MONITORING AND EVALUATION

**If you are building a house and a nail breaks, do you stop building
Or do you change the nail?**

--Rwanda/Burundi

To try and to fail is not laziness.

-Sierra Leone

Overview

Any project worth doing is worth doing well. Before beginning a project, we evaluate the situation as we find it, and decide we want to make changes. At the conclusion of the project, we want to know what we have accomplished. Summative research, or evaluation, is the process of finding out whether our project made a difference, realized the changes we envisioned, or had consequences we had not considered.

Evaluation is an investigation that assesses the process, outcomes, and/or impact of a program, depending on how it is designed. An evaluation plan should take into account achievement of the overall goal and objectives of a project but can examine other indicators of success as well, such as the process of implementation, outcomes that are expected to contribute to achievement of the project goal, and institutionalization of skills needed to carry out the project. Evaluation need not be restricted to repeating the baseline survey at the end of the project, but can involve a number of different methods of determining the effectiveness of the program at various stages so that it can be revised as needed.

The main thing we want to know at the conclusion of an FGM project or project phase is, does the community overall think and act differently about FGM? But there is more to it. Some specific areas to evaluate in FGM projects are the strategies that were employed. For example, if the project promoted interactions between men, women, elders, parents, and children as a way of influencing restrictive decision-making patterns and increasing discussion of FGM, it would be helpful to know whether the project had any impact on these communication and decision-making patterns. If it tackled economic equity to give women more control over their lives, what impact did it have on women's status—at least those women participating? Regarding process: was the project participatory? Were all sectors adequately represented and involved? Was the project egalitarian or hierarchical? Did funds reach the groups/activities they were intended for? Were there problems in bookkeeping, documenting activities, correspondence, transport, training, or other logistical areas?

It is also important to look at possible unintended consequences: did any group suffer hardship or feel they "lost out" in the process? If so, why, and how can this result be avoided in future or corrected at present?

Objectives

Participants will be able to:

- Explain the purpose of monitoring and describe monitoring activities.
- Describe the purposes of evaluation and the types of evaluation that apply to different purposes.

- Develop guidelines for determining what is appropriate in research and evaluation
- Develop indicators for evaluating an overall project or a specific intervention within a project.
- Develop a systematic evaluation of an intervention.
- Describe the components in an evaluation of a training session.

Activities

Monitoring	30-45 minutes
Evaluation: What, Why, and When?	40-50 minutes
Applying the Evaluation Process	40 minutes
Evaluation of Training Programs	40 minutes
Estimated module length	2.3-3.3 hours

Materials

Newsprint and markers

Handouts

HO XII.1	Levels of Evaluation
HO XII.2	The Seven Stages of Evaluation
HO XII.3	FGM Communication for Social Change Workshop/Pre-Workshop Questionnaire for Participants
HO XII.4	FGM Communication for Social Change Workshop/Post-Workshop Questionnaire
HO XII.5	FGM Communication for Change Workshop/Daily Check-in With Participants
HO XII.6	Key Points Summary, Module XII

Training Aids

TA XII.1	Examples for Discussion
TA XII.2	Sample Guide for Discussion
TA XII.3	Some things to consider when evaluating training programs

Recommended Resource Materials

Case, R. (1987). *How Are We Doing? A Framework for Evaluating Development Education Programs*. InterAction, NY.

Feuerstein, M-T. (1986, 1994). *Partners in Evaluation: Evaluating Development and Community Programmes With Participants*. TALC.

Kirkpatrick, Donald L (date), *Evaluating Training Programs/The Four Levels*

Activity
MONITORING

Purpose:	Participants will be able to explain the purpose of monitoring and describe several monitoring activities.

Format:	Mini-lecture
Suggested Time:	30-45 minutes
Materials:	Activity plan
Preparation:	None

Procedure:

➤ Explain that:

Monitoring is the process of supervising activities to determine whether they are being implemented properly and successfully and to correct problems and redirect program activities if necessary.

➤ Ask participants to form teams and give each team one of the following "problems."

PROBLEM:	The materials are not reaching their intended audience.
	The trainings are receiving poor evaluations from participants.
	The radio program, which was scheduled to precede the school holiday (the circumcision season), is being "bumped" until after the holiday.
	A significant number of parents are upset about the new topics in the school curriculum.

Questions for discussion in each group:
1. How would they have learnt about the problem?
2. What would be an effective way to monitor these activities to learn of problems?
3. What are one or two solutions they could apply to this problem?
4. What might have helped avoid this problem in the first place?

➤ Reconvene the large group and ask a few to share their findings and solutions.

Key Points:

- Good action plans specify times and staff to coordinate the flow of information regarding activities and materials development in a way that uncovers problems as they arise or before they cause serious setbacks.

- A careful record-keeping system, including a thorough journal, is a useful tool that can be used in monitoring as well as in planning and implementing any type of evaluation.

Activity
EVALUATION: WHAT, WHY AND WHEN?

Purpose: Participants will be able to describe the purposes of evaluation and the types of evaluation that apply to different purposes.

Format: Mini-lecture and discussion
Suggested Time: 40 minutes
Materials: TA XII.1, "Examples for Discussion"
                      HO XII.1, "Levels of Evaluation"
                      HO XII.2, "The Seven Stages of Evaluation"
                      Recommended resource materials: InterAction: *How Are We Doing?* (Roland Case), *So You Want to Evaluate?* (Martha Keehn and Willard Kniep.)
Preparation: Review training aids and handouts; obtain and review recommended resource materials if possible.

Procedure:

Explain that, as demonstrated in the session on strategy development, the strategies and activities developed in this workshop are based on project objectives, which are based on a goal that arises from observation of a need and a vision for the future. (Refer to TA XII.1, "Examples for Discussion").

➢ In the large group, discuss the following questions with participants:

Questions for discussion:
1. What would be the primary purpose of an evaluation?
2. What are some other purposes?
3. How do we know that we are having an effect in reducing the need, or problem we identified before we embarked on the project?
4. How do we know whether we are making progress toward the outcome we envisioned when we began our project?
5. What are some questions we would ask if we were evaluating the "process"-- an assessment of the procedures used in carrying out different strategies?
6. What questions would we ask if we were evaluating outcome?
7. What question or questions would we ask if we were evaluating impact and what time-frame would this require?

➢ Refer to the key points.

Key Points:

- Evaluation is the process of assessing the strategies, activities, organization, outcomes, and/or impact of a program, depending on how it is designed. An evaluation plan should take into account achievement of the overall goal and objectives of a project—does the community think and act differently about FGM?—but can examine other indicators of success as well, such as the process of implementation, outcomes that are expected to contribute to achievement of the project goal, and institutionalization of skills needed to carry out the project.

- Evaluation need not be restricted to repeating a baseline survey at the end of the project, but can involve a number of different methods of determining the effectiveness of the program at various stages so that it can be revised as needed.

- It is also important to look at possible unintended consequences: did any group suffer hardship or feel they "lost out" in the process? If so, why, and how can this result be avoided in future or corrected at present?

- Diligent record-keeping is key to the processes of monitoring and evaluation.

- We all partake in informal evaluation, whether conscious or not, using common sense and observation to judge what is working, what is not, and what needs adjustment. In formal evaluation, we try to take ourselves (and our biases) out of the process, step back, and make observations about the success of our efforts in reaching our goals and objectives.

- Evaluation, like formative research, can be qualitative or quantitative. Quantitative evaluation measures outcomes or impact—how many, how often. Qualitative evaluation describes the situation—how people feel, how an activity worked.

- It may not be possible to evaluate impact within the time-frame of the project. If we cannot evaluate actual impact, we can look for indications that we are contributing to what Noreen Clark calls "a positive trend toward change." Impact evaluation is by definition quantitative. The end result is measured against a starting point, or the "baseline"—what we know to be true at the beginning of the project.

- Evaluations help us to:
  - see whether we are achieving the goal.
  - see whether the methods we are using are appropriate
  - determine whether the methods are sustainable
  - determine the impact our project has on other aspects of people's lives.

EXAMPLES FOR DISCUSSION

Example: A strategy involves interpersonal communication through groups to raise awareness about the harmful effects of FGM and develop support for resisting FGM among mothers. An activity consisting of 10 meetings with the same women's group. Strategies included education, peer training, development of a charter to resist circumcision of daughters, and development of a program to support women's advocacy for the discontinuation of FGM with husbands, daughters, and other stakeholders.

Process Evaluation:
Questions we will want answered at beginning, end, and maybe at other determined times, such as monthly, during the intervention:
1. How many participants were present? (How well attended is this activity?)
2. How did participants find out about the program? (Did we publicize it adequately?)
3. What is the background of the participants? (Were all sectors adequately represented and involved?)
4. Which training techniques worked best?
5. What are staff's perceptions about the quality of the meetings? How could they be improved?
6. What motivated the participants to get involved?
7. Is/was the project participatory? Egalitarian? (Do people feel comfortable giving input?)
8. Do the coordinators feel that they had adequate technical and logistical support and resources?
9. What are participants' reactions to the overall experience?
10. Did attendance increase, decrease, or stay the same over time?
11. Did funds reach the groups/activities they were intended for?
12. Were there problems in bookkeeping, documenting activities, correspondence, transport, or other logistical areas?

Outcome Evaluation:
The following questions could be asked of participants at baseline and end to determine changes in feelings, intentions, and behaviors:
1. Do you intend to circumcise your daughter(s)?
2. Have you discussed this topic with your husband, daughter, mother (or other decision-maker)?
3. Do you feel that you can talk to your daughter(s) or other family members about FGM?
4. What are the health risks of FGM?
5. What are the health benefits of FGM?
6. What are some other benefits of FGM?
7. What parts of the circumcision ceremony are important?
8. · What would your reaction be if your friend decided not to circumcise his/her daughter?
9. How would you respond if someone told you that you should circumcise your daughter?

Impact:
1. Does the rate of circumcision among daughters in this group increase, decrease, or stay the same between the start of the activity and some time after its completion?

LEVELS OF EVALUATION

Mary Andrew of Michigan State University suggests that there are at least five levels of evaluation effort, any of which may be appropriate to this project:

1. Casual, everyday observation

2. Self-checking exercises

3. Do-it-yourself evaluation

4. Evaluation studies

5. Scientific research

"Casual, everyday observation" is situation-specific, and biased by how the observer sees this situation. It is, however, important to keep a journal of these findings to be used for comparison later on. It is important to document the context in which each entry is made. How was your mood when you made this observation, what stage was the project in, how was the political situation? Only by moving to "self-checking exercises," where we set up a systematic process to observe and compare information, will we begin to be objective, or unbiased, and better able to communicate our findings to others who are concerned.

A "do-it-yourself evaluation" includes a well-thought-out plan (like the one we are discussing in this session). It should have a set of "baseline" program data to help guide the evaluation data gathering; program objectives on which to base the evaluation questions; and an implementation plan (of the evaluation itself). This includes designing and setting a schedule for even relatively simple procedures: for instance, designing a short knowledge quiz to be used before and after the program; a form to record participants' activities related to FGM eradication activities; or an FGD schedule to use with a sampling of a target group participants three to six months after a specific intervention has been completed. These should all be part of the evaluation planning, and implemented by the program managers to meet decision-making and program needs.

Sometimes more than "do-it-yourself" evaluations are required by funding agencies, etc., and thus we must move to the "evaluation study" level. This usually requires professional assistance, a substantial evaluation budget, and a specific evaluation plan that is acceptable to the evaluation profession. The most sophisticated form of evaluation is "scientific," meaning that it adheres to certain standards of design, data collection, and analysis, and may involve an experimental or quasi-experimental design, in which a control or comparison group is used to judge the effect of project interventions on the practice in question.

THE SEVEN STAGES OF EVALUATION

Most evaluations involve seven stages:

1. Set your aims (goals and objectives): identify stakeholders (target groups, community partners for change, leaders), determine the stake (interest/concerns), and defend the aims (identify how the objectives relate to the goal).

2. Launch the evaluation: spell out what you expect to learn (research objectives), select the evaluation team, and set ethical guidelines for evaluation.

3. Formulate the design: select standards, identify evidence (indicators), locate sources, select methods, and check for validity.

4. Construct the instruments: build tables of specifications, draft items, assemble instruments, field test.

5. Collect the data: secure responses, protect reliability.

6. Analyze the results: summarize the data, interpret results.

7. Deliver the pay-off: report to stakeholders, use the results.

(Adapted from InterAction: *How Are We Doing?*, Roland Case's companion to the handbook, *So You Want to Evaluate?* by Martha Keehn and Willard Kniep.)

Activity
APPLYING THE EVALUATION PROCESS

Purpose:	Participants will be able to:
	• Develop indicators for evaluating an overall project or a specific intervention within a project.
	• Develop a systematic evaluation of an intervention.

Format:	Group discussion
Suggested Time:	40 minutes
Materials:	Project goal and objectives
	TA XII.2, "Sample Guide for Discussion"
Preparation:	Read through this activity and TA XII.2. Prepare any examples that would help guide discussion.

Procedure:

➢ Ask participants to review their project goal. Remember that the goal focuses on the long-term and reflects what we hope will be the case at the end of our interventions. The project goal is based on what we learned from our quantitative research.

Questions for discussion:
1. What is the key indication--or indicator--of impact in this project?
2. How many fewer girls would indicate "success"?
3. When can we measure this?
4. How could we measure this?
5. To learn anything from this information, at what point or points in the project should you ask these questions?
6. How can we reach our "informants"?
7. What are some of the are the problems with this approach?
8. How can we determine anything about impact before the end of the project?
9. How we would evaluate whether a given objective (choose one to use as an example) is being met and whether strategies supporting that objective are working?
10. What are possible indicators that can be used to assess whether "a positive trend towards change is occurring?"

➢ Explain that one of the challenges of evaluation is asking the right questions. Present the example in TA XII.2.

Key Points:

- It is important to evaluate not only to ensure objectives are being achieved, but to ensure that the original objectives are still valid and relevant.

- It is important to evaluate the impact of your strategies to determine whether your program has helped the community move toward the goal.

- If we find that our program is having no impact, we try to evaluate the problems or barriers and redesign our strategy or some portion of it to overcome these. But, we want to look for indicators that this is the case BEFORE we get to the end of the project.

- True impact evaluation is difficult, but not impossible, to conduct. To be sure that the impact observed is due to the project, it must be set up before the program gets underway and usually requires an experimental design and experienced researchers to carry it out.

SAMPLE GUIDE FOR DISCUSSION

<u>Example:</u> We learned that X (Z%) women in Y area were being circumcised. In the time period of the project, and given the resources we have, can we measure a change in the number and percentage of women circumcised? If so, how?

1. What is the indication--or indicator--of impact in this project?
   The number of girls being circumcised.

2. How many fewer girls would "indicate" success?
   We decided X percent was a realistic reduction.

3. When can we measure this?
   After the project ends.
   At the end of the project.
   We could look for a downward trend midway.

4. How could we measure this?
   Ask girls--redo the survey.

5. To learn anything from this information, at what point or points in the project should you ask these questions?
   a. *Ask the girls the question now--before the program gets underway and then again later, possibly at some time in the middle and at the end or after the end of the project.*
   b. *With the help of community monitors, track circumcisions at various points during and after the life of the project and compare percentages of girls of various age groups reportedly undergoing circumcision.*

6. If we use option a., how can we reach girls to ask them?
   School, girls' groups, door to door

7. What are some of the are the problems with this approach?
   Girls might not respond.
   Girls might not tell the truth.
   Girls might not know.
   Girls might not be in an age group that tells us anything about their future risk.

8. How can we protect against some of these problems?
   Pretest our survey questionnaire.
   Ensure confidentiality to respondents.
   Survey a sufficiently large sample.
   Stratify the population and question girls in different age cohorts, including those at the end of the circumcision age range.

9. What problems might we encounter with the second option?
   People might start going "underground" with circumcision and abandoning public ceremonies; community monitors may require extensive training in record-keeping.

10. What can be done to deal with these problems?

Choose and train local monitors in interpersonal skills, confidentiality, and community mapping.

11. How can we determine anything about impact before the end of the project?
We can observe trends; look at the intermediary objectives; look at outcomes of specific activities (how many intend vs. how many do not intend to be circumcised, for example); community monitoring of FGM can also be used on an ongoing basis.

12. How we would evaluate whether a given objective (pick one to use as an example) is being met and whether interventions aimed at that objective are having the desired impact?

13. What are possible indicators that can be used to assess whether a positive trend towards change is occurring?
Increased interest in programs such as school based FGM education and awareness programs in the schools by faculty and parents; a higher level of participation by women's groups in FGM eradication activities; increased demand for education materials; a heightened awareness of the health risks involved with FGM; greater support from political leaders in efforts toward eradication; a reduction in the number of mothers who say they favor the continuation of the practice.

QUESTIONS TO ELICIT INFORMATION RELEVANT TO KEY INDICATOR

We know that a girl may be circumcised up until 18 or so in some groups. We must be sure to include a sample from this age group in our research. A sample of girls of circumcision age might be asked the following questions:

1. Are you circumcised?
2. If yes, when were you circumcised (in what month/year)?
3. If no, do you expect to be circumcised?

To interpret the responses, you have to look at questions in combination. If the answer to 1 is yes, 2 is also relevant. If the answer to 1 is no, 3 is also relevant. If the answer to 1 is no and the answer to 2 is positive, the response is invalid. If all three questions are answered positively, the response is valid (there may be a comprehension problem) but the answer to 3 is not relevant.

These three questions address the girl's current status, her perception of the likelihood that she will be circumcised, and the time period in which circumcision occurred (before the project began). Looking at responses and grouping them by the age of the respondent, what could you learn from these questions?
You could learn:

- Current percentages: How many girls of circumcision age are circumcised out of the total of those who respond, by age?

- Rates of circumcisions performed since project inception: How many girls of circumcision age report having been circumcised since the project began, and at what points? Is the rate increasing, decreasing, or staying the same for girls of each age group?

- Future intention: How many girls of circumcision age still expect to be circumcised out of those who respond?

When stratified for age (early, middle, and late circumcision age) compared with baseline data for comparable numbers of young women in the same age categories, this information may yield information about trends in circumcision.

Other questions:
- Whose decision is it for you to be circumcised (not to circumcise you)?
- Who circumcised you (if circumcised)?
- Do you intend to circumcise your daughters when you have them?

These will tell about decision-making and practice patterns and trends in the community. How do these compare with the past?

Activity
EVALUATION OF TRAINING PROGRAMS

Purpose:	Participants will be able to evaluate a training workshop.

Format:	Mini-lecture, small team task, discussion
Suggested Time:	40 minutes** (may expand to add tasks)
Materials:	TA XII.3, "Some Things To Consider When Evaluating Training Programs"
	HO XII.3, "FGM Communication for Social Change Workshop/Pre-Workshop Questionnaire for Participants"
	HO XII.4, "FGM Communication for Social Change Workshop/Post-Workshop Questionnaire"
	HO XII.5, "FGM Communication for Change Workshop/Daily Check-in With Participants"
	Resource material: Kirkpatrick, Donald L, *Evaluating Training Programs/The Four Levels*
Preparation:	Review background materials in TA XII.3 as well as handouts.

Procedure:

➢ Refer to the questionnaire presented prior to the start of the workshop (pre-workshop questionnaire).

Questions for discussion:
1. What sorts of questions did we ask in the pre-workshop questionnaire circulated prior to the first module?
2. What would you like to tell us about the workshop right now?
3. What do you think you would like to tell us about the workshop at the end of it?
4. What do you think we, as trainers, would like to know about the training at the end of it?
5. What do you think we would like to know about you?

➢ Discuss the aims and levels of training evaluation described in TA XII.3. Ask participants if they think these items are relevant to their training and how they would be "operationalized," particularly the "behavior" and "results" evaluation. Share with participants HO XII.4 and XII.5, the intermediate and final evaluation questionnaires and ask them to discuss the questions. Discuss how participants would analyze responses to each question.

➢ If time permits, go through an exercise of analyzing questionnaire results for two or three questions. Present fictional responses (e.g., 20 participants; 4 answered Excellent, 6 very good; 7 good; 2 fair; 1 poor) and have them discuss how they would interpret and use this information.

➢ Include the key points in discussion.

Key Points:

- Trainers evaluate training to answer the question, "is the training worth it?" and to gain information on how to improve future training.

- Factors to consider include:
    - To what extent does the subject content meet the needs of those attending?
    - Is the leader the one best qualified to teach?
    - Does the leader use the most effective methods for maintaining interest and teaching the desired attitudes, knowledge, and skills?
    - Are the facilities satisfactory?
    - Is the schedule appropriate for the participants?
    - Are the aids effective in improving communication and maintaining interest?
    - Was the coordination of the program satisfactory?
    - What else can be done to improve the program?

- There are four levels of training evaluation
    - 1 – Reaction (process—what participants liked and didn't)
    - 2 – Learning (growth in knowledge, skills, and attitude)
    - 3 – Behavior (or application of learning)
    - 4 – Results (effect of this application of learning on outcomes)

SOME THINGS TO CONSIDER WHEN EVALUATING TRAINING PROGRAMS
adapted from Kirkpatrick, Donald L.
<u>Evaluating Training Programs/The Four Levels</u>
Berrett - Koehler Publishers, San Francisco

Reasons for evaluating training

- ■ To decide whether to continue or discontinue training—answer the question, "is the training worth it?"
- ■ To gain info on how to improve future training.

Factors to consider

1. To what extent does the subject content meet the needs of those attending?
2. Is the leader the one best qualified to teach?
3. Does the leader use the most effective methods for maintaining interest and teaching the desired attitudes, knowledge, and skills?
4. Are the facilities satisfactory?
5. Is the schedule appropriate for the participants?
6. Are the aids effective in improving communication and maintaining interest?
7. Was the coordination of the program satisfactory?
8. What else can be done to improve the program?

Four levels of evaluation

1 – Reaction (process--what participants liked and didn't)
2 – Learning (growth in knowledge, skills, and attitude)
3 – Behavior (or application of learning)
4 – Results (effect of this application of learning on outcomes)

For behavior change to occur...

- ■ Person must have a desire to change.
- ■ Person must know what to do and how to do it.
- ■ Person must work in the right climate.
- ■ Person must be rewarded for changing.

Evaluating reaction

1. How do you rate the subject (interest, benefit, etc)
2. How do you rate the conference leaders (knowledge of subject, ability to communicate..)
3. How do you rate the facilities (comfort, convenience)
4. What would have improved the program?

Evaluating Learning

We want to know:

1. What knowledge was learned?
2. What skills were developed or improved?

3. What attitudes were changed?

Guidelines:
1. Use a control group if practical
2. Evaluate knowledge/skills/attitudes before and after
3. Get a 100% response
4. Use results of evaluation to take appropriate action

Evaluating Behavior

We want to know:
1. Do people use the learning they acquired?
2. How do people use the learning they acquired?

Guidelines:
1. Use a control group if practical.
2. Allow time for behavior change to take place.
3. Evaluate both before and after the program if practical.
4. Survey and/or interview one or more of the following (if applicable): trainees, their immediate supervisor, their subordinates, others who often observe their behavior.
5. Get 100 percent response or a sampling.
6. Repeat the evaluation at appropriate times.
7. Consider cost vs. benefits.

Evaluating Results

We want to know:
1. How much did program quality improve because of the training program? (Is the process—of workshops, planning, materials, etc.—better?)
2. How much did productivity increase? (Are people able to do more?)
3. What reduction did we get in turnover? (Are workers more satisfied with their work?)
4. How much has management improved quality of life? (Do teams operate more effectively and coordinate activities better?)
5. What has been result of training on interpersonal communications and human relations? (Has the training improved teamwork and trust with the community as well as among the project staff?)
6. How much has productivity increased and how much have costs reduced?—Is the project operating efficiently and with visible results?
7. What tangible benefits have resulted?

Guidelines:
1. Use a control group if practical.
2. Allow time for results to emerge.
3. Evaluate both before and after the program if practical.
4. Survey and/or interview one or more of the following (if applicable): community leaders, stakeholders.
5. Get 100 percent response or a sampling.
6. Repeat the evaluation at appropriate times.

7. Consider cost vs. benefits.

Cfc012d

FGM COMMUNICATION FOR SOCIAL CHANGE WORKSHOP
PRE-WORKSHOP QUESTIONNAIRE FOR PARTICIPANTS

1. What is your purpose in attending this workshop?

2. Please tick the box and provide details if you have had previous training, study, or work experience in the areas of:

☐ FGM facts

☐ community mobilization/organization

☐ values clarification

☐ interpersonal communication

☐ community assessment

☐ focus group research

☐ other research (please specify)

☐ materials development

☐ program/strategy development

☐ program coordination

☐ training

☐ evaluation

☐ team building

☐ other (please describe)

3. Please briefly explain/tell about FGM practices in your community:

4. What is your personal opinion of FGM?

5. How would you find out how people in your community feel about the practice of FGM?

6. How would you educate people in your community about FGM?

7. What resources in your community would you employ to assist you in your FGM project?

8. In your view, what is the most important point to remember in trying to change the community's views and practice of FGM?

9. What are your expectations for this workshop?

10. What knowledge/skills do you feel you need to carry out an FGM project in your community?

FGM COMMUNICATION FOR SOCIAL CHANGE WORKSHOP
POST-WORKSHOP QUESTIONNAIRE

1. Briefly tell about FGM practices in your community.

2. What is your personal view of FGM?

3. How would you find out how people in your community feel about the practice of FGM?

4. How would you educate people in your community about FGM?

5. What resources in your community would you employ to assist you in your FGM project?

6. In your view, what is the most important point to remember in trying to change the community's views and practice of FGM?

7. Overall, how would you rate the training activities (check/circle one)?
   Excellent   Very Good   Good   Fair   Poor

8. How would you rate the performance of the workshop facilitators overall?
   Excellent   Very Good   Good   Fair   Poor

   Comments:

9. Which learning methods used in this workshop did you find most enjoyable and helpful?

10a. How did you feel about your own participation in the workshop overall:
   Very involved   Involved   Not very involved   Not at all involved

10b. If you were not very involved or not at all involved, how could the facilitators made you feel more involved?

11. How would you rate the facilities?
Excellent   Very Good   Good   Fair   Poor

Comments:

12. Was the schedule convenient? (Please offer specific suggestions)
Excellent   Very Good   Good   Fair   Poor

Comments:

13. How would you rate the learning aids?
Excellent   Very Good   Good   Fair   Poor

Comments:

14. Were your expectations for this workshop met?

Comments:

15. In which areas do you feel you need further training?

☐ FGM facts

☐ community mobilization/organization

☐ values clarification

☐ interpersonal communication

☐ community assessment

☐ focus group research

☐ other research (please specify)

☐ materials development

☐ program/strategy development

☐ program coordination

☐ training

☐ evaluation

☐ team building

☐ other (please describe)

16. What else can be done to improve the program?

FGM COMMUNICATION FOR CHANGE WORKSHOP
DAILY CHECK-IN WITH PARTICIPANTS

1. Overall, how would you rate today's activities?

   Excellent   Very Good   Good   Fair   Poor

2. How do you feel about your participation in learning activities?

   Very involved   Involved   Not very involved   Not at all involved

3. Which activity or activities were most useful today?

   Please comment

4. Which activity or activities were least useful today?

   Please comment

5. What could be done to improve this module next time?

6. [Insert questions specific to module objectives]
   Why do we....
   How do we....
   When do we....

7. Other comments:

KEY POINTS SUMMARY, MODULE XII

MONITORING

- Good action plans specify times and staff to coordinate the flow of information regarding activities and materials development in a way that uncovers problems as they arise or before they cause serious setbacks.

- A careful record-keeping system including a thorough journal, is a useful tool that can be used in monitoring as well as in planning and implementing any type of evaluation.

EVALUATION: WHAT, WHY, AND WHEN?

- Evaluation is the process of assessing the strategies, activities, organization, outcomes, and/or impact of a program, depending on how it is designed. An evaluation plan should take into account achievement of the overall goal and objectives of a project—does the community think and act differently about FGM?—but can examine other indicators of success as well, such as the process of implementation, outcomes that are expected to contribute to achievement of the project goal, and institutionalization of skills needed to carry out the project.

- Evaluation need not be restricted to repeating a baseline survey at the end of the project, but can involve a number of different methods of determining the effectiveness of the program at various stages so that it can be revised as needed.

- It is also important to look at possible unintended consequences: did any group suffer hardship or feel they "lost out" in the process? If so, why, and how can this result be avoided in the future or corrected at present?

- Diligent record-keeping is key to the processes of monitoring and evaluation.

- We all partake in informal evaluation, whether conscious or not, using common sense and observation to judge what is working, what is not, and what needs adjustment. In formal evaluation, we try to take ourselves (and our biases) out of the process, step back, and make observations about the success of our efforts in reaching our goals and objectives.

- Evaluation, like formative research, can be qualitative or quantitative. Quantitative evaluation measures outcomes or impact—how many, how often. Qualitative evaluation describes the situation—how people feel, how an activity worked.

- It may not be possible to evaluate impact within the time-frame of the project. If we cannot evaluate actual impact, we can look for indications that we are contributing to what Noreen Clark calls "a positive trend toward change." Impact evaluation is by definition quantitative. The end result is measured against a starting point, or the "baseline"—what we know to be true at the beginning of the project.

- Evaluations help us to:
  - see whether we are achieving the goal.
  - see whether the methods we are using are appropriate
  - determine whether the methods are sustainable
  - determine the impact our project has on other aspects of people's lives.

APPLYING THE EVALUATION PROCESS

- It is important to evaluate not only to ensure objectives are being achieved, but to ensure that the original objectives are still valid and relevant.

- It is important to evaluate the impact of your interventions to determine whether your program has helped the community moved toward the goal.

- If we find that our program is having no impact, we'try to evaluate the problems or barriers and redesign our strategy or some portion of it to overcome these. But, we want to look for indicators that this is the case BEFORE we get to the end of the project.

- True impact evaluation is difficult, but not impossible, to conduct. To be sure that the impact observed is due to the project, it must be set up before the program gets underway and usually requires an experimental design and experienced researchers to carry it out.

EVALUATION OF TRAINING PROGRAMS

- Trainers evaluate training to answer the question, "is the training worth it?" and to gain information on how to improve future training.

- Factors to consider include:
  - To what extent does the subject content meet the needs of those attending?
  - Is the leader the one best qualified to teach?
  - Does the leader use the most effective methods for maintaining interest and teaching the desired attitudes, knowledge, and skills?
  - Are the facilities satisfactory?
  - Is the schedule appropriate for the participants?
  - Are the aids effective in improving communication and maintaining interest?
  - Was the coordination of the program satisfactory?
  - What else can be done to improve the program?

- There are four levels of training evaluation
  1 -- Reaction (process--what participants liked and didn't)
  2 -- Learning (growth in knowledge, skills, and attitude)
  3 -- Behavior (or application of learning)
  4 -- Results (effect of this application of learning on outcomes)