5. How to monitor and evaluate Umoja
How to monitor and evaluate Umoja

1. Introduction

This section covers how to monitor and evaluate Umoja and covers a range of tools which can be used with a community to gather information about how Umoja is working. While the co-ordinator will be expected to play a key role in this area, it is hoped that the approaches described below could also be used by the facilitator and the co-ordination group once they have understood and practised them.

The role of the co-ordinator in monitoring and evaluating Umoja is to:

- monitor the progress of Umoja
- organise and run the final evaluation
- document the findings of the final evaluation
- implement the learning from the evaluation
- ensure the learning from the evaluation is shared with the community and others involved with the process
- train the facilitator and co-ordination group in monitoring and evaluation methods

What are the benefits of monitoring and evaluation?

- It records lessons for the future.
- It sees if there is real progress in helping communities improve their livelihoods.
- It provides a means by which the process is held accountable to the community.
- It encourages and supports the facilitator and co-ordination team and identifies further training needs.
- It assesses the method of Umoja and whether it needs adapting or changing to suit the context of the community and the church.

A definition of monitoring

Monitoring is about collecting information that helps us to know how Umoja and the resulting projects are going. This often involves collecting information regularly from participants’ records, feedback from the community on the usefulness of the projects and also reviewing budgets and expenditure. Monitoring is really useful as it provides lots of information which can be looked at at the end of the process when it is evaluated.

If you wanted to monitor a women’s project which helped them live with HIV and gain business skills you would need to monitor the following things:

- How often do they attend training workshops?
- How many are applying their skills to their new businesses?
- Is their income increasing as a result of this project?
- Is their quality of life improved as a result of the project?
- Is the project keeping to the budget?

Monitoring needs to happen on a regular basis throughout the life of Umoja. The diagram on page 65 shows the key stages of when monitoring could happen and how it fits with the final evaluation.
A definition of evaluation

An evaluation comes at the end of a completed project, or at a significant mid-point in the process, and seeks to ask the three key questions shown below. An evaluation can be very helpful in enabling a community to learn from the past and plan the future direction of the process. It looks at how something was achieved and also at what difference it has made. An important part of preparing for an evaluation is to gather all the monitoring reports together and look at the changes that have happened over time. In most cases the evaluation includes interviews and focus group discussions with the community and can be carried out by a small group of local people with some experience of carrying out an evaluation.

Have we made a difference?

Did we do what we said we would do?

Could we have used our skills, expertise and other resources differently?

Stage 1: Envisioning the local church
Monitoring individual change and church change

Stage 2: Envisioning the community
Monitoring community change, church change, co-ordination group change and individual change

Stage 3: Planning for Action
Monitoring the co-ordination group change, individual change and church change

Stage 4: Taking Action
Monitoring community change, church change, co-ordination group change and individual change

Stage 5: Evaluation
Evaluating community change, church change, co-ordination group change and individual change
Measuring qualitative and quantitative information

When monitoring information you need to be aware of gathering both quantitative and qualitative information. Below are definitions and examples of each type:

**Quantitative information**

In order to monitor effectively the progress of a project, you need to look at quantitative information, such as income and attendance numbers. For example, in the women’s positive living project, this would include the level of income raised from the small businesses, the number of women participating in the programme and the number of women attending the training sessions.

Quantitative data can be taken from the completed information tables in the Facilitator’s Guide. These can be referred to during the different stages of monitoring.

**Qualitative information**

Things to monitor:

- increase in household income
- number of women regularly attending training sessions
- number of new businesses started in the last six months

Qualitative data involves collecting stories of people’s experience and getting them to prioritise which stories best reflect the change they have gone through.

The other information you need to gather is qualitative information, such as how the women feel in terms of mutual support and encouragement through being in a positive living group. This would also include how they feel about themselves, their confidence in talking about the challenges they face, and being more open to sharing with other members of the community.

Gathering qualitative information involves collecting stories of people’s experience and getting them to prioritise which stories best reflect the change they have gone through.

The tools at the end of this section are an excellent resource for gathering stories and other sources of qualitative information.
2. Monitoring

Monitoring plan

It is important to plan with the local facilitator when the monitoring will take place and how it will be done. The diagram below is a guide to the essential steps that need to be taken when monitoring the process of Umoja and its impact. It will be useful to show this diagram to the facilitators and co-ordination groups, so that they will understand how to put a monitoring event together.

1. Plan logistics
   - when will the monitoring happen?
   - where will it happen?
   - who needs to be involved?
   - what sources of information do we need to look at?

2. Methods
   - what are the key questions we need to ask?
   - which information gathering tools shall we use?
   - who do we need to train in which method?
   - what sort of groups need to be involved, such as women, the elderly, the disabled and young people?

3. Steps in monitoring
   - gather both quantitative and qualitative information
   - analyse using the indicators of change on pages 71-76 to create scores
   - test conclusions with the community
   - finalise conclusions

4. Recommendations
   - for improving how Umoja is run
   - for improving impact on the community

5. Share the learning
   - with the local
   - co-ordination group
   - with the community

6. Act on the learning
   - who will implement the learning and recommendations?
   - by when?

The diagram above shows the different levels which need to be monitored throughout the Umoja process. When evaluating the project, all the information gathered during monitoring is used to review how the process has been, as well as to review the impact of the project.
5. How to monitor and evaluate Umoja

How to use the following indicator tables

1. Decide which level you are going to look at first.
2. Check and see if the questions are appropriate to your group and whether you need to add some new ones.
3. Select the most appropriate tool to use with the questions.
4. Once you have gathered all the information, review it and use the indicator tables to score the degree of change.
5. Provide examples of evidence to back up the scores. You might also want to include any additional data from schools, health centres or local government statistics that show change.
6. Share your findings with the community to see if they agree with it or have any additional insights.
7. Write up your findings using the template on page 71.

Indicators of individual change

Key questions to be used in gathering information about individual change:

1. What have you learnt from the Bible studies?
2. What difference have the Bible studies made to your view of the church and the community?
3. What new insights have you gained from working with your community?
4. What new skills have you learnt through being involved in your community?
5. What will you do differently as a result of this experience?

Suggested tools to use with the above questions (see pages 83–89):

- Focus group discussions
- Timeline by individuals of how they have changed
- Story telling with people

How to use the table of indicators

This table should not be filled out by every individual but after gathering information from groups of individuals. This will give you a general picture of how individuals have been affected by Umoja. You can use the tables on page 71 to analyse the information and give a score for the general picture of individual change.

<table>
<thead>
<tr>
<th>Indicators of individual change</th>
<th>very poor</th>
<th>poor</th>
<th>good</th>
<th>very good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitudes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Openness to try out something new, such as a new cropping technique, a new way of getting income, or working with different groups of people</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Openness to share with others their experience, ideas and skills so that the community can benefit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Openness to exploring issues of faith</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Please provide evidence to support the scores above</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>very poor</th>
<th>poor</th>
<th>good</th>
<th>very good</th>
</tr>
</thead>
<tbody>
<tr>
<td>From working together, individuals have learnt from their experience and are able to apply knowledge to new initiatives</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gained a new understanding of how to work together effectively</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have gained knowledge of how Umoja works, what is involved and how to use the different tools</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Please provide evidence to support the scores above</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skills</th>
<th>very poor</th>
<th>poor</th>
<th>good</th>
<th>very good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to work in a group and make decisions and plan together</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to contribute to gathering and analysing information</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to take on a task and see it through</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to learn new technical skills which can be shared with the community</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Please provide evidence to support the scores above</td>
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<td></td>
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</tr>
</tbody>
</table>
Indicators of church change

Key questions to be used in gathering information about church change:

1. How has the leadership supported and promoted Umoja?
2. How has Umoja influenced the leadership of the church?
3. How have the Bible studies influenced the congregation?
4. What is the congregation doing differently as a result of Umoja?
5. What practical things are the church members doing with the community to improve livelihoods?
6. What has been the greatest success?

Suggested tools to use with the above questions (see pages 83-89):

- Focus group discussions
- Timeline by individuals of how they have changed
- Story telling with people
- Mapping
- Ranking

Once you have gathered the information from the above questions you can use the table below to analyse the information and give a score to the level of change.

### Leadership

<table>
<thead>
<tr>
<th>Support and commitment to Umoja</th>
<th>very poor</th>
<th>poor</th>
<th>good</th>
<th>very good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to adopt a more holistic approach to Bible teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to lead and motivate the church</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please provide evidence to support the scores above

### Congregation

<table>
<thead>
<tr>
<th>The extent to which they feel excited and inspired by Bible studies</th>
<th>very poor</th>
<th>poor</th>
<th>good</th>
<th>very good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Openness to seeing things differently as a result of Bible studies, such as church life, roles in the church and relationships in the community</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The level of participation in the Bible studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excitement about the interactive way of learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please provide evidence to support the scores above

### Relationships

<table>
<thead>
<tr>
<th>Openness of the leadership and the church to work with other churches while doing Umoja</th>
<th>very poor</th>
<th>poor</th>
<th>good</th>
<th>very good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Openness of the leadership and the church to work with others beyond the church</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please provide evidence to support the scores above

### Practical actions

<table>
<thead>
<tr>
<th>An interactive Bible study style is encouraged on a regular basis</th>
<th>Not at all</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Most of the time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preaching and teaching allows congregations to explore questions and ideas for themselves</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>The church as a result of this process is committed to a number of social action projects</td>
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<tr>
<td>The church recognises it can meet most of its needs from its own resources</td>
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</tbody>
</table>

Please provide evidence to support the scores above
5. How to monitor and evaluate Umoja

Indicators of co-ordination group change

Key questions to be used in gathering information about co-ordination group change:

1. What has the co-ordination group learnt from working together?
2. What has been the greatest challenge the co-ordination group has faced?
3. How has the co-ordination group overcome this challenge?
4. What does the co-ordination group value most about working together?

Suggested tools to use with the above questions (see pages 83-89):

- Focus group discussions
- Timeline by individuals of how they have changed
- Story telling with people

Once you have gathered the information from the above questions you can use the table below to analyse the information and give a score to the level of change.

<table>
<thead>
<tr>
<th>Capacity of the co-ordination group</th>
<th>very poor</th>
<th>poor</th>
<th>good</th>
<th>very good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to work together, gather information, plan and make decisions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to share skills, insights and experiences</td>
<td></td>
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<tr>
<td>Ability to review and learn lessons from experience</td>
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<tr>
<td>Ability to envision, inspire and encourage the community</td>
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<tr>
<td>Ability to solve problems, ease tensions and deal with conflict in the community</td>
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<tr>
<td>Ability to communicate to church and community leaders</td>
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</tr>
<tr>
<td>Ability to communicate and network with statutory bodies and government agencies</td>
<td></td>
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</tr>
</tbody>
</table>

Please provide evidence to support the scores above

Indicators of community change

This section includes four tables of indicators and covers the area of community togetherness, livelihoods, health and education. It is recognised that while establishing an initiative, not all these indicators will be relevant until a project has started. However the first table on community togetherness could be used from the Community envisioning stage through to the Taking action stage.

Key questions to be used in gathering information about community change:

Please select the questions which are appropriate to the projects the community is carrying out.

1. Have the livelihoods in the community changed? If so, in what ways?
2. Has the health of the community improved? If so, in what ways?
3. Has the education of young people improved? If so, in what ways?
4. How united is the community? Give examples of this.
5. Is the community better prepared for crises or disasters? Give examples.

Suggested tools to use with the above questions (see pages 83-89):

- Focus group discussions
- Timeline by individuals of how they have changed
- Story telling with people
- Mapping
- Ranking

Once you have gathered the information from the above questions you can use the table below to analyse the information and give a score to the level of change.

<table>
<thead>
<tr>
<th>Community togetherness</th>
<th>very poor</th>
<th>poor</th>
<th>good</th>
<th>very good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to work together on a future vision for a better community</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to make collective decisions</td>
<td></td>
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<tr>
<td>Ability to identify community needs</td>
<td></td>
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<tr>
<td>Ability to look out for the most vulnerable and marginalised</td>
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<tr>
<td>Ability to plan together</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Ability to involve key community leaders</td>
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<tr>
<td>Ability to network with other agencies and local authorities</td>
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</tr>
<tr>
<td>Ability to delegate</td>
<td></td>
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<tr>
<td>Ability to share and review information</td>
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<tr>
<td>Ability to manage and resolve community conflicts</td>
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</tbody>
</table>

Please provide evidence to support the scores above
## Livelihoods

<table>
<thead>
<tr>
<th>Aspect</th>
<th>very poor</th>
<th>poor</th>
<th>good</th>
<th>very good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to continuous and plentiful supply of food</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capacity to cope with food shortage</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access to clean drinking water</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improvement in household income</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improved skills for generating income</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improved shelter or housing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improved sanitation and water supply</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improved ability to prepare for and respond to disasters</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please provide evidence to support the scores above.

## Health

<table>
<thead>
<tr>
<th>Aspect</th>
<th>very poor</th>
<th>poor</th>
<th>good</th>
<th>very good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved access to primary health care</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Reduction in water borne diseases</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reduced infant mortality</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increased awareness of HIV and how to avoid it</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improved personal hygiene and personal health</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improved nutrition</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please provide evidence to support the scores above.

## Education

<table>
<thead>
<tr>
<th>Aspect</th>
<th>very poor</th>
<th>poor</th>
<th>good</th>
<th>very good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall increase in attendance in schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increased attendance of girls in school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increased number of girls completing their education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increased access to vocational training for men and women</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improved ratio of teachers to pupils</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Please provide evidence to support the scores above.

### Template for a monitoring report

This template is only a guide but it covers the essential aspects of information required in a monitoring report. These reports should be filed and kept for use in the final evaluation of the programme.

<table>
<thead>
<tr>
<th>Monitoring report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of monitoring</td>
</tr>
<tr>
<td>List of people involved</td>
</tr>
<tr>
<td>List the specific groups contacted for their feedback</td>
</tr>
<tr>
<td>Methods used</td>
</tr>
<tr>
<td>List of tables and scores</td>
</tr>
<tr>
<td>List of evidence for scores</td>
</tr>
</tbody>
</table>

General conclusions about how Umoja is going, what can be improved and action to be taken in the next three to six months.
3. Evaluation

Steps for doing an evaluation

The following diagram shows the key steps for planning and running an evaluation. It is really important to plan in advance so that everyone in the community can be prepared and involved in contributing to the evaluation. Sometimes, as part of the preparation for the evaluation, it is appropriate to run a small workshop for the community on what is an evaluation, why it is important and how they can be involved.

**Act on the learning:**
- who will implement the learning and recommendations?
- by when?

**Logistics:**
- meet with the local facilitator and co-ordination team to plan the evaluation
- agree dates, venue, timing etc.
- decide on who should be involved

**Method:**
- decide which are the key questions to use
- decide which are the best tools to use
- train the facilitator and co-ordination team in use of questions and tools
- gather together all the monitoring reports so they can be reviewed

**Evaluation:**
- gather and record all the information from the community
- analyse and review all the information using the indicator tables (pages 71-76)
- feedback to the community for additional insights and corrections
- draw some conclusions in regard to the three evaluation questions:
  - Did we do what we said we would do?
  - Did we make a difference?
  - Could we have used our resources more effectively?

**Share the learning:**
- with the local co-ordination group
- with the community

**Sources of information for the evaluation**

The following sources of information need to be collected to give an overall picture of how Umoja was run and what it has achieved.

- Information from the community
- Information from health centres, schools and government officials
- Information from monitoring reports

Once all the information has been gathered it might be useful to analyse it using the indicator tables (pages 71-76). This would help to give some clear indication of how the programme has gone and what it has achieved, especially when the evaluation findings are compared to the monitoring reports.

Another good way to analyse the information is using the box analysis which is described on page 86.

**Recommnedations:**
- for improving how Umoja is run for improving impact on the community
- list of lessons learnt that can be applied in the future
- with the local co-ordination group
- with the community

**Share the learning:**
- with the local co-ordination group
- with the community

**Recommendations:**
- for improving how Umoja is run for improving impact on the community
- list of lessons learnt that can be applied in the future
The results of the evaluation

When you carry out an evaluation, it is important to list all the results that have come directly or indirectly as a result of your project. Listed below, with pictures, are some of the results that you would expect to see from the impact of a project helping people who are living with HIV. It is good to record these results with photos and stories of how people have benefitted from the project, as well as figures showing that they have better health and an improved sense of well being.

How to write a community evaluation report

Once each community has gathered the information from the evaluation, it is helpful to collate it into a report. This should be written by the facilitator and then shared with the community and its leaders. Once the co-ordinator has received reports from all the communities taking part in the programme he or she can compile a programme report.

Below are some suggested headings for the facilitator to use when writing an evaluation report.

1. What is the problem the project is trying to address?
2. What is the purpose of this project?
3. What difference has the project made? (Please give qualitative evidence, such as stories, quotes, examples etc, as well as quantitative evidence, such as statistics, percentages etc.)
4. What conclusions do you make from all the evidence you have gathered?
5. What recommendations would you make for the future?
What do donors look for?

This section considers the information donors require from an evaluation of an Umoja programme, which may be covering a number of communities. It is the responsibility of the co-ordinator to put together a report that captures both what is happening at community level, as well as how Umoja is being run across a number of communities.

The following sections should be included in a donor report:

Background to the evaluation

A summary of the background and purpose of the programme. An overview of the different communities involved in Umoja which should include a clear understanding and description of the problem the community is trying to address. This should be supported by some basic statistics and evidence. A summary of each community’s project plan which describes why they are doing what they are doing, how they are going to do it, and how it will be organised.

The evaluation

An outline of the scope of the evaluation of the programme and key questions it poses. An overview of the methods used in the evaluation across all communities. Specific findings in regard to what has changed in the communities as a result of Umoja with concrete evidence and examples. Conclusions and recommendations for what needs to be strengthened and improved.

Tips

1. A common mistake in evaluation reports is to list all the activities that have been carried out and not the changes that those activities have led to.
2. Do not make the report more than 25 pages because donors will lose interest if the document is too long.
3. Make sure the executive summary at the beginning of the document briefly outlines the results of the evaluation.

4. Tools for monitoring and evaluating a project

In order to assess whether individual, church, co-ordination group and community change is happening, the following tools can be very helpful. It is not essential to use all the tools, but a combination of them will give a good picture of what has happened in the project. When writing an evaluation report it is really useful to explain which tools you have used and what specific findings they have given.

a) Focus group discussions

Divide the community into small focus groups according to gender, age or racial background. Agree on a set of questions for facilitating the discussion (for more information see focus groups on page 85 of the Facilitator’s Guide).

b) Telling stories of significant change

This is a simple method which involves a group sharing stories of changes they have seen in the community as a result of this project.
A good way to introduce this tool is to use a metaphor like a newspaper, showing all the different stories that show changes that have happened. Then explain how this method works to a small group who can try it out and then become facilitators in a large community group meeting.

Ask the group the question below and get them to think about a story which shows a significant change.

What is the most significant change you have seen as a result of this project?

If possible, ask someone to write down each story as it is told. Once the person has finished telling their story, ask the group as a whole to decide on a title for the story and to agree a few key points for why they think the story is significant. Write these down too.

The stories can be gathered either from individual interviews or from a group. One of the advantages of a group is that one story can spark a host of other stories.

Once all the stories have been told and written on cards, encourage the group to select the top three to five stories they think reflect the most change. In some cases, it may be worth doing this exercise for each community project. It may also be useful to have a collection of stories about the challenges and negative aspects of the community project.

c) Pictures

This is similar to the activity of celebrating our community with pictures in the Facilitator’s Guide, but you focus on the life of the project and what it has done through drawing pictures. The pictures are then compared and discussed to see what the common themes are, both positive and negative.
d) Box analysis tool

The purpose of this tool is to review how a particular activity or project has gone and what considerations need to be given to make it better in the future.

**Essential steps**

1. Break the group into small groups. This works best if you divide the group according to the different roles they played in the process.
2. Ask each group to draw a picture of a form of transport which best represents how they think the project has gone.
3. Give each group coloured cards labelled Strengths, Weaknesses, Opportunities and Threats. Ask them to brainstorm their thoughts and opinions on the project, writing their comments on the appropriate cards.
4. Ask each group to present their mode of transport picture and their box analysis to the whole group.
5. As a group discuss the common themes and write them up on a large sheet of paper.
6. Discuss what short term actions need to be carried out to improve the project (next 6 months).
7. Discuss what long term actions need to be carried out to improve the project (next 12-18 months).
8. Celebrate the achievements that have been highlighted in the exercise.

Example of a small community organisation (a mothers’ union) using the box analysis tool:

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work well as a team</td>
<td>Organisational skills</td>
</tr>
<tr>
<td>Have good understanding of community needs</td>
<td>Financial systems</td>
</tr>
<tr>
<td>Always ready to respond to a crisis</td>
<td>Filing</td>
</tr>
<tr>
<td>Good sense of humour</td>
<td>Talking too much</td>
</tr>
<tr>
<td>Committed to studying the Bible</td>
<td></td>
</tr>
<tr>
<td>Meet each others’ needs</td>
<td></td>
</tr>
<tr>
<td>Wonderful singing group</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Threats</th>
</tr>
</thead>
<tbody>
<tr>
<td>To work in partnership with Catholic church on an orphanage project</td>
<td>Civil conflict between different tribes</td>
</tr>
<tr>
<td>To perform at an inter-denominational singing event</td>
<td>Bad harvest</td>
</tr>
<tr>
<td>To initiate in every member’s village a positive living programme for people living with HIV</td>
<td>Ill health</td>
</tr>
</tbody>
</table>

Essential steps example image:

- Strengths
- Weaknesses
- Opportunities
- Threats
5. How to monitor and evaluate Umoja

e) Evaluating using a timeline

The purpose of this tool is to review a project from its beginning and to record the high and low points and achievements. It takes about one hour to complete.

You will need large sheets of paper stuck together as one long sheet, and marker pens.

Essential steps:

1. Roll the paper out on to tables or on the floor and explain that one end of the paper represents the beginning of the project.

2. The group draws a line from this point up to the present day. In doing this, they need to mark on the key events, both positive and negative of that period.

3. Encourage the group to draw or stick on pictures to symbolise the positive and negative experiences.

4. When the line is complete, encourage the group to discuss what contributed to the positive and negative experiences. Ask them to explore what they have learnt and what would they do differently in the next project.

Separate timelines can be done for the church and the community or can be combined. At the end of the discussions, it can be a good opportunity to invite some prayer and reflection on what God has been doing.

f) Evaluating using mapping

The purpose of this tool is to discover what are the biggest changes in the community. It takes about 30 minutes to complete.

You will need large pieces of paper and marker pens.

Essential steps:

1. Split into groups of seven or eight people.

2. Give a large piece of paper to each group and ask them to draw a map of the area, marking roads, main features and good areas.

3. Ask the groups to brainstorm what are the biggest changes in the area since the process began and draw them on the map. Discuss which changes are as a result of the process.

4. Each group then has four votes to allocate to what they think are the biggest changes.

5. Ask each group to feedback and record the results on their map.

6. If possible, encourage the whole group to draw one map that summarises the feedback from the other maps.