VOLUME 5

PROGRAM PLANNING AND EVALUATION IN URBAN YOUTH CENTRES

UN-HABITAT
FOR A BETTER URBAN FUTURE

ACKNOWLEDGEMENTS

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FOREWORD

Over the past decade, agencies and governments across the world have begun to realize the value – and necessity – of engaging youth as partners and leaders in the development of cities and towns. As more and more of the issues of human development become urban issues, and ever-greater proportions of city populations are youth, the crucial intersection between empowering youth and actualizing our goals for sustainable urban development becomes clear. Just as in the 20th century, the vast majority of the worlds' nations recognized that the inclusion and full empowerment of women was key to success, in the 21st century we have begun to make similar strides towards the recognition of youth as full stakeholders in our shared future.

This series of training manuals was developed by UN-HABITAT in partnership with several international NGOs. The titles in this set of guidebooks are intended for use in Urban Youth Centres, offering resources for development partners and practitioners grappling with the issues of youth in urban spaces today. Each of the manuals builds on and interfaces with the other volumes in the series, and together the series offers a flexible and locally-adaptable roadmap to ensure that youth can be effectively engaged and empowered to make positive changes in their own lives and in their communities.

These manuals have been ground-tested with youth, partner organization representatives and municipal staff from One Stop Youth Resource Centres in Kenya, Tanzania, Uganda and Rwanda. To date, we have seen an overwhelming response and desire by municipalities in countries across Africa and beyond for access to these training resources, reflecting the great need for safe urban spaces in which youth and local authorities can cooperatively interact and address shared concerns. It is our hope that with this series' wide distribution to municipal partners, we will see the expansion and evolution of the One Stop and We Are the Future Urban Youth Centre models across the developing world. This series can also be adapted at the national level by Ministries concerned with Youth issues.

As with any publication designed for use in multiple locations in the field of youth-led development, this series is expected to expand and be revised and updated regularly. To those beneficiaries of this first edition, we invite your contributions to the ongoing learning and feedback process that is the hallmark of successful participatory development.

I would like to extend thanks on behalf of UN-HABITAT to our development partners who have made resources available. To our municipal and civil society partners, and especially to the youth of today's cities, we entreat you to implement the learning contained in this series, to work together to create new opportunities for youth as leaders of today, and to continue your shared efforts to bring about lasting and meaningful change in your communities.

Dr. Joan Clos
Executive Director, UN-HABITAT

OVERVIEW

UN-HABITAT, Municipal Partners and Urban Youth Centres

A Brief Overview of the One Stop/ We Are the Future

"Urban Youth Centres" Concept

THE GLOBAL PARTNERSHIP INITIATIVE (GPI) AND ONE STOP CENTRES

What is a "One Stop Youth Centre"?

A safe urban space in a developing country, devoted to youth-led development activities in thematic defined by and for local youth and in alignment with local and national development objectives, and which is:

- Run by municipal or local authority (government) OR a community-based organization/NGO in direct partnership with local government
- Implemented and maintained according to UN-HABITAT developed guidelines for Urban Youth Centres (which cover, generally, issues of governance, structure, minimum standards and programming)

The Global Partnership Initiative for Urban Youth Development (GPI) is collaboration between selected cities worldwide and UN-HABITAT, intended to address the growing need for the engagement of youth as full partners in urban development and governance issues. Youth comprise a significant and growing proportion of the world's population, and indeed are the majority in many developing countries, most especially in their rapidly expanding urban centres.

In 2004, UN-HABITAT launched the GPI in Barcelona at the World Urban Forum, formalizing the agency's commitment to engaging with youth across the world in shaping and achieving development and governance goals. Two years later, the World Urban Forum in Vancouver, Canada, had a strong focus on the role of youth in urban spaces, and on how youth in both developed and developing countries are already taking leadership roles and helping shape their own futures. The highly successful World Youth Forum, as part of the Vancouver World Urban Forum, saw the formalization of the Global Partnership Initiative and the beginnings of several innovative urban youth empowerment programmes by UN-HABITAT's Partners and Youth Section.

One Stop Youth Centres, piloted in four East African cities (Nairobi, Dar es Salaam, Kampala and Kigali), are the first major activity of the GPI project. The concept of One Stop Centres grew out of a collaborative process with key stakeholders including youth, municipal leaders, and UN-HABITAT. The centres are envisioned to provide youth with safe spaces in urban settings where they can meet and take the lead in their own development as well as that of their urban environment, and be participants – through initiatives such as municipal and national Youth Councils, for example – in shaping policy related to issues affecting youth.

WE ARE THE FUTURE (WAF) CENTRES

What is a "We Are the Future Centre"?

A safe urban space in a post-conflict, developing country, devoted to youth-led and youth-to-child development activities in thematic defined by and for local youth and in alignment with local and national development objectives, and which is:

- Run by municipal or local authority (government) OR a community-based organization/NGO in direct partnership with local government
- Implemented and maintained according to UN-HABITAT developed guidelines for Urban Youth Centres (which cover, generally, issues of governance, structure, minimum standards and programming)

Launched in 2004, the We Are the Future (WAF) initiative is the result of a strategic partnership between the Glocal Forum and the Quincy Jones Listen Up Foundation with the support of a coalition of stakeholders, including the World Bank and major private sector companies. We Are the Future's goal is to mobilize global resources for the benefit of children in post-conflict cities through the creation of municipally-owned WAF Youth and Child Centers that focus on youth-led activities in the five areas of Nutrition, ICT, Health, Sports and Arts.

The primary goal of this joint programme is the development and implementation of youth-led services for orphans and vulnerable children (OVC) and youth living in urban areas in order to promote a healthy start in life and improved living conditions. Youth benefiting from programs at the Centres have become community assets able to extend new services to peers, younger children and their communities at large. The Centres are based on partnerships with municipalities, the private sector, civil society organizations, development agencies and universities, in order to ensure sustainability and scale.

In the pilot phase, the intent has been to strengthen the capacity of six pilot cities (Addis Ababa, Asmara, Freetown, Kigali, Kabul, Nablus) to run and maintain youth-led WAF Centres through local capacity building training and city-to-city exchanges.

In 2005, the Glocal Forum and UN-HABITAT merged the WAF programme with UN-HABITAT's One Stop Youth Centre model for urban youth development with the WAF program, and the two distinct models are now being harmonized to serve the interests of youth in both urban spaces across the developing world, including both post-conflict and developing countries.

UN-HABITAT Publications for Urban Youth Centres

This manual exists as one of a growing library of materials produced by UN-HABITAT for use by and in the One Stop and We Are the Future Urban Youth Centres.

Current titles in this series, at time of publication, include:

- Volume 1: Urban Youth Centre Setup Guide
- Volume 2: Information Work and Youth
- Volume 3: Asset Mapping Guide
- Volume 4: Entrepreneurship Program Guide
- **Volume 5: Program Pranning and Evaluation Guide**

To receive copies of these manuals, and to find out about additional manuals available from UN-HABITAT, please contact info@unhabitat.org.

Target Audiences for UN-HABITAT Urban Youth Centre Manuals

Manuals such as this one, published by UN-HABITAT for Urban Urban Youth Centres, have a number of possible target audiences. This manual is intended primarily for the audiences noted on the next page.

Target Audience Description	This Manual Primarily For (√)
Municipal Employees:	
Leadership and staff members of the city department or division implementing the Urban Youth Centre.	
Local Authorities:	
Leadership and staff of offices responsible for specific communities or areas within the city, who are implementing a smaller (satellite) Urban Youth Centre for their community.	
Urban Youth Centre Staff:	
Typically city council staff seconded to the Urban Youth Centre, or staff assigned to a satellite community centre by the Local Authority. These staff work at the Centres full time, with youth, running programs and coordinating activities.	√
Urban Youth Centre Volunteers:	
Youth volunteers engaged with activities at the Youth Centres with a formal agreement governing their activities and relationship to the Centre.	√
Youth Beneficiaries of Urban Youth Centres:	
Youth, whether individual or members of youth groups, who use the Centre regularly, take part in programming and other activities.	√
Partner Organizations and Stakeholders of Urban Youth Centre:	
Partner organizations under formal M.O.U.'s with the Centre, especially youth development related organizations. May also include stakeholders from civil society, private sector, and other levels of government.	

CONTENTS

CHAPTER 1

Introduction to Participatory Evaluation

WHAT IS EVALUATION?

Evaluation means to "form an idea about the amount, number or value of something" (Oxford American Dictionary). We evaluate all the time when we decide whether to go to this restaurant or that one, to spend time cultivating a friendship with this person or that one, when we form an opinion about a new website, movie or piece of art or music.

By the way any word that is highlighted in pink means the word is defined in the appendix.

If you are breathing then you can do evaluation. Let's find out more about the kind of evaluation you've already done.

1a

Pre-training exercises

WHAT HAVE YOU EVALUATED LATELY?

Use the following space to brainstorm a list. And don't worry there are no wrong answers, simply let yourself write down whatever comes to mind.

Let's also take a moment to find out more about you and your history with evaluation.

Circle the faces that best represents how you feel about evaluation. If there's not a face that represents how you feel draw your own.

What's your history with evaluation? Use three symbols or pictures to tell your story about your evaluation history.

WHY CAN EVALUATION HAVE A BAD REPUTATION?

Evaluation can have a bad reputation, at least from community-driven organizations and the people that are being asked to help evaluate their programs. For example have you ever been really excited about filling in an evaluation form? Have you ever actually looked forward to filling in an evaluation form? Chances are you said no.

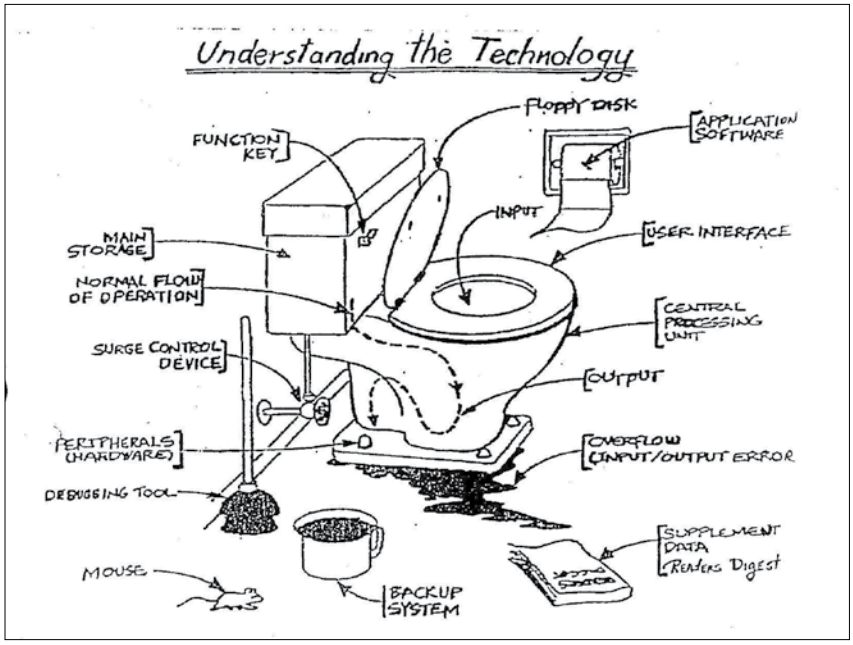
Have you ever had to do an evaluation for a funder that was really confusing and/or that didn't end up helping your programming efforts?

Note: perhaps you are the exception to the rule and simply love doing evaluation, in fact you dream about it in your sleep and can't wait to fill out long questionnaire forms. In that case we can't wait to meet you!
Like any other professional field evaluation can be made to be quite complicated.

Evaluation can be seen to be:

- dull
- boring
- not helpful in improving your program(s)
- complicated
- overwhelming/>
- full of confusing jargon

This manual sets out to change that.



WHAT'S THE ALTERNATIVE?
HOW CAN EVALUATION HELP YOUR PROGRAMS?

Program evaluation can be F.U.P.A.[1], which is stands for:

- feasible: there are a million different ways to evaluate a program, the method you select should be easy, and relatively convenient
- useful: the evaluation should go hand in hand with programming, that is, the evaluation should actually help you move your programs forward
- practical: the evaluation should be useful in real life, real circumstances
- accurate: the data that you gather in the evaluation should be correct as much as possible

Evaluation can also use incredibly creative ways to gather information and people involved in the evaluation can have a lot of fun along the way.

Often times evaluation is seen as something that is done separately. It is it's own thing, existing off in a corner somewhere. Good evaluation, it bears repeating

1 *From Vancouver Community College Provincial Instructor Diploma Program, Evaluation course.*

should be closely linked to programming; it should help to improve your programs. In other words when you are first developing a program that is often a good time to start thinking about how you'll evaluate it and how the evaluation can help you develop your program.

HOW CAN WE THINK OF EVALUATION?

Fill in the blank – evaluation is like _____.
Congratulations, you're a poet. This is an example of a simile[2, 3]

Other ways to think about evaluation, using similes, are:

- Evaluation is like raising children; it can be messy, you learn the most at times when you least expect it and it has long term impacts.
- Evaluation can be like a mirror; you learn more about yourself than you ever expected to.
- Evaluation is like a rainbow; it can be beautiful yet elusive

The goal[4] of this evaluation manual process is to avoid a complicated, bureaucratic ('bureaucratese') program evaluation approach and instead use an approach that is simple, feasible, useful, practical, accurate and creative.

The objectives[5] of the manual are to:

- introduce evaluation, focusing on program evaluation and specifically the program logic model / logical framework analysis
- explain and demonstrate the steps to a program evaluation including:
    - how to write an evaluation plan
    - different ways to collect and analyze data
    - how to write an evaluation report

The process[6] that we'll use is:

- to build on what you already know, because we know you have lots to contribute
- a practical approach; we ultimately want you to be able to apply the skills you'll be learning and share them with your communities

2 *A way to remember a simile is that "a simile is similar or alike" http://en.wikipedia.org/wiki/Simile*

3 *Michael Quinn Patton; section of his utilization focused evaluation book that talks about using metaphors http://tinyurl.com/o6my2o*

4 *The overall, overreaching thing we're trying to achieve. On its own a goal is too broad to be measured.*

5 *The more specific, measurable things we're trying to reach. If we reach these objectives then we've met our goal. We can measure objectives.*

6 *How we'll get the work done.*

CHAPTER 2

What is evaluation

WHAT IS EVALUATION?

Good question. As we've already stated the dictionary definition of evaluation is to "form an idea about the amount, number or value of something" (Oxford American Dictionary).

What does evaluation mean to you? Take a moment to think about it and write your response below.

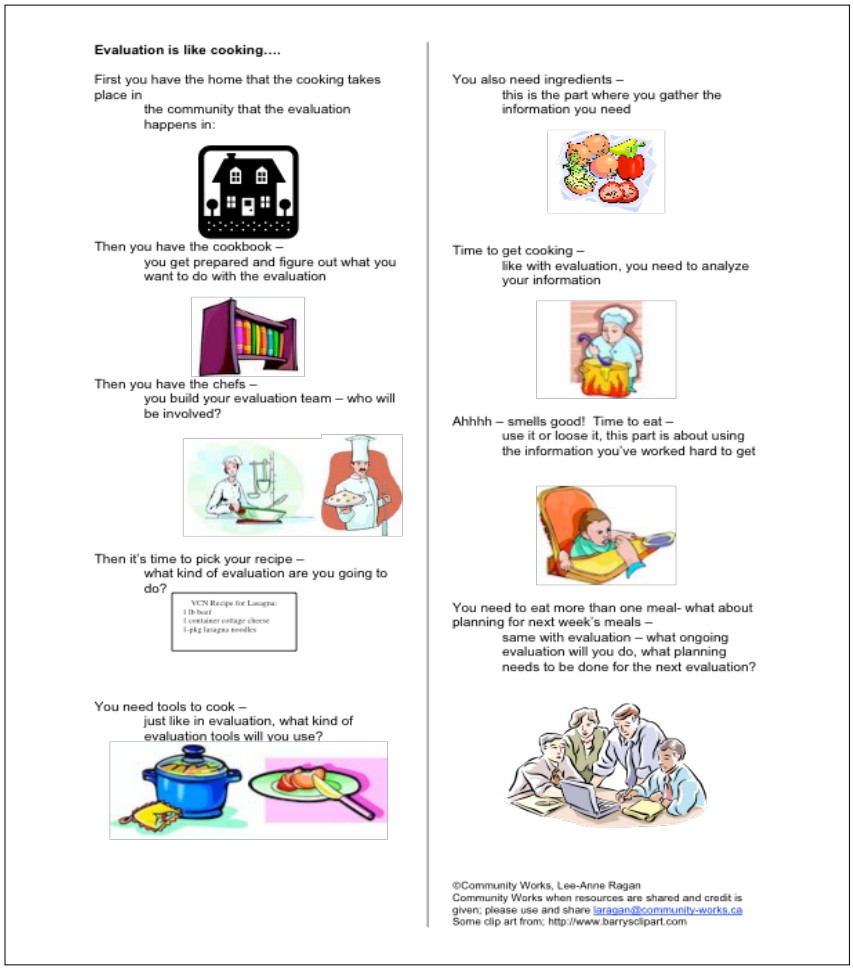
We've been talking about evaluation in general. There are all kinds of things we can evaluate, such as a product, an employee, an organization, an idea, a government etc. From now on we'll be specifically focusing on program evaluation.

As defined by the American Evaluation Association, program "evaluation involves assessing the strengths and weaknesses of programs, policies, personnel, products, and organizations to improve their effectiveness."[7]

WHAT ARE THE PARTS TO A PROGRAM EVALUATION?

Another way to look at evaluation is like this;

Evaluation is the systematic collection and analysis of data needed to make decisions, a process in which most well-run programs engage from the outset.[8] In other words:



Evaluation is like cooking....

First you have the home that the cooking takes place in
the community that the evaluation happens in:

Then you have the cookbook –
you get prepared and figure out what you want to do with the evaluation

Then you have the chefs –
you build your evaluation team – who will be involved?

Then it's time to pick your recipe –
what kind of evaluation are you going to do?

YCN Recipe for Lasagna:
1 lb beef
1 container cottage cheese
1-pkg lasagna noodles

You need tools to cook –
just like in evaluation, what kind of evaluation tools will you use?

You also need ingredients –
this is the part where you gather the information you need

Time to get cooking –
like with evaluation, you need to analyze your information

Ahhhh – smells good! Time to eat –
use it or loose it, this part is about using the information you've worked hard to get

You need to eat more than one meal- what about planning for next week's meals –
same with evaluation – what ongoing evaluation will you do, what planning needs to be done for the next evaluation?

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Community Works when resources are shared and credit is given; please use and share laragan@community-works.ca
Some clip art from; http://www.barrysclipart.com

7 *http://www.evaluationwiki.org/index.php/Evaluation_Definition*

8 *http://www.evaluationwiki.org/index.php/Evaluation_Definition*

- the process is organized, has some planning behind it, it's proactive
- information (data) is collected which then gets analyzed
- the data is used to take some kind of action (rework parts of your program, stop doing some things, do more of other things, start some new things)

WHAT DO EVALUATION AND COOKING HAVE TO DO WITH EACH OTHER?

Just like we all evaluate things in our life, we also all eat. So put the two together and evaluation is like cooking.

THE 5 W'S OF PROGRAM EVALUATION

Good program evaluations take planning and hard work. One way to start wrapping your head around program evaluation is to think of the 5 W's: who, what, when, where and why. We'll cover these in much more detail in section five but for now here are some points to keep in mind when you're starting to think about planning your program evaluation.

- Who is involved in program evaluation? In general the more people involved the better. That way you get more informed and diverse opinions about the program you're gathering information on. Deciding who is appropriate to involve in your program evaluation is an important part of the planning and generally involves balancing what is feasible (what you have time and resources for) and what is best.

And furthermore, did you know….

Pickles will kill you! Every pickle you eat brings you nearer to death…Pickles are associated with all major diseases of the body. They can be related to most airline tragedies. There exists a positive relationship between crime waves and consumption of this fruit of the cucurbit family. For example:

- Nearly all sick people have eaten pickles. The effects are obviously cumulative…
- 99.7% of the people involved in air and auto accidents ate pickles within 14 days preceding the accident.
- 93.1% of juvenile delinquents come from homes where pickles are served frequently.

Evidence points to the long-term effects of pickle eating:

- Of the people born in 1869 who later dined on pickles, there has been a 100% mortality.
- All pickle eaters born between 1869 and 1879 have wrinkled skin, have lost most of their teeth, have brittle bones and failing eyesight if the ills of eating pickles have not already caused their deaths.

Even more convincing is the report of a noted team of medical specialists: Rats force-fed with 2 pounds of pickles per day for 30 days developed bulging abdomens. Their appetites for WHOLESOME FOOD were destroyed.

Dr. David M. Kaufman

Even more reason to get knowledgeable about evaluation – you know, so you won't end up in a pickle! ☺

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- What can we evaluate? We can evaluate almost anything. Remember for our purposes we are focusing on program evaluation. At this point you can start thinking about which programs and/or services you want to evaluate.
- When does program evaluation happen? It can happen at all different times. Ideally the evaluation plan comes together at or near the beginning of the program so that the evaluation can play a role in how the program develops.
- Where does program evaluation happen? It can happen pretty much anywhere including the bathroom believe it or not. For example we were examining gender issues in a youth leadership program and wanted **to see if there** was a difference between the kind of graffiti written in men's public bathrooms and women's public bathrooms. So, you guessed it, part of the data collection took place in bathrooms (and yes there was a definite difference between the two).
- Why do we do program evaluation? There are as many answers to this question as there are seeds in a passion fruit. Some of them include:
    - Because it's a requirement of the funder
    - Because the program is new and you want to determine what's working and what's not
    - Because you want to make your program better
    - Because you want to know if you're making a difference in the community
    - Because you need to decide which program to continue and which to drop
    - What are some other reasons you can think of?

A WORD ABOUT COMPLEXITY

Counting is easy for most of us, most of the time (see section 5j regarding outputs). On the other hand asking probing question that get to the heart of something isn't as easy yet it's usually these kinds of questions (the ones that don't have easy answers) that most help us improve our programs.

Don't let yourself only focus on what's easy to find out. Just because it's easy to find out doesn't mean it's going to be helpful.

Asking easy questions often means getting information that isn't relevant, reflective or useful enough. Go beyond easy.

If you don't you could end up in a pickle, as the next story illustrates.[9]

Another way to think about this is the difference between simple, complicated and complex.[10]

Simple is like following a recipe.

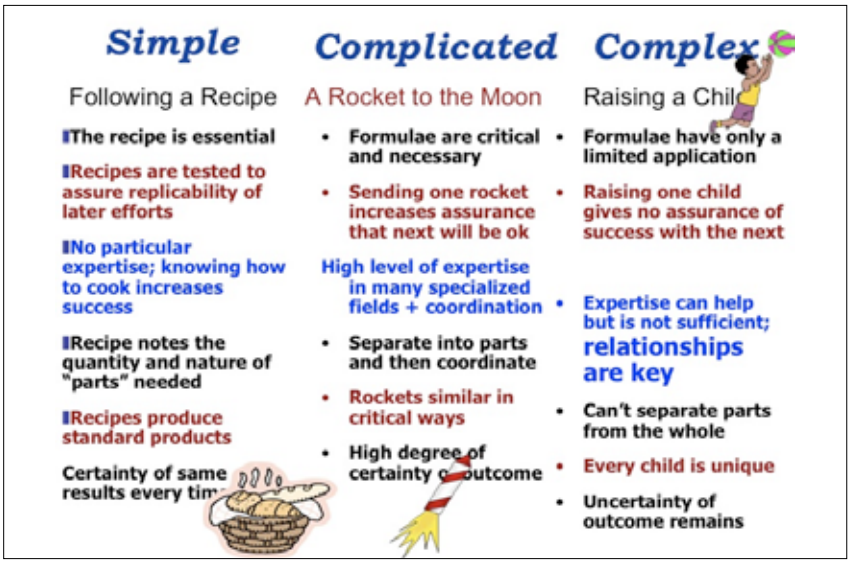
Complicated is sending a rocket to the moon.

9 *From "Bureaucratese to Evaluease" What it Really means© Community Works, Lee-Anne Ragan, www.rpsinc.ca*

10 *http://www.change-ability.ca/publications.html, Brenda Zimmerman, Matching Evaluation to the Nature & Conceptualization of the Problem powerpoint*

Complex is raising a child.

See the chart below for more details on the difference between the three.



You can also think of program evaluation like a spider's web. Often touching one part of the web (or program) affects other parts of the web (or program). Everything is interrelated.

A WORD ABOUT CHANGE

Program evaluation, at its heart, is about change. Changing things to do more of what's working well. Changing things to do less of what's not working. Changing things to try something new, something that the program participants or other stakeholders have recommended.[11]

It's about change.

Think for a moment about how you think change happens and write some notes to yourself below.

Do you believe it happens slowly like water flowing over a rock and over time shaping and changing the rock? Or do you believe it happens more quickly and abruptly?

One way to think about program evaluation is to think about how change happens and how your opinion of change influences the evaluation.

11 http://www.stencilwithstyle.com/pages/LJ%20816%20Spider%20web_gif.htm

With slow moving change, we can call this evolution.[12]

With faster moving change, we can call this revolution.[13]

Evolution <----------> Revolution

Where are you on the continuum?

How do you think this affects the program evaluation that you'll be doing?

HOW DOES PROGRAM EVALUATION RELATE TO PROGRAM PLANNING AND ORGANIZATIONAL DEVELOPMENT?

Great question. Ideally program evaluation shouldn't exist in a vacuum. Evaluators can get into trouble quickly if the evaluation is completely separate from what's happening in the overall organization and with the specific program(s).

Good program evaluation should be one path that leads to better programs (program development), for example:

- the program evaluation finds out that the meeting time is inconvenient for the people that the program is trying to reach so in order to improve the program and reach the community, the meeting time is changed
- Good program evaluation should also be one path that leads to organizational development, for example:
- the program evaluation finds out that the application for entry into the program is too difficult for the people that the program is trying to reach to fill in. There are issues of literacy. So, in order to improve the program and the overall organization, staff take literacy training and redesign all the organization's program forms to make them easier to fill in. The organization also starts some literacy outreach programs.

The next section goes over different types of evaluation.

12 From Changing Shape, Shaping Change , a RPS Inc. workshop on change management, at www.rpsinc.ca

13 From Changing Shape, Shaping Change , a RPS Inc. workshop on change management at at www.rpsinc.ca

CHAPTER 3

Types of evaluation

OVERVIEW

There are as many types of evaluation as there are legs of a millipede. The focus of this manual is doing program evaluation using a combination of the program logic model (PLM) and the (LFA). We'll narrow down what that means and jump into using them in section 6.

In the meantime though it might be helpful to know a little more about different types of program evaluation (so you can sound impressive at your next meeting).

We'll start very broad and work our way down to being very specific, like a funnel.

3b

The type of evaluation we're focusing on

WHAT'S BEHIND PROGRAM DEVELOPMENT, WHAT ARE DIFFERENT WAYS YOU CAN 'KNOW' SOMETHING?

Let's start really big. Let's start with different ways you can 'know' something. Just as there are different ways of 'knowing' there are different ways to apply these ways of 'knowing' to evaluation.

The result is a variety of different kinds of evaluation, each with their own priorities and goals. See the following chart for a description of 5 types of evaluation.

Types of evaluation	Description	Priority	Goal
Traditional scientific approach	- objective - truth - look for causal connections (e.g. knowing that one thing makes another thing happen) - contribute to theory - role of evaluator is like a doctor; to be an expert	- rigour - validity (the data measures what its sets out to measure) - reliability (the data can be trusted, it's correct) - being able to generalize (apply it to other situations) the data	Remove bias
Constructivist	- there's no such thing as 'truth' but rather perspectives - value multiple perspectives - oriented to learning - evaluation is about relationship to the program not the data (e.g. people make the difference) - role of the evaluator is to be like an interpreter, someone who helps make meaning	- trustworthiness - authenticity (e.g. relationships provide valid data) - locating yourself as an evaluator	Put different perspectives in touch with each other
Artistic	- bring emotion into evaluation - may use drama, painting, photography, video, role play etc. as tools to gather, interpret and present data - role of the evaluator is to accompany the participants and bring out their inner artists	- to use artistic / creative means to gather and analyze data	Emphasize that information can be gathered in all forms, not simply qualitative and objective. To access the creative mind.

Types of evaluation	Description	Priority	Goal
Empowerment*	- evaluation is part of the change process - evaluator's role is a facilitator, advocate - evaluation belongs to the participants	- aim to change power distribution using evaluation as much as possible	Capacity building; speak the language of those in power
Utility focused**	- no evaluation unless there are at least two stakeholders who will use the information produced - participants own the evaluation - evaluation is part of the initial program design - evaluator's role is to help users clarify purpose and objectives	- usability of the information: to make judgments, improve programs, for ongoing development and knowledge building	Make the evaluation useful

*[14] **[15] CHART [16]

14 Also called evocative

15 Also called participatory, collaborative, feminist evaluation

16 Chart includes information from Michael Quinn-Patton's Utilization Focused Evaluation.

CHAPTER 4

How to start

4a

Evaluation ethics

From the above types of evaluation, which one(s) are you drawn to? Which ones aren't you drawn to? Use the following chart to describe what the pros and cons of each type are:

Types of evaluation	Pros / benefits	Cons / possible downsides
Traditional scientific approach		
Constructivist		
Artistic*		
Empowerment**		
Utility focused		

OTHER TYPES OF EVALUATION

We've covered some very broad types of **evaluation,** now let's take a look at a few more types of evaluation.

If you hear someone talking about **formative evaluation** that means evaluation where the purpose is to make the program better, determine what's working, what's not working, to solve problems / dilemmas and to work it all out. Its focus is on processes and how to improve them.

If you hear someone talking about **summative evaluation**, think of standing on the summit of a mountain. There is a point to be made, like a major decision (e.g. whether to continue the program or not). Summative doesn't mean doing it at the end (summary) of the program. Summative evaluations are focused on results or outcomes.

4b

Evaluation principles

*17 **18

It's best to try to combine formative and summative because then you know both how well you're doing (what your results are) and why (what's working well). Formative without summative can lead to knowing what's working well but not knowing if that's producing the results you need. Summative without formative can lead to knowing that you're achieving your goals, but not knowing why.

If you hear someone talking about developmental evaluation it means adapting the evaluation to ongoing program changes and changing circumstances. Problems are identified and solved. In developmental evaluation we recognize that what worked yesterday won't necessarily work tomorrow.

Constructivist, artistic, summative, developmental …. it's enough to make your head spin. Take some time now to fit what you've learned into what you already know about evaluation and what you think about evaluation.

The next section explains what specific type of evaluation this manual focuses on.

This section focuses on the specific kind of evaluation that this program manual and evaluation training covers.

Drum roll please….. from now on we'll be talking about the program logic model (PLM) and the logical framework analysis (LFA), which are essentially the same thing.[19]

The LFA was started by USAID in 1969 for evaluating programs in international development. The PLM was developed in the 1970's by Joseph Wholey[20] a Professor at the University of Southern California.

17 Also called evocative

18 Also called participatory, collaborative, feminist evaluation

19 http://faculty.chass.ncsu.edu/garson/PA765/program.htm

20 http://en.wikipedia.org/wiki/Logic_model

4c What do you want to know?

The program logic model's main vocabulary is outcomes, outputs, indicators and activities (in upcoming sections we'll review each of these terms in-depth). The idea goes that if you put together certain activities and measure for certain outputs and indicators then you're going in the direction of achieving your outcomes.

There are a variety of styles/approaches to logic models. They can be laid out in graphic format (e.g. boxes with arrows), circular (concentric circles leading out from the middle), or text/tabular like the one below.

The LFA is similar. Here's a brief breakdown of each.

Term used by PLM	Term used by LFA	What does it means	An example
Outcomes	Outcomes	Your big **goal**; your ultimate vision; the overall, overreaching things the program is trying to achieve. The outcomes are so broad that you can't measure them specifically.	Improved livelihoods for marginalized Youth in urban slums through UN-Habitat Programmes *
Indicators	Results	The observable or measureable changes that tells you an outcome has been achieved. These are more specific than outcomes and you can know whether you've achieved them or not. Each outcome will have a couple of indicators/results attached to them (to help measure the outcome).	Increased number ** of youth engaged with UN-HABITAT programmes
Activities	Activities	The specific things you do to run the program in order to achieve the outcomes.	Youth employment and enterprise empowerment promotion models developed. (e.g. Mavoko /Kibera Youth training in enterprise and construction technologies) The capacity of youth in the provision of housing and related infrastructure strengthened
Outputs	Performance Measure	These are what the program is producing (counts that are within the control or sphere of the operations). Just like the **indicators**/results these are primarily number based; you can count them. The **quantitative** or number related things that the program is producing. These are more specific than outcomes and you can know whether you've produced them or not. Each outcome will have a couple of **outputs**/ performance measures attached to them (to help measure the outcome).	Number of youth partnerships
Data collection tools	Sources of verification	This is where you'll get the information that tells you whether you're reaching your outcomes or not.	Youth and partnership database; country progress reports; Survey and evaluations
Baseline / targets	Baseline / targets	A baseline is information that you collect that you then use as a basis for comparison later on.	Baseline 2007 to be established Target 2009 15% increase
n/a	Assumptions & Risk	These are things that can potentially have an impact (positive or negative) on the program's success but can't necessarily be controlled by the program staff and volunteers.	Political will of the Governments to support youth programmes; funding availability for youth activities

4d

What does the funder want to know?

*[21] **[22]

The next section focuses on how to actually get started designing a **program evaluation** based on the **PLM** and **LFA**. Key questions to keep in mind as you begin are:

- Why are you doing the evaluation?
- How will it be used?
- And by whom?

The answers to these questions help to give you a frame for the picture that will eventually be your completed evaluation.

What kind of ethics do we need to think about when we're doing program evaluation? Good question.

Essentially the goal is to do no harm.

What does this mean to you?

What do we mean by harm?

How could we prevent ourselves from doing harm?

4e

What your vision-defining outcomes

How can we tell we are being ethical with our program evaluation?

21 All examples are from the Logical Framework Analysis (LFA) for STRATEGY ON YOUTH EMPOWERMENT FOR 2008-2013 – LOGICAL FRAMEWORK

22 Note that this indicator does mention a number but the main focus is on engagement, trying to measure youth engagement, which is qualitative in nature.

4f

Who can tell you what you want to know? Stakeholders

Ethical issues can include informed consent, privacy and confidentiality, obtaining and documenting parental permission and child assent, conflict of interest, regulatory compliance, assessing and managing risks, etc.

To view the African Evaluation Association evaluation guidelines look at this

Evaluation stages	*Possible program stakeholders*			
	Community members / organizations	*Program participants*	*Funder*	*Evaluator*
Outcome based evaluation & research planning session				
Evaluation training				
Design				
Data collection				
Data analysis				
Report writing				
Report reviewing				
Dissemination				

website for a downloadable pdf document:
http://tinyurl.com/yl733ur

To view the United Nations Evaluation Group's (UNEG) 'Norms for Evaluation in the UN System' see this website:
http://tinyurl.com/ygsfg5b

Here is what the Canadian Evaluation Society (CES) has to say about ethics:

CES GUIDELINES FOR ETHICAL CONDUCT

COMPETENCE

Evaluators are to be competent in their provision of service.

Evaluators should apply systematic methods of inquiry appropriate to the evaluation.

Evaluators should possess or provide content knowledge appropriate for the evaluation.

Evaluators should continuously strive to improve their methodological and practice skills.

INTEGRITY

Evaluators are to act with integrity in their relationships with all stakeholders.

Evaluators should accurately represent their level of skills and knowledge.

Evaluators should declare any conflict of interest to clients before embarking on an evaluation project and at any point where such conflict occurs. This includes conflict of interest on the part of either evaluator or stakeholder.

Evaluators should be sensitive to the cultural and social environment of all stakeholders and conduct themselves in a manner appropriate to this environment.

Evaluators should confer with the client on contractual decisions such as: confidentiality; privacy; communication; and, ownership of findings and reports.

ACCOUNTABILITY

Evaluators are to be accountable for their performance and their product.

Evaluators should be responsible for the provision of information to clients to facilitate their decision-making concerning the selection of appropriate evaluation strategies and methodologies. Such information should include the limitations of selected methodology.

Evaluators should be responsible for the clear, accurate, and fair, written and/or oral presentation of study findings and limitations, and recommendations.

Evaluators should be responsible in their fiscal decision-making so that expenditures are accounted for and clients receive good value for their dollars.

Evaluators should be responsible for the completion of the evaluation within a reasonable time as agreed to with the clients. Such agreements should acknowledge unprecedented delays resulting from factors beyond the evaluator's control.[23]

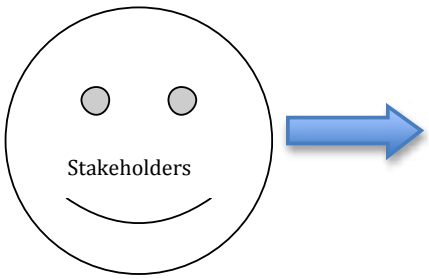
The next section talks about taking all of what we've learned and applying it specifically to you, for example focusing on what kind of principles you work under as an evaluator.

We've covered types of evaluation and lots of concepts related to **program**

23 Ethics available at http://evaluationcanada.ca/site.cgi?s=5&ss=4&_lang=en

4g

How do you know if you've been successful part one – indicators



Anybody (including individuals & organizations) that has the ability to affect or be affected by your program.

evaluation so far (utilization focused, empirical rational, FUPA, creative, ethics etc).

What kind of evaluations are there?

What kind of evaluators are there?

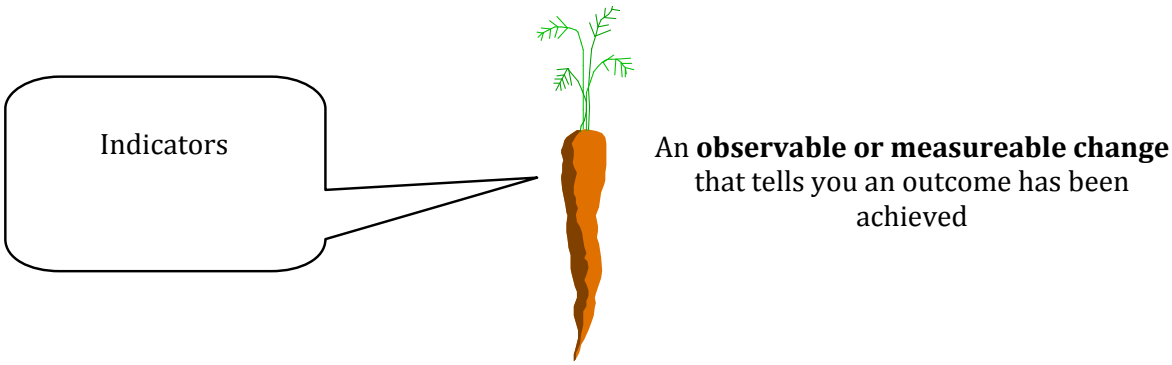
What kind of an evaluator are you?

What kind of an evaluator do you want to be?

It's helpful to answer these question before starting in on the specifics of planning and doing a **program evaluation** because it will help you clarify what your focus is and isn't with regards to program evaluation. Evaluation principles can also be helpful to share with your colleagues so they have some idea of what kind of evaluator you are. See appendix A for an example of evaluation principles.

The next section will talk about starting to think about what you'd like the evaluation to be able to tell you or more simply put, what do you want to know?

We've covered a lot of ground so far. Let's take a moment to look back.



4h

How do you know if you've been successful part two – outputs

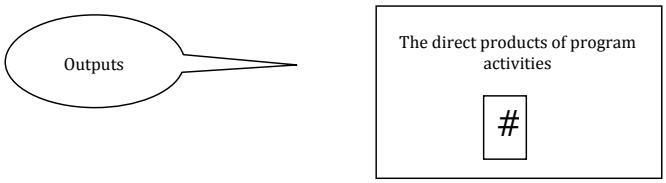
We've talked about:

- THE INTRODUCTION:
  - what is evaluation,
  - the fact that everyone is an evaluator,
  - how you feel about evaluation and your history with evaluation
  - why evaluation has a bad reputation
  - what the alternative is and how evaluation can help your programs
- WHAT IS EVALUATION:
  - what evaluation means to you
  - what the different parts to a program evaluation are
  - how evaluation and cooking are related
  - the 5 W's of evaluation (who, what, when, where and why)
  - a word about complexity
  - a word about change
  - how does program evaluation relate to program planning and organizational development
- TYPES OF EVALUATION
  - overview
  - how can we 'know' something (conservative, progressive, radical)
  - how does 'knowing' apply to **program evaluation**? Types of **evaluation** (traditional scientific, constructivist, artistic, empowerment, utility)
  - types of evaluation (formative, summative, developmental)
  - type of evaluation we're focusing on (**PLM**, **LFA**)
- EVALUATION ETHICS
- EVALUATION PRINCIPLES

- WHAT DO YOU WANT TO KNOW
    - which brings us up to the current section of the manual

So, what do you want to know? What do you want the evaluation to be able to tell you? Brainstorm about the answers to those questions for a moment. Let your imagination roam wild and free. Anything goes here. Be sure to write down what you're thinking.

The next section talks about what the funder wants to know.



4i

What do you need to get there – activities

When we're doing program evaluation, it's really important to know what the funder wants to know. It may be the same as what you want to know / what you want the evaluation to tell you or it may be very different.

In order to be aware of what your funder wants to know you have to know who your funder is. Sometimes there's more than one, which can make life interesting because different funders often want to know different things.

So, who is/are your funder(s)?

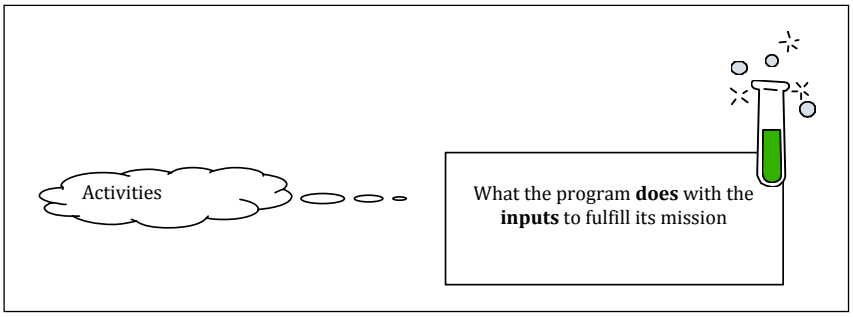
What have they said about what they want to know and/or how they want the evaluation done?

Do you understand what they are asking for and why? If not it's time to get clear and have a conversation with them.

Gather all the information you have about what your funder(s) wants to know about the **program evaluation**.

This may include:

- specific questions they want answered
- who they want you to ask to get that information



- how they want you to ask (some funders have specific **data collection tools** they want you to use)
- how they want you to record the information (reporting)
- when that information is due to them

Keep in mind that if the information that you're looking for is very different from what the funder wants you to look for, that funders are sometimes like banks, they can be negotiated with.

The bottom line is make sure you and your funder(s) are on the same page when it comes to your program evaluation. If there are major differences it's much better to resolve them at the beginning of the evaluation plan than when you hand in the final report in case you find out that it's not what they were looking for at all.

Think about how you can build a good relationship with your funder.

This might include:

- inviting them to evaluation planning meeting
- communicating with them along the way
- having a celebration when the final report is ready and inviting them to the party

The next section talks about designing outcomes, the first step in a program logic model / logical framework analysis.

Outcomes are what drives a PLM/LFA evaluation. They are statements that answer the question "what happened as a result of the program?"[24]. They can be short-term, medium-term or long-term.

They are big, hairy, kind of audacious, reach for the sky kinds of things. They are your vision, what you hope to achieve. They are like an overarching umbrella –

24 The Logic Model for Program Planning and Evaluation, Paul F. McCawley, Associate Director, University of Idaho Extension, sign into google docs and get a copy at http://tinyurl.com/yewmrj9

they cover the indicators and outputs. Imagine an umbrella with the outcomes written on it and the indicators and outputs dangling from the tips of it.[25]

Outcomes are so big that they can't be measured on their own. They're not specific enough. They're too broad. That's what the outputs and indicators are for (which are covered in following sections).

In evaluation-easy speak:[26]

Here are some examples from the United Nation's LFA for Strategy on Youth Empowerment for 2008-2013:

1. Improved livelihoods for marginalized Youth in urban slums through UN-Habitat Programmes
2. Local authorities and other institutions strengthened to effectively engage youth in policy formulation and the implementation of programmes
3. Strengthen UN-HABITAT and Partner's information, communication and learning to increase understanding of the role of youth in sustainable urbanization and urban development.
4. Improve Governance through Youth participation in UN-HABITAT's organs and forums at global, national and local levels.
5. Establish platform for coordination and partnership for scaling up and sustainable Broad-based multi-stakeholder engagement in the youth strategy
6. Establishment and Operationalizing of the Opportunities Fund for Youth-led Development

Let's develop some outcomes for your program

Program outcome one:	
Program outcome two:	

25 http://cathylwood.wordpress.com/2009/09/23/random-thoughts-3/

26 From "Bureaucratese to Evaluease" What it Really means© Community Works, Lee-Anne Ragan, www.rpsinc.ca

Program outcome three:	
Program outcome four:	

The next section talks about who can tell you what you want to know, otherwise known as stakeholders.

WHAT ARE STAKEHOLDERS?

Stakeholders are very important folk. They are individuals and/or organizations who have a 'stake' in your program, or who are impacted by your program or can impact your program.

There are almost always a ton of stakeholders for every program. It's very helpful to brainstorm a long list of them. This doesn't mean you have to contact every person and organization you've brainstormed but once you have the list you can make smart, strategic decisions about who to involve in the program evaluation, given the time and resources that you have. You can also make decisions about how to involve your stakeholders.

Generally speaking the more 'eyeballs' on the evaluation the better. We all see things from our own perspectives based on our history, our culture(s) etc. Some people will pick up things that other miss and vice versa.

KINDS OF STAKEHOLDERS

There are different kinds of stakeholders; not all stakeholders are created equal. Here is a helpful way to think about digging deeper into the kinds of stakeholders you have in your program (see the following chart).

Stakeholder Categories *	Who are your program stakeholders?

Friends • Key allies • Current or former colleagues who know/like your group • Know that often friends are too uncritical	
Supporters • Tend to give the best feedback • Want to see evidence about progress • May be under pressure to justify their support for your program • Can include people who've lobbied for you, provided support (time, money), who empathize with your cause etc • Most powerful supporters are former skeptics who become "champions"	
Skeptics • Tend to give the best feedback • Can include people who lobbied for another project, who are doubtful that you can accomplish what you set out to etc.	
Opponents • Feel that resources dedicated to your program detract from theirs • People who dislike or fear programs such as yours • May be immovable	

*[27]

HOW TO INVOLVE STAKEHOLDERS

The following chart shows the different stages to an evaluation and leaves space to think about how the different stakeholders can participate. Please note that the stakeholders listed are very general. It's strongly recommended that each program have a detailed list of stakeholders.

In evaluation-easy speak:[28]

Now that you have an understanding what stakeholders are, types of

27 From Dewar, Thomas. Kretzmann, John. McKnight, John. (1997) A Guide to Evaluating Asset-Based Community Development: Lessons, challenges and opportunities. ACTA Publications, pages 26-28. Asset-Based Community Development Institute. Phone: 1-800-397-2282. Fax: 1-800-397-0079.

28 From "Bureaucratese to Evaluease" What it Really means© Community Works, Lee-Anne Ragan, www.rpsinc.ca

stakeholders, who your own stakeholders are, and possible ways to involve them the next two section focuses on how you know if your program has been successful – one is on indicators and the next one on outputs.

What makes for a good toilet? Seriously, how do you know if a toilet is good or not? We all use them, we all need them but we likely have different opinions about what makes for a good one.

List some factors that you think make for a good toilet:

Did your factors have to do with ease of use, environmental factors, comfort, proximity, esthetics and/or other things?

What we're talking about here are indicators. We need to have indicators so we can measure our outcomes.

Some example indicators or results from the United Nation's LFA for Strategy on Youth Empowerment for 2008-2013 are:

Note that they all have elements of change and all are quantified/quantifiable.

Increased number of local authorities integrating the youth in their development

- Increased number of youth engaged with UN-HABITAT programmes
- Increased participation of youth in UN-HABITAT forums and strategic meetings
- Enhanced urban youth access to information on available services, resources and opportunities
- Increased number of Governments and local authorities having specific policies on the role of youth
- Youth Advisory Board convenes at every WUF and GC Sessions and providing input to the sessions
- Increased funding by donors towards youth participation in WUFs and other international fora
- Inclusion of youth concerns in outcomes and resolutions of GC and WUF
- Increased partnerships of UN-HABITAT with other organizations on coordination and support of youth programmes
- Establishment of an interdivisional consultative group on youth.
- Implementation modalities developed

Indicators can sometimes surprise you. And they can really help you think about what success really looks like. One program, where all sorts of different experts were working together, were trying to come up with an indicator that made sense to all of them regarding children's level of comfort in a community. They came up with the 'refrigerator factor'. An indicator of children's comfort in a community is the 'refrigerator factor'; which is when children feel comfortable enough in someone's house to be able to go to the fridge and get something to eat or drink when they are hungry or thirsty.

Each outcome that you design will have several indicators attached to it. The indicators are one way of knowing whether you've achieved the outcome or not.

Now back to toilets. What you likely came up with are indicators for a good toilet. Let's examine the ideas that you brainstormed and use them against the examples we'll show you in the training.

Try your hand at coming up with indicators for the outcomes that you designed earlier (on page 39).

How do you know if/when you've been successful? When you're making a difference?

OUTCOMES	INDICATORS
Outcome #1:	#1
	#2
	#3
	#4
Outcome #2:	#1
	#2
	#3
	#4

Outcome #3:	#1
	#2
	#3
	#4
Outcome #4:	#1
	#2
	#3
	#4

In evaluation easy-speak[29] indicators are:

The next section will cover outputs, which are another way to measure outcomes. Outputs are the second way you know whether you've achieved your outcomes or not (the first one is indicators, as described in the last section).

Outputs almost always have numbers attached to them. They are things that are produced by the program. They can be counted, such as the number of meetings held, number of youth trained, number of website hits, number of retweets (from Twitter) etc.

Outputs are usually the easiest data to collect. Again, outputs are one way you know whether you're on track to achieving your outcomes. Some examples of outputs from are:

- Number of youth partnerships
- Increased number of urban youth engaged in the construction industry
- Number of local authorities involving the youth in their development programmes
- Increased number of youth issues/concerns integrated into policy and programmes
- Number of information resource centres established in OSYCs
- Number of Governments having youth policies
- Increased number of youth at UN-HABITAT meetings
- Increased number of partnerships
- Number of UN-HABITAT programmes that take account of youth in their normative and operational activities

29 From "Bureaucratese to Evaluease" What it Really means© Community Works, Lee-Anne Ragan, www.rpsinc.ca

- Increased youth-led initiatives
- Increased number of donors

Now it's your turn. Design some outputs for your outcomes using the following chart.

Outcomes	Outputs
Outcome #1:	#1
	#2
	#3
	#4
Outcome #2:	#1
	#2
	#3
	#4
Outcome #3:	#1
	#2
	#3
	#4
Outcome #4:	#1
	#2
	#3
	#4

In evaluation easy-speak:[30]

The next section covers what kind of activities you'll need to have to achieve your outputs, indicators and outcomes.

Activities are the things that need to get done in order to have your outputs and indicators happen.

Some examples of activities from the United Nations Logical Framework Analysis (LFA) for STRATEGY ON YOUTH EMPOWERMENT FOR 2008-2013 – LOGICAL FRAMEWORK are:

- Youth employment and enterprise empowerment promotion models developed. (e.g. Mavoko /Kibera Youth training in enterprise and construction technologies)
- The capacity of youth in the provision of housing and related infrastructure strengthened.
- Capacity of municipal youth/social workers to support youth-led development strengthened.
- Youth interest and engagement in urban environment management enhanced.
- Sport, culture and art increasingly utilized as empowering tools for youth expression and civic engagement.
- Young women and girls fully engaged in all One Stop Centre programmes.
- Capacity building tools developed for the engagement of youth in planning and decision-making at national and local level.
- Youth leadership programmes developed to catalyze engagement of youth.
- Models of youth-led urban spaces for provision of information, empowerment, skills training and social services (e.g. OSYC/WAF-One Stop).
- Capacity of Local Authorities and other institutions to promote youth involvement in civic engagement processes strengthened.
- A results-based monitoring, reporting and evaluation system in place and capacity developed for assessment and reporting on performance and impact of youth programmes and activities.
- Mechanisms developed to enhance urban youth access to information on available services, resources and opportunities
- Documentation and promotion of models of youth engagement for sustainable urbanization.
- Mechanisms for information and knowledge exchange among youth groups.
- Research, data collection, best practices and feedback for strengthening youth policies at national and local
- Launch a GPI Newsletter to raise awareness of youth contributions to achieving the MDGs
- Interactive web and communications technology developed for the GPI cities
- Increased Youth involvement in Governing Council and World Urban Forum.
- Increased Youth inclusion in government delegations.
- Youth Advisory Council established and sustained.

30 From "Bureaucratese to Evaluease" What it Really means© Community Works, Lee-Anne Ragan, www.rpsinc.ca

- Youth involvement in regional and lower level forums increasingly contributing to policy on sustainable urbanization.
- Strengthen the inter-divisional steering group on youth
- Undertake joint activities with different programmes and initiatives such as Training and Capacity Building Programme, the Safer Cities Programme, KENSUP and Water, Sanitation and Infrastructure, the Global Campaign on Sustainable Urbanization
- Develop Partnerships at international, regional and national levels.
- Strengthen Regional coordination mechanisms.
- Undertake Resource mobilization strategic planning.
- Set up advisory committee to develop modalities for establishing and operationalization of the Fund.
- Mapping of relevant youth organizations and develop selection criteria
- Identification of potential donors and implementing partners; convening annual donor round table meetings.
- Launch the fund at WUF 4.

In evaluation easy-speak:31

Now it's your turn. Design some activities for your outcomes using the following chart.

The next section, after the table onthe following page, covers putting all the work you've done into an actual program logic model / logical framework analysis.

31 From "Bureaucratese to Evaluease" What it Really means© Community Works, Lee-Anne Ragan, www.rpsinc.ca

The technique	*What does that mean?*	*Things to consider*		
		Time	*Money*	*Other*
Story telling	Participants take part in a mini training workshop led by a professional storyteller. Then they create a story that reflects their experience of the program.			1. participants get a copy of all the stories on CD to take home 2. written versions can be included in the final report
Song / poem	Participants use a song or poem, for example "For every season" , to tell their story.			- poems / stories can be recorded and put on a CD for each participant to get a copy - written versions can be included in the final report
Board game	Participants use a board game to tell their story about participating in the program. The game is played with chocolate pieces!			- participants get to eat chocolate / candy while playing a board game
Comic Strips	Participants use digital cameras to take photos of things / people that reflect their experience with the program. Participants then use a very simple computer program, and using the photos, make a comic strip describing their experience with the program.		OR [1]	- participants each receive a copy of all of the comic strips, and some basic training in digital photography - copies of the comic strips are put into the final report
Poetry	Participants take part in a mini training workshop on poetry writing. Then they create a poem that reflects their experience of the program.		*	- participants get a copy of all of the poems to take home (either written and/or on CD) - written versions of the poem can be included in the final report
Scrapbook	Participants receive training in scrapbooking from a professional scrapbooker and then use materials to create a page in a scrapbook that reflects their experience with the program.			- participants each get a small blank scrapbook to take home (as well as access to the left over scrapbook supplies) and the agency gets the compiled scrapbook with everybody's pages in it - pictures of each scrapbook page are put into the final report

1 Money needed depends on the availability of digital cameras and Mac Computers and whether either have to be rented or not.

The technique	*What does that mean?*	*Things to consider*		
		Time	*Money*	*Other*
T-shirts	Participants use fabric paint on t-shirts to tell their experience of the program.		$$ OR $$$	- option 1: participants create one t-shirt that they get to take home and wear - option 2: participants create two t-shirts– 1 that they take home and 1 that stays with the organization – to then be displayed (hung up with others using string and clothespins) for display - pictures of the t's are put in the final report
Quilting	Participants learn simple quilting techniques (no sewing involved) to create their own quilt square that reflects their experience of the program		$$	- a volunteer sews up the quilt squares and the quilt is displayed at the organization - pictures of each quilt square are put in the final report
Mind mapping	Participants receive a brief training in mind mapping and then create a visual, mind map of their experiences of the program.		$	- the mind maps are photographed and put into the report; the original mind maps can go home with the participants or be displayed at the organization
Visual thesaurus	Participants receive a brief training on how to use a visual thesaurus – a computer program that easily and visually displays a map of synonyms. Using this tool participants create a type of map that represents their experience with the program.		$ to $$$	- participants need to have access to computers and the software (thus the price variance) - see **www.visualthesaurus.com** for more info or **http://www.wordle.net/** - copies of the maps go into the final report
Plates	Participants draw / write their experience on a piece of paper which then gets sent away and is transferred onto a plate.		$$ to $$$	- participants get to keep and take their plate home - pictures of the plates go into the final report

Fimo	Fimo, sort of like an adult version of play dough, is used to create a story about the participant's experiences. The shapes are baked and then placed inside shadow boxes.		to	- participants receive training from a professional fimo artist - pictures of the artwork go into the final report
Mapping	Participants map out certain, specific kinds of influences in their life (e.g. how influential community resources are in their life). They do this twice- once to indicate how influential the things were before the program and once to show how influential they are now.			- participants get to take home their maps - the maps are photographed for the final report
Moving Pictures	Participants work in small groups to create a 'sculpture' (using their bodies they create a picture) of something about their past (e.g. what their lives were like before the program), their present (e.g. what their lives are like now, as influenced by the program) and their future (what they would like their lives to be like).			- the segments (past, present and future) are put together so they appear like a 'moving picture' and taped - the tape is left with the organization
Puzzle Pieces	Actual puzzle of kids; metaphor for what pieces are most important, missing, boundary etc.		to	
Picture this	Participants (with guidance given ahead of time) bring a picture that represents what the program means to them. Through a guided process, they write a story that begins with their picture and ends with the picture of the person beside them. They then read out the story in order of pictures. Stories are taped and given to participants.			Participants receive a copy of all of the stories.
Your idea	- there are many other techniques you can use. What are some that you can think of?			

Outcomes	Activities
Outcome #1:	#1
	#2
	#3
	#4
Outcome #2:	#1
	#2
	#3
	#4
Outcome #3:	#1
	#2
	#3
	#4
Outcome #4:	#1
	#2
	#3
	#4

This is where the puzzle comes together. You'll start to see the big picture here. This is where we put all your hard work together in one document.

The PLM/LFA is simply a document where all your outcomes, indicators, outputs etc are listed in one place. It's an important part of your overall evaluation plan.

It's recommended that you use an excel spreadsheet so you can sort the columns when you need to. There's nothing that causes a bad feeling in the pit of your stomach more than discovering, once all your data has already been gathered, that you forgot to measure a particular indicator or output.

The spreadsheet is in a list function so you can sort it later. Lists are a feature in excel which allow you to sort or organize the information on your spreadsheet in a bunch of different ways. They're easy to use.

If you're not familiar with the list function here's a link that it:

http://tinyurl.com/msvslh

For example you might want to look at all your outcomes at once, or maybe you want to sort by data collection method. (An upcoming section talks about data collection but for now know that this part covers what you'll use to collect your data). This is a really helpful way to sort all the information so you can make sure to ask all the right questions on the right tool and not miss anything.

The next section talks about other things you may want the evaluation to tell you, things that aren't covered in the PLM/LFA.

The PLM/LFA are great tools for planning and conducting an evaluation but they're aren't perfect. They are linear, they assume things that happen in a planned, straight-line kind of way.

Now that you've done the hard work of coming up with your outcomes, indicators, and outputs there are likely still questions that you have that may not be answered by the PLM/LFA.

There's an easy way to solve this issue and that's simply by asking what else do you want to know. In other words what else do you want the evaluation to be able to tell you?

What questions do you have that, if answered, would help you improve the program, perhaps create a new program, test out a new idea for a program, etc.

There are a million things you could want to know. Just make sure that you think of things that will really help your program and/or your organization.

So, what are some things that you'd like the evaluation to tell you that the PLM/LFA doesn't' already cover?

The next section talks about the evaluation distribution plan.

What is an evaluation dissemination or distribution plan?

Simply put your evaluation dissemination plan is part of your overall evaluation plan that talks about who you'll share the evaluation with when it's done.

It's important to know this ahead of time because it affects who you gather data from (your stakeholders), and how you write up the data. Different audiences have different requirements for how they want the information presented.

Your evaluation dissemination plan can also be a real help with program planning. There are most likely some people and/or organizations who would like to know what you find out or should know what you find out. For example sometimes evaluation reports are used as an educational tool and sometimes as a tool for advocacy.

Who will you share your evaluation with when it's all done?

The next section covers evaluating the evaluation (and no that's not a typo).

WHY DO WE NEED TO EVALUATE THE EVALUATION?

That's a good question. You'd think we'd have focused enough on evaluation by now.

The reason it's good to spend some time thinking about evaluating the evaluation is because, ideally you'll be working with other people (stakeholders) and you want to make sure you're using their time well and they feel good about being involved.

You may have an evaluation committee that you work with or perhaps simply 1 or 2 other people who are directly involved in the evaluation. Either way it's a good idea to get things straight from the beginning. That way if you have problems down the road you'll be able to both identify the problem and how to respond to it quickly.

HOW DO WE EVALUATE THE EVALUATION?

This isn't rocket science. An evaluation of the evaluation should be simple and easy.

A simple way to do this is to ask for the people involved in planning the evaluation what their opinion about the evaluation is and how they can contribute. This ends up being a simple evaluation and also a sort of ground rules for participation.

For example, in one of the first evaluation planning meetings you have you can go around the circle and ask each person the following questions:

what does a successful program evaluation look like to you? (encourage them to be as specific as possible)

- how can you contribute to making that kind of evaluation happen (again, encourage them to be specific)

This exercise can be a really interesting way to pull out different opinions, get a good sense of what people are expecting and also how they'll contribute to the evaluation.

Make sure you record people's answers to the questions.

Later in the evaluation process you can pull out people's answers and use them to:

- make sure you're on track towards having a successful program evaluation. You can do this by going through the answers to the first question.
- make sure people are participating in a way that is meaningful to them. You can do this by going through the answers to the second question.
- Troubleshoot. If you're having challenges with the evaluation committee you can refer back to the guidelines that you'll have created from the answers to the second question and have an open dialogue about what is going well regarding participation and what may need to change.

By planning the evaluation of the evaluation near the beginning it helps prevent problems down the road, because everyone's expectations are clear and if you do have problems you can refer back to information that everyone discussed and agreed upon earlier.

The next section is about data collection tools.

You're doing great and working hard. So far you have some draft program outcomes, indicators and outputs. You have the vision of success and have some idea of who you can contact to get the information or data (your stakeholders). One important next step is deciding what kind of data collection tools you'll use.

DENOMINATORS

One of the first things to think about is your denominator. A complicated looking word but it is easy to break down. Your denominator is simply what kind of unit you'll be evaluating. If you want to know the opinion of Kenyans then you're denominator is the country Kenya. If you want to know the opinion of a province or state, like the Rift Valley, then your denominator is a province or state.

If you want to know the opinion of One Stop Youth Resource Centres, then your denominator are all One Stops.

It's the unit that you want to be able to generalize to or be able to find conclusions, summaries and recommendations about.

Why do we need to add this layer to a program evaluation? Because it's really important that you know ahead of time what you are evaluating. Otherwise, it's very easy to get mixed up and for things to get complicated fast.

Also your denominator will affect what kind of data collection tools you choose.

What kind of denominator are you interested in? Why did you choose that one?

DATA COLLECTION TOOLS

What is a data collection tool? It is simply a way of collecting data that you're gathering for the program evaluation.

And speaking of data collection tools, here is something to keep in mind when you are selecting them, there's no perfect tool. Each kind of data collection method has its pros and cons, it's good points and it's bad points.

That's one reason why it's good to use more than one tool, so you can cover as many bases as possible.

There are all types of data collection tools. Let's review some of them and what their pros and cons are.

How do I get the evaluation information I need?[32]

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Data Collection Method	What is it?	Pros	Cons
survey / questionnaire	A list of questions asked on paper and/or on the web that have been carefully designed and pre-tested.	• easy to reach large numbers of people • relatively inexpensive • easy to collate or roll-up the data • can collect qualitative and quantitative data	• may be hard to get detailed answers • a poorly designed questionnaire may affect negatively affect the collected data • if using a web questionnaire, not everyone may have access to the internet
focus group	A small group (6-12) of people who are asked a pre-set list of questions by a facilitator	• more detailed answers to questions • can ask follow-up questions if something's not clear • can pick up on body cues • can ask questions based on responses (e.g. add questions) • mostly qualitative data	• reach limited number of people • can be expensive • one individual may influence the whole group • the individual opinions in the group may not be generalizable (e.g. able to be applied to other program participants) • need a skilled facilitator to appear unbiased yet personable and able to get people to relax, otherwise facilitator may influence the group • mostly qualitative data • scheduling and availability may be issues in getting people together
interview	Individuals who, one at a time, are selected to be asked a pre-set list of questions by a facilitator.	• more detailed answers to questions • can ask follow-up questions if something's not clear • can pick up on body cues • can ask questions based on responses (e.g. add questions) • mostly qualitative data	• reach limited number of people • can be expensive • need a skilled facilitator to appear unbiased yet personable and able to get people to relax, otherwise facilitator may influence the individuals • mostly qualitative data • takes a lot of time to work 1:1 with people
program records	Records that are kept by the program are examined for data, including program files.	• easy to collect quantitative data • if the evaluation is in sync with the program planning can be a simple way of collecting data e.g. number of people who attended meetings, number of events, number of hits on the website, number of tweets, number of staff hired	• if program records are scarce, lacking or disorganized can be difficult to sort through the information • numbers don't tell the whole picture, can't usually collect qualitative data • program records may be wrong

Data Collection Method	What is it?	Pros	Cons
Library and/ or internet research	All of the above data collection methods are primary methods of data collection, that is they are collected from the primary or first source. Internet research is a secondary type of data collection. It's not directly about the program you are evaluating but rather about other programs that may be similar for example.	• easy to access comprehensive data on the internet • choices of what to analyze are broad and wide, for example you can compare your program to programs in other countries by downloading and reading their program reports, statistics etc.	• because the options are so wide and varied it can be overwhelming and difficult to make strategic choices • just because something is available on the internet doesn't' mean it will automatically help you evaluate your program or be correct • must have access to internet
case study	A very detailed study and description of a particular situation, for example a particular person who attended your program.	• very detailed, provides lots of information • qualitative data	• hard to write a good case study • selection of case study is critical • have to carefully consider whether what you learn from the case study can be applied elsewhere

The above data collection tools are standard and used often in the field of program evaluation. Again, no one method is perfect, carefully consider what kind of data you are looking for and how you can best collect it. The best approach is usually to use a variety of tools.

CREATIVE EVALUATION DATA COLLECTION TOOLS

There are also a huge variety of creative evaluation data collection tools you can use. These are tools that aren't used as often but ironically can often be the most intriguing part of the evaluation report.

It's strongly recommended that a creative technique be added to the data collection tools because:

- it's a great way to 'give back' to the program participants; to have them learn a new skill, receive a creative tool in return for offering their advice, comments, suggestions, opinions etc.
- creative techniques often capture information that other tools can't. They are particularly helpful when working with people whose first language is not the same as the one the program evaluation is in, who may be new to the country, who may have experienced challenges in their lives etc.
- they're fun, they contribute to community building and they're engaging
- they often facilitate participants actually wanting to read the final evaluation report
- they can be offered as a choice; participants can choose the technique that best meets their needs and interests
- they can access kinds of information that other more standard tools can't
- besides being fun, they are actually linked to the indicators and outputs, e.g. they actually measure what you want to know

See the chart below for a description of some of them, including a summary of the pros and cons and how much each costs.

Know that the methods can be revised according to the available time and resources you have.

LEE-ANNE'S CREATIVE EVALUATION TECHNIQUES©[33]

Note:

- No prior experience in any of the following techniques is required to participate. Any and all are welcome!
- All participants are welcome to review the draft evaluation report that contains their work and to read and/or receive a copy of the final report
- All participants may have their work displayed in the final report or not – it's their choice. If they choose to display their work, they can do so anonymously or their first name can be attached. The same goes for having participants first names in the acknowledgement section or not – it's their choice.

What the symbols mean:

 time involved is minimal (e.g. one session with participants)

 time involved is a bit more intensive (e.g. two sessions with participants)

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time involved is intensive (e.g. three or more sessions)

money required is minimal (e.g. using supplies likely to have on hand)

money required is medium (e.g. using supplies likely to have on hand and likely need to buy some more – under $100)

money required is likely more than $10034

Once you have looked over the evaluation techniques on the following pages, Take a moment now to go back to your PLM/LFA and think about what kinds of data collection tools you'd like to use. Remember at this time to be practical.

Whatever you decide has to be feasible. For example, make sure that the data collection tools you choose:

- fit with the kinds of participants you'll be asking to use them
- fit overall; put yourself in their shoes- will they fit?
- fit your timeline – do you have enough time to use these tools?
- fit your resources – do you have enough money for supplies, and other resources that you'll need

The next section, after the following tables, talks about actually designing your tools.

CONGRATULATIONS!

You've done a huge amount of work towards creating your program evaluation. Now that you have the big pieces in place, for example what your outcomes are, your indicators, your outputs and what kind of data collections tools you want to use, now it's time to actually design the tools.

This is the part of the evaluation where things start to get real. Real questions. Real tools.

It's also the part of the evaluation where things can go off track quickly. Think back to a time when you've filled in a program evaluation questionnaire. How did you feel doing it? Likely you had some sense of obligation, you did it because you knew it would help. Or maybe you were mad, really mad, and wanted to give some much needed feedback to the program so others wouldn't' have a negative experience.

It's unlikely that you were really excited to fill in a form, that you got down on your knees and begged to fill it in, that you dreamed about filling it in, that you were ecstatic about filling in… okay you get the idea.

Remember that because you now have influence over how someone feels about filling in one of your forms, taking part in one of your focus groups or doing an interview with you.

34 Also depends on number of participants

CHAPTER 5

Are there other things you want to know?

HERE ARE SOME THINGS TO REMEMBER WHEN STARTING TO DESIGN YOUR DATA COLLECTION TOOLS:

- STOP! Don't start designing questions off the bat. While it may seem logical, it's the worst thing you can do at this point.
- don't start designing questions without knowing what you want to know otherwise you'll end up with questionnaires that are too long, people who are frustrated giving you feedback for seemingly meaningless things
- know what you want to know: be really clear about what you want to know before you start designing questions. This will save you endless hours of frustration and reworking tools.
- how do you get really clear? Simple. Go back to your outputs and indicators. These are the things that will tell you what you want to know.
- Each and every question should be linked to an indicator or an output
- the only exception is the questions that will relate to other things you may want to know that aren't part of the PLM/LFA, but that's the only exception
- if you're still really excited at this point about designing questions, great, just remember that for every question there are multiple answers and all those answers have to be collated and all that collated data has to be written up in a report
- I don't mean to throw a bucket of cold water on your enthusiasm, it's just that its' really really common at this point to design a whole bunch of questions, most of which aren't linked to anything and have no purpose. I'm not sure what it is about this stage but it seems to be very seductive to pull 20 questions out of the hat very quickly. I've also noticed that once a question is written down as a possible question, it's hard to get it 'unwritten', e.g. taken out, not used

The overall art and science of designing questions works for questionnaire questions, focus group questions, interview questions, questions that form the basis for creative techniques, etc.

IF YOU WANT TO DESIGN A REALLY BAD INSTRUMENT HERE ARE SOME THINGS TO DO:

Note: all example questions are based on an imaginary evaluation for a literacy program

- ask questions that don't have anything to do with your overall evaluation
    - for example: 'which do you prefer more, fruits or vegetables?'
- ask questions that have one more than answer
    - for example: 'what is important to encouraging your family to read: having books available, having time to read, seeing other family members read, having interesting books available?'
    - the way the question is worded is not clear and likely the respondent will want to check more than one thing, including other
- ask questions that could mean more than one thing
    - for example: 'how many times do read?'
    - do you mean how many times do you read a book, a magazine, a cereal box? Do you mean how many times do you read per day, per week, per month?)
- use jargon
    - for example: 'what is your Flesch-Kincaid reading level?'
    - what person is likely to know that this is one way of measuring the grade level required to read a document?
- make it really complicated and hard to understand
    - for example: 'how many times do you wash your clothes?'
- make the questions really long
    - for example: 'ultimately what would say makes you feel fulfilled and over-joyed about learning to read, having come so far in your journey and having accomplished so much in such a short period of time, affecting the future of your family and community?'
    - say what? This is waaaaaay too long and incredibly confusing. It's not clear what the question is asking.
- ask more than one thing in one question
    - for example: 'what did you think of the literacy outreach staff and the space where meetings took place?'
    - besides being a really broad question this asks about the literacy outreach staff and the meeting space; two very different things
- having questions that make assumptions
    - for example: 'how will you encourage your friends to take part in the next literacy program?'
    - this assumes that they want to and/or will encourage their friends
- don't give your respondent all the choices they may want
    - for example: 'how would you rate the literacy guest speaker the group had at the second meeting? (circle one) excellent, good, average, below average, poor'
    - can you see the choice that's missing? What if the respondent didn't go to that meeting? There's no place for them to circle n/a for not applicable
- have biased questions
    - for example: 'why should we fire the literacy teacher?'
    - this question shows your bias, that you really don't like the literacy teacher!
- ask questions that someone really can't answer
    - for example: 'was the literacy program run in a cost effective way?'

    - if the respondent didn't have access to the program budget they likely can't answer this question
- ask questions that looks down on your respondent (the person answering the question) or makes them look dumb
    - for example: 'How do you spell cat?'
    - enough said, really bad question (it makes the question designer look not so smart)
- ask questions in an order that doesn't make any sense, is confusing etc.
    - for example: 'what is your family income?'

this is a sensitive question for many people. If you need to collect information like this (for example the grant for your literacy program is meant to serve community members of a certain socio-economic group) then it needs to be asked later in the questionnaire, focus group etc, once some trust has been built up, once you've described what will be done with the results, what the issues are around anonymity and confidentiality etc.

ON THE OTHER HAND IF YOU WANT TO DESIGN QUESTIONS THAT ARE EFFECTIVE, TRY THE OPPOSITE.

Well designed questions are critical because they tend to:

- make people want to answer
- increase your response rate (the number of people who give you data, e.g. fill in your questionnaire)
- give you the data that you're looking for
- ultimately improve your program

So here are some things to do as opposed to not do:

- ask questions that are linked to your overall evaluation

each question should link to an indicator, an output or one of the other things you wanted to know that wasn't included in the PLM/LFA

- ask questions that have one answer
    - each question should only be able to answered one way
    - the best way to test this is to do a pre-test or have other people answer your draft questions and give you feedback
- ask questions that can mean only one thing
    - every question should be clear, really clear and not open for interpretation (meaning one thing to one person but another thing to another person)
- don't use jargon
    - jargon helps us speak more efficiently with people who know the jargon but it makes people feel left out when they don't understand it
- make questions uncomplicated and easy to understand
    - again, pretesting is important here as many times the author of the question will understand what they mean but in the pre-test it comes out that the question is actually unclear
- make the questions as short as possible
    - take into account literacy levels
    - break questions into parts if you need to (e.g. part a, b, c)
- ask only one thing in one question
    - this seems obvious but it's a very common mistake
- don't make assumptions in your questions
    - pre-testing helps make sure you're not doing this
- give your respondent all the choices they may want and need
    - again pre-testing helps make sure you're doing this
    - you may need to add n/a or I don't know as answer choices
- don't have biased questions
    - this can really frustrate respondents
    - again you can test for this in the pre-testing
- ask questions that someone really can answer
    - pre-test, pre-test, pre-test (are you getting the importance of pre-testing yet?)
- ask questions are respectful of respondent (the person answering the question)
    - enough said

Outcome	Success Indicator from Logic Model	# of responses	% of responses	Outcome Achieved	Average Respondent Checked	Range (# of Items)	Outcome Achieved in 2007/08	Outcome Achieved in 2006/07
Parenting Skills	80% describe two or more skills	0	12%	88%	5.8	10	86%	100%
		1	0%					
		2	88%					
Community Resources	65% more aware		79%	79%			76%	84%
Support	80% enhanced friendships		100%	100%			93%	91%
	70% report feeling more connected		96%	96%			83%	88%
Food/Nutrition	80% make nutritious meals		100%	100%			76%	81%
	80% describe two things learned about nutrition	0	4%	96%			71%	87%
		1	0%					
		2	96%					
	60% know where to get low cost food		96%	96%			79%	84%

- ask questions in an order that makes sense and is clear
    - spend some time thinking about what order is logical
    - for example you may want to group similar questions together or if something that you're evaluating for is really important you may want to ask similar questions in different parts of the instrument to see if people are answering the same way

Here are some other things to keep in mind when designing questions:

- there are two types of questions, closed ended (which can be answered with a few words, usually from a list) and open-ended questions (which are answered with the respondent's own words)
- example close-ended question: from the following list, please select the items that best reflect why you come to this program: it's at a convenient time, it's close to my home, I like the meeting space, I like the instructor, I like the people in my group, other
- example open-ended question: Pleas answer in your own words, why do you come to this program?
- So let's try our hand at this thing called data collection tool development.

Here are two example indicators. Write some example questions that would measure whether these indicators had been achieved or not.

Indicator: Increased number of local authorities integrating the youth in their development[35]

Example question 1:

Example question 2:

Example question 3:

Indicator: Increased number of youth engaged with UN-HABITAT programmes

Example question 1:

Example question 2:

Example question 3:

Now go back to the section on ways to write good question (page 63) and check to see if your questions follow the suggested principles (see Appendix A for example evaluation principles). Edit them if necessary.

Next here are two example outputs. Write some example questions that would measure whether these outputs had been achieved or not.

Output: Number of youth partnerships[36]

Example question 1:

35 *All examples are from the Logical Framework Analysis (LFA) for STRATEGY ON YOUTH EMPOWERMENT FOR 2008-2013 – LOGICAL FRAMEWORK*

36 *All examples are from the Logical Framework Analysis (LFA) for STRATEGY ON YOUTH EMPOWERMENT FOR 2008-2013 – LOGICAL FRAMEWORK*

Example question 2:

Example question 3:

Output: Number of local authorities involving the youth in their development programmes

Example question 1:

Example question 2:

Example question 3:

Now go back to the section on ways to write good question (page 63) and check to see if your questions follow the suggested principles. Edit them if necessary. Next go back to your PLM/LFA and select data collection tools for each output and indicator. Fill them in on the excel spreadsheet and/or the chart below.

Outcomes	Indicators & Outputs	Types of data collection tools: - questionnaire (online, paper) for which stakeholder group - program records - focus group(s) - interview(s) - creative
Outcome #1	#1 Indicator	
	#2 Indicator	
	#3 Indicator	
	#4 Indicator	
	#1 Output	
	#2 Output	
	#3 Output	
	#4 Output	

Outcomes	Indicators & Outputs	Types of data collection tools: - questionnaire (online, paper) for which stakeholder group - program records - focus group(s) - interview(s) - creative
Outcome #2	#1 Indicator	
	#2 Indicator	
	#3 Indicator	
	#4 Indicator	
	#1 Output	
	#2 Output	
	#3 Output	
	#4 Output	

Outcomes	Indicators & Outputs	Types of data collection tools: - questionnaire (online, paper) for which stakeholder group - program records - focus group(s) - interview(s) - creative
Outcome #3	#1 Indicator	
	#2 Indicator	
	#3 Indicator	
	#4 Indicator	
	#1 Output	
	#2 Output	
	#3 Output	
	#4 Output	

Outcomes	Indicators & Outputs	Types of data collection tools: - questionnaire (online, paper) for which stakeholder group - program records - focus group(s) - interview(s) - creative
Outcome #4	#1 Indicator	
	#2 Indicator	
	#3 Indicator	
	#4 Indicator	
	#1 Output	
	#2 Output	
	#3 Output	
	#4 Output	

Now take all of the questions that go with the same data collection tool (e.g. the online questionnaire you're planning or the focus group you want to do) and start designing specific questions for each output and indicator.

Chart to design questions for your indicators and outputs:

Outcomes	Indicators & Outputs	Questions to measure the indicators and outputs
Outcome #1	#1 Indicator	
	#2 Indicator	
	#3 Indicator	
	#4 Indicator	
	#1 Output	
	#2 Output	
	#3 Output	
	#4 Output	
Outcome #2	#1 Indicator	
	#2 Indicator	
	#3 Indicator	
	#4 Indicator	
	#1 Output	
	#2 Output	
	#3 Output	
	#4 Output	

Outcomes	Indicators & Outputs	Questions to measure the indicators and outputs
Outcome #3	#1 Indicator	
	#2 Indicator	
	#3 Indicator	
	#4 Indicator	
	#1 Output	
	#2 Output	
	#3 Output	
	#4 Output	
Outcome #4	#1 Indicator	
	#2 Indicator	
	#3 Indicator	
	#4 Indicator	
	#1 Output	
	#2 Output	
	#3 Output	
	#4 Output	

CHAPTER 8

Data collection tools

PRE-TESTING

Once you're done your draft tools pre-test them. To pre-test a data collection tool you'll need to:

- give the tool to someone who is the same kind of person that the tool is meant for (e.g. if one questionnaire is aimed at youth participants make sure youth participants are doing the pre-testing)
- get about 6-10 people to review each of your tools and, this is the important part, ask them to comment on the questions
- at this point you're not interested in their answers to the questions but rather their feedback on the questions themselves
- ask them if:
    - there is any question they couldn't answer properly (be sure to find out why)
    - the language makes sense and is clear
    - there is anything they don't understand etc.

If you get a lot of edits you will need to do another pre-rest but don't worry it makes the data collection go much easier and smoother than trying to fix a tool when data collection is actually happening. That's painful and often impossible so the more time you spend at this stage, the better things will go for you later.

The next section explores what an evaluation workplan looks like and how to create one.

8A

Types – pros, cons

WHAT IS AN EVALUATION WORKPLAN?

An evaluation workplan is a document that includes:

- the program outcomes
- the program outputs
- the program indicators
- the program activities
- what else you want the evaluation to be able to tell you
- the evaluation distribution or dissemination plan
- a full list of stakeholders including which stakeholders you will involve in the evaluation
- a list of data collection tools
- the data collection dates

The good news is that you've done most of the work in creating an evaluation workplan already. In fact the first four items (outcomes, outputs, indicators, activities) are your PLM/LFA.

Now it's just a matter of putting all the other information (activities, other evaluation questions, distribution plan etc.) in one document so you have everything in one place

During the training you'll receive templates to pull it all together, one in word and one in excel.

The next section talks about data analysis or what to do with all the data you've now collected.

The focus groups are done, the questionnaire data is in, the interview data is in, the creative evaluation data is in. Now you have a mountain of information before you. Now what?Now comes the part when you get to see what stories the data tells you.

Take all your analysis back to you PLM/LFA. Your data tells you whether you've achieved your outcomes or not. It's like a big equation – if the outputs and indicators related to a specific outcome mostly or all say positive things then you can be reasonably sure you've achieved that outcome. If they mostly say negative things then you can be reasonably sure you haven't achieved that outcome.

Like with other parts of doing a program evaluation there are different ways to analyze data. This is important because how you analyze it will affect what kind of conclusions and recommendations you come up with.

Here are some key things to keep in mind:

- different people will tend to see different things in the data therefore the more people you can involve in the data analysis the more complete of a picture you are likely to get
- quantitative data analysis: this involves adding up the numbers, for example the total number of educational workshops given, the total number of hits to the website etc. and comparing it to the outputs (what was planned)
- calculate your mean (the average of a group of numbers) and your median (the middle point of a group of numbers, where 50% of the numbers fall above the median and 50% fall below) (where appropriate)
- qualitative data analysis is a bit more tricky, it involves looking for patterns, trends, themes
- data analysis can be inductive, which means you use the data to generate ideas. You don't go in with a predetermined thing you're looking for, you keep your mind open as much as possible and let the data speak to you.
- data analysis can be deductive, which means you analyze the data looking for something predetermined. For example you look at the data to see which of the literacy programs you surveyed had more impact.
- when you're looking at your data you can analyze for merit, which means effectiveness, if something works locally, specifically in the context you are evaluating. It's a specific perspective.
- when you're analyzing your data you can also look for worth, which means whether the program has value to greater society. It's a broader perspective.
- watch for triangulating your data, which simply means cross-checking your data. Here's an example. Let's say you asked program participants about how useful the literacy training program was for them and you also asked the same question of the program staff. You can triangulate (or cross-check) your data by comparing what each group's responses are. If the participants say it was terrible and the program staff say it was great you know you have an issue. If they both say the same thing you can be more confident in what the data is telling you.
- look for reliability, which doesn't mean whether your friend does what she or he says she/he is going to but rather in the case of evaluation means can the data be trusted, is it right, correct.
- look for validity, which means does the data measure what it sets out to measure. For example if you ask a question that is vague or confusing the responses may not be valid, that is they may not measure what you set out to measure.
- this seems self-evident but you'd be surprised how often people forget to do this. When you have a whole pile of data in front of you, people often can't wait to dive in. They've been working for months sometimes on developing the PLM/LFA, designing the data collection tools, pre-testing the tools and finally the data is in. Once you've analyzing it, don't forget to record your

analysis (that's the self-evident part that people tend to forget). It's really easy to think of something the data is telling you but to forget to write it down. Make sure you write all your observations down. You can got through them later when you're writing the report but at this stage get it all down on paper.

See below for a worksheet to help you with your data analysis.

DATA ANALYSIS WORKSHEET

"True genius resides in the capacity for evaluation of uncertain, hazardous, and conflicting information." Winston Churchill

"More important than innate disposition, objective experience, and environment is the subjective evaluation of these. Furthermore, this evaluation stands in a certain, often strange, relation to reality." Alfred Adler

Data Analysis: [37]

This form is designed to help you capture your analysis of the raw data so that we have a clear idea of whether the outcome(s) have been achieved – and more specifically what the major findings are, what the implications are for these findings and what your recommendations are.

Hmmmmm… things to think about (while I take off my "volunteer hat" and look at all the data):[38]

- What do I think?
- How do I feel?
- What do I want to do?
- What surprises me? What isn't surprising?
- What is contrasting / different?
- What is the same across the board?
- How does this fit into "real life"?
- What are some themes / patterns?
- What questions does this raise?
- What conclusions can I draw based on the data?
- What recommendations can I make based on the data?

37 *Data analysis tool Lee-Anne Ragan, RPS Inc., www.rpsinc.ca*

38 *Data analysis tool Lee-Anne Ragan, RPS Inc., www.rpsinc.ca*

MAJOR FINDINGS, IMPLICATIONS & RECOMMENDATIONS

This form is to help you reflect on the data we've collected. By including your thoughts on the findings and your recommendations we are continuing to make the evaluation be community focused.

Name (in case we can't read your writing):_____

A key finding is:	A key finding is:
The implication of this finding is:	The implication of this finding is:
The recommendation I would make is:	The recommendation I would make is:

Adapted from Formative Evaluation Research Associates

The next section discusses response rates. A questionnaire response rate is simply the number of people who respond to your questionnaire. When you're looking at response rates there are some things to keep in mind. The first and most important one is that response rates really vary.

First of all, how do you figure out what your response rate is? Easy. You take the total number of questionnaires divided by the total sample (the total number of people who could have filled in your questionnaire, who were eligible to fill in your questionnaire) = response rate.

Your response rate is usually indicated by 'n'. So when you see some data in a chart and there is an 'n' at the top, that means the total number that responded is that number. See the chart below for an example. If you see a capital 'N' it's usually for the census or population size.

Exhibit 3 Family Support, Education and Resources Outcomes, Indicators and Results39 n = 24 Here's an example of how you figure out your response rate. Let's say you have 25 questionnaires that were returned, that were filled in by participants in a certain literacy program. Let's say that the total number of participants in the literacy program was 100.

25/100 = 25%

In this case your response rate is 25%.

A valid questionnaire response rate can vary quite a bit. In general the higher the response rate you get the better.

Questionnaire rates are affected by lots of things included:

- how cooperative the participants are (some participants have more motivation than others in filling out a questionnaire)
- how lengthy the questionnaire is
- how accessibly the questionnaire is
- if there are incentives for filling in the questionnaire
- how close to the questionnaire the participant is, e.g. how meaningful it is for them, how much it directly relates to them
- what kind of questionnaire it is (handed out in person, by mail, by phone, online)
- where in the world you are doing the evaluation

The next section discusses reporting or writing up all of your findings.

WHY IS REPORTING IMPORTANT?

Reporting. Some people love it. Some people hate it. Regardless it's a necessary task.

Reporting or writing up your findings is important because:

- your information gets passed onto people that need to know or should know about your program(s)
- it is one part of completing your overall evaluation plan. Remember when you created your evaluation dissemination plan? These are the people and organizations who you will share your findings with (see page 49)
- you and your team will have done a lot of work on the evaluation by now and the reporting makes sure that the learning's don't get lost. The report shares the learning.
- it helps to ensure that change happens. Presumably you didn't set out to evaluation your program(s) without wanting to improve them or otherwise change them somehow (add in new elements, change who you're serving, change where you're delivering the programs, change the program delivery models etc.)
- reporting is a way of making sure people who need to know about your programs do just that. Reporting helps educate people.
- reporting puts all your findings in an easy to read format
- reporting puts all your findings in one place. People who read your report

39 *Chart from 2008-2009 Children's Coalition, CAPC report. Lee-Anne Ragan, RPS Inc., www.rpsinc.ca*

don't need to have attended a program, interviewed people, filled out questionnaires etc. They get to live the experience of your program through your report.

- reporting can help with advocacy. Depending on your findings your report can help you advocate, for example make the case for increased funding, more programs, expanding the scope of the program etc.

WHAT SHOULD YOU INCLUDE IN YOUR REPORT?

That is a good question that has many answers. It depends on who your report is for (which we talk about in the next section). Some things to think about are:

- overall you'll want to include what you wanted to know in the first place (see section 6 e and 7)
- what your funder wants to know (see section 6 f)
- where you've arrived at now that the program evaluation is almost completed. Think about where you started (see section 5 a);
    - why did you do the evaluation,
    - how do you want it used and
    - by whom?

Some specific sections to think about including in your report are:

- acknowledgements: who do you need to acknowledge and thank. Don't forget to thank the respondents
- executive summary; an introduction and a summary of the entire evaluation
- findings; this is your summarized data
    - report on your activities
    - report on your outputs
    - report on your indicators
    - report on what your outputs and indicators tell you about whether you achieved your outcomes or not
    - report on what else you had wanted to know (things that didn't fit into the PLM/LFA)
- creative data collection findings: if you used a creative data collection technique(s) then these findings can be interspersed throughout the report to add interest. For example if you had participants paint t-shirts that reflected their experience of the program you can (with the respondent's permission) include pictures of the t-shirts and small stories that capture, in the respondent's words, what the designs mean)
- conclusions; this part of the report talks about what conclusions or judgments you have made about the data, the patterns, trends and stories that the findings tell you from your data analysis
- recommendations; sometimes this section is combined with the conclusions, it talks about what action you recommend based on the conclusions
- appendices; these are detailed sections at the end of the report, they can include a wide variety of things such as your data charts (all your collated/summarized data), your evaluation plan, copies of data collection tools (questionnaires, focus group questions etc.)

The next section talks about your reporting audience.

When you're planning your report outline make sure you keep your audience in mind. That is, be clear about who will be reading your report and remember that.

Think about what are your audiences' needs?

If you can, ask them about what they'd like to see in the report and be sure to include it.

Think about your audiences' level of knowledge about program evaluation.

- Are you writing for an audience that really knows a lot about program evaluation and will understand outcomes, indicators etc without you having to explain that?
- Or are you writing for an audience that doesn't know much formally about program evaluation?
- If it's the latter make sure you explain your vocabulary and don't make assumptions.
- Keep in mind the literacy level of the people who will be reading your report. Use the 'readability statistics' feature in Word to check the grade level needed to read your report. To turn this feature on go to preferences, spelling, and check the box called 'readability statistics'. When you do a spell check, at the end a box will come up with information. At the bottom of the box will be the grade required to read your report.

Ideally include some people from your audience in editing the report. That will go a long way in making sure your final report gets read and is useful.

The next section talks about how to make your reports interesting and engaging.

In general, the more you can do to make your report interesting and engaging, the higher chance you'll have that:

- the report is read
- the findings are understood
- the conclusions and recommendations are implemented

And after all your hard work on the evaluation you want to make sure that you increase the chances of the above happening.

Here are some ways you can do that:

- be clear
- say what you need to say being as brief as possible
- add pictures
- add creative elements
- add charts
- include graphs
- include stories (qualitative data; direct quotes from your respondents)
- have your intended report audience read your draft report and make edits

Think of other ways, other than a written report, to display your evaluation. For example:

- have a party when the final report is over and have some of the respondents talk about their experience of the program, invite funders and other stakeholders
- make a simple video
- tell a story that summarizes your findings, record it, burn it to CD and distribute
- put up a facebook page
- tweet about it
- take pictures throughout the evaluation process and create a (real or virtual) scrapbook
- blog about the results
- take key findings and enter them in wordle to make a word cloud (http://

www.wordle.net/)

- have youth spread the word by playing music, drumming etc.
- have a meeting to disseminate the results, better yet have a community celebration where everyone gets to share in the results
- what other creative ways can you think of to tell your evaluation story?

The next section talks above some overall challenges you may face in evaluating programs.

Through the pilot training for this manual we collected challenges that seemed particularly, well, challenging to folks and came up with some tips for addressing them.

For every evaluation challenge there are ways to overcome.

CHALLENGE: People fear evaluation, thinking it will be a painful unearthing of their "weaknesses"

TIP: Make time to outline and elaborate the positives, what you'll gain from the evaluation. Help people understand how the evaluation will work, that it's not someone else judging them.

CHALLENGE: Difficulty of evaluating AFTER a program has started…

TIP: Coming up with criteria FIRST so that it is systematic is extremely helpful (brainstorming "what do we want from this?")… easy baseline ideas!

CHALLENGE: tendency to choose questions that are easy to answer because it makes evaluation easy… which tends to mean loss of meaning, relevance, not capturing true complexity etc.

TIP: keep an open mind, consider the wide view first before defining questions, be open to "chaos", know that if the process is unfolding in a very linear way (simple, straight), it is probably NOT as valuable and you should expect complexity (see the spider web image)

CHALLENGE: getting information from those who left, didn't join, aren't interested… in your program is very valuable but hard to get

TIP: keep track of those turned away, those who left, those who express resistance to your programs, design questions to reach them specifically

CHALLENGE: Choosing an approach (scientific, constructivist, artistic, etc…) that will meet the needs of various stakeholders

TIP: start with Utility Based as the "foundation" approach, to ensure that all others applied are applied usefully (e.g. artistic approach will still be "on target" and probably better received)

CHALLENGE: moving into the process of creating a PLM, how to sort out Outcomes as the starting point…

TIP: set time aside for free, uncritical visioning of future possibilities. Let yourself brainstorm without too much editing "what do those visions symbolize to us?" Sort them into possible outcomes (you can remove some later! For now leave it all in!). Work with a group so there are many voices sharing ideas, many eyes viewing the process and adding to it. Later sort out ones that are specific and measurable – these become Indicators perhaps…

CHALLENGE: ensuring you include the collection of information that your FUNDER wants, from the beginning

TIP: ASK! Funders find it really great when you ask them "what information would you value having about this?"

CHALLENGE: getting input from stakeholders that include both "supporters" and "skeptics" to balance how you design the evaluation (and programming) and to give it a greater chance of success (addressing "negatives" from the start)

TIP: Don't be afraid to invite and include skeptics – actively seek out and invite people, organizations, who lobbied for OTHER programming than yours to include in the Stakeholder processes

CHALLENGE: Getting a global picture through your evaluation's indicators (measuring things about the participants, the program itself, and the centre staff delivering it)

TIP: Brainstorm around the question "what would make this a good (thematic area) program? Ensure you cover domains of "knowing" "doing" and "feeling", and that you address issues related to participants, environment of the training or process, and the facilitators.

CHALLENGE: evaluating the evaluation… argh! This seems like extra work…

TIP: Make it simple! You don't have to do a PLM for your PLM (whew!)… instead, look at "what you want to know", "what your funder wants to know", your indicators and outputs, and ask yourself whether they are aligned (is your PLM likely to get you what you want to know?). Break out into small groups and discuss this informally, just to ensure you are on track. This can save a lot of grief later on!

CHALLENGE: data collection tools… finding the right ones

TIP: Make sure you mix up quantitative (outputs!) and qualitative (indicators!) data collection types (questionnaires, focus groups etc. Don't forget to include some creative techniques as well.

CHALLENGE: expecting your evaluation to follow a linear path can lead to frustration and feeling like you are getting "nowhere".

TIP: remain open to different strategies along the way, keep eyes and mind open, know that things will be complex… you do need to follow principles, but being creative with challenges is good for your sanity and your evaluation!

Beyond an evaluator's skills and experiences I believe a cultural fit is also important. With that in mind, here are some of what guides my beliefs about evaluation.[40]

I strongly believe that suffering is optional when it comes to evaluation; I believe program evaluation can be highly useful, intriguing and even enjoyable.

Furthermore I believe program evaluation:

is a collaborative venture where my role is to bring together, set the stage and accompany stakeholders[41] on their journey of telling their story. I see the

40 Lee-Anne Ragan, RPS Inc., www.rpsinc.ca

41 Stakeholders being those individuals and organizations who are impacted by the

evaluation starting with what the funder requires, however that is only one part of the story. Without sacrificing funder requirements, I see building on what individuals (e.g. students, staff, parents, volunteers, etc) want to measure. One of my first questions is always "what do you want to know?"

- should weave issues of access and diversity throughout the entire evaluation process; that is, every effort should be made to make the process inclusive of diverse individuals and communities, whether the face of that diversity is ethnic, ability, family type, racial, socio-economic, gender, age, recency of migration, literacy etc.
- can and should be used to compliment program planning and strategic planning (e.g. it does not exist in a vacuum and should compliment the overall work of the organizations)
- can involve creative methods such as storytelling, journaling, quilt making, photography etc. which increase interest in evaluation and help participants and other stakeholders tell their story. When people are engaged, they are more likely to take ownership and thereby create a richer evaluation. (These techniques are rigorously connected to the evaluation framework.)

I frequently present sample creative evaluation techniques to participants and encourage them to select the one that best fits. To date I've worked collaboratively with professional improvisers, storytellers, quilters, scrapbookers and fimo artists to:

- build capacity of the participants and have them benefit from a self-selected training,
- where possible, given the selected technique, have a lasting creation that presents the evaluation in a way that is complimentary to the final report (for example a quilt that is beautifully stitched together and hung in the organization),
- incorporate these creative elements into the evaluation (e.g. by photographing the art work and including the photos in the report).
- should build capacity; I see my role as one of making myself dispensable – training others to be able to do for themselves. Therefore I do as much evaluation training as my clients have the time, capacity and interest in. With that in mind I also include training materials that are engaging and designed to be used after the evaluation is concluded.

I believe all of the above can be done using the highest standards of rigour while meeting funders' expectations.

program or can impact the program or organization.

APPENDIX A

Activities:	what a program does with the inputs to fulfill its mission
Appendices:	detailed sections at the end of a report containing such things as data charts, evaluation plans, and data collection tools
Baseline/targets:	information that you collect that you use as a basis for comparison
Bureaucratese to	
Evalu-ease:	creating program evaluations that are simple, feasible, useful, practical, accurate and creative
Case study:	detailed study and description of a particular situation
Causal connections:	knowing that one thing makes another thing happen
Collate:	analyze or roll-up the data
Conclusions:	part of the report that talks about what conclusions and judgments you have made from the data
Creative data	
collection findings:	data collected using creative evaluation data collection tools
Creative evaluation	
data collection tools:	methods used infrequently but that can prove to be intriguing
Data charts:	summarized data
Data collection	
tools:	where you will get the information that tells you whether you are reaching your outcomes or not
Deductive:	analyze the data looking for something predetermined
Denominator:	the kind of unit that is to be evaluated Developmental evaluation: adapting the evaluation to ongoing program changes and changing circumstancesEvaluation: to form an idea about the amount, number or value of something Evaluation
Dissemination plan:	same as evaluation distribution plan, part of your overall evaluation plan that talks about who you will share the evaluation with when it is done**Evaluation**

APPENDIX B

Glossary of Terms

Distribution plan:	same s evaluation dissemination plan, part of your overall evaluation plan that talks about who you will share the evaluation with when it is done
Executive summary:	introduction and summary of the entire evaluation
Findings:	Summarized data
Focus group:	Small group of people who are asked a pre-set list of questions by a facilitator
Formative evaluation:	evaluation where the purpose is to make the program better
F.U.P.A.:	feasible, useful, practical, accurate
Generalize:	apply it to other situations
Goal:	the overall, overreaching thing we're trying to achieve
Indicators:	observable or measurable change that tells you an outcome has been achieved
Inductive:	use data to generate ideas
Interview:	individuals who, one at a time, are selected to be asked a pre-set list of questions
LFA:	logical framework analysis
Merit:	effectiveness
Mean:	the average of a group of numbers
Median:	the middle point of a group of numbers, where 50% of the numbers fall above the median and 50% fall below
Objectives:	specific, measurable things we're trying to reach
Outcomes:	vision; what happened as a result of the program
Outputs:	direct products of program activities
PLM:	Program logic model
Praxis:	constantly shifting between theory and action
Pre-tested:	draft questions answered by another group of people who give you feedback
Primary methods of data collection:	data collected from the primary source
Process:	**how we will get the work done**
Program evaluation:	assessing the strengths and weaknesses of programs, policies, personnel, products, and organizations to improve their effectiveness. A systematic collection and analysis of data needed to make decisions

Qualitative:	non-number related things that the program is trying to achieve
Quantitative:	number related things that the program is trying to achieve
Recommendations:	recommended action based on conclusions
Reliability:	the data can be trusted; it is correct
Respondent:	person answering the questions
Response rate:	the number of people who give you data
Sample:	the total number of people who could have filled in your questionnaire
Secondary type of data collection:	data collection in regards to programs similar to yours
Simile:	similar to something else
Stakeholders:	individuals or organizations who are impacted by your program or can impact the program
Summative evaluation:	involves making a major decision
Triangulating:	cross-checking data
Validity:	the data measures what it set out to measure
Worth:	value on a broader perspective

APPENDIX C

Program Evaluation Resources

Note that some of the following resources may not immediately appear to be evaluation related, however Community Works strongly believes in doing work that is inclusive, accessible and respectful. How we view the world has a great impact on how we frame our evaluations.

"We do not describe the world we see - We see the world we describe."

Jaworsky

"Until lions have their own historian, tales of the hunt will always glorify the hunter."

African proverb

"Look for differences that make a difference and similarities that are significant."

Lee-Anne Ragan

"You can ask the questions you can measure the answers to or

you can ask the interesting questions."

Glenda Eoyang

In this spirit we hope you'll find the resources helpful. Please feel free to let us know if you have some great resources at your fingertips that should be added to the list.

BOOKS, MANUALS, ARTICLES

A.M.S.S.A. (The Affiliation of Multicultural Societies and Service Associations). (2000). Cultural Diversity in Organizations and Business: Gaining a Competitive Advantage. A Primer. Includes resources such as bridging language barriers, four-point interpretation test, human rights and harassment policies and procedures etc.

A.M.S.S.A. (The Affiliation of Multicultural Societies and Service Associations). (2001). Long-term Anti-Racism Strategies: A Guide to Developing Effective Community Projects. Includes a neat piece on describing outcome-based evaluation using the "splash & ripple effect".

Arnold, Rick. Burke, Bev. James, Carl. Marting, D'Arcy. Thomas, Barb. (1991). Educating for a Change. Toronto: Between the Lines. A best selling Canadian book. It's a keeper- if you don't have it go get it! Short section on both feedback and evaluation with suggested activities. Incorporates a structural analysis throughout.

Cohen, Ruth. Community Research and Evaluation Officer. Health First. (October 27, 2002). UKES conference. Call in a Doctor or a Plumber. Participatory Empowerment Evaluation in a South London Food Project. Love the title (Doctor as in an expert, plumber as in a technician). An easy to read overview from a workshop given. Good overview of participatory evaluation. www. Healthfirst. org.uk

Consortium on Diversity Education (CODE). (March 2000). Celebrating the Mosaic: A Handbook and Guide to Resources for Diversity Education. Available at 222.bctf.bc.ca Includes a section on evaluating books for racism and sexism.

Coover, Virginia; Deacon, Ellen; Esser, Charles; Moore, Christopher. (1985). Resource Manual for a Living Revolution. A Handbook of Skills & Tools for Social Change Activists. New Society Publishers: Philadelphia. An oldie but a goodie. A brief section on evaluation & lots of other good stuff.

De Bono, Edward. (August 1999). Six Thinking Hats. Little Brown & Co. A classic. See his "Six Action Shoes" and other books as well. Describes six different ways of looking at the world which can be a great evaluation tool- using each of the different hats to frame your evaluation.

Dewar, Thomas. Kretzmann, John. McKnight, John. (1997) A Guide to Evaluating Asset-Based Community Development: Lessons, challenges and opportunities. ACTA Publications. Asset-Based Community Development Institute. Phone: 1-800-397-2282. Fax: 1-800-397-0079.

Doerge, Suzanne. Burke, Beverley. (2000). Starting with Women's Lives, Changing Today's Economy; a facilitator's guide to a visual workshop methodology. $12.00 per copy. Order by emailing wicc@wicc.org or womensmarch@clc-ctc.caA fabulous resource- extremely visual & creative. Can be used for planning & evaluation. Bev Burke was one of the authors of the outstanding book Educating for a Change.

Gaspar, Karl. Pastoral Skills; manual for BCC Workers. (1988). Manila, Philippines: Socio-Pastoral Institute. Some of the best popular education work I've seen comes out of the Philippines and this manual has some great ideas. Check out the "chalk talk" section.

Halldorson, Lynette. (1997). Children Enabling Change Manual. School of Child and Youth Care, University of Victoria. Phone 250-721-6471. A 9 step "education, advocacy and action plan for your community to follow which connects families who have children with disabilities, community support agencies, and health service professionals." The great thing about this manual is it focuses on diversity and inclusion. There is a good, brief session on evaluation and some great examples of disabilities as viewed by various ethnic groups (e.g. good examples of how your world view can completely affect your evaluation).

Health Canada, Population Health Directorate (August 1996). Guide to Project Evaluation: A Participatory Approach. Can download the guide from: http://www.hc-sc.gc.ca/hppb/familyviolence/html/1project.htm, see a table of contents at http://www.hc-sc.gc.ca/hppb/phdd/resources/guide/index.htm#CONTENTS or from the National Clearinghouse on Family Violence Family Violence Prevention Division, Health Promotion and Programs Branch, Health Canada (Address Locator: 1907D1), Ottawa, Ontario K1A 1B4, Telephone: (613) 957-2938 or toll-free number: 1-800-267-1291, Fax: 1-888-267-1233

Hope, Anne. Timmel, Sally. (1984). Training for Transformation 1, 2, 3. Zimbabwe: Mambo Press. Book 2, Chapter 8 is on evaluation but it's all good stuff throughout. Includes a brief part on doing evaluation through slide shows.

Social Planning and Research Council of BC (SPARC) (1995). Strengthening Communities: a series of community development skills guides. Individual manuals include: Discovering why are we here, Living our values, Thinking

URBAN YOUTH CENTRE TRAINING MANUALS

HS/058/11E

UN-HABITAT
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