Using participatory techniques in Monitoring and Evaluation

Jaqui Goldin

Extra-ordinary Associate Professor, Centre of UNESCO Chair in Groundwater and Society, University of the Western Cape

(many of these slides have been inspired by the work of Linda Biersteker)

Recap on introductory course on participatory research methods

- Three big shifts in the approach to participation internationally

  - *1970's:* self reliance and radical social agendas involve participation for empowerment and capacity building

  - *1980's:* participation a matter of pragmatism rather than principle with a focus on project efficiency and effectiveness as defined by development agencies

  - *1990's:* mainstreaming of participatory development and 'putting the last first'(whose reality counts)

Introductory course recap

- Concentration on **people as experts of their own lives** and the facilitator as a learner herself/himself and as an enabler

- A focus on equity and giving **voice to marginalised** and socially excluded groups of people such as women, children, those who are rural and poor

- The use of **visual learning methods** which are adaptable and used flexibly to learn from and to evaluate people's concerns

- An emphasis on self-critical awareness of both facilitators and participants

Source: Linda Biersteker

Common elements or principles in PLA

- Concentration on **people as experts of their own lives** and the facilitator as a learner and enabler;

- A focus on equity and giving **voice to marginalised** and socially excluded groups of people such as women, children, those who are rural and poor

- The use of **visual learning methods** which are adaptable and used flexibly to learn from and to evaluate people's concerns

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Source: Linda Biersteker

Common elements or principles in PLA

A move away from knowledge for the sake of knowledge to knowledge for **action and empowerment**. (Cornwall 1999:1)

Mapping

- Includes mapping of social, demographic, health and service issues, opportunities or resources

- Can be drawn on the ground or on paper, models can be made, natural resources used

- Provides a **starting point** for discussion or for prioritising issues for change

Source: Linda Biersteker

Matrix ranking

- Used to prioritise. The group brainstorms what it thinks is important in relation to a particular issue and then votes on which is most important.
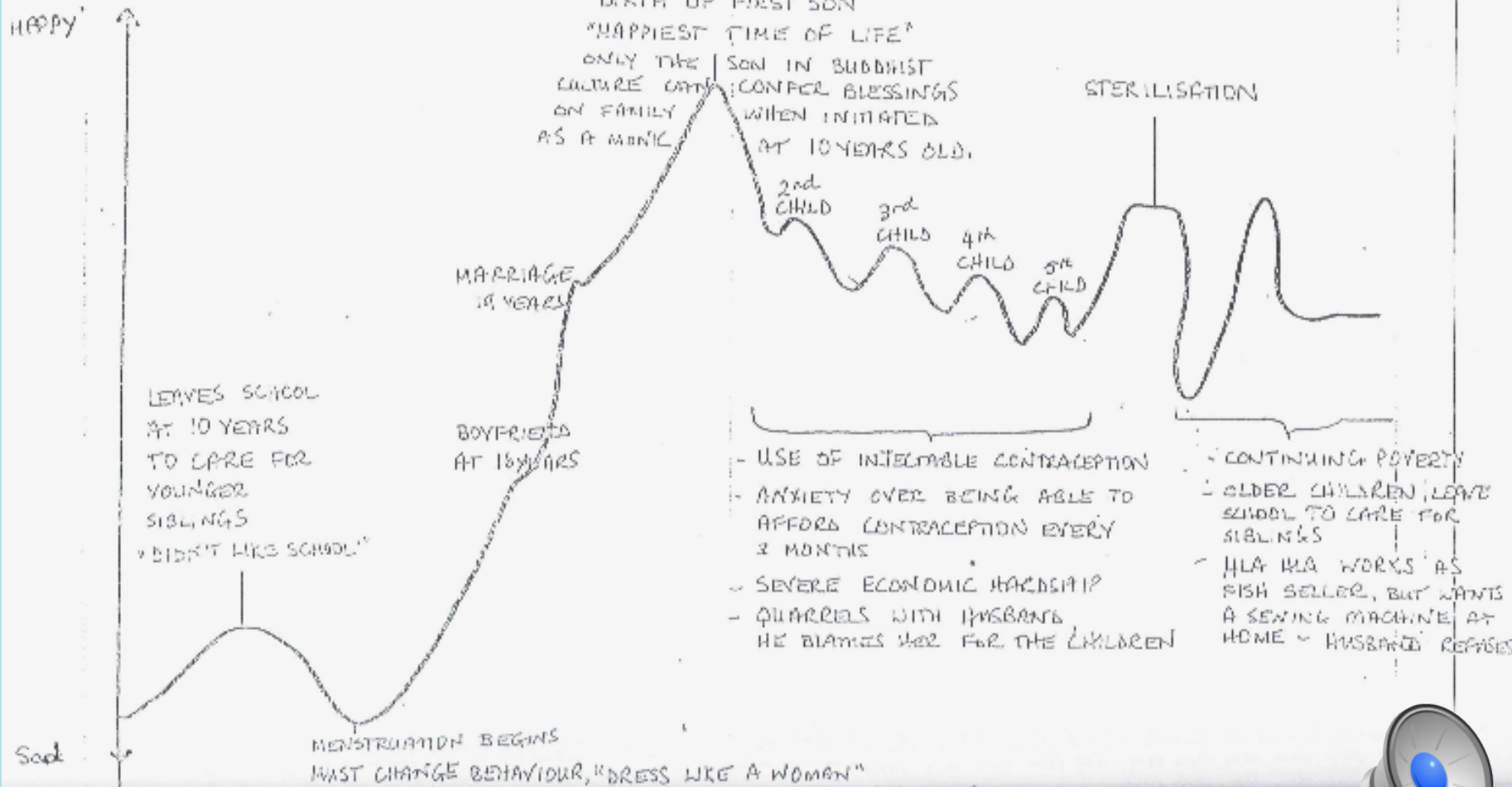
Mood or Life Lines

- Can be done individually or as a group

- People can track how they felt about particular events in their lives or even ae programme over time.

- Need to be used sensitively.

SEXUALITY LIFE LINE — Ma Mu 39 Years

HAPPY

BIRTH OF FIRST SON
"HAPPIEST TIME OF LIFE"
ONLY THE SON IN BUDDHIST
CULTURE CAN CONFER BLESSINGS
ON FAMILY WHEN INITIATED
AS A MONK AT 10 YEARS OLD.

STERILISATION

2nd CHILD

3rd CHILD

4th CHILD

5th CHILD

MARRIAGE
19 YEARS

LEAVES SCHOOL
AT 10 YEARS
TO CARE FOR
YOUNGER
SIBLINGS
"DIDN'T LIKE SCHOOL"

BOYFRIEND
AT 18 YEARS

- USE OF INJECTABLE CONTRACEPTION
- ANXIETY OVER BEING ABLE TO
  AFFORD CONTRACEPTION EVERY
  3 MONTHS
- SEVERE ECONOMIC HARDSHIP
- QUARRELS WITH HUSBAND
  HE BLAMES HER FOR THE CHILDREN

- CONTINUING POVERTY
- OLDER CHILDREN LEAVE
  SCHOOL TO CARE FOR
  SIBLINGS
- HLA HLA WORKS AS
  FISH SELLER, BUT WANTS
  A SEWING MACHINE AT
  HOME ~ HUSBAND REFUSES

Sad

MENSTRUATION BEGINS
MUST CHANGE BEHAVIOUR, "DRESS LIKE A WOMAN"

Important influences which grew your river can be shown as tributaries and labelled.
Add little drawings along the side of important people, events and experiences.
Use different colours to show different moods.
Step 2
Share in groups of three./ **Yabelana neqela labaThathu.**

Group C : 233 8450

M.J.S

Early Childhood (0-14 yrs.)

Positive Influences

Primary School

Eduation
Teachers
Friends

Support
Love
Culture

Nuclear + Extended Family

NSFAS (Financial Aid)

Negative
Influences (15-17)

High School

Peer Pressure
Denial

Financial
Problems

(17-21 yrs)

Social Work	Nursing	Physio-Therapy	Dentistry
English	Abraham	Xhosa	Zulu
LAN	OT	EMS	Science
Psychol	Anthropol	Social

UWC

River of Life Exercise: as M & E tool

- Draw the river of your life that has brought you to your current choice of profession/field of study

- Go right back to the source of the river (your early years), the different periods in your life, such as quiet peaceful times (smooth flow) or wild difficult times (waterfalls, rough water)

- Important influences which grew your river can be shown as tributaries and labelled

- Add little drawings along the side of important people, events and experiences

- Use different colours to show different moods

- Share in small groups

Source: Linda Biersteker

Two Way Matrix

This can be used to investigate people's criteria for choosing different options or for analysing who might be most impacted by a particular issue. In the example below a matrix has been drawn of things to compare along the top – in this case health providers and criteria for rating them down the side.

**Matrix Scoring of Health Providers,
Ado-Odo, Nigeria**
Young men's group, S.W. Nigeria, July 1996
From: Cornwall, 1999.

Scores are out of 10	Ado PHC Clinic	Igbo Medicine Shop	Otta Hospital	Oke Padre Clinic	Omo Odua clinic
Staff are highly skilled	2	1	7	8	5
Staff are kind & friendly	1	8	4	7	5
Drugs are available	1	9	3	8	6
Affordable cost	4	8	2	6	1
Used by many people	2	10	1	6	4
Overall Preference	4th	2nd	Last choice	1st choice	3rd

Indicators in Monitoring & Evaluation

Programme Theory

- Explains how and why a programme is supposed to work

- describes a particular programme, explains why, how, and under what conditions the programme effects occur, predicts the outcomes of the programme, and specifies the requirements necessary to bring about the desired programme

Source: Linda Biersteker

What is an indicator (1)

- A quick search on the world-wide-web on "indicators" provides us with an overwhelming amount of hits on business indicators, economic indicators, social indicators, environmental indicators, health indicators, education indicators, governance indicators, quality of life indicators, etc., etc.

- All these indicators have one thing in common; they refer to **specific information**

- Since managers regularly require specific information to enable proper decision-making, indicators often play an important role in profit as well as non-profit organisations

What is an indicator (2)

- According to OECD/DAC, an indicator is:
- "A quantitative or qualitative factor or variable that provides a simple and reliable means to measure achievement, to reflect changes connected to an intervention, or to help assess the performance of a development actor"
- (DAC Glossary of Key Terms in Evaluation, May 2002)
- According to the definition adopted by USAID, an indicator is:
- "a variable, which purpose it is to measure change in a phenomena or process"

OBJECTIVES	INDICATORS
Goal The long-term results that an intervention seeks to achieve, which may be contributed to by factors outside the intervention	**Impact indicators** Quantitative and/or qualitative criteria that provide a simple and reliable means to measure achievement or reflect changes connected to the goal
Outcomes The primary result(s) that an intervention seeks to achieve, most commonly in terms of the knowledge, attitudes or practices of the target group	**Outcome indicators** As above, connected to the stated outcomes
Outputs The tangible products, goods and services and other immediate results that lead to the achievement of outcomes	**Output indicators** As above, connected to the stated outputs
Activities The collection of tasks to be carried out in order to achieve the outputs	**Process indicators** As above, connected to the stated activities

Source:
Linda Biersteker

Using Indicators in M &E

- Indicators for goals and purpose (development and immediate objectives) will tell you about **impact**

- Indicators for outputs (activity objectives) will tell you if you are using resources in the best possible way **(efficiency)** and if you have done what you said you would do **(effectiveness)**

Source: Linda Biersteker

Tension

- Developing authentic and contextually sensible strategies for long term development

Vs

- Demonstrating short term outcomes for accountability reasons

Need to negotiate the relative importance of efficiency, effectiveness and outcomes

Whose indicators ?

"Dominant policies and practices are based on specific, standardized quality criteria that originate in a narrow range of contexts, values and practices. It becomes important to recognize multiple stakeholder perspectives (politicians, teachers, parents, children etc) as well as inequalities in power amongst these stakeholders"   Woodhead (2006)

Whose values do we consider and how much weight do different partners have?

Joint framework between partners

- ✓ strengthens organisations and institutional learning – enables problem solving
- ✓ helps with understanding and negotiating stakeholder perspectives – e.g. attempts to establish project objectives consistent with criteria from local community
- ✓ valuable for public accountability and policy
- ✓ important with decentralisation and local governance

Source: Linda Biersteker

Operationalising our concepts

- Many concepts used to describe the results we would like to achieve are broad and may mean many different things to different people

- It is not possible to measure something like development or empowerment without breaking it up into specific areas or activities which we can see evidence of

Source: Linda Biersteker

Indicators must be:

- relevant – they should be directly related to the objective you are trying to achieve.
- easy to verify – not too difficult and expensive to get the information
- capable of assessing change over time
- measurable
- valid and reliable
- related to a range of programme activities thus allowing a balanced and focussed assessment
- useful – can be used for decision making and learning

Let's look at three sets …

SMART

SPICED

CREAM

- **S** Specific

- **M** Measurable

- **A** **A**chievable

- **R** Relevant

- **T** Time-bound

- **S** Subjective

- **P** Participatory

- **I** Interpreted & communicable

- **C** Cross-checked & compared

- **E** Empowering

- **D** Diverse & disaggregated

- **C** Clear (indicators should be precise)

- **R** Relevant (appropriate to the evaluation)

- **E** Economic (obtained at reasonable cost)

- **A** Adequate (provide sufficient information)

- **M** monitorable (easily monitored)

Quantitative and Qualitative

- Indicators can be **quantitative** (things that can be counted, percentages that can be calculated) and **qualitative** (descriptive such as observations of changes in feelings, attitudes and behaviours) which explain how and why

- *Not everything that can be counted counts, and not everything that counts can be counted*
-Albert Einstein

Participatory video

- Participatory video is a powerful M and E tool
- Take a look at the video attachment to see how this technique is used to empower communities and to trace progress in a given dimension

Self evaluation (1)

Think about a project that you are currently working with or one that is planned: develop three indicators each which will indicate whether

> **the intervention is effective**
>
> **the intervention is efficient**
>
> **the intervention has impact**

What measures of the indicators will you use?

What are some assumptions you are making about conditions which might affect the implementation of the project?

Self evaluation (2)

- Write down your understanding of the concept of empowerment

- Write down three specific things you would look for as indications of empowerment

- Share this with two people sitting near you.

- What did you find?

Self evaluation (3)

1. Draw a picture/map of your home and neighbourhood including the resources that are there

2. Identify and label three things that you would like to change (could be physical or relate to attitudes, social issues). Put these in order by choosing to give the one you feel is most important the most tokens

3.   Share in your group, explaining your picture/map and the reasons for wanting things to change.

2 way matrix

- Develop a matrix about local methods of transportation

- Brainstorm criteria by which to evaluate transport

- List up to 6 local methods of transport

- Develop a matrix and using your tokens score each on the criteria, discussing and coming to a consensus for the highest scoring method.