

Phase V: Monitoring & Evaluation

Theoretical and practical background

Phase V: Monitoring & Evaluation

Agenda:

17:00-17:10 Welcome

17:10-17:40 Theoretical and practical background of M & E methods

17:40-18:20 Exercise (padlet) in breakout rooms according to the living labs

18:20-18:30 Presentation of the final session: Assignment 5

What is evaluation?

The word 'evaluation' in its broadest sense to refer to any systematic process to judge merit, worth or significance by combining evidence and values.

The result chain & cycle

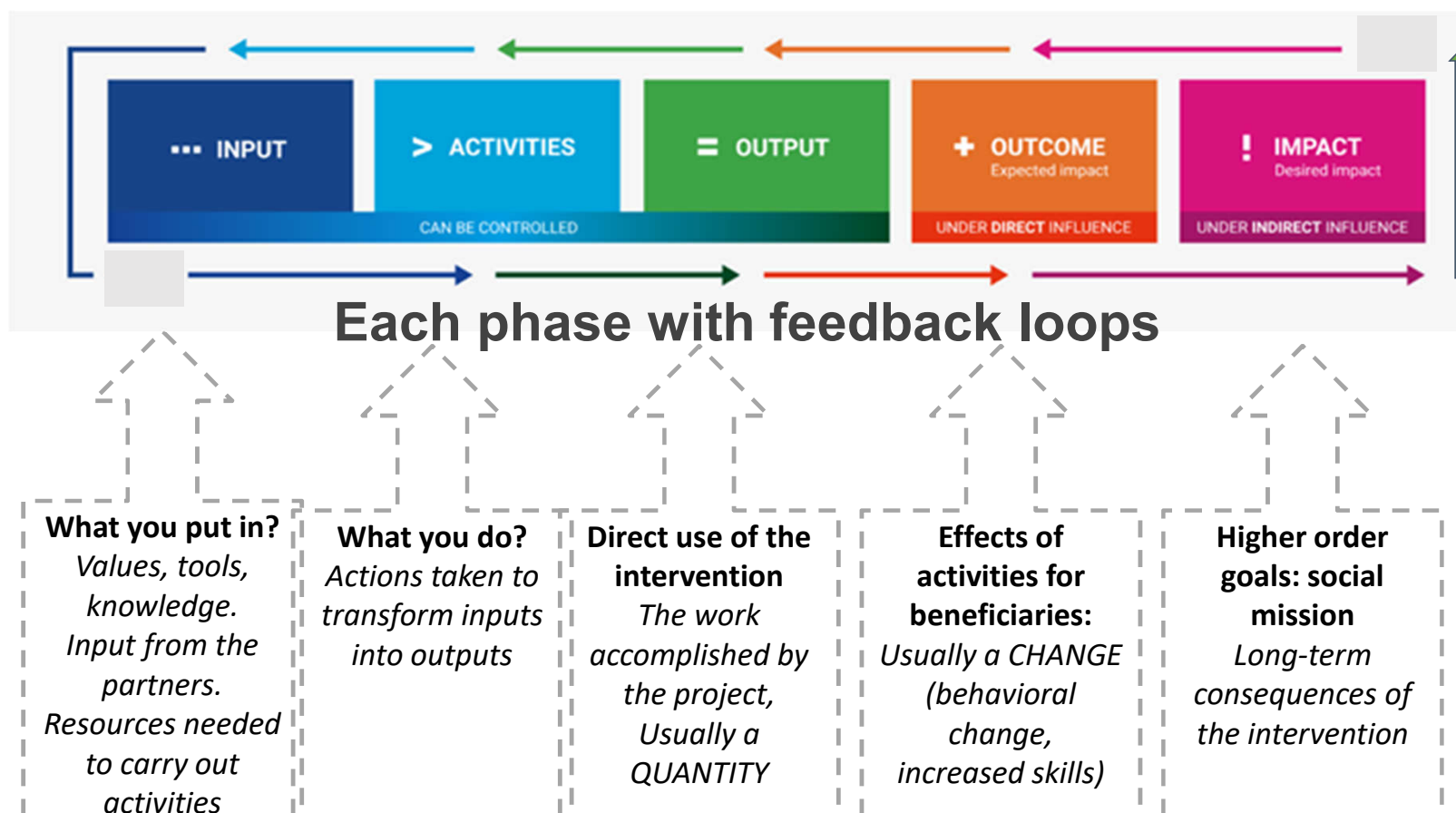


Image adapted from: Erasmus + Impact Tool

Participatory evaluation

Five key ways according to Campilan (2000):

- 1) Why evaluate? → learning for the program/project
- 2) How to evaluate? → as a common process, adaptive, semi-structured
- 3) Who evaluates? → representatives of the community, internal staff, external evaluators, a hybrid team
- 4) What to evaluate? → criteria discussed focusing on the goals, process and outcomes
- 5) For whom evaluation is being done? → for the community to learn, stakeholder groups

Source: https://www.betterevaluation.org/en/plan/approach/participatory_evaluation

Participatory evaluation

There are a number of ways to use participatory methods:

- To collect qualitative and quantitative impact data.
- To investigate causality, for example through focus group discussions or interviews.
- To negotiate differences and to validate key findings.
- To score people's appreciation of an intervention's impact, such as a matrix ranking.
- To assess impacts in relation to wider developments in the intervention area.

Indicators

Indicators can be:

- Quantitative
- Qualitative

Indicators can tell us:

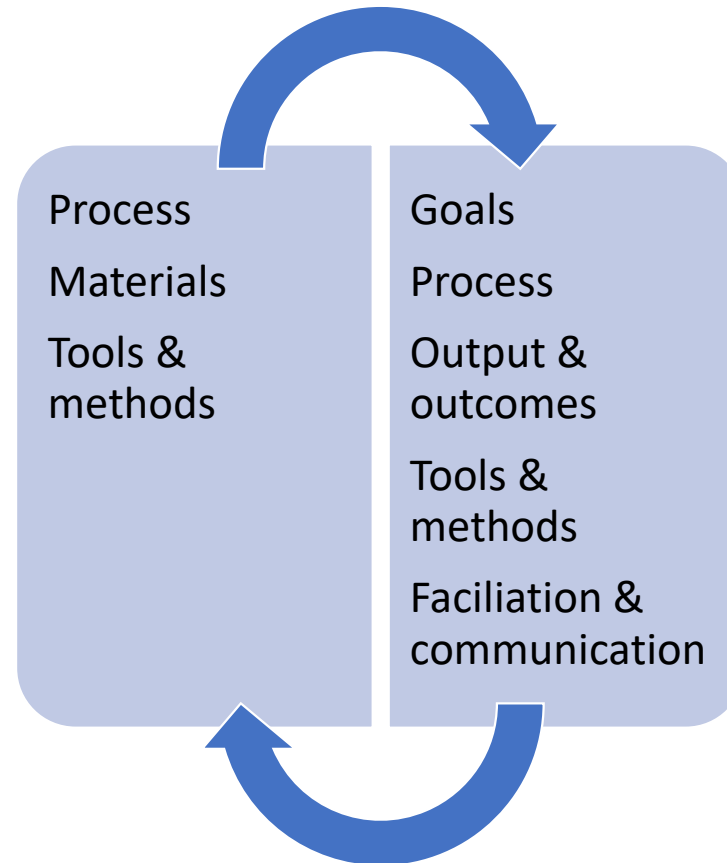
- To what extent our goals are met
- What progress is made
- The extent to which our targets have been met
- That a change we are interested in is happening

Indicators

- Number of: people involved, participants, meeting helds, tools used, feedback received
- Percentage of: groups/tools and methods/positive feedbacks received
- Type or level of people involved/participants/meetings held/elements/tools used/satisfaction
- Proportion or type of: groups/tools and methods/feedbacks received

Monitoring & Evaluation

WHAT?

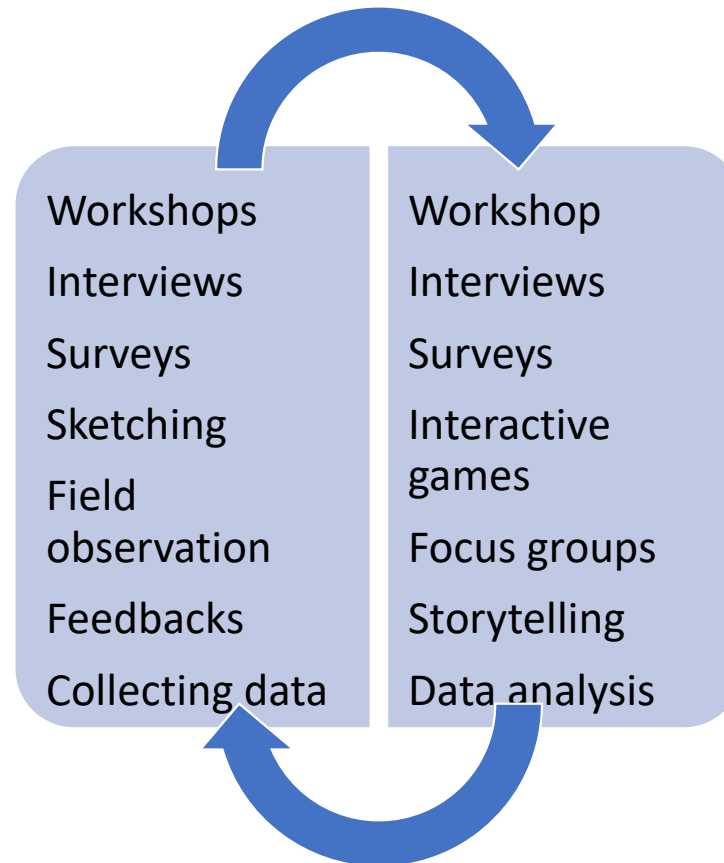


Monitoring & Evaluation

| Element | Questions |
|----------------------------|---|
| Goals | What were the selected goals initially? Have the goals changed? Did the team add new goals throughout the process? What activities did you take to achieve these goals? What is the program's current stage of implementing the goals? Were all goals achieved? If not, what were the obstacles? Were the selected indicators good enough to measure the success? What did we learn? What would you do differently next time? |
| Process | What is the program's current stage of implementation? What were the milestones of the project? Were the different stages of the process coherent? Is the program being implemented the way it was intended? Did the process stay in its original direction or did the process change directions? Were the participants satisfied with the process? Was the process effective enough? Are the selected indicators good enough to measure success of the process? What did we learn? What would you do differently next time? |
| Output/Outcomes | What were the greatest outputs and outcomes of the project? Are they matching with the expected goals and objectives? Were the selected indicators effective in measuring the outcomes? Were the participants satisfied with the outputs and outcomes of the project? What did we learn? What would you do differently next time? |
| Tools and methods | Were the tool selected fitting to the targeted groups? Could the selected tools and methods engage all groups equally? Were the selected methods resulted in decent outcomes? Have the tools been efficient enough for the methodology selected? Were the selected indicators effective enough to measure the success of the tools and methods? What did we learn? What would you do differently next time? |
| Facilitation/Communication | Were the communication platforms equally distributed and involved in the process? Was everyone heard? Did everyone have an opportunity to share opinion? What is the level of satisfaction of various stakeholders? Did the communication used in the project affect the community outside the project? What impact would you expect in the community? Were the selected indicators effective enough? Did the project invent new communication platforms that was not intended? What did we learn? What would you do differently next time? |

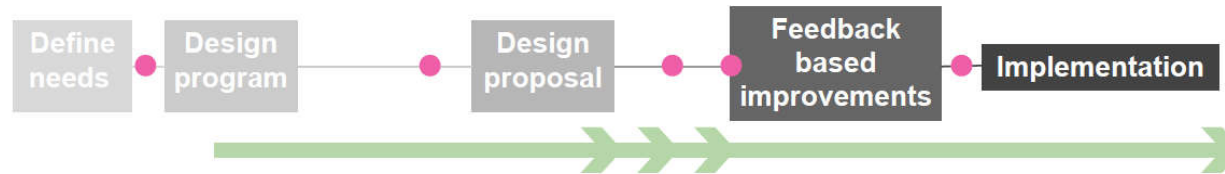
Monitoring & Evaluation

HOW?



Monitoring & Evaluation

WHEN?



➤ MONITORING

- It keeps track of different parts of the process, with varying intensity
- Continuous and systematic
- Can continue after implementation

● EVALUATION

- It happens in different parts of the process in order to evaluate what is being monitored
- Happens at the end of a phase
- Systematic and punctual

Evaluation for different purposes

- formatively, to make improvements
- summatively, to inform decisions about whether to start, continue, expand or stop an intervention

| Type | Formative evaluation | Summative evaluation |
|---------------------------|---|--|
| Process evaluation | Focused on processes: intended to inform decisions about improving (primarily implementation) | Focused on processes: intended to inform decisions about stop/go |
| Impact evaluation | Focused on impact: intended to inform decisions about improving (primarily design characteristics) | Focused on impact: intended to inform decisions about stop/go |

Different types of evaluations

Done before, during and after implementation, including:

- **needs analysis** — which analyses and prioritises needs to inform planning for an intervention;
- **ex ante impact evaluation** — which predicts the likely impacts of an intervention to inform resource allocation;
- **process evaluation** — which examines the nature and quality of implementation of an intervention;
- **outcome and impact evaluation** — which examines the results of an intervention;
- **sustained and emerging impacts evaluations** — which examines the enduring impacts of an intervention some time after it has ended;
- **value-for-money evaluations** — which examines the relationship between the cost of an intervention and the value of its positive and negative impacts;
- **syntheses of multiple evaluations** — which combine evidence from multiple evaluations.

Conventional vs. Participatory evaluation

- Participatory evaluation differ from more conventional approaches to evaluation in that it seeks to engage project stakeholders (people who have an interest in how the evaluation comes out) more actively in the evaluation proces: in the design stage, in carrying out field research, analysing, interpreting, documenting the results.
- Conventional evaluations are often conducted by an external evaluator to ensure objectivity.
- Classical evaluation techniques include surveys, questionnaires, interviewing, focus group discussions.
- Participatory evaluations rely on a range of methods that encourage reflection, creativity and discussion.

Conventional vs. Participatory evaluation

- Traditional evaluations extract information from a variety of sources and produce a report that stimulates management responses from the organization or programme evaluated.
- Participatory evaluations are solution-oriented – they do not dwell primarily on problems, but Focus rather on learning lessons from both success and failures.
- Participatory evaluation must remain results-based, and like other evaluations, rely on triangulation and verification of results.

Mistakes in participatory evaluation

- Trying to get too much information quickly
- Insufficient self-criticism
- Lack of verification of information
- Insufficient planning of and preparation for data analysis
- Getting carried away with the participatory techniques, to the detriment of focusing on the objectives of the evaluation

Benefits

- Involvement in the evaluation design helps ensure that the evaluation addresses appropriate issues of concerns and make use of local knowledge
- Involvement builds the capacity in evaluation methodologies, promotes learning, and increases understanding of the strategy of the programme, its strengths and weaknesses, and the context in which it is operating
- The interactive process during the evaluation can contribute to improved communications
- Participatory monitoring and evaluation builds mutual responsibility and strengthens commitment to the programme
- Participation gives young people a sense of ownership of the results and leads to greater use of the evaluation by decision makers
- Participatory evaluation is meant to empower people and make a real contribution to the development process.

Tools for participatory research

- Card visualization
- Smiley-face scale
- Testimonials/stories
- Impact drawings
- Historical timeline
- Social mapping
- Trend analysis
- Force-field analysis

Ideal for encouraging participation, discussion, interaction, group and individual discovery, and learning.
Especially appropriate for empowering people to formulate and share views and experience.

Classical evaluation tools

#1 Evaluation framework

- Purpose is to determine key research questions and to develop a data collection strategy to answer them.
- It is useful to prepare an evaluation framework with specific research questions, together with indicator, the sources of data for each question and the evaluation tools to be used for each data source
- Sample questions: Typically the key issues covered are: relevance, effectiveness, efficiency, impact and sustainability
 - Do stakeholders care about the project and believe it makes sense? (relevance)
 - Is the project achieving the intended results?
 - What effects has the project had on the broader context, e.g. stakeholder groups, communities? (impact)
 - What evidence is there that the results or activities of the project will continue beyond the project lifetime? (sustainability)

Classical evaluation tools

#1 Evaluation framework

| Evaluation Framework | | | | |
|------------------------|--------------------|------------|----------------------|-------------------|
| Key Issues / Questions | Specific Questions | Indicators | Data Sources + Tools | Sampling Strategy |
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Classical evaluation tools

#2 Questionnaires

- Purpose is to collect quantitative and sometimes qualitative information on specific questions from a large number of respondents
- A questionnaire is a structured group of questions to gather information in a consistent way with each respondent
- Questions are either fixed-response questions where the respondent is asked to choose one or more answers from those provided or they are open-ended, free response questions where the respondents answer in their own words
- Four point scale: strongly agree, agree, disagree, strongly disagree obliges respondent to take a side. Results can be analyzed quantitatively
- Five point scale adds neutral in between agree and disagree. Results can be analyzed quantitatively
- It is important to add Don't know option to avoid forcing a respondent to give an opinion they don't really have

Classical evaluation tools

#2 Questionnaires

- The questionnaire should be designed to be quick and painless as possible for the respondent
- How your questionnaire are formulated will be absolutely critical to the quality of the data collected:
- Tips:
 - Check every question to make sure it is not a double or multiple question
 - Check clarity of questions – word them as simply as possible
 - Make sure that questions cannot have more than one meaning
 - Arrange questions in a logical sequence, to the extent possible with the easier ones first
 - Check how long it takes to complete
 - Make the questionnaire visually attractive

Classical evaluation tools

#2 Questionnaires

Related tools:

- Group questionnaire: can be completed as a group activity, following discussion and agreement on each item
- Participatory analysis of results: stakeholders and respondents can be involved in summarizing and analysing answers, a workshop may be organized for this purpose
- Interview guide: if it is short enough (ten questions or less), a questionnaire can be used as an interview guide

Classical evaluation tools

#3 Key Informant Interviews

- Are designed to obtain information on specific research questions.
- „Key informants” are people who have extensive experience and knowledge on one or more topics of interest of evaluation.
- It is often useful to prepare a data collection instrument or a brief interview guide beforehand, to ensure that all key points are covered. This can be shared with the respondent ahead of time to give the opportunity to organize thoughts before the interview.
- Any questions that may be difficult or sensitive should be left until the end of the interview.
- 15-60 minutes for the interview depending on the age, knowledge and the availability of the respondent.
- Avoid closed questions (they limit discussion), double-barelled or multiple questions (confusing) and be careful to avoid leading questions that suggest the answer.

Classical evaluation tools

#3 Key Informant Interviews

- If well conducted can also lead to an interesting exchange of ideas, benefitting both parties. Can also built suport for the project by opening up avenues of discussion and awareness.
- Provides an opportunity to test theries inherent in the project or in the evaluation or that have compe up in the course of evaluation, as well as opportunities to triangulate and verify othe point of view.

Good interviewers use:

- Open questions, e.g. Tell me about you feeling about the AESOP course
- Probing questions, e.g. Why do you say the AESOP course was effective?

Classical evaluation tools

#3 Key Informant Interviews

- Related tools:
 - Group interview: similar to the individual interview but with a group sharing similar characteristics and experiences. This has the advantage of promoting discussion of various opinions and attitudes. Ideally the number of persons in a group interview should be limited to 10-12.
 - Field observation: An observation guide can help the observer record their observations of community processes and other aspects of the project that are of interest to the evaluation.

Classical evaluation tools

#4 Focus group

- Designed to collect data in a social context where people can consider their own views in the context of the view of other.
- Focus groups allow specific topics to be explored in dept with a group of selected individuals.
- Focus group are useful for:
 - Determining stakeholders' preferences
 - Understanding programme implementation problems
 - Developing recommendations and suggestions exploring a range of views on a particular subject

Classical evaluation tools

#4 Focus group

- Questions are always open ended. They are best because they allow participants to tell the story in their own words.
- Avoid quantifiers such as „How much” as they tend to restrict answers.
- Avoid questions with a yes or no answers.
- Why questions are not common because are often too directive and they tend to put people on the defensive.
- The session should be an overall discussion (participants should not have the impression that they finished one question and are asked to another, the sequence of questions should flow naturally from one to another).

Classical evaluation tools

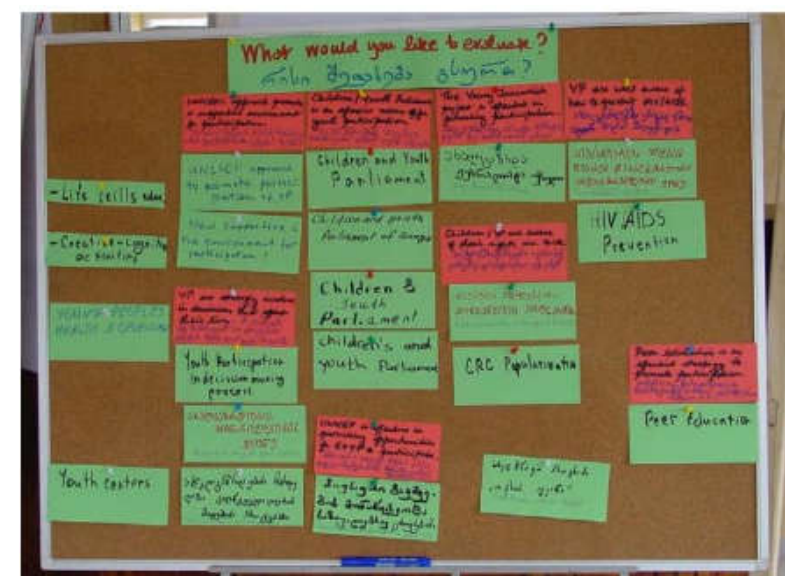
#4 Focus group

- Sample questions: „What did you think about the AESOP course?”, „What did you like best about this course?”
- A facilitator is required who can direct the process, controlling who dominates the conversation, and drawing out the shy ones.
- Well-conducted Focus groups are enjoyable for the participants.
- Cost-effective: in one hour you can get data from 6-10 people instead of one.
- Important tools in collaborative and empowerment evaluation.

Tools for participatory research

#5 Card visualization

- Brainstorming individual ideas and converting these into several overall ideas that represent a group consensus
- What is needed? Pin board of flipchart, coloured cards, marker
- Different coloured cards for different questions
- Sample questions: „What aspect of this course you like the most?“, „What does participation mean to you?“
- Visualizes the discussion for everyone, and ensure transparency
- Leaves a written trace – easy to document
- Excellent method for synthetizing group ideas

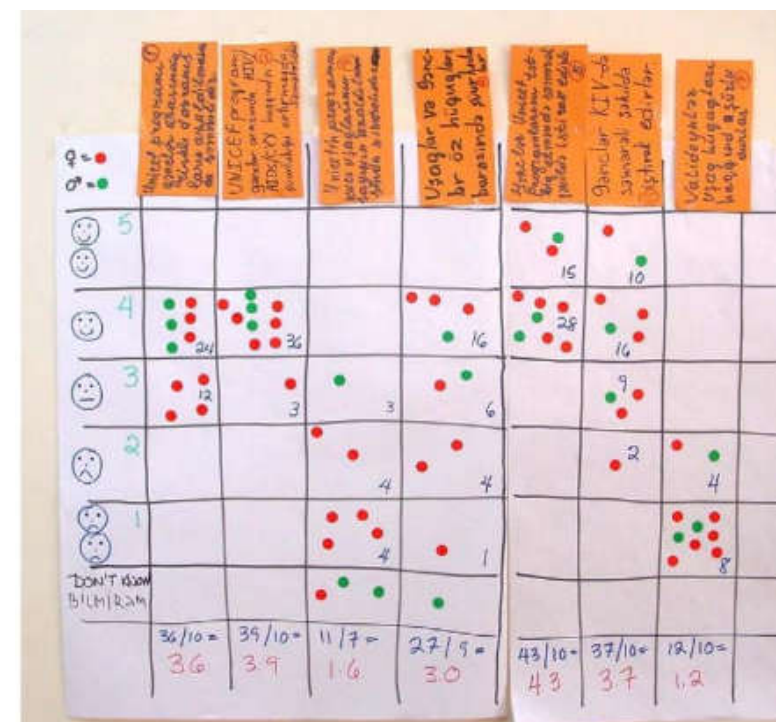


Source: UNICEF (2005) *Useful Tools for Engaging Young People in Participatory Evaluation*

Tools for participatory research

#6 Smiley-face scale

- Quantitative group evaluation of specific research questions
- The research questions must be formulated as positive statements of opinion that can be evaluated by stakeholders according to whether they „strongly agree = 5“, „agree = 4“ „are neutral = 3“ „disagree“ = 2, „strongly disagree“ = 1 or „don't know“ = 0
- Sample question: „AESOP course is effective“
- One voting per one statement to be evaluated
- The participants can be divided into groups
- Easy to analyse and interpret
- Provides immediate results



Source: UNICEF (2005) *Useful Tools for Engaging Young People in Participatory Evaluation*

Tools for participatory research

#7 Testimonials/stories

- Purpose is to gather targeted life stories with critical key points – in depth stories, and give meaning to salient issues behind the general qualitative and quantitative data
- Bring personal, human angle perspective to evaluations
- Inherently subjective and are not generally used as a sole source of information
- Can corroborate other sources of data and provide more in-depth insights
- Testimonials are resented in the first person, narrative style
- Sample question: „I’d like to invite you to talk about how you became involved in the project and what difference it has made to you”.

Tools for participatory research

#8 Impact drawings

- Tool to boost reflection and creativity when soliciting testimonials
- Can be used to describe past, present or future situations
- 10 minutes for the drawings, 1-2 minutes for the succinct presentations
- Sample question: „Draw how participation in the project has changed you”
- Wonderful opportunity for creativity and sharing on a very personal level
- The time for reflection and drawing really opens people up, with the result that the stories that are shared are far more personal
- Not appropriate for more reserved stakeholders, who may feel inhibited or may take themselves a bit seriously (e.g. government officials)

Tools for participatory research

#9 Historical timeline

- To understand the evolution of a project and record important events over time from a perspective of the stakeholders
- Sample questions: „Describe the evolution of your project by drawing a historical timeline, recording the most important development, and key milestones and dates”. „Describe the evolution of your LL”
- Interactive process encourage reflection, generates ideas, and stimulate discussion.
- Helps teams to organize their thoughts and history
- Related tools:
 - Impact timeline: a combination of historical timelines and impact drawings, where participants individually draw how they have evolved over time



Source: UNICEF (2005) *Useful Tools for Engaging Young People in Participatory Evaluation*

Tools for participatory research

#10 Social mapping/ community mapping

- To understand the context in which a project operates, as well as people's perception of their environment and resources for dealing with them
- Not analytical tool (only descriptive)
- Involves stakeholders in drawing maps of community structures, institutions, associations, kinship groupings, boundaries and resources
- Sample question: „Draw a map describing all the important elements of the context in which your LL is operating”
- Venn diagram: circles of various sizes are cut out of coloured paper and given to the group of stakeholders who are asked to allocate them according to different institutions, community structures and resources, with the most important elements represented by larger circles. The overlap between the circles shows the degree of contact between the groups.
- Tool for assessing stakeholders' perceptions of relationships with a community.

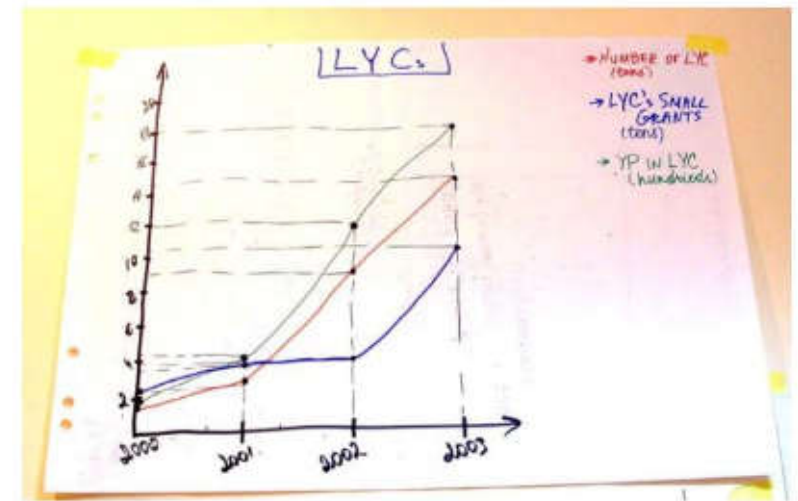


Source: UNICEF (2005) *Useful Tools for Engaging Young People in Participatory Evaluation*

Tools for participatory research

#11 Trend analysis

- To track changes in one or more project parameters over time.
- Can track multiple indicators along the same time scale.
- Sample questions: „Make a graph of the key parameters illustrating the evolution of your LL since they began”
- Adds a quantitative aspect to the description of how project has evolved and changed over time.
- Excellent tool for encouraging project teams to monitor their progress.

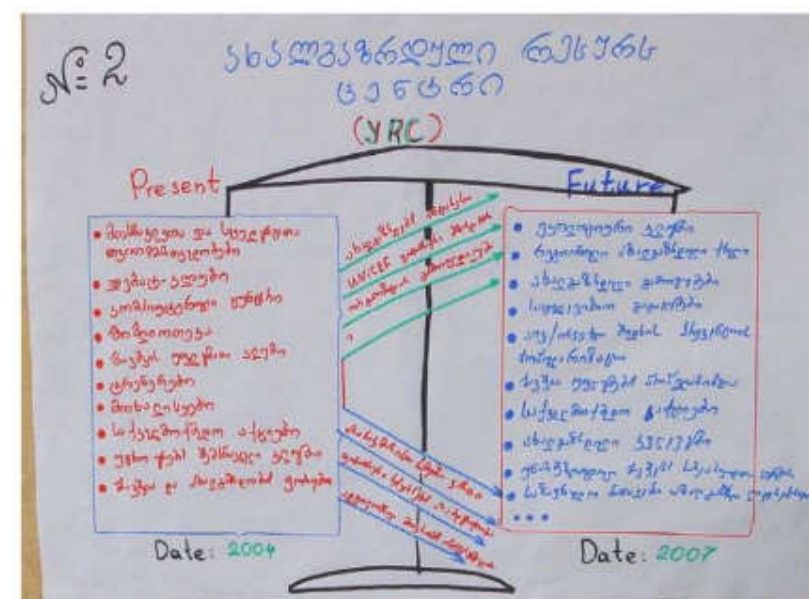


Source: UNICEF (2005) *Useful Tools for Engaging Young People in Participatory Evaluation*

Tools for participatory research

#12 Force-field analysis

- To analyse why a project has evolved as it has (evaluation function) or to plan the future of the project (planning function)
- Analytical tool that promotes understanding for a given project not only that the changes from the past to the present but also why – what have been the positive factors, and what obstacles have had to be overcome.
- To analyse:
 - The past i.e. the situation at the beginning of the project
 - The present state of the project
 - Forces i.e. resources that helped create the present state and the constraints that influences this evolution
- Sample questions:
 - Evaluation: „How has the participation changed the participants you worked with?”
 - Planning: How could you increase the people’s interest to the LL labs”

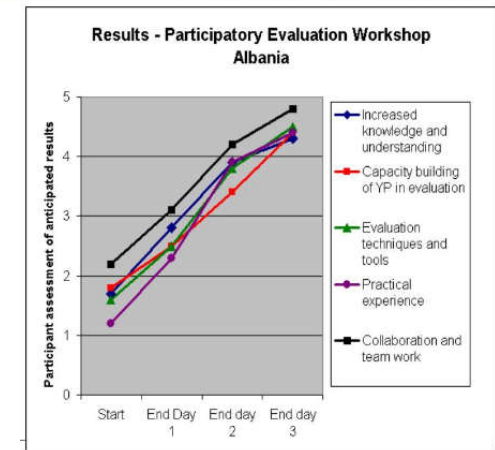


Source: UNICEF (2005) *Useful Tools for Engaging Young People in Participatory Evaluation*

Tools for participatory research

#13 Quantitative evaluation

- To track the participants' assessment of the results defined for the workshop from the beginning to the end, and including mid-points as well
- Each person rates their own level of understanding at this moment with each respect to each of expected results
- Ratings should be done at time zero and at the end of the workshop (and also at mid-points e.g. after each day of the workshop)
- Quick, quantitative, easy to analyse
- Subjective (self-evaluation)



Source: UNICEF (2005) *Useful Tools for Engaging Young People in Participatory Evaluation*

Tools for participatory research

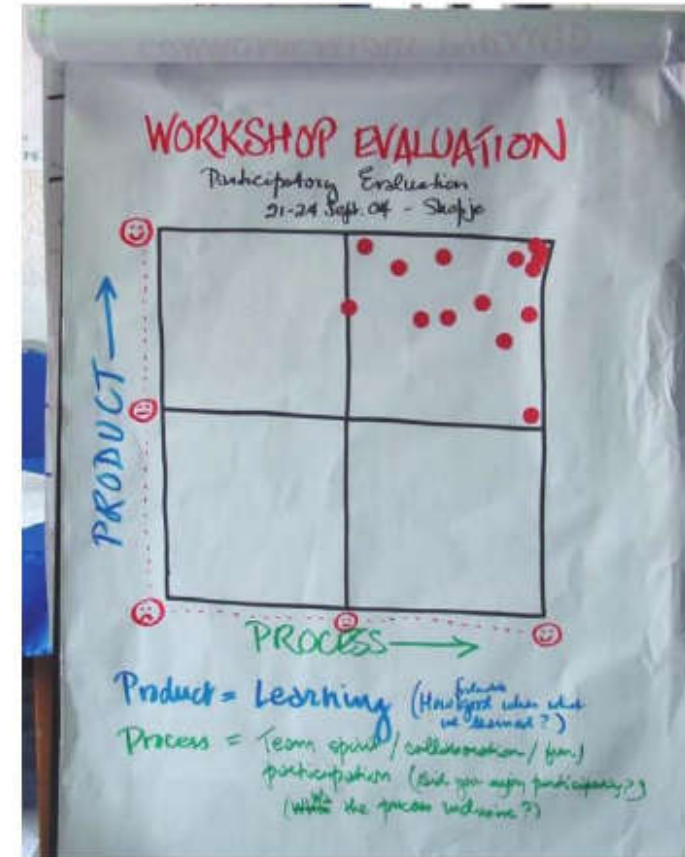
#14 Taking stock

- Purpose is to learn from our experience
- Simple exercise to improve facilitation skills
- Using different colour cards to describe what went well (green cards) and what could have been better (red cards)
- The results can help improve workshop on subsequent days

Tools for participatory research

#15 Process/ Product Evaluation

- To provide a quick, visual assessment by the participants of the overall quality of a workshop/course in terms of a product (learning) and process (team spirit, inclusiveness, transparency, fun, etc.)
- Product = „How useful/valuable was what you learned?”
- Process = „Did you enjoy the workshop? Was it inclusive?, Did it build team spirit?”
- Fast and highly visual. The results provides a good synthesis on the group’s assessment of the workshop/course



Source: UNICEF (2005) *Useful Tools for Engaging Young People in Participatory Evaluation*

Phase V: Monitoring & Evaluation

Exercise in breakout rooms

Phase V: Monitoring & Evaluation

Exercise in breakout rooms

- The breakout rooms will be for summarizing general feelings regarding the entire AESOP4FOOD course and preparing the ideas on the assignment 5.
- We will discuss the questions that can be also found in the Wiki (Assignment 5).
- We will use a padlet for the discussion.

Phase V: Monitoring & Evaluation

Exercise in breakout rooms

French Hub

<https://padlet.com/geronimo2/x50tcdq8yo4dh2w8>

Vienna Produktionskollektiv

<https://padlet.com/geronimo2/yxq3uprznhfpcyju>

Madrid

<https://padlet.com/geronimo2/3zkp2avn1qk09y79>

Warsaw 1 Poznan

<https://padlet.com/geronimo2/wxqzbkyjnu4zb2pm>

Warsaw 2

<https://padlet.com/geronimo2/yg7k1zw8nbyl6bto>

Warsaw 3

<https://padlet.com/geronimo2/phsl1jo3uf4ohxp9>

Phase V: Monitoring & Evaluation

Exercise in breakout rooms

I – The students answer the questions:

- 1) What did you like most about the AESOP4FOOD course?
- 2) What did you like least about the AESOP4FOOD course?
- 3) What will you take home?
- 4) How do you think this course could have been improved?
- 5) Did the teaching and learning method work for you?
- 6) How did COVID-19 affect your team work?
- 7) Did the content/course phases come together coherently throughout the seminar?
- 8) Did the assignments serve the Living Lab activities well?
- 9) What have you learned as a group in terms of addressing a sustainable food planning challenge?
- 10) Mention one lesson learnt for each individual team member.
- 11) What might be the most important next step or action for your Living Lab?

Phase V: Monitoring & Evaluation

Exercise in breakout rooms

II – The moderator/tutor is filling the padlet with the responses given by the students.

III – The students categorize similar responses into clusters (i.e. cluster 1 – problems with communications, cluster 2 – ...)

IV – Open discussion

Time for the exercise: 17:40-18:20

Phase V: Monitoring & Evaluation

Assignment 5

Assignment 5: Monitoring & Evaluation

Keywords: collaborative evaluation; self-reflection

The learner:

- Is able to have a critical reflection of the role of the planner in a pluralistic society (expert vs facilitator); can define her/his **own position and values** regarding sustainable food planning;
- Is able to **reflect on his/her own process**, using **feedback from others** reflecting on cultural, social and economic differences.

Assignment 5: Monitoring & Evaluation

- Now it is the time to look back and reflect on what has happened over the past months. We will engage in a **collaborative monitoring and evaluation** of the Living Lab groups, then work together and share findings. You now have a broad understanding of the seminar, the Living Lab and Sustainable Food Planning challenges.
- We invite you to continue your story-telling as you evaluate and make statements about the following:
 - the seminar,
 - your Living Lab / case study,
 - your team,
 - yourself,
 - and your future agenda.

Assignment 5: Monitoring & Evaluation

- **You can make use of the reflections you presented in the assignment of each phase of the seminar.**
- Address the following questions:
 - 1) Did the teaching and learning method work for you?
 - 2) How did COVID-19 affect your team work?
 - 3) Did the content/course phases come together coherently throughout the seminar?
 - 4) Did the assignments serve the Living Lab activities well?

Assignment 5: Monitoring & Evaluation

- Introduce the lessons learnt
 - 1) What have you learned as a group in terms of addressing a sustainable food planning challenge?
 - 2) Mention one lesson learnt for each individual team member.
 - 3) What might be the most important next step or action for your Living Lab?

**Present your assignment making use of the PowerPoint format
to your colleagues and tutors.**