

PARTICIPATORY EVALUATION
MANUAL

This manual and two others
were created during
UNDER THE PIPAL TREE

It is available for purchase
from the IDF Team

SESSION #1

DESIGN OF WORKSHOP ORIENTATION

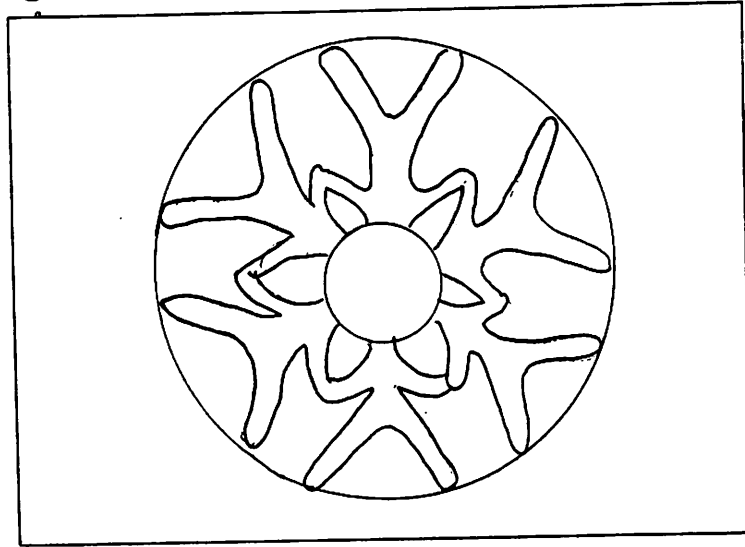
SESSION 1 - 1987

PARTICIPATORY EVALUATION TRAINING WORKSHOP						
ICA INTERNATIONAL		"Under the Pipal Tree"			August 14 - 16, 1987	
Existential Aim	Becoming a Learning Community	Understanding the Principles of Evaluation & Participation		Applying the Principles by Designing Participatory Evaluations		
Rational Objective	Session 1	Session 2	Session 3	Session 4	Session 5	
	Design of Workshop	Evaluation	Participation	Participatory Evaluation		
Contextual Material	Introduction & Preliminary Objectives of the Workshop	The Why? of Evaluation & Glossary of Terms	The Why? of Participation & Historical Sketch of its Evolution	Becoming familiar with the Cambio Case Study, simulating the land use		
Individual & Team Work	Brainstorming of Key Aspects and Concerns on Participation and Evaluation	Reviewing collected material in groups and by assignment	Writing team statements: participation for what?	Suggested Stages of Participatory Evaluation (Stage 1) & Introduction to Worksheet for Designing Participatory Evaluations		
Creating the Corporate Mind	Discerning our common concerns for this course	Building the "Types of Evaluation" Chart	Creating group art forms on "Participation for What?"	"Suggested Stages of Participatory Evaluation (Stages 2-4)"		
Toward the Future	What is the importance of Participatory Evaluation	Relevant Questions on what all this is leading to - - -	What is the Emerging Approach on Participation	Course Evaluation & Recommendations		
Documentation	Teams of 2-3 persons record "What happened?" toward creation of a course manual					

Participatory Evaluation

Session #1

Activity #1: Putting a puzzle together as a group.



Activity #2

EVALUATION	PARTICIPATION
Key Aspects:	Key Aspects:
Concerns:	Concerns:

SESSION #2

EVALUATION

Under the Pipal Tree
Participatory Evaluation Training Workshop

Aug. 14-16, 1987

Theoretical Framework

Concerns when preparing an evaluation

Typical participation projects -which have become fashionable lately- are those designed to achieve a specific objective (building a road, well or irrigation canal, increasing education or health services, improving productivity, etc) with, ideally, large participation of the people affected- the beneficiaries-. Though it may often not be spelled out, the ultimate aim of the project is thus twofold: to reach the objective and, more generally, to stimulate and increase popular participation in development. An evaluation of such a project must take this into account; it should first be directed separately to the two end goals and, second, attempt to throw light on the relationship between the two.

This procedure may well lead in some cases to the paradoxical result that a project is as much a success as it is a failure. The project objective may be achieved, but participation may have been only an empty gesture that in no way increased the people's control over decision making processes and regulative institutions. On the other hand, the project may have failed to achieve its objectives, but participation may have been authentic. In this case, an irreversible process of consciousness-raising and learning may have started, the people may have learned to assert their interests and act collectively to further them, and this may lead to successful participatory efforts to advance their livelihood in the future. Such effects can of course only be measured in a long term perspective; this raises the question of time perspective in evaluation and points to the paradox that short and long term evaluations of a project may yield contradictory effects.

Dominant Evaluation Paradigm

The dominant pattern of evaluation reveals objective knowledge about the object under investigation and therefore provides facts and knowledge about development processes that are unquestionably right.

This is a fallacy because scientific evaluation like any form of scientific research, attempts, by dividing reality into different factors and establishing causal links, to simplify it in order to be able to express it in language, and preferably in figures and equations. The result can never be a presentation of the "objective truth" about reality but at least a crude, gross approximation of what the evaluator perceives as "reality". This is all the more the case if one attempts to evaluate levels of participation, which implies assessing complex social relationships with political, social, economic, ideological, cultural, psychological and other factors interacting.

In order to achieve greater scientific objectivity, an attempt is often made to express findings and to measure participation in quantitative terms. This also corresponds better to bureaucratic norms, procedures and requirements. Particularly as regards popular participation, however, this

often obscures our understanding more than enlightening it. Only a predominantly qualitative analysis will be able to provide us with useful insights regarding patterns of social change and relations between social forces.

The dominant forms of evaluation reflect the underlying concepts and values of the dominant society. By applying those forms of evaluation we often unwillingly risk to reinforce and even reproduce the concepts and values of the status quo. Thus, as far as the status quo hampers social change, evaluation often may become an obstacle to development. As evaluators, we generally contribute to the accumulation of knowledge and, hence, of power. That seems not to be very helpful to meet the crucial challenge of almost every development: the distribution of knowledge, of resources, of power.

The question is whether we can provide a way of evaluation without betraying our goals and becoming victims of our own procedures: whether there is a way to transform evaluation from a tough tool of control and domestication to an instrument of cooperation, creativity and liberation.

It was supposed that evaluation would be able to identify specific programmes with proof and authority. Seen as a scientific or technological task, evaluation should serve to make management decisions more rational and hence apolitical.

The traditional pattern of narrowly input-output-oriented evaluation over the years shifted to a mode primarily concerned with process decisions, taking into account various variables such as input-, process-, and context-data. Summative, goal-centred evaluation today seems to become an obsolete pattern whereas formative evaluation - trying not to prove but to improve - gains widespread recognition.

Both models, nevertheless, are based on a strong conviction about the feasibility of rational management, and both are supposed to work in a context of command. Furthermore, both models today have to cope with an increasing criticism: commissioners often find evaluation studies not useful, while evaluators complain that their messages are not used. To maintain evaluation as a central tool of control, the currently dominant attempt to overcome those critiques seems to strengthen the rationality of evaluation approaches and to foster the reliability of their procedures and methods.

The new emerging paradigm on evaluation

The mission of this new evaluation pattern is to facilitate a democratic, pluralistic process by enlightening all the participants. In this context decisions are not understood as impartial choices between discrete alternatives, to be made by authorities at a particular time. Decisions - within a context of pluralistic accommodation (instead of command) - rather emerge out of a never-ending process of pushes and pulls of arguments and interests. There is no such thing as correct ways and best results. The aim of evaluation, therefore, cannot be to produce authoritative truths but to contribute

to a general process of clarification. Responsive evaluation is not a way to achieve the rationalist ideal of efficiency in decision - making but to foster a process of enlightened participation.

Therefore, some innovative goals of evaluation could be:

- to raise the common understanding of a programme, including the understanding of potential causes of conflict among people concerned.
- to facilitate a democratic process of decision-making, considering alternative ways of teaching learning and programming.
- not to try to provide unequivocal answers but to stimulate lateral thinking.
- to distribute knowledge and hence, power- instead of contributing to a growing strength of hierarchical structures.

Relevant questions which different approaches to evaluation ask as part of their framework:

a. Have the objectives been achieved or not

- it is not generally possible to work with measurable and predetermined objectives, at the initiation the end purpose is usually clear. (eg. stimulating a critical awareness among peasants so that they can identify their own problems and act in an organized way to solve them.)
- the changing direction of a project's objectives when it is a real participatory project, run by beneficiaries,
- the NGO most of the time sets clearly which is the end purpose of the project, but not necessarily which are the specific objectives to be achieved.
- The time span between the design and the implementation (eg. design of a project in a period of growth, contrary to recession occurring during the implementation.)
- Divorce between the designers and the implementators. (not valid for a Participatory Project.)

b. What cause and effect relationship exists between the different factors involved?

- External factors which contribute to the achievement of goals which were not necessarily foreseen by the designers, or implementators.

c. Is it possible to repeat and generalize the experience?

- "The problem is not to repeat the experience but to explain the process well enough to enable other groups to decide whether or not they are interested in conducting the same experiment on their own." (Gianotten, p.13)

d. How can the results be objectively measured?

- The quantified data does not sufficiently reflect the achievement or deficiencies of the project, depending of the kind of project, the target group, the beneficiaries participation, the social changes are more important and valid to acknowledge and need to complement the quantified data (eg. the number of participants in a trade union meeting, is of some interest but what is more important to know is who attended, and why.)

e. Are the resources efficiently used?

- resources in many cases, are dedicated to activities not contemplated in the project design

New guiding questions for evaluation

Not so much how to measure specific goals, but rather how to understand the often unintended impact of a programme

Not so much whether the instruments are reliable, but rather whether they are approaching the relevant issues

Not so much how to meet the criterion of effectiveness, but rather how to cope with a multifold balance of values?

Not so much will the design be technically perfect, but rather will it have a holistic view of the project.

Not so much will the sponsor be happy about the results, but rather will the people concerned have learned something useful for their work and life?

Not so much will the study help to make the programme mechanistically perfect but rather will it help to improve meaningful contributions to society?

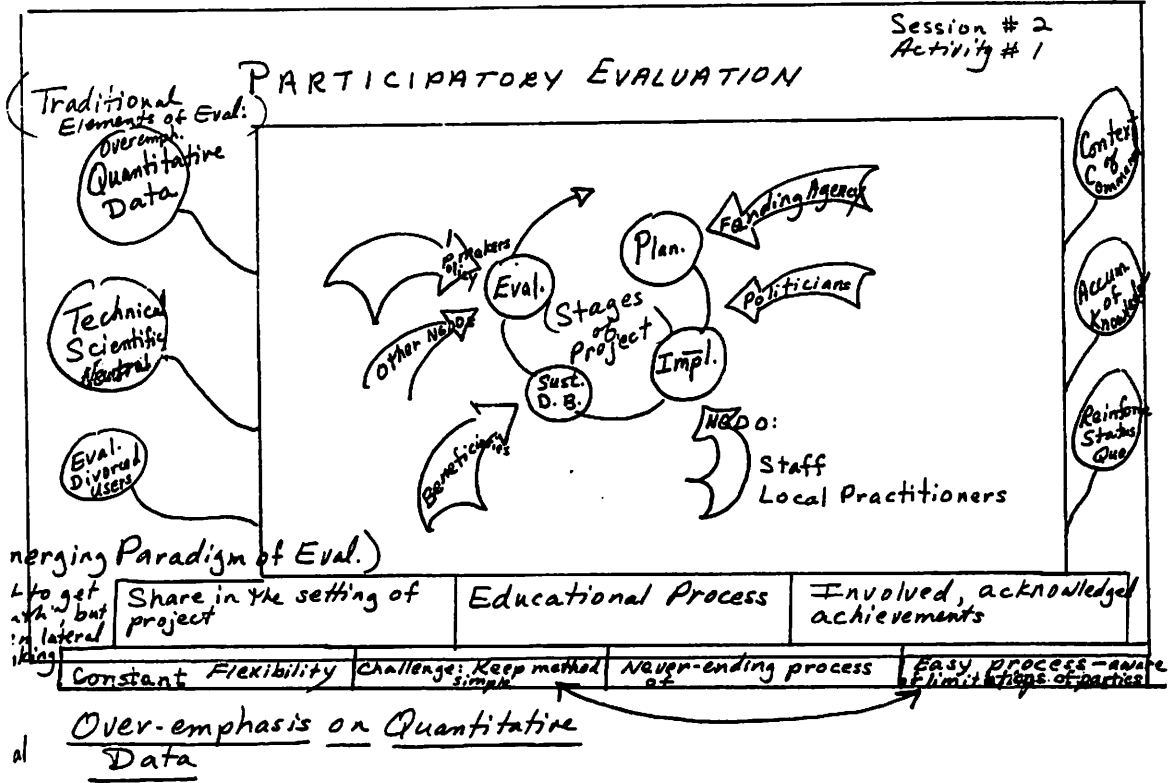
Not so much will the evaluation focus on a guiding principle, such as rational management and control, but rather will the study be geared to the liberation of people (including ourselves as evaluators)?

Adapted from: Stiefler, M. Dialogue for Participation # 4. UNRISD, Geneva.
Gianotten, V. Methodological Notes on Evaluation, FAO, Rome.

Why an Evaluation

1. Evaluation can provide information needed for making specific decisions about a program -how to make it better, whether to keep it, or expand it. Though it takes time, planning, and effort to collect such information, ultimately knowing what results a program or its various subcomponents are producing is the only logical basis for making effective decisions. This requires good, highly credible information.
2. Evaluation is often required by a program's funding agency. When money has been made available for a program, the people who give the money want to know about the program's results.
3. Evaluation provides a basis of comparison from which to judge the relative quality of good practice. Different programs might all produce the same results, or one program might be outstanding. Unless we measure, we will not know the relative effects of different practices on achievement, attitudes, etc.
4. Accumulated results from many evaluations can serve as a basis for conclusions about what sorts of programs work best, in particular settings, and under particular conditions. As many disappointed evaluators will tell, results from a single study are seldom conclusive and as such might influence only minor local policies or decisions. Results of the evaluation of several programs addressed to similar objectives, however are likely to show trends that can be taken more seriously.
5. Evaluation is an intelligent response to controversy. An accumulation of strong data can resolve what might otherwise continue as a war of opinions.
6. Evaluation persuades people to pay attention to data about what the programmes are doing.
7. Each time an evaluation is conducted, additional people acquire evaluation skills. There is no mystery to evaluation and no need for people to feel they are at the mercy of expensive external evaluators who have arcane skills.

Adapted from Evaluation Handbook, by Morris L. (editor). Center for the Study of Evaluation, UCLA, Sage Publications.



Technical, Scientific, Neutral
 difficult to keep this "clean"
 where human beings are concerned

Evaluation Divorced Users:
 designed for one audience,
 not all concerned.

Glossary Exercise

Intro:

"Stakeholders" as example of mysterious words used in doing evaluations.

Blue cards on wall: terms

Hand out "definition" cards to tables

Task: Match up definitions with words.

Sm. Group work

Whole group - Consense / match w/ correct definitions according to "cheat sheet" in hands of facilitator

Small Group - write definitions in own words.

Break

Reflection

1. Which words will you remember?
2. Which words do you think are relevant words?
(mark the blue cards with a "star")
3. Which of these words are you going to use + know the meaning of?
(mark the approp. blue card w/ different symbol.)

Under the Pipal Tree
Participatory Evaluation Training Workshop

GLOSSARY OF TERMS

Accountability. The responsibility of program staff to provide evidence to sponsors and superordinate units of conformity to program coverage, treatment, legal and fiscal requirements.

Cost Benefit Analysis. Studies of the relationships between costs and outcomes of social projects, usually expressed in monetary terms.

Cost Effectiveness Analysis. Studies of the relationship between projects costs and outcomes, usually expressed as costs per unit of outcome achieved.

Coverage. The extent to which a program is reaching its intended target population.

Credibility. Means believability. Credibility is relative to the opinions of people who receive your report. Recognition that information has to match the audience is critical if we are to adapt to the political context of an evaluation, and nearly all evaluations have such a context.

Evaluability Assessment. A set of procedures for planning evaluations so that stakeholders interests are taken into account in order to maximize the utility of the evaluation.

Evaluate. Collect information about what a program looks like in operation and about the effects it is having. Sometimes this information is used to make decisions about the program, for example, how to improve it, whether to expand or to discontinue it.

Evaluation design. A plan determining when evaluation instruments or measures, will be administered and to whom.

Focus. the determination of what questions evaluation should seek to answer.

Goals. Statements, usually general and abstract, of desired states in human conditions and social environments.

Indicators. A measure reflecting a problem or condition and for which time-series information is available.

Information gathering. the process of accumulating quantitative data and qualitative information to answer focus questions.

Interpretation and Utilization. The analysis of information to provide evidence which one can use to make judgements directed toward future action.
evidence - the product of analysis which convinces reasonable people to make judgements.

judgements - a statement of worth in accord with one's values, rationally made based on the evidence.

Monitoring. the continuous gathering of information to measure progress of program implementation. (How are we doing?)

Needs Assessment. Systematic appraisal of type, depth and scope of problems as perceived by study targets.

Participation. The inclusion of all the major actors in each step of the evaluation process (Donor, FVO, Community) in a dialogue directed to action.

Program. Is anything you do that can be described so that you can do it again, if you want to. A program is anything definable and repeatable.
In Evaluation, Program is synonymous of project and innovation.

Program Utility Assessment. Study of the effectiveness (impact) and efficiency (costs to benefits or effectiveness) of programs.

Purpose. The primary reason why we are evaluating

Random Sampling. Selecting units in an unbiased manner to form a sample from a population.

Rate. Occurrence or existence of a condition expressed as a proportion of units in the population (e.g. deaths per 1,000 adults).

Reliability. Trust in the consistency of information gathered from one situation to the next. The extent to which scores are reproducible in repeated administrations, assuming all relevant factors are the same.

Sponsor. Persons or organization which requests the evaluation and usually pays for it.

Stakeholders. The primary actors who have an interest in the program, like Policy makers, program sponsor, evaluation sponsor, target participants, program management, program staff, evaluators, contextual stakeholders (organizations, groups, individuals and other units of the immediate environment of a program like local government officials or influentials situated on or near the program site.)

Survey. Systematic collection of information from large study groups, usually by means of interviews or questionnaires administered to a sample of units in the population.

Target Population. Persons, households, organizations, communities, or other units at which evaluations are directed.

Target Problem. Conditions, deficiencies, or defects at which evaluations are directed.

Validity. The extent to which a tool measures what it is supposed to measure.

tool- a particular technique or instrument for gathering information.

method- a combination of tools that provide a way to cross check and confirm information gathered.

Population

The term population in evaluation is a group of human beings, events or objects which have one or more characteristics in common and have been selected as the focus of a study. The population identified for an evaluation project is called the target population or the universe. The criteria used to define the population must be stated. Some of the characteristics included in the criteria for a population of human beings are age, sex, educational background, motivation or lack of it, geographical location or distribution, occupation, etc.

Sampling

Often the population selected for evaluation studies are so large that only a small fraction known as a "Sample" can be included in a study. The selection of the sample must be done systematically so that what is discovered about the sample can be generalized to the rest of the target population. Systematic selection of the population is called random sampling. The random sample is a close but not completely identical representation of the population. The degree of representability depends on how the sample was selected.

Some methods of systematic sample selection are known as:

- Simple random sampling
- Systematic sampling
- Stratified sampling
- Cluster sampling

"Building the Types of Evaluation Chart"

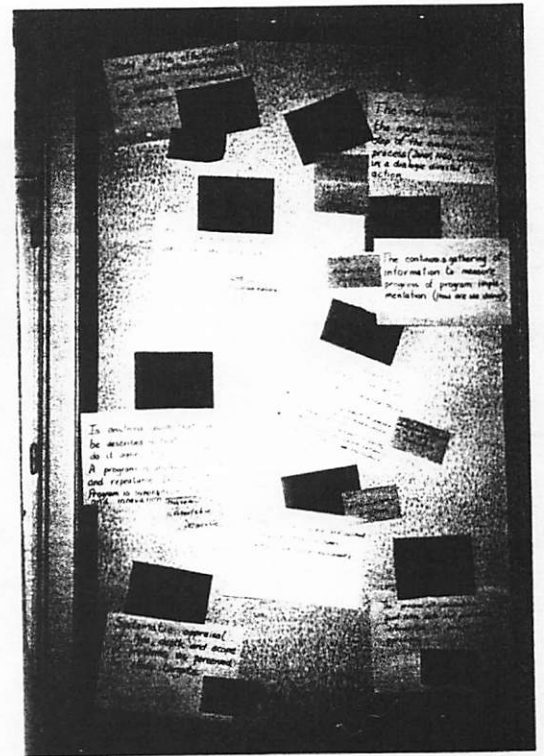
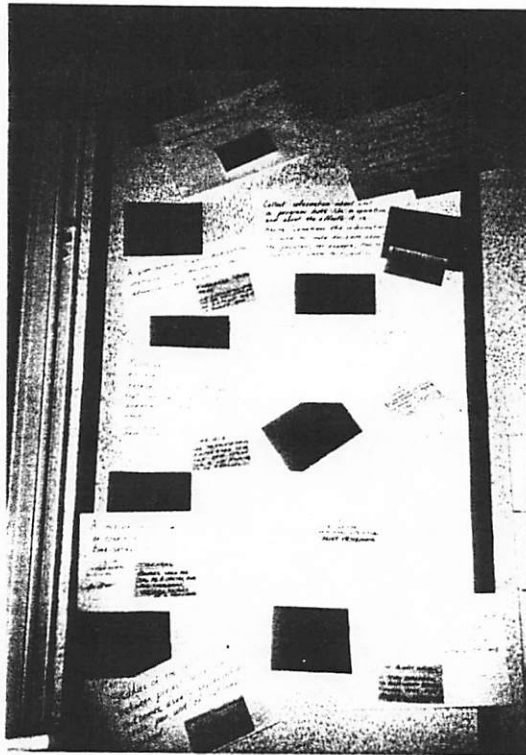
THREE TYPES OF EVALUATION						
	Objectives	Assumptions	Audience	Key Words + Relevant Ques.	methodology Tools	Limitations
IMPACT						
SELF-PERMANENT						
COST BENEFIT						

Small Group study, one group for each of the 3 types of evaluation, to fill in the chart.

Three questions to think about:

- 1- After hearing all this, what are the concerns that are raised for you?
- 2- What are some experiences you have had with evaluation?
- 3- What is an image

Session # 2
Wall Charts

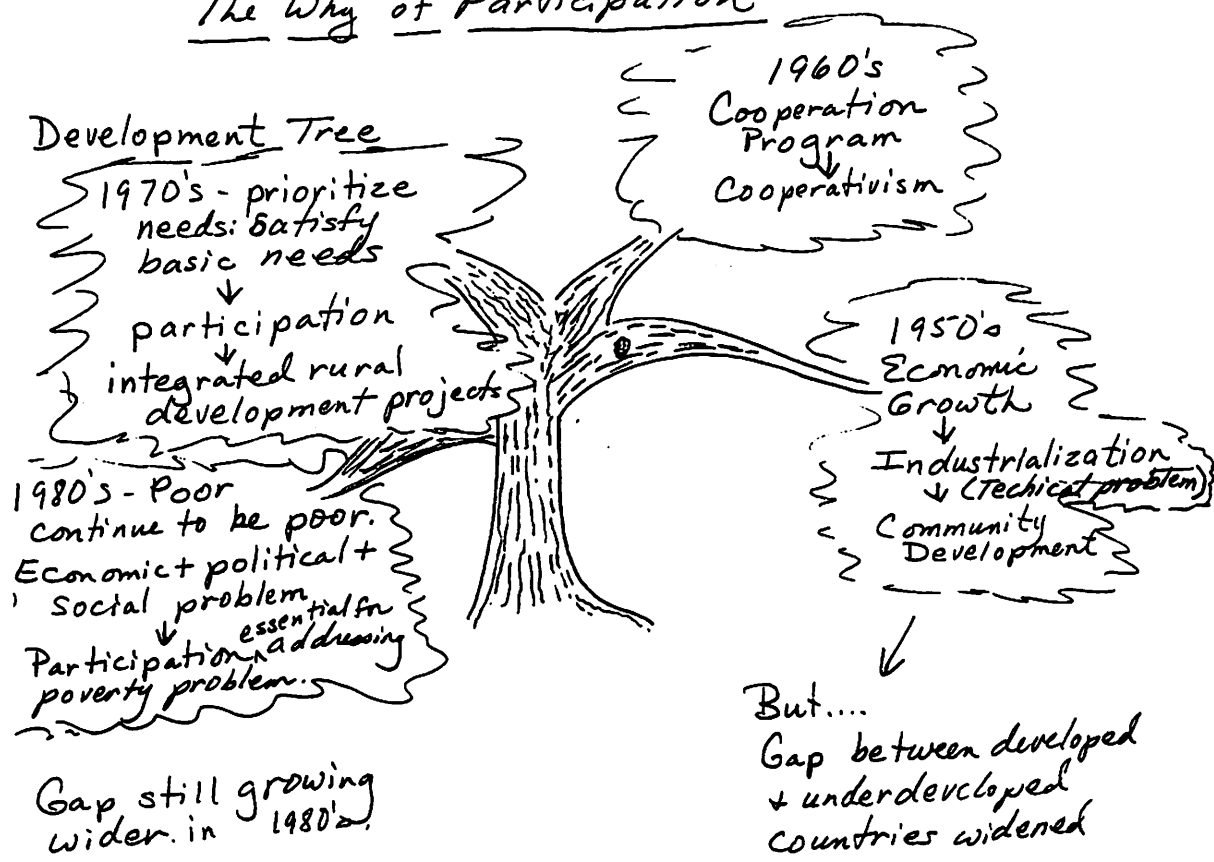


SESSION #3
PARTICIPATION

Participatory Evaluation

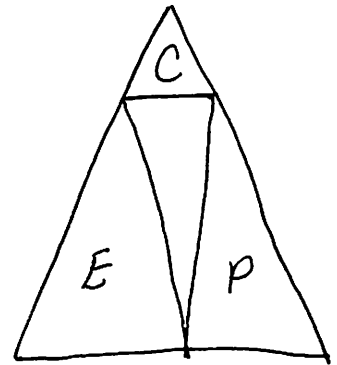
Session # 3
Activity # 1: Talk

The "Why" of Participation



Participation now seen as a means. to:

- 1) redistribution of economic resources
- 2) redistribution of economic resources
- 3) recreating cultural identity

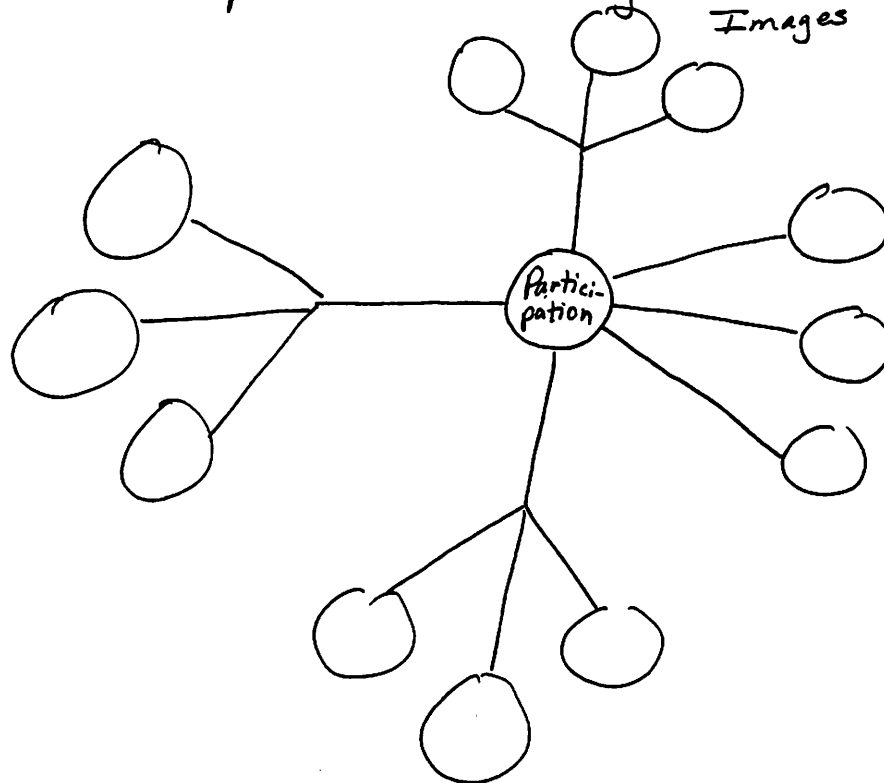


(Triangle superimposed over tree on the blackboard.)

Participatory Evaluation

Session #3
Activity #2
Writing

Mindmap - "controlled brooding"



End-Results

10 minutes - doing mindmap. corporately
Write paragraph with this format:

Participation is _____ (images)

It's possibilities are _____.

It's limitations are _____.

Participation results in _____.

When finished, write on butcher paper.

Creating Group Artforms on "Participation for What?"

INTRODUCTION OF THE "PARTICIPATION FOR WHAT?" ROAD SHOW

Announce that we will be taking "Participation for What?" on the road in the form of a play with three acts (or however many teams this session has had.)

LEARNING THE THEME SONG

Teach the basics of the "Merry-Go-Round" song by dividing the group into four subgroups:

Group 1 is the motor of the merry-go-round. It drives the rhythm and goes like this: ROOM-ch-ch! ROOM-ch-ch! etc.

Group 2 is the steam whistle on the caliope. It goes like this: Mm-BOOP-BOOP! Mm-BOOP-BOOP! etc.

Group 3 is the caliope keys. They go like this: La-la-la! (rest a beat) La-la-la! (rest a beat) La-la-la! etc. The musical interval is a major second (like going up one interval of a scale and back down - e.g. C-D-C).

Group 4 sings these words to the tune of "Did you ever see a lassie?"

Participation for what? For what? For what?
Participation for what? For what? For what? What for?

This verse will be repeated two times in the performance of the theme song.

Group 1 starts the motor. The conductor (facilitator) brings in group 2 and after they're going good and strong brings in group 3. When all the sound effects are chugging along the conductor brings in group 4 with the melody. After the melody has had two verses, it stops. The conductor gradually signals first group 3 to stop, then group 2. Group 1 continues for a few measures, slows down gradually and fades to a "Hisssssssssss" with all participating in letting the steam out as the merry-go-round stops.

Practice this theme song once.

Direct the teams to take 20 minutes to put together an act on the theme of "Participation", drawing from the team statements just written.

TEAMWORK

GETTING ON WITH THE SHOW!

Gather back. Lead the theme song and bring on the acts in an appropriate order. End with the themesong and a round of applause.

SESSION #4

THE CAMBIO CASESTUDY: AN ORIENTATION

* Approaches to Evaluation *

Case Simulation

AN INTEGRATED PROGRAM FOR PEASANT ORGANIZATIONS

Task: You are a field representative of FUND, a USPVO, stationed in Ecuabosilia, a Latin American Country. Your agency has recently agreed to finance a four year program submitted by CAMBIO, an indigenous PVO formerly church sponsored but now operating independently. The program covers the work of one of their three development teams. A summary of the approved proposal follows below.

The proposal did not include an evaluation plan. The task for your team now is to design an evaluation process to monitor progress and assess impact throughout the program life that responds to the concerns of the principal stakeholders - donor, your U.S. headquarters, and the community participants.

Program Context: CAMBIO has worked successfully 5-6 years in the Upper Big Bend River region. The region is totally rural, and the 300,000 occupants are mostly farmers, fishermen and cattle-raisers. Located far from major industrial centers, a majority of the population lives along the Big Bend River which carries most of the local commerce. The average farmer works 2-3 hectare plots while the vast amount of land is controlled by large cattle raisers. A few agri-businesses, encouraged by government incentives, are beginning to expand their production of cash crops in the region.

This proposal will fund the team that works out of Beautiful View, the sub-region's largest town with a population of 5,000. The sub-region is divided into two zones. One consists of the land near the river where fishing and agriculture are major sources of income. The other is the semi-arid back country where cattle raising dominates, but many farmers subsist on small plots. In recent years, the number of landless workers has increased noticeably, particularly around Beautiful View.

The region has a per capita income of about \$200. Most of the poorer rural population lives in communities of 50-100 families scattered along the river banks and throughout the inland plains. The average farmer has three years education with little functional literacy, but schooling opportunities are somewhat better for his children. There are approximately 100 such communities in the sub-region which constitute the universe of CAMBIO's actions.

Project Objectives: After evaluating its past efforts, CAMBIO states its goal for the next four years as stimulating new and supporting existing peasant organizations that help resolve the fundamental problems that cause poverty. It will concentrate efforts on 30 communities, about half along the river and half inland, starting with 21 presently involved in the program.

The priority problems are stated as objectives of the project.

Read

1. In each community, help farmers to gain or defend access to land and use it more productively. A target is to increase the small farmers access to land by 100%.

Read

2. Support organization of community groups to make external organizations more responsive to the needs of peasants. Three specific targets include

- a marketing coop for local fisherman
- government agricultural extension program
- local farmers union

Read

3. Stimulate community organization; to comprehend and diminish obstacles to development, particularly in the areas of health and education.

Key words

Methodology: In the last year or so, CAMBIO workers, as a group have become aware of the need to modify their methodology. They judged CAMBIO's first five years work as being too focused on the transfer of services and funds to local communities. They now put much greater stress on education, or on the awakening of and support for initiatives coming from the local community. The peasants themselves stimulated this new tack through their evaluation of the program. A number of organizational changes have resulted:

- a streamlining of staff consistent with the more educational and responsive role CAMBIO adopted
- a decentralization of decision-making to give each team more autonomy
- a move away from specialization in that all team members became "education" technicians.

The team now consists of four field staff. Three have advanced education in the fields of agriculture, health and education respectively while the fourth is a local farmer that CAMBIO has trained for this role. All the team works with every community. The plan is to expand their number to six to accompany the work in thirty communities.

The central office of CAMBIO will continue to backstop this team in three

ways:

1. Lend administrative support for finances, auditing and other legal questions.
2. Maintain an out-patient clinic to which local health promoters can refer special health cases. The clinic medical staff is also available to consult and help plan local primary health activities.
3. Support an evaluation team that monitors the reports of each team, occasionally visits local communities and helps to evaluate and plan annual activities.

An underlying premise of the methodology is that specific problems must be faced and responded to, even if you know that the final solution is still out of sight. Practically, this translates into an approach heavy on non-formal education and organizational development, but responsive to the immediate needs of peasant and fisherman families in agriculture, health and social services. During the four year program, the major theme will be the land, and most educational and small project activities will relate to this issue. Specifically, the methodology will include the following elements:

- (1) Team members will maintain a presence in the field to identify formal and informal groups, people's commonly held aspirations and involvements. They will visit each community regularly (at least once a month) to deepen contact, participate in meetings, supervise small projects and conduct courses. They will also correspond with groups to increase communication.
- (2) Community meetings will focus on the specific activities each is involved in, as well as one organizational development topic such as the role of groups and their representatives. "Reflections" will be generated on the ownership and use of land, the organisation of production and marketing, and the role of associations and unions.
- (3) These will be supported by more formal training workshops dedicated to subjects such as leadership, agrarian questions, social problems (political education), unionism, first aid, and midwifery.
- (4) In the agricultural sector, emphasis will be placed in increasing areas under cultivation to increase income, and will include support for the identification and occupation of unused lands, the acquisition of land titles for lands traditionally worked or recently acquired, and the joint purchase of equipment. Extension assistance will be provided in soil management, short-term (islands) and seasonal crops (drylands), use of selected seeds and implements, family gardens and small livestock raising and crop

storage. A revolving loan fund of \$100,000 will provide assistance for these production activities. Loans are made at rates comparable to commercial credits, payable as soon after harvest as possible. Farmers are encouraged to seek bank credit after successful use of these loans.

- (5) In the social sector, emphasis will be placed on activities which strengthens community initiatives, organization, and greater problem solving skills. An important subset of these activities will relate to health and include support for health posts, community pharmacies, improvements in personal hygiene and environmental conditions, nutritionally-oriented family gardens, and the use of herbal medicines. Money for these and other projects such as community centers, water filters and manioc flour mills, will be provided as a grant from a \$60,000 fund.

Resources: The project will require about \$150,000 a year for operating expenses. An additional \$160,000 will be needed for the rotating fund. Finally, a maximum of 10% of operating costs are budgeted for evaluation purposes. A decision on how to use the \$15,000 a year depends on the evaluation plan you will devise.

*\$341,000 total
budget*

* * *

* Approaches to Evaluation *

An Integrated Program for Peasant Organizations

Mid-Term Evaluation

H4
* Read + look for types of data gathering.

CAMBIO has completed two years of its four year plan. From the beginning CAMBIO agreed with its donors to use this occasion to evaluate the impact of its program in a systematic way.

The plan devised by CAMBIO with FUND's collaboration defined its Purpose as improving the effectiveness of CAMBIO's community work. While CAMBIO will provide FUND with evidence of its impact on the participation, organization and tangible benefits to community members, an evaluation priority is to improve the community's use of evaluation as a problem solving tool.

Focus issues are stated in three questions, as follows:

- I. Has the new CAMBIO approach resulted in measurable benefits/improvements in the communities involved by:
 - (a) increasing agricultural output
 - (b) achieving greater responsiveness from external organizations, and
 - (c) improving health conditions in the communities?
- II. To what extent were the communities empowered to accomplish their own objectives as a result of CAMBIO's assistance?
- III. What have proved to be the strengths and weaknesses of CAMBIO's new methodology, and has it achieved a reasonable impact relative to the resources invested?

What were the various info-gathering methods?

There were three major information-gathering efforts made to develop evidence relating to these issues. One was an extensive monitoring of activities compiled by CAMBIO's central evaluation team from monthly reports filed by the field teams. The second consisted of an annual program review conducted by the central and field teams together, with community involvement. A third is information gathered by an external team of three professionals. Two come from other indigenous institutions with goals similar to CAMBIO and the third was a farmer from the region who had completed a mid-level agricultural school.

All this information was gathered in preparation for the mid-term evaluation. As FUND's representative you are asked to help analyze this abstracted amount of information to compile evidence relating to the focus questions. (See page 52 of the Sourcebook). Your task is to draw conclusions about what happened and why it happened as an outline for a formal report. You also are asked to make suggestions concerning future evaluations both as to focus and information gathering.

3

Packet of Information for Analysis

1. Monitoring Report - Community Visits and Meetings
2. Monitoring Report - Agricultural Farm Fund
3. Monitoring Report - Training Courses
4. Annual Program Review - Year 1
5. External Evaluation Team Reports
 - (a) Community Visits
 - (b) Report on Community Evaluation Meeting
 - (c) Questionnaire for Individual Farmers
 - (d) Observations based on Record Reviews, interviews of team and community members
6. Financial Statement

MONITORING REPORT - YEAR 1

Community Visits and Meetings

A. Indicates # visits made by one or more team members to community and # of homes and fields that received specific technical assistance during those visits.

B. Number of community or specific groups' meetings which team members helped organize.

COMMUNITIES	VISITS			MEETINGS	
	COMMUNITY	HOME	FIELDS	COMMUNITY	GROUP
One	20	64	16	16	12
Two	25	68	32	24	32
Three	8	40	--	8	4
Four	25	56	32	12	12
Five	24	52	24	12	12
Six	24	60	40	12	12
Seven	8	32	4	--	4
Eight	16	40	20	16	20
Nine	20	24	64	8	--
Ten	16	24	8	4	8
Eleven	12	20	4	4	4
Twelve	8	16	40	4	--
Thirteen	20	48	20	12	8
Fourteen	30	15	8	12	20
Fifteen	30	15	8	12	20
Sixteen	16	20	16	4	--
Seventeen	16	60	12	12	8
Eighteen	12	20	8	4	4
Nineteen	12	20	4	8	4
Twenty	20	40	8	8	8
Twenty-one	8	8	--	4	4
Twenty-two	4	--	24	4	4
Total Community Visits	374				

MONITORING REPORT - YEAR 2

Community Visits and Meetings

COMMUNITIES	VISITS			MEETINGS	
	COMMUNITY	HOME	FIELDS	COMMUNITY	GROUP
One	13	60	10	12	12
Two	15	62	25	10	15
Three	12	50	8	12	6
Four	16	70	30	15	12
Five	12	60	28	12	10
Six	12	60	50	12	12
Seven	10	62	16	8	6
Eight	12	58	25	12	14
Nine	14	40	50	10	6
Ten	12	20	15	8	8
Eleven	12	20	10	6	5
Twelve	12	18	35	4	--
Thirteen	13	30	25	10	6
Fourteen	15	55	10	12	15
Fifteen	7	20	--	6	0
Sixteen	12	25	16	4	3
Seventeen	13	50	18	12	10
Eighteen	12	25	10	8	6
Nineteen	12	20	15	10	5
Twenty	12	35	5	10	7
Twenty-one	12	15	10	9	5
Twenty-two	9	20	35	8	10
Twenty-three	6	25	20	5	4
Twenty-four	3	10	15	3	--
Twenty-five	3	8	10	3	2
Total Community Visits	281				

Monitoring Report - Year 1 and 2

Agricultural Farm Fund

Community	Year of Loan	Number of Families Participating	Total (HA) Cultivated	Est. Cost of Production (\$000)	Amount Borrowed (\$000)	Est. Value Production (\$000)	Amount Repaid (\$000)
One	1	20	100	5.0	3.0	45	.9
	2	10	50	6.0	3.0	-	
Two	1	18	54	2.1	1.5	19	.5
	2	29	120	9.0	4.2	--	
Three	1	36	180	10.6	4.5	48	--
Four	1	15	45	1.8	1.2	16	.3
Five	1	20	100	5.0	3.0	45	1.1
	2	24	150	10.0	5.0	-	
Six	1	20	60	2.4	1.6	21	.7
	2	22	110	6.0	3.3	--	
Seven	1	10	50	3.0	1.5	22	.3
	2	11	90	6.0	3.3	--	
Eight	1	10	30	1.2	.9	9	.3
	2	18	45	3.0	2.4	--	
Nine	1	12	36	1.5	.9	12	.4
	2	15	50	4.0	2.1	--	
Ten	1	22	110	6.6	3.3	51	.3
	2	16	150	9.5	4.8	--	
Eleven	1	13	39	1.5	.9	13	--
	2	10	30	1.5	.9	--	

Community	Year of Loan	Number of Families Participating	Total Cultivated	Est. Cost of Production (\$000)	Amount Borrowed (\$000)	Est. Value Production (\$000)	Amount Repaid (\$000)
Twelve	1	15	45	1.8	1.2	15	1.1
	2	33	100	7.5	3.0	--	
Thirteen	1	14	42	1.7	1.0	15	2.2
	2	30	75	2.5	1.8	--	
Fourteen	1	10	30	1.2	.8	10	.5
Fifteen	1	18	80	4.8	2.7	36	2.1
	2	8	50	4.0	1.8	--	
Sixteen	1	11	33	1.4	.9	12	.6
	2	32	70	6.0	3.0	--	
Seventeen	1	13	39	1.3	.9	12	.4
	2	27	110	6.0	3.3	--	
Eighteen	1	9	27	1.1	.7	9	.1
	2	3	15	.6	.3	--	
Nineteen	1	30	150	.9	4.5	81	2.1
	2	21	130	11	6.0	--	
Twenty	2	31	100	5	2.7	--	.3
Twenty-one	1	30	150	9	4.5	80	--
	2	23	150	12	6.0	--	

NOTE: Most figures are based on loan application data and team observations. Cost of production represents requirements for seeds, fertilizers, implements, but does not include labor or purchase of land, where necessary. The value of production is roughly estimated by peasants and team, and is not based on actual sale of harvest. Team considers production value of \$1,000/family the breakeven point. Loans are made to individual farmer although community helps to

Monitoring Report

CAMBIO Team Training Courses

Year 1 Participants

<u>Subject</u>	<u>No. Participants</u>	<u>No. Communities</u>
Leadership	22	22
Social Action	22	22
Rural Union Organization	22	22
Agrarian Land Use	22	10
First Aid	28	22
Refresher Course for Health Center	<u>22</u>	22
	151	

Year 2 Participants

Leadership	40	16
Health Promoters	45	16
Fishing Cooperativism	25	9
Fishing Cooperativism	26	9
Social Action	47	7
Community Health	10	7
Community Health	12	5
Social Action	44	16
Rural Union Organization	<u>31</u>	13
	280	

NOTE: in year 2 the team held most courses in the communities to stress the formation of study groups in each place.

Introduction:

CAMBIO's central evaluation team with a member of the local team visited a sampling of communities at the end of the first year of the project. In each community, members were invited to give their opinions of CAMBIO's work. The same five questions were asked of each group:

1. What knowledge and skills have you acquired this year?
2. What have you done in your community with the skills you have acquired.
3. With what did the financing help?
4. How do you feel about the work of the team?
5. What are steps to be taken for next year?

The evaluation team recorded all responses and synthesized them into the attached statements. In addition, the local team prepared short observations on each community visited. The team used this survey as an element of its planning for the second year.

Community Six:

A. Community Responses:

1. Knowledge of Union and Colony laws.
 - I met comrades from other communities.
 - I knew more about group work and collective projects.
 - We learned more about our rights.
 - We learned about communicable diseases.
 - We have more orientation on community health work and community funds.
 - We learned about what a community plot is and what an association is.
2. We went to the Union to request our rights:
 - Because of our unity, we didn't let the rancher's cattle come in and eat our crops.
 - We worked together to open a new trail on the land and we worked on the houses.
 - The first Mass was celebrated in the community.
 - As a community we went to another community to participate in a work day in the community fields.
3. The tarp keep us protected following the floods.
 - The fishing lines gave us conditions to improve our catch.
 - The seed helped because before hand we always got seed loans from the merchants and were dependent on them to pay back 2 or 3 sacks for each one we were loaned.

4. The work is very positive.

- Good orientation and fellowship
- It leads us in the right direction
- I thank all for the Mass
- First time in the community

5. Seed for humid margin planting.

- Continue orientation on fishing and farming
- Continue the Mass throughout the year
- Participate in all encounters and meetings
- Orientation on health and medicine

B. Team Observations:

Although the community gave a positive account of the work in 1980, it should be mentioned that it suffered a lot because of difficulties in relations within the community. This hurt the work of organization and use of the jointly purchased land. Also, they did not come through with their installment payments on time.

Community Eight:

A. Community Responses:

1. It was important to learn about and participate in Rural Workers Day.

- We learned more about the rights of the poor
- That it is necessary to fight against the damage caused by cattle (ranchers) and floods
- That we need to unite to gain access to land
- It was important to discuss politics: the new parties, independent voting, choice of candidates, react against politicians who want to exploit us.
- We need to stand up for our rights
- The encounters were good
- We need to know other communities
- We exchanged experiences
- It helped our union and our struggle
- We learned more about the purpose of unions - to organize, to unite and fight for worker rights
- We learned more about fishing colonies
- We liked having Mass in the community
- We were given orientation about the land

2. - We fought against the damages caused by the cattle and the floods.
 - We became more united with the Union
 - We are demanding more from the Colony (fishing cooperative) - not to pay taxes
 - Those of goodwill are more united
 - We are not discouraged by the criticisms of the politicians and our fellow workers who still do not want to unite
 - We signed a petition against fines and fishing restrictions
3. - They helped us to free ourselves from exploitation. We have made a step forward. It used to be that we'd borrow a sack of beans to plant and had to pay back two sacks. This has ended.
 - The tarps served to make tents for fishing and during the floods they protected us from the rain and sun
 - The funding of filters helped to better health conditions.
4. - The orientation given by the team has served us a lot
 - We are satisfied with the team because their explanations made us know many things we needed to know
 - We understand better how to resolve the problems of rural workers
 - We learned of the importance of health work, but we didn't make any efforts. We will next year
5. - Continue the encounters - hold one on associativism
 - Continue with community Masses
 - Unite more with the Union
 - Gain colony organization
 - Further discussions on high land acquisition and politics
 - Keep up financing
 - Gain support between crops

B. Team Observations:

This community is still subject to corrupt political influence and, consequently, it is still very dependent. This is especially true among those who do not participate in the projects and meetings.

The work of the team is reaching only 50% of the community. This segment is secure in its reactions against interference of the politicians. They question their intentions, they refuse to sign lists to affiliate in their party and they don't receive them favorably.

On the other hand, the level of involvement in community work, meetings participation in courses and encounters has grown. They take responsibility for the passing on of what they have learned.

One group, together with people of other communities, continues on in the struggle to acquire higher land. They have had meetings with the owner, have discussed the price and have visited the location.

They have participated in petition movements against the Fishing Colony's fine and have been engaged in the struggle to organize the fishers' colony.

Community Fifteen:

A. Community Responses:

1. Politics of voting, unions, agrarian reform, rights of workers.
 - We met other people and learned about their problems
 - How to defend individual rights
 - How to fight inflation
 - How to seek defense under the law and demand our rights
2. We passed on all we learned in encounters, meetings and in newspapers. We talked about how good the Worker's Day celebration was.
 - We signed a petition demanding our rights before the government, in meetings
 - We met in the community to fight for the benefit and better conditions of our community association
3. Caring for, holding on to and registering lands
 - Stopping crop losses
 - Ending exploitation
 - Store and loan seeds to friends
4. Help in discovering our error in voting for the rich - this was important for all of us.
 - Point the right way to go, helping to overcome community problems, so we can continue on our own
 - Open the eyes of those who were blind to the country's reality, talk about political parties
 - The team should be more open and speak the whole truth
 - Lack of community participation
5. Continue with meetings of farmers and fishermen.
 - Talk about: irrigation, land, politics, political parties and about education for the poor
 - Help the community association in its difficulties - begin a community garden at the community center
 - Orientate and open doors for the community association so that it may increase its ties with similar organizations and, also, with agencies which might give financial support to our work

B. Team Observations:

The community truly indicated the basic points of its work in the evaluation. This community has a good level of organization and the directory of the ABP (community association) opted for activities along the lines of political conscientization and demands on questions of rights.

They have held meetings to debate the situation in the country, political reform, law and the importance of the vote, political organization, agrarian policies to contribute to community organization and the strengthening of the ABP

Community Seventeen:

A. Community Responses:

1. Our rights

a) In the Fishing Colony (Cooperative)

- Choice of Directors
- Indication of Candidates
- Term of Directors
- We should have the right to determine on the question of a 5% production tax
- Demand meetings
- Demand medical assistance and financial aid
- Fines and fishing restrictions should be protested against

b) In the Union

- It is to defend our rights to land
- Its purpose is not to pull teeth or to gain retirement compensation
- We need to strengthen the Union by bringing more workers into it

1.1 - We learned more about politics

- . What is politics and what is political maneuvering
- . That our vote is a weapon - the vote is free
- . We should choose candidates who defend the poor
- . That the situation of the poor is bad, due to the politicians and the powerful
- . That only the powerful are having the right to land, to money and to everything

1.2 - We learned more about the importance of cooperation - we work together

1.3 - Now we feel that community plots are important

1.4 - The health orientation is proving important

2. We demanded some rights in the Fishing Colony:

- We asked for explanation on the tax
- We look forward to the elections
- We have selected a companion to run for the next Board of Directors
- We signed a petition against fines and fishing restrictions
- We participated in Worker's Day commemorations
- We're more involved in the Union
- We made a collection and bought barbed wire
- We made a community fence

- We cemented the floor of the chapel
- Working together, we are making mud-bricks and rebuilding our houses
- We get together more often to discuss our common problems
- We need to unite all the more to overcome exploitation - we are opening our eyes
- With what we have learned about health we are serving the community and have already opened holes to place garbage and human waste

3. Helped to free us from exploitation: the financing of bean crop freed us from getting loans at the warehouses and then be exploited

- Financing fishing activities was good for us. It serves and continues to serve
- The tarps helped in making tents for the catch
- The loan of cement and orientation on how to make blocks helped a lot, since, now we are going to build the community center faster
- They helped to better the overall situation and to be able to work in a more united way
- The financing of filters helped to improve health conditions

4. Very good

- Good orientation on colonies, unions and politics
- We know of politics, but were unaware of which party fought for the poor
- We were all blind. Today we see things more clearly
- They have given good explanations, good orientation and good ideas
- We ask the team to stay with us

5. More mutual support/confidence

- Continue the struggle onward together
- Continue the struggle to organize the colony
- Choose the Board of Directors
- Health posts
- Study politics - choice of party, of candidate and right to vote
- Suggestion: try to hold meetings on weekends next year

B. Team Observations:

The level of the evaluation of this community was better than average, revealing the fact of its growth. A few of the outstanding points are:

a) Its internal organization:

- Frequent meetings for workship and discussion of problems
- Collective work to make adope bricks to rebuild all of the houses, to build the community center, laying the floor of the church and the community fence.
- They maintain a community fund
- Good level of understanding among the families

b) Leadership:

- There is a well defined group which animates and is the driving force behind the work - the stand out is a women
- They collaborated in the preparation of content and organization of workshops held in the community
- Active participation in the workshops
- They are alert to occurrences and mobilize the community
- They got rid of negative and authoritarian leaders

c) Outsize Organization:

- Good perception of the problems of the Fishing Colony and Union
- They have already chosen a person to be on the ticket for the next Board of the Colony
- They always seek out the Union

d) Views on Political Situation:

- The community has already perceived, with clarity, the causes behind the difficult situation in which they live; however, their stand does not correspond to the level of their critical reflection
- They objectively discuss the actions of the politicians and react against them - such as the buying of votes, fees for titles, etc.

Community Twenty-One:

A. Community Responses:

1. We learned more about the rights of the poor
 - We learned more about US - we worked together
 - Knowledge of the importance of community plots
 - Knowledge of the land tenure situation in the region
 - The meetings and courses were good. They helped us to unite and in our struggle
 - We learned more about the objective of CAMBIO's work
2. We made a community garden together
 - We bought a larger farm
 - We increased our acreage and will plant more
 - We built a small church together
 - We requested and got a teacher
 - Work is advancing
 - Our fears have diminished and we participate more in the meetings
 - Our fears of the ranchers have lessened

3. They helped in increasing our yields
 - We increased our areas under cultivation
 - Health improved with the filters
4. It has been a school
 - All have benefitted with the orientation, teaching and extension services
 - Good orientation on unions and politics
5. Give greater emphasis to subjects debated this year and more new subjects.
 - Greater union among all
 - Continue the struggle of organizing the distribution of the land which was purchased
 - More meetings on topic of political education
 - Courses for health volunteers
 - More training on manioc production
 - Acquire a manioc flour mill
 - Health post
 - More explanations on community funds and legal associations
 - Greater effort by all to found an association

B. Team Observations:

Emphasis in this community:

- The frequency with which they meet to talk over problems related to the land
- They stood up to the threats of the ranchers, even to the extent of opening a community field to assure their rights to possession of the land
- They negotiated with the rancher several times
- Finally, through persistence, they won, purchasing the ranch
- The leadership played an important role in organizing the community to raise the money and in the negotiations with the owner
- They eagerly seek the support of the Union and the orientation of the team
- The participation of community representatives in various workshops was very positive
- They had a big community work project; along with workers from other communities working together 3 days.
- There is still too much of the decision making in the hands of the leaders - due to lack of better understanding and organization

EXTERNAL EVALUATION TEAM

Reports

External Evaluators' Community Visits

The team visited five communities, three along the river (communities 6, 8, 21) and two in the drylands (15 and 17). In each place they invited the full group working with CAMBIO to a meeting to express their views and took a rapid tour to observe the work.

Community 6

This community has a total of 48 families. Forty (40) participated in a joint purchase of land. Of these recently acquired lands, very few plots had yet been planted. CAMBIO has funded the production costs of this group. The team observed the fields which were not producing a good crop this year because of poor rainfall. A few who had not participated in the purchase are now thinking of occupying a piece of empty land alongside the field.

Twenty-seven men and 10 women participated in the meeting. It started slowly until a debate began between the two farmers who had participated in the purchase and wanted to occupy additional land and three leaders of the purchasers. They disagreed about the boundaries of the purchase and the right to occupy the unoccupied land. This discussion continued throughout the meeting. A group of women urged unity and reminded the men of the need to work on getting a school for the community. Only one collective work project - clearing the land where their house now stood - had been attempted in the community. The meeting ended on a note of "everybody's working for himself."

Community 8

This visit focused on a sub-project of the community to open a new area of land. Nineteen (19) are involved. Nine farmers attended the meeting. They said the other ten were away.

The area, at the side of the river, in front of the island, is totally cleared and planting has begun. The clearing had been undertaken as a joint effort. Each family works individual parcels, but they are trying to get the title drawn-up as joint ownership. They do not have an exact idea of the extension of the land, and are considering calling upon a government agency to do a survey. Most of the 19 families are related distantly. They are planning to invite others to acquire neighboring land and build a new community.

In the meeting the farmers emphasized how their farming allowed them to supplement their fishing income. CAMBIO gave them legal orientation to buy land, but is only funding the cost of each farmer's clearing and planting. They are worried about making the last payment on the land, as gaining title depends on this. CAMBIO does not make loans for land acquisitions.

One idea they expressed is to ask for financing for a collective fishing effort. The funds would be used to improve their equipment, thereby resulting in larger catches. Increased income would enable them to make the next payment on the land and they figure it would be possible to repay everything in six months. This is a good example of how CAMBIO could make loans to support collective, rather than individual efforts, and resolve land issues in a positive way.

Community 17

This community has 115 families. We visited a boat-building activity they organized. There were a number of poorly nourished children visible apparently because of a flood that affected the area recently. We asked two health promoters what was being done, but they had no specific plan to combat malnutrition.

The meeting was attended by only 9 men and 3 women. The discussion was rather monotonous. They talked about their effort to elect a new leadership in the fishing cooperative and the problems caused by the flooding.

Someone mentioned they had not had a community meeting for almost 3 months. Then it came out that the priest had forbidden the local catechists from attending meetings involving CAMBIO. This split had divided the community and was making any joint action difficult.

At the end we discussed CAMBIO's financing. Those present felt only those who participated in meetings should be eligible. When we suggested a community farming project, the farmers reacted saying "each should work his own."

Community 15

This community in the drylands presents a good face although it shares a similar level of poverty to the others. Homes are well-kept and people decently dressed. Racially, it has many whites contrasted with the strong black influence, near the river.

There are 186 families in the village. 22 men and 5 women came to the meeting. They discussed first their association which started with CAMBIO's help. It has accomplished many community objectives: a new center, a health post which the local mayor maintains and ownership of a well installed by the government to serve the entire community. A cooperative representing only part of the community tried to gain control of the well, but those present said it is now a symbol of the "unity and determination of the community." The leadership of the association did most of the talking at the meeting. They indicated many families are participating in the association, but don't like to attend meetings. Thirty percent of the residents are not members of the association, a situation acceptable as inevitable. Some divisions are political, some family oriented. Some leave when their children leave the association-run school. There has also been difficulty finding new leaders for the association.

This community also raises an important issue for CAMBIO. It is one of the first where CAMBIO lent assistance. Some members of CAMBIO's team feel it should be "graduated" from the program. The association has achieved financial independence and does not need the type of assistance given elsewhere. In the opinion of the external evaluator, CAMBIO should not cease to have contact with the community, but rather develop a new methodology to work with successful associations. CAMBIO might even enlist leaders in an association like this one to help others still trying to organize themselves.

Community 21

This community also acquired land with CAMBIO's help. There are 45 families in the community and 39 participated in the purchase. 25 men and 10 women came to the meeting.

The community had occupied land of a large landowner who had virtually abandoned the property. With CAMBIO's help they convinced him to sell rather than try to evict them. Each family has staked out a piece of property and are currently trying to legalize ownership as a joint venture.

In negotiations with the owner, they got him to lower the price by half. Today it is valued at about 10 times their purchase price. Each family acquired a parcel in proportion to the amount of money they invested. A few more were interested in speculation then in tilling the land. Currently they have made all the payments and taxes and are studying the question of title.

Report on Community Evaluation Meeting

Twenty-three persons from 18 communities participated in the meeting. They remained a day and a half to discuss three themes: accomplishments involving CAMBIO, their relations with CAMBIO, and their perspectives on the future.

Theme One: Accomplishments involving Cambio:

The first accomplishments each community representative reported on were construction. The eighteen communities present had completed 5 community centers, a milling site, 3 irrigation pumping installations, latrines and 3 health posts.

They all praised the union engendered by these projects. One community (#15) mentioned several other similar projects they accomplished without CAMBIO's assistance.

Some communities also mentioned social conquests. Communities #22, 9, 5, 10, and 17 described how they resisted efforts of local landowners to grab land belonging to the community. In some cases they got the farmers union to obtain a court order. Three communities (#6, 8 and 21) explained how they bought land collectively with CAMBIO's legal assistance. Community #15 also described its marketing effort which was the only one mentioned.

One community (#20) stressed their attempt to change the fishing coop. The fishermen of several villages chose their own candidates to oppose the current leadership. Three other communities mentioned the importance of this campaign.

Community #16 also participated in this campaign but was the only one to express dissatisfaction with candidates chosen from their village.

Only four communities mentioned efforts to reform the rural union as achieving much. Eighteen communities stressed their efforts to improve the local schools and fight the municipal mayors' efforts to use them as a political chip.

When asked to name major constraints, nine communities explicitly mentioned the lack of unity. Exemplary comments were:

- Unity doesn't exist much. It goes slowly.
- Most of the community is salaried and the landlord prohibits their participation.
- There are people who don't want to go to meetings.
- CAMBIO wants to help but the people don't want to be helped.

Note: All these comments came from smaller communities of less than 100 families. Seven communities (#12, 9, 7, 5, 21, 15 and 17) did not mention any such problems. Only two (7 and 5) specifically said they had no such problems.

Theme Two: Relations with Cambio:

Almost every representative pointed to the financing as the key links between them and CAMBIO. They also mentioned the "orientation" and "clarification" the team gave them in achieving these accomplishments, but stressed the importance of "training courses" over regular visits to do this. About half the group had worked with CAMBIO for over three years, the longest being from Community #15.

They described CAMBIO in these terms:

- It is a regional development organ.
- It is a rights organ, showing the way to live decently.
- CAMBIO knows how to explain one's rights.
- We were going on without understanding. With the training courses we know how to avoid things that impede our lives.
- It is an orientation. Today I have no fear of speaking up in any official office.
- CAMBIO is very good. It helps the little guy.

NOTE: These statements were not isolated and seemed to express the total consciousness of all present.

In regard to CAMBIO'S financing some statements expressed these exaggerated views:

- CAMBIO has money that does not end.
- We have never paid back our loan. We have no means. We fear CAMBIO will not have the means to lend us more.
- The fellows who owe money took off, afraid of being jailed. When the people from CAMBIO come, they hide.

A significant minority, about 4 or 5, expressed these views.

Theme Three: Future Perspectives:

The community representatives divided themselves into two groups for this theme: dry land communities and river bank communities. The points they raised had much in common.

Water - the dry lands group stressed the need for deep wells. They want to press the government to orient its program toward community wells instead of individually owned wells.

The river bank group stressed irrigation as a major objective. Motors to pump water from the river are a major need. There have not been technical studies done, but a few initiatives funded by CAMBIO have worked well.

Schools - both groups focused on this problem. One community (Fifteen) had established a "Farming Family School" adapted to its needs. Several communities had problems with local mayors who withheld money for teachers for political reasons. All felt primary education was important and presently insufficient.

Marketing - both groups suggested joint marketing efforts by various communities is a key to future development. Three communities did have some success last year in selling crops cooperatively and three others made joint purchases of food and agricultural commodities, but nothing formal is established.

The dry lands group particularly reinforced the need for CAMBIO to continue to focus on the land question, which they asserted needs a complete reform for them to progress.

The meeting ended on this animated note.

Questionnaire for Individual Farmers

The farmer member of the external evaluation team visited twelve communities. He talked with 120 individual farmers most of whom had received loans. He recorded responses to four key questions in each interview, which are tabulated below:

How would you describe the benefits of CAMBIO's program for you?

85	Extremely useful
28	Of some help
7	Made little difference
0	Did not help

What benefits did CAMBIO bring to the community?

98	Enormous
22	Some
0	Little
0	None

Name two forms of help from CAMBIO you consider most important?

45	Orientation visits from team
35	Community Meetings
55	Training Courses
100	Financing for Projects
5	Others

What is the most important thing you have learned from participating with CAMBIO?

45	Organize Our community
30	Demand Our Rights
40	Handle Credit
5	Others

Observations Based on Record Reviews, Interviews of Team and Community
Members

Based upon a review of records, interviews with team members, discussions and observations in the communities, the external evaluators made the following comments with regard to CAMBIO's methodology:

Internal Functions

The CAMBIO team numbered four during this entire period. It has meant that the ratio of team members to communities averaged 1 to 6. In spite of this work load, the team maintained a regular pattern of visits to the communities often exceeding their objective of one visit a month.

The team achieved their aim of not specializing functions, except for agricultural extension, by regularly rotating visits. It was evident that they all wanted to be known simply as "education technicians." This would imply that they are equipped to work in all aspects of community life. There are two risks: (1) those professionals who value their specialization would tend to leave the organization; (2) the polyvalent technicians remaining would be less prepared for those tasks in the community which might demand specialized skills. Over a short time period, the educative aspects of the work would suffer content loss.

The composition of the team, which had a high turnover before the project, remained constant during the past two years. The team programmed its work independently and made all decisions jointly concerning the use of its funds. In interviews, the team expressed satisfaction with the increased autonomy of its operations.

Contacts with Communities

The team rates visits to the communities as the most important form of contact. The rate of contact lessened in Year 2 but averaged one a month. Courses were programmed more irregularly without a clear plan. Another form of contact was correspondence which surprisingly occurred continually at the rate of 5-8 letters a month, raising questions, making requests for assistance etc. Finally, visits from community delegations numbered 4-5 a month. The team gave little importance to the last two forms of contact and did not encourage them.

Although other factors may have contributed to the changes in CAMBIO's methodology, for us the most important factor was the determination of the peasants themselves. Without doubt the level of conscience and action of the peasants - questioning even CAMBIO - has been, in part, a result of CAMBIO's work among them. If CAMBIO had not been able to generate conscious and active peasants, it would not have been able, also, to change its course of action.

In the contacts which we had with the peasants we verified that CAMBIO, for most of them, has been a valuable vehicle for clarification on matters of interest to their livelihood. Mention was made by the peasants that the work of CAMBIO has opened their eyes. And there is no one better to analyze this dimension of the work than the peasants themselves. The external evaluation team was able to talk to a sizeable group of peasants in the region. Those who are familiar with rural life know that where no community initiative with

An educational dimension has developed, it is impossible to hold worthwhile meetings with peasants.

The evaluation team noted traces of paternalism in CAMBIO's methods, and suggests that the organization ponder over:

- a) the continuation of individual loans which have no connection with the collective struggles of the peasants;
- b) visits to communities often follow prefixed schedules and, most often are for short periods of time;
- c) without asking to deny the evolution which has taken place in the formation of community and intercommunity commissions, in some cases, the traditional community representative (leader) remains as the go-between between the community and CAMBIO.

Educational Approach

The adoption of a line of educational work in CAMBIO was coincidental with a growing concern among the team with the political themes which have taken form throughout the country. Starting from our contacts with the teams and the communities, we begin to ask ourselves if there was not a risk of keeping the process only on the talking level - talking about government, party reform, social security, medicare, etc. Popular education is the result of practical experiences by which the people come to grips with political power as it presents itself locally, or in an experience by which the local people discover and learn about the exercise of power in a way that is different from how the present system exercises power.

The risk that CAMBIO is taking - if it allows itself to be dominated by a discursive view - is to regress to old models of action, under which she would "carry" to the communities not material and technical services, but a discourse (i.e., top down, this is how it should be done mentality). It is important for CAMBIO to verify if there is not an inconsistency between their intentions and what is happening educationally.

Use of Financial Resources

The team controlled two funds, one for Agricultural Activities (income-generating), and one for Social Activities (infrastructure, organization, etc.) After examining records the following facts emerged:

- 1980-87% of funds programmed were used.
- 1981-66% of funds programmed were used.
- 2/3 of financing were for agricultural project loans.
- 1/3 for social activity grants.
- Most agricultural projects appeared to have achieved a reasonable return on investment although the amounts perfamily are not enough to make a large economic impact. Some loans are so small that they can only aid survival and not achieve any alteration in the economic situation.

- The repayment rate at this point is about 25% of loans made in Year 1. Repayments are still being made. It is too early to determine the return on crops planted with Year 2 loans. One cautionary note is that more than half the farmers financed remain in debt with CAMBIO. If this continues for a long time, farmers may withdraw or remain dependent on CAMBIO.
- Nearly all farmers planted beans and corn. Most production will be used for home consumption or sold in local farmer markets.
- CAMBIO will not finance the purchase of land with the loan fund. There are insufficient resources to do this. Yet, land-buying is the only solution to some communities' needs. The Fund should focus on collective efforts which would enable communities to earn money to make these purchases, or to support land acquisition in other ways, i.e. fencing. Additional assistance required to help communities overcome potential conflicts inherent in dividing the land among its members. Cases have arisen where too many people are involved for the size of the purchase. Also, even though there is a need for short-term return on investment, actual planting of land has gone very slowly. CAMBIO team does not appear to have a clear plan of action involving education, technical and economic aspects.
- Social Projects receiving grants break down this way:

Drinking Water	35%
*Organization of Fishermen and Materials	25%
Community Centers	15%
Fencing	10%
Irrigation	10%
Other	5%

*Note: Some of these grants helped fisherman organize an attempt to gain control of the local government supervised fishing cooperative.

Relations with External Organizations

A. Rural Farmer Unions:

CAMBIO has a general agreement to work with the unions, which are carefully government controlled. Most important was the attempt to integrate CAMBIO's juridical assistance alongside union operations. The team criticized the local union chapter because its leadership comes from the town and hardly identifies with the farmers. Attempts to change the leadership have failed, but they say the communities are taking an interest in its future. In spite of the differences involved, today there are unions in operation. This did not occur in the recent past.

B. Fishing Cooperative (The Colony)

A major activity of fisherman in the last two years has been to

organize an opposition to the Coop Leadership. CAMBIO helped fund some organizational costs. They lost in a close election, but forced the preparation of a public plan with specific targets. They intend to hold the coop accountable to the plan.

The efforts to revitalize the unions and fishing coops is extremely valid. Short-term results cannot be expected. In the first place, they are under government control. Second, there are long-standing obstacles to developing ties between peasants and between peasants and fishing communities.

C. Church

The local priest has turned against CAMBIO's program with no clear reason for his actions. He has admonished communities not to work with CAMBIO and forbids the cooperation of parish social action workers and CAMBIO's team.

Constraints

The team emphasized local politics was the major constraint followed closely by the droughts and floods which affected the communities to varying degrees. Another problem is answering all the questions asked by farmers (both technical and political). Finally, bureaucracy has notably decreased but still absorbs 10-15% of the team's time.

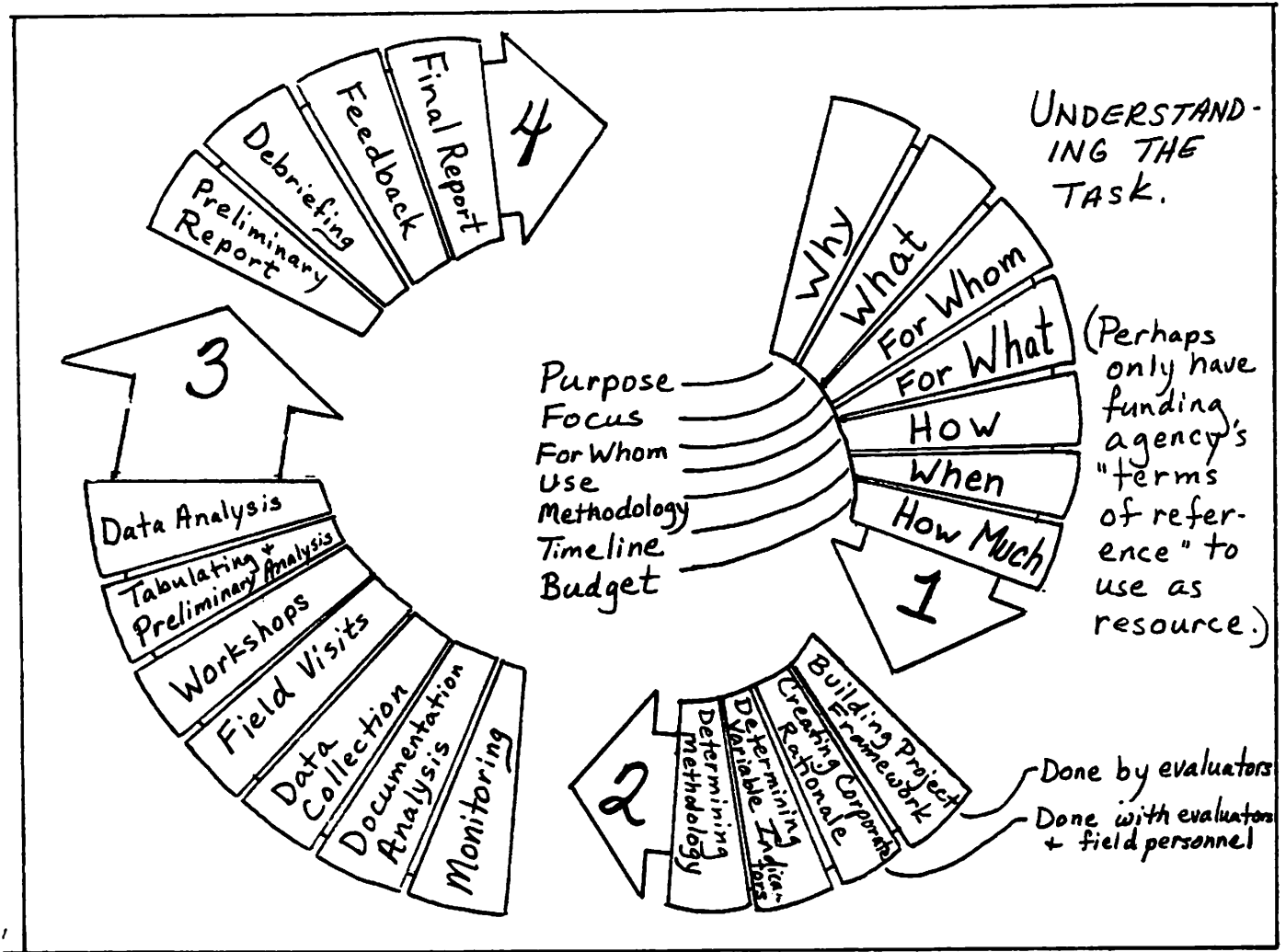
Financial Statement

Years 1 and 2

<u>Item</u>	<u>Budgeted</u> (Annually)	<u>Expended</u>	
		Year 1	Year 2
Personnel (6)	95,000	70,000	75,000
Travel	30,000	31,000	26,000
Materials	8,000	9,000	10,000
Other Expenses	2,000	3,500	4,000
Evaluation	15,000	11,000	18,000
Total Operating Expenses:	150,000	124,000	133,000
<hr/>			
Agricultural Fund	100,000	39,000	57,000
(Revolving Account)	(over 4 years)		
Social Project Fund	60,000	18,000	13,000
(Grants)	(over 4 years)		
Total Loans/Grants		57,000	70,000

SESSION #5

PARTICIPATORY EVALUATION



Clues about understanding the difference between "variables" + "indicators"
 Variable - what you are trying to change.
 Indicator - what you use to measure the variables.

EVALUATION

We want to have an opportunity to reflect on our time together, so let's get ready to think quietly for a few minutes about these days we've spent together.

Sit comfortably. Close your eyes. Breathe slowly and deeply..... Take yourself back to the beginning of our course. See yourself walking into the room for the first session. Remember your first impressions as you met the other participants. Recall what happened in that first session.....Then move on to the second session with its focus on evaluation.....What happened there? The third session, focussing on participation.....Then recall Session 4.....and finally, Session 5. Now, as you are ready, open your eyes.

(Be sure someone is scribing the responses to the following conversation.)

1. Let's go around the room with everyone mentioning something that happened. Let's start over here with something from Session 1. (Shift to Sessions 2, 3, 4, and 5 as appropriate.) After everyone has had a chance to respond, ask, "Is there any major activity we missed?"
2. Where do you remember having fun? being sleepy? other emotions?
3. Where did you discover a new awareness, a new learning dawning?
4. What did you appreciate the most about this course?
5. How has it equipped you for your work in the future?
6. Pretend you are going to be part fo the next Participatory Evaluation Course facilitation team.

What portions of the course would you recommend keeping the way they are?

Which portions or activities would you recommend altering or changing altogether?

What would you like to see added?

Pass out the evaluation sheets and bring on celebrational snacks. Invite participants to raise toasts. Give time to fill out the evaluation sheets. End with the "Participation for What?" themesong from the road show.

EVALUATION PROPOSAL

(i) The Background:

- (a) the context of project to be evaluated
 - it's contribution to national development
 - it's place in the local area
 - it's place in the institution/organization
- (b) a description of the project itself
 - what it aims to achieve
 - how is it run
 - who is involved in it
 - what are its products

(ii) The Areas of Concern:

- interrelated problems that exist in the project to which there are no answers at the time being.
- areas that need evaluation.

(iii) The Problem Chosen for Study or Purpose of the Study:

- this arises out of the areas of concern
- the evaluator cannot study all the areas that need evaluating to identify one specific problem
- this problem must be stated very clearly in terms of:
 - topic
 - time
 - geographical location (place)

(iv) Implementing Questions:

- these are questions that arise from the problem statement that will help to generate information about the problem.
- they must relate directly to the problem
- they must not be so narrow that they can be answered by one item only
- These questions help to focus attention on things that can be: counted
described
related
predicted

(v) Justification: Makes a case for the choice of the area of study

(vi) Population and Sampling:

- Describe the population
 - Where
 - Who are included
 - Numbers
 - Characteristics
- Describe how sample will be selected

(vii) Instruments

- The instrument selected must be stated
- The information it will gather
- From whom information will be gathered
- Why this instrument is the best one from among others

(viii) Field Work:

- Plans for field work include
 - Library research
 - Information to be included in background or justification
 - Plans for pre-testing
 - Plans for collecting data
 - Whether or not assistance will be used
 - Local contacts in the field should be identified and given
 - orientation
 - objectives of the evaluation
 - and appointments
- Field visits must be planned during times that are convenient for respondents taking into account
 - harvest time
 - market days
 - holidays
 - anticipated transport problems as well as accommodation problems should be dealt with

(ix) Plan for Data Analysis:

- Will coding or tabulation be needed
- This should be pre-tested

(x) Budgetary plans:

- Typing arrangements should be cleared with supporting institution
- Sources of paper, postage costs, tape recorders and budget for wages for field assistants must be arranged

(xi) Reporting Plans:

- Will reports be for only the institution
- will reports go to other institution
- will there be shorter reports for busy administrators
- will there be detailed reports for those who need all the findings

(xii) Bibliography

- Books, reports and documents used to develop the proposal
- documents likely to be used in the study
- documents likely to be used in the final report.

Taken from: Learning to Evaluate Development Training Programmes. University of Nairobi, Kikuyu, Kenya.

The Experience of Conducting a Participatory Evaluation

The idea of creating a Handbook, or a set of guidelines to follow strictly during the design, planning and implementation of a Participatory Evaluation is against the essence of participatory process. The evaluation has to be an open process, which is permanently taking place during the life of a project. The evaluation process will depend on the specific reality we find in the project; on the way in which the NGDO is organized and how is it that the project is coming into being. Therefore, what we want to share is "The Experience of Conducting a Participatory Evaluation", the following attempt is from the standpoint of a third party evaluating an NGDO development project and wants to provide a few elements of analysis that should be considered in planning the evaluation.

General considerations of a participatory evaluation:

1. Participatory evaluation is an educational process, which generates a corporate researching, reflexion, questioning and creative attitude in all the parties involved in the project.
2. The beneficiaries, practitioners, NGDO staff, the evaluators team, representatives of the financing agency (in case they are available), must be fully involved in the evaluation process of acknowledging the achievements, identifying the limitations, and the creation of appropriate recommendations.
3. The external evaluator needs to share enough time in the setting of the project, in order to have a better understanding of the reality in which the project takes place, to grasp the dynamics within the project, and to clarify the way to effectively facilitate the flow of the evaluation.
4. Implementing a participatory evaluation is not an easy process, because it requires to accept the limitations of the parties involved, thenever ending consensus building process, the challenge of keeping the methodology as participatory and simple as possible, and the permanent call for flexibility and openness of the external evaluator.

I. UNDERSTANDING THE TASK

1. Defining the scope of the evaluation:(Evaluation Proposal)
 - a clear picture of the need, (Why) Purpose
 - which aspects of the program will be dealt with and which key issues are going to be addressed, (What)
 - identify the audience and the use they are going to give to it (For Whom and For What)
 - the methodology to be used, (How)
 - the schedule proposed, (When)
 - the budget (How much)

II. PLANNING THE EVALUATION

1. Building the Project Framework

- a. Getting to know the project through basic information and relevant documents.

Written documents like:

- Philosophy underlying the project - Ideological Approach
- Stated Goals / Objectives
- Activities reports
- Annual reports
- Funding requests (written for funding agency)
- Budget/Financial reports
- Other

Other media like:

- Photographic documentation
- Videos
- Press clippings
- Other

- b. Putting together the Project Framework

2. Creating the Corporate Rationale

- a. Participatory Workshop with representation of beneficiaries, NGDO, financing agency, which will bring forth:

- Agreement on Project Objectives
- Clarifying which are the implicit assumptions in defining the objectives.
- Description of how the Program activities lead to the specified objectives or to the reformulation/creation of new ones.

3. Determining: (with the use of the Project Framework, Corporate Rationale, Logical Framework).

- a. Variables
- b. Indicators

4. Defining the methodology to be used

- a. Tools for data gathering

- Documents research
- Written questionnaires
- Personal interviews
- Group workshops
- Surveys
- Observation as participant
- Other

- b. Decide with the NGDO staff about:

- The criteria for choosing the people who will be trained for collecting and preparing a preliminary analysis of the data (in case of surveys, questionnaires, interviews).
- The role the staff will play in collecting, sharing, and providing information.

- c. Training Workshop for Data Gathering

- Participatory Tool design
- Deciding on the sites and people from whom to collect information
- Design and scheduling the monitoring

- d. Data Analysis Plan

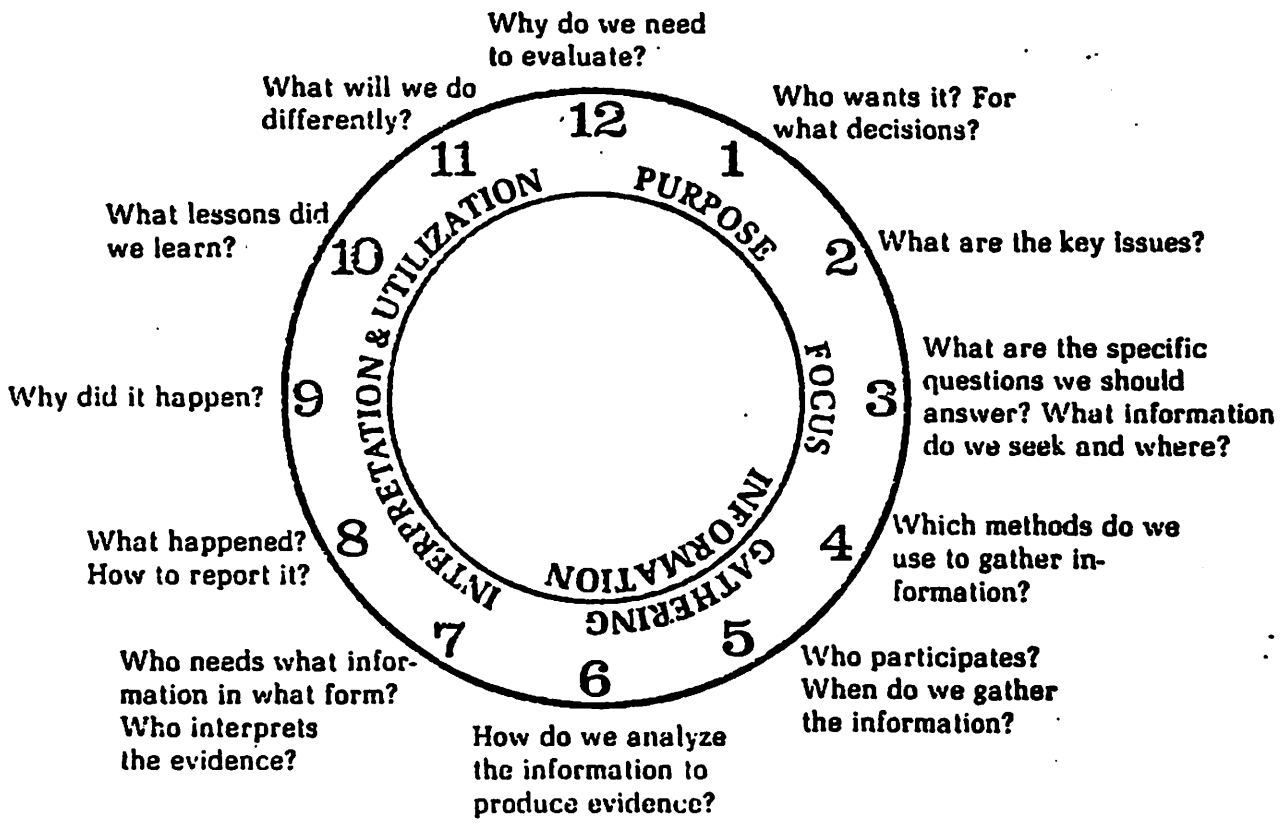
III. Implementing the Evaluation

1. Implement the monitoring system
2. Specific documentation analysis
3. Data Collection
4. Field Visits
5. Workshops with Practitioners, Beneficiaries
6. Tabulation and Preliminary Analysis Workshop
7. Implementing the Data Analysis Plan- Interpretation of Information

IV. Report Creation and Debriefing

1. Creation of Preliminary Report
 - a. Building a rationale for presenting the findings and recommendations
 - b. According to the target for the report, the funding agency, or the implementing NGDO, or the base groups involved.
2. Debriefing
3. Feedback
4. Final Report

THE EVALUATION CLOCK



Taken from Evaluation Sourcebook. ACVAFS
New York, 1984

Guides for conducting a Formative Evaluation

Phase A. Set the boundaries of the evaluation, negotiate the scope of the data gathering activities, aspects of the program, responsibilities of audience, in collection of data and to use information supplied by evaluator.

Phase B. Prepare a Program Statement, clear description of program goals accompanied by a rationale describing why program activities are thought to lead to these goals.

Phase C. Monitor Program Implementation and the Achievement of Program Objectives.

Phase D. Report and confer with planners and staff about changes to be made in the program and about additional formative activities.

Phase A. SET THE BOUNDARIES OF THE EVALUATION

1. Find out as much as you can about the program
 - a. Collect and scrutinize written documents that describe the program
Copies of program proposal written for funding agency, budget, etc
Find out about these components of the program:
 - program's major general goals.
 - stated objectives
 - philosophy behind planners
 - needs which program intends to meet.
 - b. Talk to people
2. Estimate how much the evaluation will cost
3. Focus the evaluation
 - a. Judge the adequacy of the available written documents for describing the program
 - b. Visualize what you might do as a formative evaluator
 - c. Assess your own strengths
 - d. Think of how you can cut costs.
4. Negotiate your role
 - a. Agree about the basic outline of the evaluation
 - about program characteristics and outcomes that will be major focus
 - about the sites and people from whom to collect information
 - about part staff will play in collecting, sharing and providing information.
5. Come to agreement about services and responsibilities

Phase B. PREPARE A PROGRAM STATEMENT

1. Hold a meeting to specify programs goals
2. Develop and examine a program rationale
3. Write the program statement.

Phase C. MONITOR PROGRAM IMPLEMENTATION AND THE ACHIEVEMENT OF PROGRAM OBJECTIVES

1. Make sure you are asking the right questions
2. Find out what courses of action will result from the data you supply
3. Design an implementation monitoring system.
4. Design a progress monitoring system, deciding what to measure, looking at the cost of program components, use a data collection table to record choice of instruments.
5. Construct or purchase instruments.
6. Set performance standards for interpreting the instruments you administer.
7. Make sure that your sampling plan or design is implemented properly
8. Administer instruments.
9. Analyze data with an eye toward program improvement.

Phase D. REPORT AND CONFER WITH PLANNERS AND STAFF

1. Decide what you want to say
2. Choose a method of presentation
3. Include a description of the evaluation

GUIDE FOR CONDUCTING A SUMMATIVE EVALUATION

Phase A. Focus the Evaluation - decide what needs to be known, and by whom

1. Determine the purposes of the evaluation
2. Find out as much as you can about the programs in question
 - a. Scrutinize written documents
 - b. Talk with people
3. Precisely describe programs X and C.
 - a. Compare backgrounds
 - b. Compare objectives
 - c. Compare implementation
 - d. Compare costs

Phase B. Select appropriate measurements and evaluation design

1. Decide what must be measured
2. Choose measurement instruments
 - a. Make an outcomes table
 - b. Make an Implementation Table
 - c. Decide how you will measure costs

3. Consolidate your concerns into a few instruments
4. Plan the construction and purchase of instruments
5. Plan the data analysis you will perform with the results from each instrument.
6. Choose evaluation designs
7. Choose a sampling strategy for administering instruments.
8. Estimate the cost of the evaluation
 - a. Compute a cost-of-staff-per unit-time figure for each job position occupied by someone who will work on the evaluation
 - b. Estimate how long people in each position will spend on the evaluation
 - c. Estimate the evaluation's cost.
 - d. Trim.

Phase C. Collect Data

1. Set deadlines
2. Set up the evaluation designs
3. Administer instruments, score them, and record data.
 - a. Begin acquiring instruments at once
 - b. Score instruments as the results come in
 - c. Record results per measure onto a data summary sheet.

Phase D. Analyze Data

1. Graph the data
2. Do the analysis

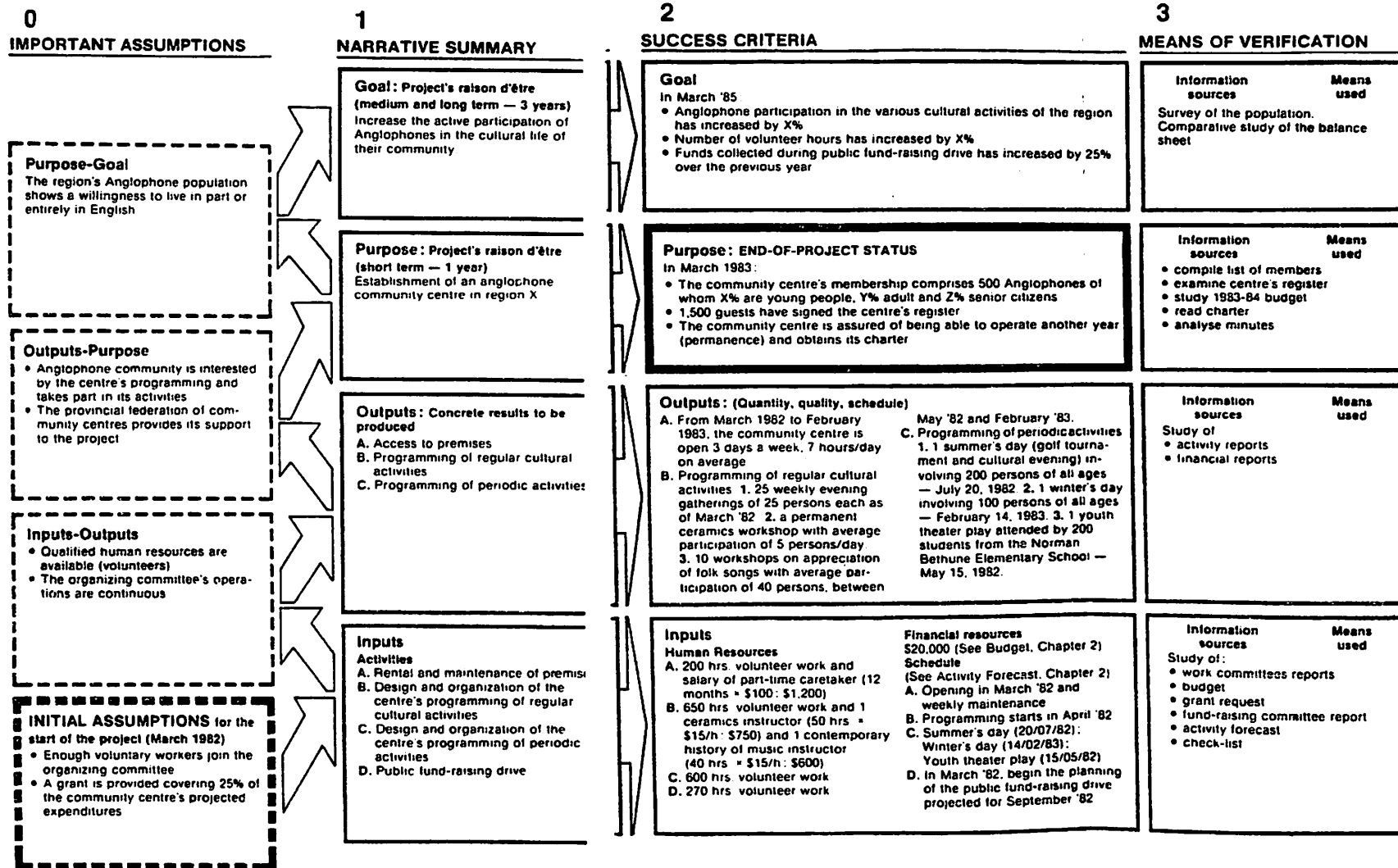
Phase E. Prepare an Evaluation report.

1. Plan the report
2. Choose a method of presentation
3. Assemble the report

Taken from: Evaluation Handbook, CSE, UCLA,

ESTABLISHMENT OF THE DR. WILDE PENFIELD COMMUNITY CENTRE

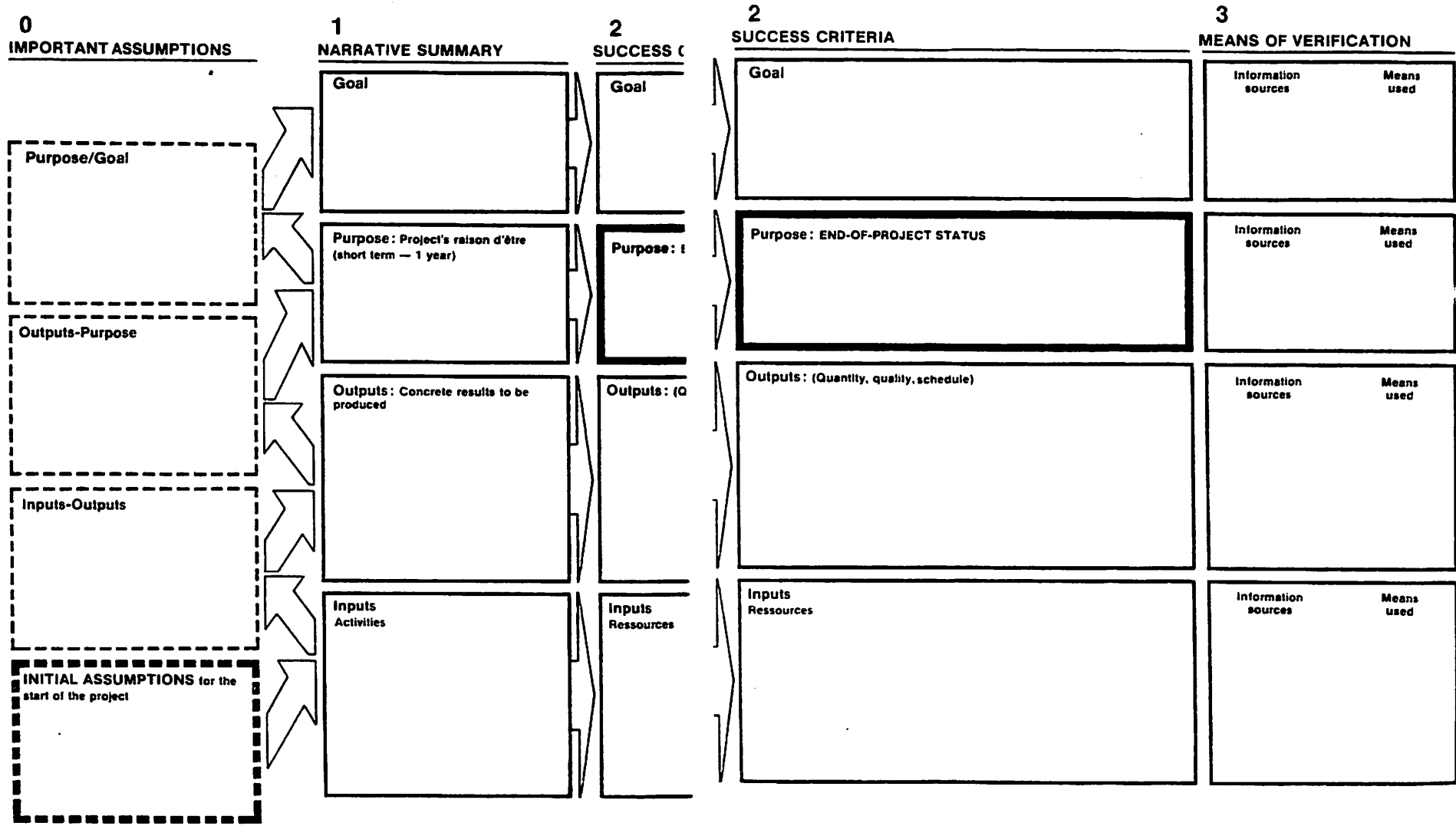
(2nd draft, medium-term planning: March 1982)



LOGICAL FRAMEWORK MATRIX

Project: _____

NOTE: This graphic must be used for photocopies. If it is impossible for you to photocopy it same size (i.e. 11" x 17"), do it 2 times 8 1/2" x 11"



A CLUSTER COMMUNITY APPROACH IN THE BLUE MTS., ST.THOMAS PARISH

	Economic Self-Sufficiency	Human Self-Confidence	Social Self-Reliance
PROJECT MATURATION (STRUCTURES) ↑	<u>Profitable Economic Ventures</u> <ul style="list-style-type: none"> . Ventures turning a profit . Local inputs & equipment in place . Local management systems operating efficiently . Making use of local resources 	<u>Established Participation Patterns</u> <ul style="list-style-type: none"> . Interchange mechanisms across cluster community, the "voice", radio system, etc. . Regularized schedule of events & meetings . Transportation system 	<u>All-Age Care Organization</u> <ul style="list-style-type: none"> . Formalized cluster Councils, Guilds, Assemblies . Expanded Clubs - Youth, Elders, Women . Basic Schools / libraries in each village . Voluntary Health Program
PROJECT STABILIZATION (STYLE) ↑	<u>Working Cooperative Organization</u> <ul style="list-style-type: none"> . Cooperative groups working . Developing a business like approach & learning new business skills . Carrying out venture research & planning . Members offering time, money, land, etc. 	<u>Trusted, Committed Leadership</u> <ul style="list-style-type: none"> . Trained leaders-faculty team, co-op leaders/members . Style that honours others vs. confrontation . Teamwork vs. isolated efforts . Long-term development perspective vs. short-term benefits now 	<u>Collaborative Working Relationship</u> <ul style="list-style-type: none"> . Sustained working relationship with outside agencies- CIDCO, Min. of Ag., NCB, CCC, Projects for People, etc. . Improved community environment locally - gardens, roads, murals . Women & men working together as co-partners in development . Cross-Cluster meetings
PROJECT INITIATION (ATTITUDE)	<u>Willingness to plan the future</u> "We can risk" <ul style="list-style-type: none"> . Decision to work for little or no income, rather than wait for handouts. . Not giving up during setbacks & hard periods . Risking new cooperative approach - tool pools, farm bakery, etc. 	<u>Willingness to work together</u> "We can work together" <ul style="list-style-type: none"> . Sense of cluster-community identity rather than separate, often antagonistic villages. . New community property not vandalized - signs, buildings . Openness to outsiders - to tell the story . Cooperative approach to community issues 	<u>Willingness to take initiative</u> "We can make a difference" <ul style="list-style-type: none"> . Formation of new groups - drama, women, youth, co-op . Community celebrations marking accomplishments. . Voluntary workdays . Good attendance at planning meetings

CONCEPTUAL FRAMEWORK: taken from "A Conceptual Framework for Analyzing, Managing and Evaluating Village Development Project by Paul Clements, Harvard College, in: Sociologia Ruralis 1986. Vol XXVI-2

FIGURE 1. A Conceptual Framework for Analyzing, Managing and Evaluating Village Development Projects

	Project Qualities	Variables					Tensions	Ratings	
EFFECTIVE AND EFFICIENT ORGANIZATION	1: Action based learning	Flexibility	Location of authority in administrative structure	Receptivity to both positive and negative feedback			Clear direction without rigidity	Strong Adequate Week	Interv. 1
	2: Strong staff commitment	Continuity of leadership and strong effort	Daily attention to the poorest	Willingness to confront vested interests	Trustworthiness	Moral presence	Dedication without fanaticism	Strong Adequate Week	
	3: Efficient resource management	Linkages and sources of funding	Staff education, level of training	Knowledge of the area and people and internal planning and evaluation systems	Efficiency of money management and absence of corruption		Best information with least paperwork	Strong Adequate Week	Build awareness of common interests
	4: Local resource utilization	Initial commitment from prospective participants and utilization of local entrepreneurial ability, savings, hard work and knowledge			Use of indigenous organizations or formation of new organizations		(Maximize local resource utilization)	Strong Adequate Week	Tension:
STRATEGY FOR JUSTICE AND ECONOMIC GROWTH	5: Local control	Participation in planning, implementation, benefits, and evaluation	Bias in favor of poorer people	Recruitment and training of leaders	Maturity of organizational foundation	Demand structure	Participation without over-politicization	Strong Adequate Week	Combine motivation and objectivity
	6: Appropriate design for local needs	Plausibility of strategy re economic and welfare needs, level of education, etc.	Application of appropriate knowledge and technology	Emphasis on benefits for poorer families			Meaningful change and cost effectiveness	Strong Adequate Week	
	7: Conducive relations with power structures	Cooperation with government administration and local elites	Advocacy of rights of the poor	Network of friends and allies			Maximum cooperation with least collusion	Strong Adequate Week	

Fig. 2 PROGRAMMATIC CHART
 Toward the Actuation of Comprehensive Human Development Projects on the Local Level

ICA

thirty-six programs — nine structures — three dynamics — one project

A ECONOMIC DEVELOPMENT LOCAL PRODUCTIVITY —toward self-sustenance	B HUMAN DEVELOPMENT LOCAL MOTIVITY —toward self-confidence	C SOCIAL DEVELOPMENT LOCAL SOCIALITY —toward self-reliance
Enabling local— COOPERATIVE AGRICULTURE 1 expanded cultivation 2 intensified production 3 water delivery 4 equipment pool	Reconstructing local— LIVING ENVIRONMENT 13 domestic housing 14 public facilities 15 village design 16 essential services	Creating local— PREVENTIVE CARE 25 intermediate sanitation 26 total nutrition 27 systematic immunization 28 primary treatment
Developing local— APPROPRIATE INDUSTRY 5 cottage production 6 agro-business 7 processing plants 8 ancillary industry	Catalyzing local— CORPORATE PATTERNS 17 total engagement 18 community commons 19 consensus assemblies 20 corporate workdays	Establishing local— FUNCTIONAL EDUCATION 29 early learning 30 formal schooling 31 youth training 32 adult education
Initiating local— COMMERCIAL SERVICES 9 common marketing 10 local merchandising 11 savings & loans 12 basic transport	Recovering local— IDENTITY SYSTEMS 21 community self-story 22 symbol systems 23 corporate rituals 24 village celebrations	Instituting local— COMMUNITY WELFARE 33 family development 34 women's advancement 35 youth task-force 36 elderly engagement

Session #5 Handout

ICA: JAMAICA
CIDA Evaluation

February 1985

Delimiting the Focus of the CIDA Evaluation
of the Woburn Lawn Outreach Program

1. 80% of the evaluation of the Woburn Lawn Outreach Program will focus on the one year (1982) of CIDA funding for the initiation of the Blue Mountain Cluster.
 - a) ICA has used a "human resources development" method to initiate a process of community development in 16 villages of St. Thomas parish. The initiation method involves and trains people in a process of problem identification and problem solving. The Mini Consult document, Blue Mountain Cluster consultation document, circuiting manual and circuit files are the evidence that this method was implemented. Talking to village leaders about the process they have used to accomplish their objectives and seeing them in action in co-op and cluster meetings will give some evidence of the degree to which the village leadership has appropriated this planning process as their own.
 - b) The Woburn Lawn Human Development Project was the basis for outreach to 15 surrounding communities. Features which were selected for replication within the cluster: 1. Tool Pool 2. Community Identity (Cluster beautification, Voice, Signboards) 3. Trained Leadership (Training & Circuits) 4. Sector Linkages 5. Legal Community Organization (Multi-purpose Cooperative). ICA has conducted surveys to examine the extent to which these features are now present within the Blue Mountain Cluster. The surveys (Tool Pool Survey, Rotary Video, Leadership Survey, Coalition Survey, and Cooperatives Status Report and Proformas) will be verified through examination of the project files and interviews with village leaders and with persons and organizations which have been involved with the Outreach Program.
 - c) The impact of this one year grant is to be measured using the screen of Human Development Indicators formulated by the ICA Jamaica staff.
2. 20% of the evaluation will focus on the management structure and strategy for implementing the Outreach Program. It will include examination of the financial records of ICA:Jamaica related to the CIDA grant. It will include discussions with ICA:Jamaica and Canadian ICA staff persons relative to the evolution of this structure as the project moved along.



APPROACHES TO EVALUATION
CASE UP-DATE

An Integrated Program for Peasant Organizations

The Case Simulation on CAMBIO presented information on the activities of that organization from the 1979-1981 period. Since that time, a number of refinements and adjustments in CAMBIO's programs, methodology and evaluation techniques have been implemented, partially as a result of an external evaluation contracted for by CAMBIO of its programs and organizational structure. The major refinements and adjustments are described below.

Programs:

The evaluation validated the necessity for and the development impact of the majority of CAMBIO's programs. The exception to this positive assessment was the Community Assistance Fund which CAMBIO used to underwrite certain community organization activities in the 1978-1982 period. The principle purpose of this Fund had been to provide monetary assistance to representatives of community organizations for travel to the state and national capitols required by their lobbying activities or in fulfillment of legal requirements.

This Fund has now been eliminated from CAMBIO programs because it was felt to be both assistential and creating dependencies. This decision was concurred in by CAMBIO staff, community representatives as well as by the external evaluators.

All other CAMBIO programs remain substantially as presented in the Case Simulation.

Methodology

The external evaluation recommended that CAMBIO's move to decentralize its programming, implementation and evaluation functions be accelerated as this decentralization would significantly increase the efficiency and development impact of the organization.

By the end of the current 1983-1985 triennium, the central administrative office of CAMBIO will have reduced its functions to those of channeling information back and forth to the regional teams, preparing and forwarding to donors and regional teams of financial and narrative reports and processing of funding requests.

Planning, evaluation and coordination functions will be shifted over to the regional teams in such a way as to guarantee continuity and autonomy while the central office gears down to its clearing-house functions.

CAMBIO is convinced that this model will prove to be more efficient, more cost effective and more in keeping with its philosophy of local autonomy than is its current structure. The model will also allow CAMBIO to reduce considerably the present level of central office staff and to effect economies in that area.

Evaluation Techniques:

As indicated above, CAMBIO's evaluation function is in the process of being shifted to the regional teams.

In the course of 1983, base-line data was collected in all of the communities which receive services from CAMBIO. Typical data collected covers the general social, economic and health status of community dwellers, the type and organizational level of community organizations, land tenure and productivity, etc. This data will serve as the basis for future evaluations of the development impact of CAMBIO programs.

CAMBIO regional teams are integrating numerous community representatives into evaluation activities in an effort to incorporate their perspective into these activities as well as to internalize the evaluation function in community organizations.

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