

SESSION 21

Monitoring and evaluation

Aim

To consider ways of monitoring and evaluating the use and impact of the Guides and to evaluate the training.

Objectives

- To establish the importance of monitoring and evaluating the use and impact of the Guides.
- To look at a process for conducting a baseline survey.
- To identify ways of measuring the impact against this original data.
- To establish the different types of impact that may result from using the Guides.
- To give the participants the opportunity to evaluate the workshop, with reference to their original hopes and concerns.

Materials



Pre-prepared flipchart:

46 Assessing the impact of the Guides on community groups (page 54)



Handout 11 (see Appendix C, page 72)

Assessing the impact of the Guides on community groups
Training Evaluation Form (page 55)

PROGRAMME

Activity 15 minutes

THE CHANGE GAME

- Participants stand in two rows, A and B, each facing a partner.
- Row A turn their backs to Row B.
- People in Row B change something about their appearance.
- Row A turn round again and have to say what has changed.

- Participants swap roles several times, so that they each have a turn changing their appearance and guessing what has changed.

Ask participants what this game teaches them about the nature of change and about how change is perceived. Point out that change often occurs only at surface level, and may be short-term and temporary. PILLARS is seeking to stimulate deep and lasting change. In order to know if the use of the Guides is contributing to any change in the group, in terms of their knowledge, skills base or confidence, we need to know something about all of these things before we start using the Guides with them. It is useful to have what is called a baseline. This is information which we can measure against at a later date.

Baseline survey 10 minutes

Explain that Tearfund has developed a methodology and format for a PILLARS baseline survey. This can be carried out by those wishing to use the PILLARS Guides to help them understand the information needs and priorities of the users. It includes questions about the nature and purpose of the user group, the group's access to information about community development issues, the group's levels of literacy, and ways in which the group might use printed information to achieve its aims. This survey can be conducted with a number of different community groups. The data will help the participants and community groups plan how they will use the PILLARS Guides, with whom and for what purpose. A follow-up survey can be conducted after using the Guides for a certain period of time, to try to understand the impact that they may have had.

The baseline survey is available from Tearfund – see Appendix F for the address.

Assessing the impact of the Guides on community groups 40 minutes

Facilitators are good people to assess the impact that the Guides are having on the groups using them, in terms of increasing awareness, increasing confidence, changing attitudes or changing behaviour. It may be helpful for them to keep a record of who attends each group meeting, and of their gender and educational background. After several months of using PILLARS Guides with

46 Assessing the impact of the Guides on community groups



Implementation

- Which community group are you currently using the Guides with?
- Was the group already established, or was it established so that people could use PILLARS together?
- Which Guides have you used?
- How is the content of the Guide relevant to this particular group?

Impact

- Which ideas from these Guides have been adopted by the group, if any?
- What is the group doing differently as a result of using the PILLARS Guides?
- How appropriate is the language chosen (the local language) to present this information to this particular group, and on this particular subject?
- What do people particularly value about the Guide?
- What do people particularly not like about the Guide?
- Do you see any change in the ability of individual group members (i) to share their ideas? (ii) to take responsibility for themselves, and for other members of the group? (iii) to participate in activities that result from the PILLARS Guides?

- Do you see any change in the ability of the group as a whole to share ideas with the wider community, or take responsibility for the development of their community?
- Have you used the Guides with groups that already existed or with groups established especially for using PILLARS Guides? Do you see any difference in the impact on the users in each case?

Future possibilities

- How could you integrate the use of the Guides into other development activities that are taking place in your community?
- How could you get wider ownership of the PILLARS Guides and process in your community?
- Are there other people or agencies who you think should be made aware of PILLARS in your region?
- Can you identify other members of the community who would be able to facilitate discussions using the Guides?
- Can you identify other groups who would be interested in using the Guides?
- Can you identify other topics which would interest the community and could be written as new PILLARS Guides?

community groups, facilitators can assess the progress of the group, and their own progress as facilitators.

The questions in Chart 46 will provide facilitators with a helpful way of assessing impact, and of considering future possibilities. Present this Chart, and refer participants to Handout 11 (page 72).

Explain how this data could be collected and analysed in order for it to help facilitators increase the impact of the Guides. For example, a reporting mechanism could be established by a co-ordinating organisation. Answers to the questions in Chart 46 could be sent by facilitators on a regular basis and analysed. It is hoped that the answers will also help facilitators reflect on their own personal progress

and plan how they can make improvements to the way they work with their groups.

Evaluation 30 minutes

Since this is the final teaching session of the training, review the objectives, hopes and concerns that were discussed in Session 1. Then ask each participant to fill out a copy of the Training Evaluation Form (opposite page). This helps those facilitating the training to understand what the participants have enjoyed, and how it could be improved. It also helps participants to reflect on how they can apply what they have learnt, and on what further support they might need in order to do this.

Training Evaluation Form



Name _____

Organisation _____

1 Did the training meet your expectations?

2 Which session did you find the most useful?

3 Which session did you find the least useful?

4 The sessions were relevant and useful

Strongly agree	Agree	Disagree	Strongly disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5 The training was well structured

Strongly agree	Agree	Disagree	Strongly disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6 The sessions were well presented

Strongly agree	Agree	Disagree	Strongly disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7 The participatory teaching methods used during the training were useful

Strongly agree	Agree	Disagree	Strongly disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8 What was the most important thing that you have learnt during the training?

9 What skills have you learnt or developed during the training?

10 How do you hope to use what you have learnt during the training?

11 What further training or support do you need in order to use PILLARS Guides in your work and in your communities?

SESSION 22

Closing Ceremony

Aim

To bring the training to a formal close, and to promote PILLARS.

Objectives

- To celebrate the progress the participants have made during the training.
- To encourage participants as they look to the future.
- To promote PILLARS to other organisations.

Materials

Copies of PILLARS Guides and certificates to give to participants.



Photo: Sophie Clarke, Tearfund

Closing ceremony, Nigeria.

THE CEREMONY

The closing ceremony is an opportunity to celebrate what the participants have learnt. It is also an opportunity to inform others about PILLARS and to encourage them to support the participants as they apply the learning to their individual situations.

It is recommended that community leaders, church leaders, senior members of staff from the organisations represented, and key local figures in education or government are invited to attend. Invite several participants to share what they have learnt during the training, and how they hope to use the PILLARS Guides and share the learning with others. If there are a number of outside people present, it may be helpful to share some of this learning by showing posters, or by using role-play or participatory tools that have formed an important part of the training. One member of the facilitation team should also share what they have learnt and enjoyed about the training.

Give each participant a training certificate and a copy of each PILLARS Guide available in their language. If mentoring or follow-up training have been planned, provide participants with details about this (see next section for details). Congratulate them on the progress they have made, and encourage them in their future role as facilitators.