Team scope of work not clear as to individual assignments or individual scopes of work unclear as to results expected from team

- Arrival and departure of team members is different

- Limited time in the field for teambuilding causes conflict, lowers morale & diminishes quality of results

TPM CHARACTERISTICS

- * 2 1/2 - 5 days
- * work focused
- * participatory
- * process/contest
- * structured & facilitated
- * recorded & transcribed
- * a laboratory & a model

PREPARATION
OF
SCOPES OF WORK

Outline For Scopes of Work
(or Terms of Reference)

- I. Description of Activity to be Evaluated
- II. Purpose of the Evaluation
- III. Background
- IV. Work Statement
 - key questions
 - required inputs, outputs, purpose
- V. Methods & Procedures
- VI. Team Composition
- VII. Funding
- VIII. Reporting & Debriefing Requirements

The Three "C"s

Is it Clear?

Is it Complete?

Is it "Contractable"?

COLLABORATIVE EVALUATION

"COLLABORATIVE EVALUATION"

WHAT DOES IT MEAN?

WHO'S COLLABORATING?

IN WHAT WAYS?

WHY IS IT DESIRABLE?

Objectives

Improve quality and relevance of evaluation findings

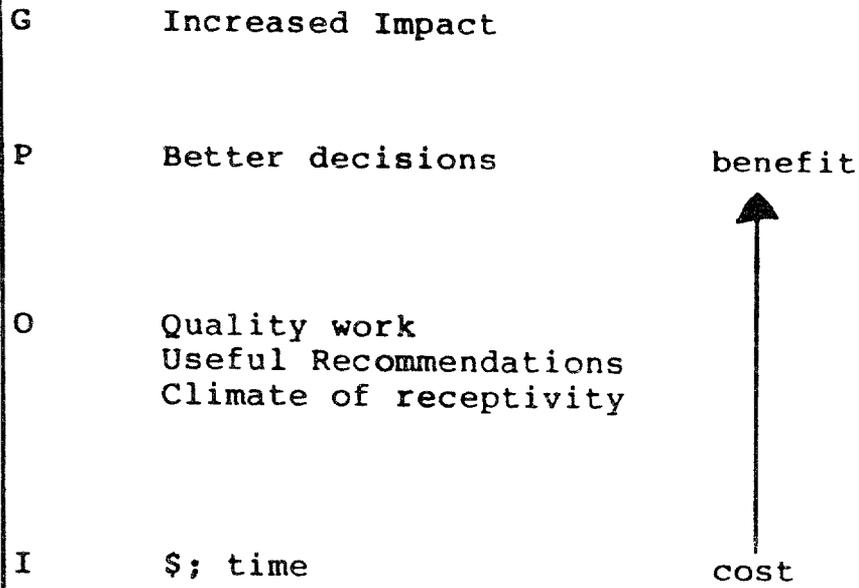
dampen criticism

Improve probability of recommendations being accepted

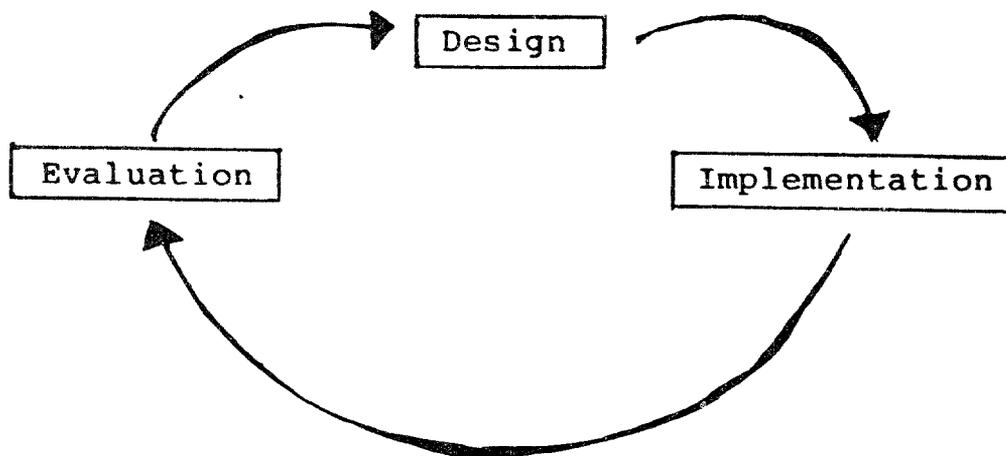
contribute to teambuilding

strengthen institutional capacity

Evaluation As A Project



Project Cycle of an Evaluation



OPTIONS FOR COLLABORATION

Design

-----> G

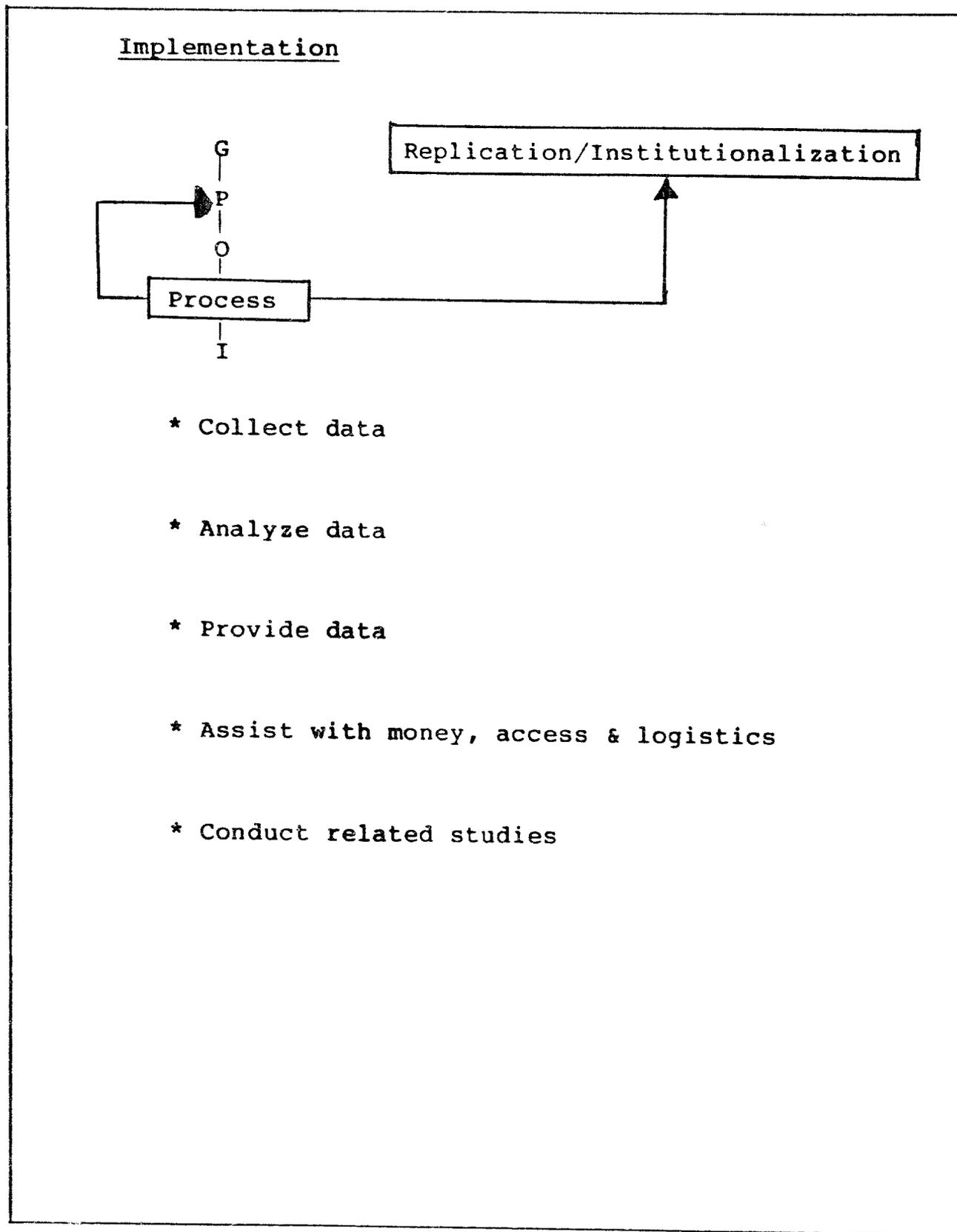
-----> P

-----> O

-----> I

- * Select projects & issues
- * Identify questions & concerns
- * Determine study design, SOW, team, timing

COLLABORATIVE EVALUATION



Evaluation (i.e. Utilization)

G ----->

P ----->

O ----->

I

* Participate in discussion & de-briefing

* Receive specific recommendations

* Co-issue and/or distribute report

COLLABORATIVE EVALUATION

MATRIX FOR ANALYZING OPTIONS FOR COLLABORATION

STAGE/APPROACH	PARTICIPANTS									
	USAID	AID/w	PROJECT TEAM	HOST GOV'T. MIN.#1	HOST GOV'T. MIN.#2	BENEFI- CIARIES	OUTSIDE EVAL. TEAM			
<p>I. Design</p> <ul style="list-style-type: none"> -Select projects and issues -Identify questions and concerns -Determine study design, sow, team, timing 										
<p>II. Implementation</p> <ul style="list-style-type: none"> -Collect data -Analyze data -Provide data -Provide money, access and logistics -Conduct related studies 										
<p>III. Evaluation</p> <ul style="list-style-type: none"> -Participate in discussions and debriefings -Receive specific recommendations -Co-issue and/or distribute report 										

TOURISM DEVELOPMENT PROJECT

The purpose of this eight year project initiated by the Government of Tunisia is to increase tourism to and small entrepreneur activities in the Carthage, Sidi Bou Said and La Morsa areas. It is year four of the project. Project managers want to know:

- a) the extent to which the project has been effective to date in increasing tourism; and
- b) what should be done during the remaining four years of the project to enhance the likelihood that the project purpose will be achieved. They also want to know if there have been any unplanned effects.

The specific outputs of the project to increase tourism have been:

1. completion of the Tunis-Lamarsa railroad line
2. construction of a hotel in Lamarsa
3. clearing away of debris from the ruins at Carthage

or should it be?... Project managers want to know whether the railroad has been effective in increasing tourism to date or has the road been equally or more effective? Should further investments in the project be made in the railroad or in the roads?

PRIVATE SECTOR RUG MARKETING PROJECT

In the 70's, the marketing of carpets locally or internationally by Tunisian cooperatives was not going well. For the past four years, a donor agency and the Government of Tunisia have provided assistance to the carpet cooperative of Tunisia. The purpose of this project has been to increase local and international marketing of carpets by 10 percent each year. Project outputs were to to

- a) carpets with more appealing designs for Western markets (as a result of technical assistance under the project).
- b) establishment of incentives for cooperative members (in order to increase production).

It is now year four of this eight year project. The major question that project managers have is whether the assistance provided under this project has been effective in marketing local and international sales by 10 percent.

In order to increase project effectiveness in the remaining years, the following are questions that managers have:

- What do the carpet entrepreneurs believe are the major factors responsible for the sales increase or lack of increase?
- Are the rugs produced by the cooperatives of better quality (more interesting design, colors, greater variety, better overall appearance) from those in other tourist shops not participating in the cooperative movement? Why or why not?
- Have incentives been provided to cooperative members in order to increase sales? If so, what and how?
- What additional assistance do the entrepreneurs feel could be provided to increase sales further?

ENGLISH LANGUAGE TRAINING PROJECT

The Government of Tunisia has been providing English language training to small entrepreneurs in the Souk in an attempt to increase sales. The purpose of the project is to ensure that there is at least one person in each business establishment who has adequate facility in English. The major questions that Tunisian managers have is, has this project been successful in ensuring that there is one person with English language capability in each business establishment?

If there is a person who speaks English, do the shop owners believe that this capacity has been helpful in ensuring or increasing sales?

Should other language training be provided? If so what language?

Approximately what percentage of a sample of businesses have English language capability? (Target was 80%)

How adequate is there English capability?

Indicate the cause-effect relationships among the following statements by writing 1, 2, 3 or 4 beside each sentence. #1 should indicate the activity to be conducted, and #2, 3 and 4 should indicate the successive tiers of objectives which are expected to occur as a result of this activity.

I
Storage wells constructed. 2
Choose the sites for the wells. 1
Balance of payments surplus achieved. 3
Self-sufficiency in oil attained. 4

II
Increase in the per capita income of small farmers. 3
Distribute the seeds. 1
Standard of living in the rural areas of the north-west raised. 4
Wheat production increased. 2

III
Potable water available to 60% of the villages in the southern region. 3
Sicknesses due to water impurities decreased in the southern region. 4
Choose the sites for the water purification systems. 1
Water purification systems in operation. 2

* IV
✓ Increase in agricultural revenues. 4 *In participating districts, revenues from ag. income from 100 ~~to~~ to 1,75.*
Instruct the farmers in the use of fertilizers. 1
✓ Productivity per hectare increased. 3 *In participating districts, prod. per hectare increased from 150 kilos of grain to 200 kg.*
✓ Use of fertilizer increased. 2 *In participating districts, use of fertilizer increased from 5 to 15 lbs per year*

V
Extension program operational. 2
Total cereals production increased. 4
Recruit people to train. 1
Barley production increased. 3

also increased # of farmers who have been trained

VI
Health units meet medical needs of local population. 3
Rates of morbidity and mortality decreased in Villa Riva. 4
Design refresher courses. 1
Medical Skills of Health Personnel Upgraded. 2

Determine the linked hypotheses among the list of statements below. There may be more than four levels, and more than one objective at any given level.

VII

- Purchase lumber for livestock pens. /
- Recession impact is reduced and national economy stimulated.
- Hire carpenters. /
- Design livestock and health maintenance programs. /
- Livestock pens constructed and functioning. 2
- Higher quality of livestock obtained. 2
- Improvement of median economic level of the islanders.

ENGLISH TRAINING PROJECT

ENGLISH LANGUAGE TRAINING PROJECT

The Government of Tunisia has been providing English language training to small entrepreneurs in the souk as part of a larger program to increase sales. The purpose of the project is to ensure that 80 percent of businesses in the souk have at least one person as a full-time employee in the business establishment who has adequate facility in English. It is now year four of this seven year project. The major question that project managers have is how successful has this project been in reaching the target? More specifically, approximately what percent of a sample of businesses have English language capability?

Additional questions are:

- How adequate is the English language capability of the full-time employee?
- Do the shopowners believe that English language capability is helpful in ensuring or increasing sales? Has increased English language capability resulted in any other positive or negative outcomes?
- Should other language training be provided? If so, what language?

COOPERATIVE MOVEMENT

Several years ago the Government of Tunisia launched a program to increase the cooperative movement in Tunisia to increase incomes for small scale artisans and entrepreneurs. How effective has this program been? Determine the extent of the cooperative movement in the central market place. Which trades are represented? How old are these? How large? Is production for the local market only or is export also pursued? Is credit provided? How are leaders chosen? What could the government do to increase profitability?

LOCAL RUINS

A couple of years ago, the Government of Tunisia upgraded infrastructure at the Roman ruins located near the beach. Asphalt paths were built, the area was fenced in, facilities were upgraded. _____ the extent to which these improvements have increased the attractiveness of this site for tourism. Have guided tours increased? Has revenue at the gate increased? Are the costs of the improvement being recovered? Has the intrinsic value of the site itself been preserved for posterity? Are there other sites in the area which could be upgraded for tourist attractions?