

**HELP & SHELTER
WOMEN'S WORLD OF PRAYER GERMAN COMMITTEE PROJECT**

EVALUATION OF M&E AND ADVOCACY WORKSHOP – JUNE 2009

BACKGROUND

Between 15 & 17 June 2009, Help & Shelter convened a capacity building Monitoring & Evaluation and Advocacy Workshop for community educators and community mobilisers attached to the four project communities of Good Hope, Covent Garden, Kaneville and Den Amstel. The workshop was divided into the two main areas of interest, Monitoring & Evaluation and Advocacy.

WORKSHOP OBJECTIVES - M&E

By the end of the workshop it was hoped that participants would:

- Be able to understand the concepts of monitoring & evaluation and how these relate to project activities
- Be able to identify the benefits of M&E and their role in a participatory M&E process
- Become familiar with the different methods of monitoring & evaluation and the use of these methods at community level

Programme

The programme for M&E focused on the following main topic areas:

- M&E- (Definitions, Key Features & Benefits, Key Participants)
Data & Data Quality, (Qualitative & Quantitative Data, Data Collection Methods)
- Steps for Effective Planning
- Planning & M&E a Community Project Activity

Facilitator's Report

Welcome & Ice Breaker

The ice breaker was designed as a fun getting to know you type of activity where participants were asked to interview each other having collectively agreed on what questions they wanted to ask. The interviews were documented together with a visual drawing of the interviewee and these were shared with the other participants. This exercise was used to demonstrate one of the methods used to collect information for M&E.

Expectations

Participants outlined their expectations of the workshop as follows:

- To learn what M&E is all about- the processes, practices, types and methods
- What benefits the workshop would bring individually and for their community project work
- The workshop would teach how to put knowledge gained into practice
- Handout with relevant information on the topics would be made available
- Roadblocks to effective M&E would be identified.

Monitoring & Evaluation

Definitions - Participants were divided up into two groups and asked to come up with their own definition of Monitoring. Both groups did a good job of identifying key aspects of monitoring. One group identified monitoring as the process of observing and recording data on things, persons and situations over a period of time; while the other group identified some key functions such as observing, checking, documenting, reporting, guiding and giving feedback. Evaluation was defined by groups as (a) the process of measuring planned goals/outcomes against actual results (b) assessing progress and performance against present status. The facilitator also shared standard definitions of M&E with the group and compared these to group reports.

Key Features of M&E - The facilitator presented a comparison chart of the key features of M&E to reinforce the different functions of monitoring and of evaluation. These differences were summed up by explaining that monitoring focuses on operations, is continuous from beginning to end of project, documents project's progress during implementation, tracks day to day activities and is involved in regular and timely data collection. Evaluation on the other hand focuses on effects and impact that the project has had, is done at the end of a project or at completion of a particular phase, tracks the success of the project in meeting objectives and generally assesses the value and quality of a project based on an analysis of qualitative and quantitative data gathered.

Benefits of M&E- Participants were again divided up into groups and asked to identify what they saw as some of the benefits of M&E. Groups reported these benefits as- allowing you to know what has been achieved, the impact that has been made, changes that have taken place, allowing persons to take stock of progress made, a learning process, assisting in making accurate projections, assisting in accountability through record keeping and documentation, can lead to improved performance and output. Once again the groups demonstrated a good grasp of the benefits of having a functioning M&E project system in place.

Key Participants in M&E - Participants in small groups were asked to identify the key project participants in M&E and identified the following:

- Ourselves- community educators and community mobilisers
- Accountant
- Coordinator
- M&E Officer
- Management Team
- Target Groups
- Community
- Networking Groups
- Donor/Funding Agencies

Following on from the above responses which indicated that participants saw everyone associated with the project as having a role to play in M&E; the facilitator asked participants to pair off into community groups and draw a picture/diagram of how they collect information, who they report to and what happens to the information they report. This was a very interesting exercise as groups drew their versions of the flow of information. It was obvious that the information flow went from the community to the project management team including M&E Officer, coordinator, project accountant but there was little indication of this information being shared within communities, across communities or from management team back into communities.

Data/Data Quality

Data was identified as any kind of information collected through different means. Participants were asked to brainstorm the different ways of collecting information or data and came up with methods such as community mapping, community meetings, house to house visits, interviews, questionnaires, awareness sessions, newspapers, media reports, meetings with key stakeholders, informal chats and through engaging in social activities. Participants also said that they would have collected information using all of these means in the course of their work in communities with the exception of using questionnaires.

Qualitative and Quantitative Data - The facilitator outlined the two ways data can be classified. Qualitative data tends to be descriptive, uses open ended questions and probes more in depth, it records level of satisfaction, views, feelings etc. Quantitative data on the other hand is measurable, uses closed ended questions and allows one to generalize about an issue, it records facts, numbers and services received or given etc. The strengths of qualitative data is that it

allows one to examine emotions and ideas, can be less expensive, can give better information about causes and needs fewer people to participate. Quantitative data on the other hand is easier to measure, easier to administer, allows data to be presented by graphs and charts and can reach more people. However some of the drawbacks of qualitative data is the need for well trained persons to conduct interviews etc and does not allow generalizations about population as a whole. On the other hand quantitative data's weaknesses are that it can be more expensive, can have interview errors, can be biased and needs a larger number of people to participate.

Methods of Collecting Data - Four methods of collecting information were discussed in depth with participants. The methods outlined were:

- **Focus Group Discussions** - These are small group discussions using a set number of questions in order to get the views and opinions about a topic or issue from a cross section of persons. Details on how to prepare and conduct focus group discussions were outlined.
- **Questionnaires** - these have the advantages of being more 'scientific' than say focus group discussions but can lack depth. Details on how to construct a questionnaire were discussed.
- **Evaluations of Training Programmes/Workshops** - the four levels of evaluation were discussed- Reaction, Learning, Behaviour and Results. Reaction deals with what participants think about a programme, Learning-evaluates if participants have acquired new or increased knowledge, skills and or changed attitudes for the better, Behaviour-measures work performance and is the most neglected when conducting evaluations, it includes how learning will be implemented and follow up assessments by peers and supervisors to track if there has been behaviour change.
- **Case Studies** - were the fourth method discussed. This outlined what a case study is, different types of case studies and ways in which case studies can be used as a teaching and or evaluation tool.

Steps for Effective Planning

The key steps to effective planning were presented using a simple format of:

1. Identifying the Activity
2. Identifying 'Why' you are doing the activity (Objective)
3. Identifying 'Who' will be carrying out the activity
4. Identifying 'When' the activity will take place (Timeline)
5. Identifying 'Where' the activity will take place
6. Identifying 'How' the activity will take place (what types of methods will be used)
7. Identifying Resources needed to carry out activity
8. Identifying M&E methods used for assessing activity

After these were shared with participants they were then asked to plan an activity in their respective communities also documenting how they will M&E the activity.

Planning & M&E of a Community Project Activity

Den Amstel

Activity: Debate Competition for Teens 14-16 yrs

Topic: Men are being abused as much as women

Why (Objective): To increase awareness among youth on issue of GBV

Who Will Implement: Community educator, mobiliser, peer educators, steering committee, community members

When: 5th September 2009

Where: Den Amstel Community Centre

How: Community youth groups will be contacted to be part of the debating teams, resource persons will be identified to work along with youth groups to prepare for debates

Resources: Gifts, trophies for winning teams and participants, Judges for the competition, other human resources to work along with youth groups etc

M&E: Written reports, photographs, copies of debate notes

Good Hope

Activity: Road March with Banner

Why (Objective): To raise awareness about project and GBV

Who will Implement- Peer educators, steering committee, community educator, mobiliser, other community members

When: July 19th 2009, Sunday morning

Where: Good Hope, Phase II

How: Community educator, mobiliser, steering committee members to inform and mobilise community. Discuss and plan at meetings

Resources: Flyers, brochures, human resources, drinking water, police permission, use of Loud speaker on vehicles

M&E: Written report on activity.

Kaneville

Activity- Community meeting

Why (Objective): To discuss plans for the community

Introduce CE, CM Steering Committee members, Street Reps

To give an overview of the project

Who will Implement: Steering Committee, CE and CM

When: July 12th

Where: 2nd Bridge, 16.30 hrs-18.00 hrs

How: Mobilization by teams assigned to fields & streets on July 5th, flyers, word of mouth, community crier to notify residents (tawa & spoon), July 7th meeting to assess success of mobilization, July 11th final notice to be sent out to residents.

M&E: Documentation of activities through minutes of meetings, CE reports, reports from team members assigned to fields and streets.

WORKSHOP OBJECTIVES-ADVOCACY

- To equip participants with the knowledge and skills to advocate effectively for change in their communities
- To understand and apply the concept of behaviour change in order to influence effective change in individual in communities

Programme

- Definition of Advocacy (types, benefits & drawbacks)
- Steps in the Advocacy Process
- Drama Presentation of Advocacy Activity
- Tools for Analysing (SMART Analysis, SWOT Analysis, Problem Tree)
- Choosing an Advocacy
- Planning a Community Advocacy Activity
- Evaluation of Workshop

Facilitator's Report

Definition of Advocacy

The session started with an introduction of the advocacy process and a discussion on what is advocacy. Participants were divided up into 2 groups and asked to give a definition of advocacy. The definitions varied but the groups had the basic idea of advocacy.

Types of Advocacy

As explained Advocacy can be applied in 3 different ways:

- **FOR persons:** Without the day to day active involvement of those affected
- **WITH persons:** With a coalition of persons networking together for a common cause
- **BY persons:** Group or individual affected advocates directly for themselves

An example of an advocacy action was the protest action being carried out by Help & Shelter, Red Thread and other organizations outside the Office of the President. The was advocacy WITH other organizations.

Benefits & Drawbacks of Advocacy

It was explained that advocacy is serious work and it may even be life-threatening. Hence, one needs to consider all the factors before starting an advocacy campaign.

Participants were then divided up into two groups, one group examined the benefits of advocacy while the other group looked at the drawbacks of advocacy. Below is a summary of their group reports.

Benefits	Drawbacks
Positive Changes	Death/Injury
Working in Unity	Threats
Satisfaction	Loss of Resources
Networking	Breakdown of Systems (family relationships/resources especially)
Knowing Your Rights	Violence
	Imprisonment

After looking at both the negative as well as the positive effects of advocacy some famous local and international advocates were identified such as Mark Benschop, C.N. Sharma, Walter Rodney, the Enmore Martyrs, Mahatma Ghandi and Nelson Mandela.

Overcoming drawbacks - Having completed discussions on the benefits and drawbacks of advocacy, participants then discussed ways to overcome the drawbacks that may arise. Some of the ideas discussed included:

- Giving up (the advocacy campaign)
- Plan & develop strategies for obstacles that may arise
- Work with the Police
- Negotiate and be flexible
- Educate yourself about issues
- Seek funding
- Networking
- Involving women leaders

Steps in the Advocacy Process

Participants went into groups and were given flash cards to arrange in order of the advocacy process. The groups then discussed the order in which they placed the cards and shared why it was important to have an advocacy plan.

The advocacy process flashcards used were-target audience, message development, implementation, issue(s), goal(s), objectives, building support, data collection, channel of communication.

The session sparked a debate and they were differences of opinions. Some participants felt that not all the advocacy steps were applicable to the local situation.

Drama Presentation

Participants were asked to role play a dramatic presentation on an advocacy activity. The drama featured two groups one who depicted the school board and the other concerned parents. The drama comprised of the following plot.

Plot - A yacht docked on a local shore and the crew issued an open invitation to the local population to come aboard and explore. However, one of the products promoted by this company was cigarettes. Some of the local schools were also invited. Parents found out about the cigarette promotion and were terribly upset. The parents had to advocate to the school board to withdraw support from the Yacht Company.

Tools for Analysis

Participants were presented with some tools which they could use in an advocacy campaign or in their daily lives. These were:

- **S.M.A.R.T. Analysis:**

- S – Specific
- M - Measurable
- A - Achievable
- R - Realistic
- T - Timely

This tool is used for analyzing goals and objectives. Participants were asked to share some of their personal goals and the group examined these to determine if they were S.M.A.R.T.

- **S.W.O.T. Analysis:**

- S- Strengths
- W- Weaknesses
- O- Opportunities
- T- Threats

Representatives from each community were asked to use the SWOT analysis to identify the situation in their communities.

- **Problem Tree**

This is a tool used to determine the root causes and effects of a particular problem. One issue was identified and participants were shown how to effectively use the problem tree approach to investigate the root causes and effects of the issue chosen.

Advocacy Work Plans

Participants teamed up together and came up with the following plans for the communities they worked with:

Kaneville

Advocacy Action: Community Meeting

Why (Objective): To introduce steering committee members

To introduce WWDPGC/H&S GBV Reduction project

To discuss plans for community development (naming of streets, establishing community centre ground, fundraising plans)

Target Audience: Residents of Kaneville

Who will Implement: CE,CM, steering committee members etc

When: July 12th 2009 - 4.30 p.m.-6.00 p.m

Where: 2nd Bridge, Kaneville

Resources Needed: Flyers, brochures

M&E: Secretary of steering committee and other members of the steering committee will document, monitor and evaluate the success of the activity

Good Hope

Advocacy Action: Awareness March

Why: to create more awareness about the WWDPGC/H&S GBV Reduction Project

Target Audience: Residents of Good Hope

Who Will Implement: Peer Educators, Steering Committee members, CM, CE, other community members

When: July 19th, 2009 – Sunday morning

Where: Good Hope Community

How: Inform and mobilize the community, plan and discuss activity at meetings

Resources Needed: Flyers, brochures, water, loudspeakers, Police presence and permission, residents

PARTICIPANTS' EVALUATION

The following are participants' evaluation of the workshop:

Were the objectives of the M&E and Advocacy workshop met?

- All the participants agreed that the objectives were met.
- Participants said they now have a clearer concept of M&E and its importance and a better understanding of the importance of planning for behaviour change via different methods
- Participants also indicated that they learnt how to be more effective in their M&E reporting

Did the workshop increase your understanding & knowledge of M&E and Advocacy?

- Participants said that they better understand that M&E is continuous and requires timely collection and recording of information.
- One participant said they had a completely different idea of what advocacy was but now knows where to start and where to end
- Another participant said the workshop helped her to be better able to apply M&E strategies in their community

Explain some of the skills/ideas you learnt at the workshop?

- Participants said they learnt different methods of collecting data, benefits of using quality data and you cannot assess if you do not monitor effectively
- Participants also said they learnt that data can be qualitative or quantitative and that there are 4 levels of evaluation-reaction, learning, behaviour, results
- Through the advocacy role play participants said they learnt that advocacy calls for knowing exactly who you are advocating against and strategies for strategizing and forward thinking
- Participants also said that the workshop helped them to bring about change for maximum benefit, to maximize strengths, minimize weaknesses

What did you find most useful?

- Participants said they found the handouts, discussions, information shared and the group sessions most useful. In particular qualitative and quantitative data, various types of advocacy and analysis tools such as the problem tree.

What did you find least useful?

- One participant said the workshop was too long

How will you use the knowledge gained from this workshop?

- Participants said they would assess their collecting and recording of information with a view to improving their work as C/Es
- Participants also said they would be better equipped to plan an advocacy action using SMART objectives
- Participants said they would prepare better reports by documenting what is happening in their community, share what they have learnt with others and use it to further develop their community work.
- Participants also said they would apply knowledge gained such as setting up focus groups

How will your community benefit from this training?

- Participants said they would organize a training programme or workshop in their own community
- Participants also said that they would be in a better position to plan for the well being of the community as well as being able to use SMART objectives to plan advocacy work

Assess the facilitation of the workshop?

- Participants said that the workshop was very good as topics were explained in very simple language and information presented was clear.

Any other comments?

- Participants said they wanted more skills training to empower ourselves and increase their knowledge as community educators and community mobilisers

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