Counting Seeds for Change

A framework for implementing, monitoring and evaluating *Reflect*

2009

www.reflect-action.org

Compiled by Kas Sempere for SARN

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PREFACE

This new evaluation framework appears at an exciting moment in the continuing evolution of the *Reflect* approach. *Reflect* was conceived in 1993, named in 1994 and first fully evaluated in 1996. It is now entering its teenage years and this is a time of immense potential.

Reflect programmes around the world are hugely diverse – as they should be – shaped by and adapted to the context in which they have grown as well as to the different interests/backgrounds of their parent organisations. Indeed sometimes *Reflect* programmes can appear as if they are hardly related to one another. Some are very small (in just a couple of villages) and others very large (across thousands of communities). Some remain strongly focused on linking adult literacy with empowerment while others have abandoned the teaching of literacy and focus instead on social mobilisation. But looking across these programmes it is clear that they do still share striking characteristics and pursue a common set of principles.

This work on the evaluation of literacy in *Reflect* has revealed one very strong binding gene that is found in the DNA of all programmes. That is that even the *Reflect* programmes that think they are NOT working on literacy, almost invariably have a dramatic impact on literacy. You do not need to teach literacy or start with absolutely illiterate groups in order to have an impact. People may already have basic literacy but even a *Reflect* process focused exclusively on empowerment or mobilisation can facilitate creative uses of literacy and can make an impact on the wider literacy environment.

Being able to understand this impact is important because literacy is a continuum. There is no magic line that people cross from illiteracy to literacy. Indeed sustaining learning is important – and learning does not mean something that takes place in the boundaries of a classroom but something much more dynamic – it is about enabling people to read the world and find new ways of acting upon the world.

If we are to articulate the case for *Reflect* to new constituencies then we need to have evidence – we need to be able to show that programmes are effective – and we need to be able to do this in rigorous ways which are nevertheless consistent with the philosophy of *Reflect*. Evaluation is key. But too many evaluations are extractive or exploitative – and too often they are well meaning but sloppy, telling nice stories but without any substantial evidence. We need to take evaluations seriously and take a new approach. They must be rigorous and at the same time participatory – they must be reflective and become part of the process of transformation. We, *Reflect* practitioners, have always intimated this – and it is implicit every time we talk of a process of reflection-action-reflection

– but this resource pack is the first time we have compiled learning to make this explicit. Each and every one of us should have moments in a process when we act and moments when we reflect – whether we are participants, facilitators, trainers, coordinators, managers or funders.

The framework draws on a remarkable consultation process facilitated by Kas Sempere and Louise Knight of the South Africa *Reflect* Network – involving practitioners in over 42 countries. This has been a collaborative process with deep awareness of power, conducted in four languages. It also draws on learning from the *Review of 16 evaluations of Reflect evaluation* consolidated by Jude Fransman, Maura Duffy and Emma Pearce.

The framework should be a valuable resource for each individual *Reflect* practitioner and for the *Reflect* constituency as a whole – because collectively we need to assert ourselves more strongly. We live at a time in the world where adult learning is often marginalized – where governments and donors rarely invest in adult literacy and where the basic rights of over a billion people are therefore systematically violated. We need new energy and momentum in the adult learning sector and we need to compile evidence that can prove that good investments can have a dramatic impact on the whole spectrum of human development. Let us use this framework at every opportunity to document our work, to learn from each other and to contribute to much wider transformation.

David Archer, March 2009

CONTENTS

SECTION ONE: Acknowledgements

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SECTION ONE: About the Framework

What is the framework for?

Reflect programmes operate in diverse contexts and approaches to documentation and evaluation have been equally diverse, making it difficult to consolidate evidence and learning. Many practitioners have realised that a new evaluation mechanism is needed to ensure that programme objectives and participants' learning expectations are met while allowing some flexibility for these to evolve throughout the course of the programme.

The importance of evaluating literacy and non-formal education (NFE) has been long stated by institutions operating in the field. UNESCO, through its Education for All (EFA) Global Monitoring Report declared in 2001 that: "Current EFA monitoring systems are mainly relevant to formal education" and that: "The important role played by NFE programmes in attaining EFA goals is often underestimated". Equally, Benchmark 4 of the Adult Literacy Benchmarks developed by the Global Campaign for Education (2005) states that: "It is important to invest in ongoing feedback and evaluation mechanisms". Evaluation is essential not only in order to demonstrate literacy dividends but also in terms of learning what does and what doesn't work in policy.

Crucially, evaluation can also be a pedagogy in its own right, since literacy and communication are often enhanced by the very process of participating in the evaluation process. Meaningful involvement in an evaluation enhances the ownership of programmes by participants, promoting sustainability and transparency. Individuals are able to reflect on their own learning experience at the same time as the circle as a whole reflects on the collective learning experience. The expectations of participants are therefore just as significant as the programme objectives of implementers and the broader social goals of civil society organisations, governments and donors; all of which should be taken into account.

How did we develop the framework?

Reflect practitioners internationally have come together to develop this new evaluation framework. To initiate the process, ActionAid developed a draft framework that was piloted in South Africa in May 2007. In October 2007, a workshop was held to inform UK-based research students about the initiative and to critique the early framework. This was followed by a one-week workshop co-hosted by *dvv international*, ActionAid and SARN (South Africa *Reflect* Network) in Cape Town in November 2007, where *Reflect* practitioners from 20 countries convened to engage with and critique the initial framework. In April 2008 the South Africa *Reflect* Network (SARN) took up coordination of the initiative and appointed a *Reflect* Evaluation Framework Coordinator.

As part of this evolving process, for six weeks during June and July 2008, 88 *Reflect* practitioners from 44 countries joined an online network and collaborated across four languages (English, French, Portuguese and Spanish) to debate the evaluation of *Reflect* and to discuss ideas for contributing to this framework. A summary document of the online dialogue was then shared in English, French and Spanish with *Reflect* practitioners who were not available to take part in the on-line discussions. The framework also benefited from the inputs of various *Reflect* evaluations implemented in 2008 as well as from two reviews of past *Reflect* evaluations carried out by Riddell (2001) and Duffy & Fransman (2008) on behalf of ActionAid.

This 'first edition' of the framework is the result of this two-year collaborative approach to its development. This is a work in progress and we would like practitioners to help us continue strengthen the framework by feeding back with ideas and comments.

Who is this framework for?

This framework is intended to act as a practical guide to help practitioners working at all levels to effectively and coherently evaluate and strengthen their *Reflect* programmes. The framework is aimed at *Reflect* implementing organisations, facilitators, trainers and coordinators, as well as governments, academics and civil society organisations working in adult literacy.

How can you use the framework?

- Section 2 explains what '*Reflect*', 'literacy', 'literacy for empowerment' and 'assessing literacy' are all about.
- Section 3 strengthens our understanding of evaluation and provides some practical guidelines to prepare for an evaluation.

To ensure a coherent and meaningful evaluation process, it is suggested that you familiarise yourself with these sections first.

- Section 4 offers 16 chapters of practical tools that will guide you through a systematic and participatory process of evaluating literacy and your *Reflect* programme.

SECTION TWO: What is *Reflect*?

Reflect is a participatory approach to adult learning that combines the philosophy of Brazilian educator Paulo Freire with the methodology of Participatory Rural Appraisal (PRA). When it was first developed in the early 1990s, *Reflect* focused on linking adult literacy to empowerment. Groups of adult learners convened to learn literacy, and would develop maps, graphics, calendars and matrices to analyse different aspects of their own lives. These would be done on the ground and then translated to flipchart paper using simple pictures drawn by the non-literate participants (who thereby practiced the manual skills of holding pens). Words would then be added to the visual images as labels and these would serve as the basis for literacy practice. The facilitator would write up key conclusions from discussions and these would then become texts for further study. Participants would identify action points to resolve issues and literacy would then be put to practical use in taking forward such actions (groups would write letters to government officials or NGOs etc). Each participant would end up writing their own book based on the language and issues discussed. Over a year or so the group would end up producing their own collective local development plan. This was an inversion of traditional power dynamics in development – giving the poorest and most excluded time to do their own analysis and come up with their own solutions.

Source photo: SARN, South Africa

Since then *Reflect* has evolved rapidly, as organisations have adapted the approach to their own needs and contexts. These include:

- Building peace and reconciliation in Burundi
- Challenging caste discrimination in Nepal
- Opposing domestic violence in Peru
- Strengthening local democracy in South Africa
- Consolidating the landless people's movement in Brazil
- Teaching English to refugees in Canada
- Facilitating people-centred local planning in India
- Giving children a voice in Pakistan
- Mobilising for basic rights in Nigeria
- Deepening cultural identity in the Basque Country
- Building organisations of sex workers in Bangladesh
- Strengthening school management in Mali
- Working with pastoralist communities in Kenya
- Working with the women's movement in Nicaragua

SECTION TWO: What is *Reflect?* (cont.)

Many of these developments have taken the approach in wholly new directions beyond its origins in literacy. Organisations have used *Reflect* with a focus on empowerment and mobilisation, with no effort to teach literacy. Yet we now realise that even in these circumstances, there are often significant unintentional literacy outcomes as participants write letters, build community organisations, engage with the media or learn to deal with situations where literacy practices are intertwined with the exercise of power.

Despite the immense diversity of *Reflect* practice (some 500 organisations now use *Reflect* in at least 70 countries) there are strong common threads. Practitioners exchange experiences through national, regional and international networks and in 2003, over 100 organisations actively contributed to producing a new international resource of materials for *Reflect* practitioners, called “Communication and Power”. The introduction to this “Communication and Power” pack identified ten key principles or elements which continue to underpin *Reflect* practice:

1. **Reflect is a political process:** *Reflect* seeks to help people in the struggle to assert their rights, challenge injustice and change their position in society. It is not passive, neutral or detached. It involves working “with” people rather than “for” them.
2. **Creating democratic spaces:** *Reflect* involves creating a democratic space in which everyone’s voice is given equal weight. This needs to be actively constructed, as it does not naturally exist (people everywhere are stratified by gender, age, hierarchy, status, ability etc). As such, it is counter-cultural – always challenging the norms in any culture where power relationships and stratification have created inequality.
3. **An intensive and extensive process:** *Reflect* is rarely a short or one-off process. Usually groups meet at least twice a week for at least two years. This intensity of contact on an ongoing basis may be uniquely feasible for something broadly framed as being about “education” – and is seen as one of the fundamental ingredients for a process that seeks to achieve serious social or political change.
4. **Grounded in existing experience/knowledge:** *Reflect* begins with respect for people’s existing knowledge and experience. However, this does not mean accepting people’s existing opinions or prejudices without challenge. The key is to give people control over that process, and confidence in their own starting point - so that they can be critical and selective as they access new information and knowledge and expand their analysis.
5. **Reflection/action/reflection:** *Reflect* involves a continual

used within a *Reflect* process to help create an open or democratic environment in which everyone is able to contribute. Visualisation approaches are of particular importance. Many other participatory methods and creative/ art-based processes are also used from theatre to role-play, songs, dance, video, photography etc. There are no unique "*Reflect*" tools.

7. **Power analysis:** All participatory tools can be distorted, manipulated or used in exploitative ways if they are used without sensitivity to power relationships. *Reflect* is a political process in which the multiple dimensions of power and stratification are always the focus of reflection and actions are oriented towards changing inequitable power relationships – whether that inequity is a result of gender, class, caste, race, physical or intellectual ability, hierarchy, status, language, appearance etc.
8. **Enhancing people's capacity to communicate:** *Reflect* is a process that aims to strengthen people's capacity to communicate by whatever means are most relevant to them. Although part of the process may be about learning new communication skills (e.g. literacy), the focus is on using these in a meaningful way.
9. **Coherence:** *Reflect* is an approach that needs to be used systematically. It is not just for use with others but for use with ourselves and within our own institutions. The same principles and processes apply to facilitators, trainers, managers or national coord-inators as to participants at grassroots level.
10. **Self-organisation:** The focus of *Reflect* is towards promoting self-organisation, so that groups are self-managed where possible rather than being facilitated by (or dependent on) an outside individual or organisation. In many contexts the starting point will be a process initiated from outside, but over time participants are encouraged to organise for themselves based on their own analysis and their own agenda.

Source photo: SARN, South Africa

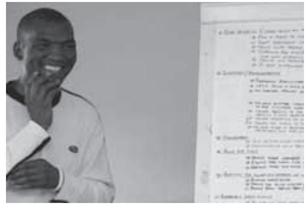
SECTION TWO: What is Literacy?

Engaging with the written word, the spoken word, images and numbers

Written word

In regions such as North America and Europe, reading and writing have tended to be valued over the spoken word. The *Reflect* process seeks to redress the balance, exploring how strengthening other types of communication can contribute to social and political change. Yet the power of the written word cannot be denied. It is also important to recognise that written texts are no longer limited to the medium of pens and paper but also involve typing on computers, texting on mobile phones, etc. Helping people to access texts and use them for their own purposes can be a key ingredient of a wider struggle for socio-economic development and justice. The practice of literacy is closely linked to the practice of power. Literacy cannot be treated as a technical skill to be taught in a classroom detached from the world. Rather, real learning takes place through people's practical engagement with different forms of literacy in their own environment, when it is used as an integral part of a process of analysis, reflection and action.

Spoken word



Despite the obvious importance to daily communication, listening and speaking are rarely conceived as an integral part of any literacy learning or empowerment process. People's ability to speak up or speak out, in the public and private domain, and particularly on sensitive issues, can have a dramatic effect on power relationships. There are many elements of our spoken language, some very subtle, which can grant or deny us status and power. Differences in speech can range from the choice of words (vocabulary), strength of voice (intonation), or regional and national differences in language or accent. Gesture (e.g. "talking with your hands") and gaze (e.g. eye-contact), which often accompany speech, also capture a range of power-relations and contextual norms (see Images section below). Beyond regional differences, there are other influences on a person's choice of words. These might be the use of technical terms and specialised language related to a specific trade. Of particular interest is the development discourse, used by NGO workers, academics and policy makers, often to the exclusion of workers closer to grassroots. The ability, or lack thereof, to communicate in the language of

Source photos: Paul Andrews, Paul Andrews Photography power is often a crucial determinant of exclusion on the one hand and voice, in the political sense, on the other.

Numbers

Numeracy is often sidelined in adult education and when it is introduced it is usually reduced to basic arithmetic. However, in *Reflect*, numeracy is understood more broadly as solving problems, analysing issues and expressing information clearly and concisely through a mixture of written, oral and mental methods. *Reflect* recognises the importance of numeracy practices that may not comply with traditional methods, for example, a fisherman being able to estimate his catch without using scales. Numbers affect everyone. The most obvious and powerful use of numbers is in relation to money. Numbers, in the form of statistics also have a huge, but often unrecognised, influence on people's lives. Work around numerical communication in *Reflect* includes a critical reading of existing 'texts' (such as budgets) and the active construction of alternatives. Crucial to this is the recognition and strengthening of mathematical knowledge that participants already have. Numeracy must therefore be introduced in context and focus on real use. Work with numbers should only take place if it is relevant to the particular topic being discussed. Calculations should be used to solve real problems and contribute to a process of analysis.

Images

Images include non-verbal communication (body-language), visual communication (e.g. graphics, logos, photographs, pictures and diagrams) and audio-visual communication (such as film, video, television or theatre). From its very conception, *Reflect* has used visualisation tools and techniques designed by participants themselves to help them develop their own process of learning, analysis, planning and action. Freire also used drawings and photographs ("codifications") to capture and isolate key contradictions in people's lives, giving them space and distance to analyse their own situations. Usually, *Reflect* programmes are structured around a series of graphics developed by participants, each addressing a local issue from a different angle, which also contributes to the literacy environment. These graphics systematise local knowledge and stimulate critical analysis. Visualisations have also proved particularly effective at generating an active group dynamic, breaking down formal boundaries and reframing established power relationships.

Source photo: Paul Andrews, Paul Andrews Photography

Literacy practices for change

We are all 'illiterate' in certain contexts. Either because we are unfamiliar with a language or a written script or even if we know the words, the style or register of a text might make it inaccessible (think of formal legal documents or the technical language of computers or medicines, for example). Being able to read the Koran but not an Urdu newspaper, keeping a price list and clientele notes but not being able to read or being able to write a text message but not a letter are practices that constitute "real literacies". Understanding literacy as social practices helps us to realise that rather than there being just one literacy, there are in fact multiple literacies operating within a multitude of institutional spaces. A literacy practice is the way in which people (either individually or in a group) engage with these different literacies in a particular context. The starting point for a literacy programme or evaluation should be in identifying these pre-existing practices and helping people to build on the strategies that they themselves have designed.

Literacy in context: the literacy environment

The literacy environment within which an individual moves and operates involves the complex interplay of different forms of spoken and written words, numbers and images such as described above. Thus the different languages spoken, street signs and radio programmes are all part of the literacy environment as much as the circulation of newspapers and magazines are. Understanding the literacy environment is crucial for understanding the types of literacies that are required to function in a given context. It also helps us to think about the power relations around access to or exclusion from literacy. *Reflect* can engage with the literacy environment in four ways:

1. by critically analyzing the power relations of literacy in context;
2. by drawing on the environment so that learning materials are more relevant;
3. by contributing to the environment so that literacy can be sustained and continue to develop; and
4. by actively transforming the literacy environment by challenging power relations (e.g. campaigning for newspapers to use local languages or simplified texts for new readers).

SECTION TWO: Literacy as Empowerment

Reflect is a way for people to discover that they can affect what happens to themselves and their families by influencing what happens in their groups, their wider communities and further afield. By focusing on what people know as opposed to what they don't know, Reflect works with groups which have often learned to see themselves as uneducated (because they are told they can't read and write) and hopeless, so that they rapidly become expert in describing, discussing and analysing their environment, and shaping it to better meet their needs. This is a very empowering experience, which has the potential to create a widening spiral of change.

A significant aspect of the empowerment process is developing the literacies needed to act confidently within a given environment, initially to access basic human rights such as health, clean water, education and food security. This includes not only using existing services but also actively influencing their design, quality and provision to ensure that they meet the needs of those concerned. Thus many facilitators and participants from Reflect circles go on to become members of school management committees, women's leaders or local councillors, taking on leadership roles through democratic processes. Others develop business skills and increased income brings status, influence and new opportunities for their families. There are examples of circle participants changing traditional practices so that women have access to and even ownership of land in communities where this was previously not the case; of men taking on some tasks traditionally done by women to redistribute the work load; of people living with HIV/AIDS supporting each other to live productive and fulfilling lives; of villages acting to repair deteriorating physical environments; of mutual support between groups that were previously in conflict and of exploitative employers being forced to improve workers' conditions.

The empowerment process is greatly aided when there is:

- Respect for the knowledge, know-how and experience of the individuals, groups and communities concerned;
- Trust that people know what is in their best interests and

Source photo: Paul Andrews, Paul Andrews Photography

that they will get there sooner or later – if they own the process and set the pace;

- Investment in the training, support and shared experience of local facilitators, who are the keystone of the process;
- Development workers who really "get it" and are prepared to accept that local people with little or no formal education are the resident experts on their particular circumstances, community and environment. This is the big challenge of TOT (training of trainers) workshops – to demonstrate and develop the capacity to facilitate and not to "teach".

So how exactly does literacy empower people?

In traditional societies people became literate through learning to "read" the natural world of plains, forests, seas and skies, which were major influences on their survival. The world has become considerably more complex and to survive, live with dignity and contribute as a global citizen requires an expanded range of skills and experience.

Reading and writing opens doors to recording, accessing and sharing information. There are important issues around the language that is used: is it the "language of power" or the local language? What message does this send about the mother tongue of a marginalised group? How do people's attitudes change once they find that their language too can be written down, printed and used in newspapers, and featured in TV and radio broadcasts? The Reflect approach to literacy values diversity while respecting the choices of those concerned. If banks, town halls, schools and health centres use mother tongue languages, reading and writing in such languages becomes meaningful. The literacy environment must be challenged and transformed to ensure that it is responding to pre-existing practices and new literacy needs. Resources are required to develop appropriate materials (forms, leaflets, posters, text books, libraries...). Reflect circles play an important role in identifying the needs and developing the materials, with Reflect participants simultaneously being empowered through these activities and showing the way for others.

Literacy also includes the ability to navigate, create and understand

Source photo: Paul Andrews, Paul Andrews Photography

numbers and images, encompassing the different aspects of communication that can influence the decisions of those holding power. For example, understanding budgets can lead to more transparent management. The spoken word, theatre, song and dance are all powerful communication media, often particularly well developed in communities where fewer people read and write. Increased self-confidence can empower people to recognize, use, adapt and develop such traditional communication. As such, literacy enables the expression of the planet's diversity and knowledge and shared comprehension of different realities and common needs. This vision of literacy provides a path towards inclusion that can contribute to our collective empowerment to create that other world that is possible.

Source: AJP, Guinea Conakry, 2007

SECTION THREE: What is Evaluation?

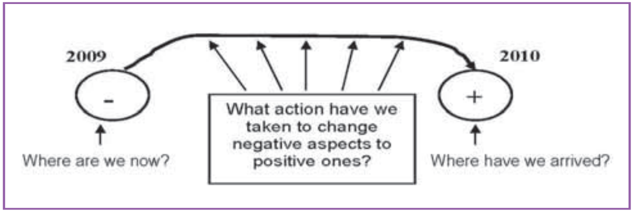
What is monitoring?

Monitoring is about **continuously** tracking progress and recording information during your *Reflect* project to check whether things are going as you want. This is important so that you can take corrective action if things are not going according to plan, or review the plans if appropriate. It draws on the initial baseline data collected (see section below) and is generally performed by internal *Reflect* participants, circles, facilitators, trainers and supporting organisations. Various visual definitions are given in Tool 1.

What is evaluation?

Evaluating is about **periodically** reflecting on and assessing a process or project once the project (or a project phase) has finished. It often also involves taking action based on the results – even if that just means reformulating programme objectives or individual/group learning goals. Various visual definitions are given in Tool 1.

Evaluation cannot be hastily done at the end of a project with no previous references. It needs to be based on baseline data and monitoring. It means that we begin to evaluate from the very start of a project and that we continue to do so during the project based on goal setting and milestones (thereby



developing an ongoing, in-built evaluation mechanism). This is the only way to have references enabling us to compare how things were before and how things are now and to demonstrate/learn about our change.

This ongoing, in-built evaluation mechanism can also be called “Monitoring and Evaluation” (M&E), with the “M” being the checks we do all along the project and with the “E” being the final and last check at the end of a project or project phase. You will see the term M&E used throughout this framework. The intention of this framework is to contribute to the institutionalisation of a sustainable, internally driven M&E mechanism that responds to the particular needs of the particular circle – not just to support one-off evaluations.

Why is it important to evaluate?

Evaluation can help a programme in many ways. It can play an accountability role by assessing the extent to which programme, circle and participants' objectives are being met (also known as summative evaluation). It can also highlight which parts of the programme are or are not working in order to inform better practice (referred to as formative evaluation). Finally, an evaluation can also play a capacity-building role for all involved; individuals (by developing planning and analysis skills and allowing for critical reflection) and institutions (by encouraging coherence, reviewing agendas and challenging assumptions).

The *Reflect* evaluation framework aims to achieve these three evaluation objectives. Although *Reflect* is broadly considered to be an effective force for social change, there is a desperate shortage of effective evaluation evidence (summative). This is crucial as it is not simply a matter of financing more literacy programmes, but of financing those that demonstrate results. *Reflect* also aims to develop a type of evaluation that finds the space, time and resources for learning and sharing amongst *Reflect* practitioners (formative). Finally, *Reflect* aims to make the evaluation process a pedagogy in its own right, since the very process of evaluating can enhance literacy and communication. This requires the development of participatory evaluations (capacity-building).

Evaluation and empowerment

Evaluation is part of the empowerment process inherent in *Reflect*. This means that is not about tests and judgement, failure and success. It is about change – what has changed, how it has changed and with what results and outcomes. Such changes can be measured by the facilitators and participants concerned. The objective of this framework is to facilitate the process by providing appropriate tools and an appropriate structure for evaluation – both of which can be discussed and developed with circle and community representatives.

Once a group or community has been meaningfully involved in such an evaluation process they can adapt and develop it for use in other contexts, thus becoming increasingly

Source photo: Paul Andrews, Paul Andrews Photography

empowered to influence decisions concerning their futures on the basis of past experience.

Involvement in evaluations can enhance the ownership of programmes by participants and promote sustainability and transparency while enabling individuals to reflect on their learning experience, the programme objectives of implementers and the broader social goals of civil society organisations, governments and donors.

Participation in evaluation

Since *Reflect* is grounded in the principle of participation, any evaluation must also actively involve the participants at all stages (design, implementation and analysis). This requires more time than is usually allowed for a one-off external evaluation. However, this should not be seen as a barrier to future participatory evaluations. It is important to accept the challenge of devising and carrying out thorough, ongoing evaluations with well-defined indicators and involving all the stakeholders.

The framework aims to particularly support the use of bottom-up evaluations in which circle participants are involved in an ongoing process to monitor their progress against expectations/indicators that they have set and in which evaluation is an integral part of the learning and empowerment process. This does not mean that there is no place for external evaluation but internal and external evaluations need to complement each other, with each offering the advantages of their varied perspectives.

SECTION THREE: Guidelines for Evaluation

Preparing for evaluation

- Evaluation should be ongoing from the start of the project. It often begins before project implementation, during the preparatory stages of the training of trainers and facilitators and setting up of an evaluation framework.
- Detailed attention should be given to the evaluation methodology. The different phases and participation in each phase should be carefully considered. Power relations should be discussed and participation should relate back to the purpose and ownership of the evaluation.
- *Reflect* evaluations cannot be a one-off event; they should be periodic and continuous. It is useful to consider them in the broad framework of a project cycle and as much as possible to integrate participant self-evaluation and peer evaluation within the learning process.
- Careful consideration of a specific budget for the evaluation, timing and time-tabling should inform the planning of any evaluation or programme as should the sampling of circles when not all circles can be visited.

Baseline data and indicators

- Baseline data is imperative in order to conduct legitimate and useful evaluations. The initial analysis of context and the literacy environment that informs this should adopt the same understandings and principles as the subsequent evaluations.
- Circles need to evaluate a project with their own indicators. These may be very different from those developed by the donor or implementing organisation. Since individual learning and development goals may differ from collective circle objectives it may also be useful to allow space for these to be recorded.
- It is important to track how the indicators that participants prioritise change over time and result in new objectives for the circle. This shows how the world is being reframed and reinterpreted by participants.
- In some cases, by the time an evaluation is underway the programme may have changed, or other staff may be involved, leading to a desire to modify the original evaluation strategy. Funders are usually willing to negotiate changes if justified.

The evaluation report

- An evaluation report is only one small part of the process, often written by just one person, but as the only archived document it can be seen to represent the whole evaluation process. It is therefore important to make it clear who the author of a report is, who the report is for, and how the process of writing the report was conducted.
- It is important to clearly state the assumptions of an evaluation, for example, the definition of literacy and the literacy environment, the ownership of the evaluation (who

funds and implements and who the evaluation is for) and the purposes of the evaluation, such as to analyse whether objectives were met by a circle or project (summative), to inform better practice (formative) or to strengthen the ability of the circle to meet its aims (capacity-building).

Participatory evaluation

- Evaluation should not be seen as an isolated activity undertaken by one group but as a process of learning and reinforcement of capacities aimed at empowering all the stakeholders.
- Power issues should be kept in mind and discussed at different stages throughout the evaluation process. Ways of mitigating the negative effects of power relations should also be discussed, especially where power is a barrier to participation and to obtaining legitimate findings (such as accessing sensitive information or obtaining the views of women).
- The circles, with the supporting organisations, can self-evaluate using participatory tools. It's important to start from the beginning, follow the *Reflect* cycle, and allow space for self-reflection.

External evaluations

- External evaluations should take into account not just the expectations of the funder or implementer but also those of the circles, facilitators and trainers.
- The evaluator's approach should be in line with *Reflect* principles. An external evaluator used to doing desk-based evaluation who does not engage with the community is likely to produce evaluations of little benefit to the community or the implementing organisation.
- External evaluations should be validated by the circles and the implementing organisations. Thus mechanisms and funding for downward accountability should be built in as a core principal of a *Reflect* evaluation. In an external evaluation, circles and implementing organisations should be given oral or written feedback in a familiar language, enabling discussion of the findings, feedback and questions of clarification between circles, organisations and evaluators.
- Evaluation should be embedded within the core *Reflect* process. Circles, facilitators and implementers should be constantly reflecting on their process not because they want to satisfy some external power but because that is a fundamental part of the development of the circle.

Understanding literacy in evaluation processes

- It is important for the evaluation team to have a clear understanding of the literacy context and of literacy in its broader sense as a means of framing and developing an evaluation. Literacy is often viewed rather narrowly as the '3Rs' (reading, writing and arithmetic). This may mean that evaluations underestimate the effects of circle activities on literacy development.

- Literacy can be measured and evaluated in at least seven ways:
  - i Measuring the extent to which the programme recognises and builds on pre-existing literacy practices;
  - ii Measuring the extent to which the programme analyses and draws on the literacy environment;
  - iii Measuring how existing literacy practices are used to achieve personal, social and economic change;
  - iv Measuring whether new literacy practices have developed and how they have been used for personal, social and economic change;
  - v Measuring changes in the literacy environment as a direct result of *Reflect* (e.g. how *Reflect* contributes to, challenges or transforms the literacy environment);
  - vi Measuring how literacy is used, developed and strengthened within the *Reflect* process;
  - vii Measuring how *Reflect* generates demand for further development of literacies.
- Many circle members may not join circles to learn how to read, write and count as they consider themselves already able to do so. Yet they consciously or unconsciously use literacy for getting on in their daily lives and/or engaging in community actions. The Evaluation Framework should thus not only evaluate the learning of reading and writing, but also how literacy brings about change.
- In order to begin to compare *Reflect* circles with other circles or programmes, global references (such as the UNESCO LAMP scale) can be used as the basis for the creation of local indicators.

Literacy and social change in evaluation processess

- Literacy development and the achievement of other development goals such as empowerment and community action are integral parts of the *Reflect* process. Even for circle members who already read and write, the evaluation can focus on understanding how they use their own literacy and communication practices for empowerment and change, how the *Reflect* programme promotes continuous literacy practices and how change assisted by circle mobilisations brings about more demands for literacy and communication.
- The empowerment narrative can divert attention from external factors that keep people poor, focusing instead on the lack of capacity of the individual man or woman. It is important also to analyse and evaluate the power contexts in which we try to make empowerment work and which we cannot completely control.

SECTION FOUR: The Toolkit

PART 1: DESIGNING AND IMPLEMENTING AN EVALUATION

Participants taking the test in Viana. *Reflect* evaluation in Angola, December 2008.

Key definitions

This chapter presents tools to help you understand the basic concepts used when evaluating *Reflect*:

- What is monitoring?
- What is evaluation?
- What is *Reflect*?
- What is literacy in *Reflect*?

TOOL 1:
Stories of monitoring and evaluation

WHAT IS IT?

A series of images that help explain monitoring and evaluation. In the story one farmer takes daily care of his maize, ensuring its correct growth by watering, hoeing, etc. (monitoring), while the other farmer never goes to check on his seeds. In assessing the results (evaluation). It is clear that the farmer who carefully monitored his crop is the one who has the best harvest.

WHY USE IT?

- Explain monitoring and evaluation (M&E) with an example from everyday life rather than an abstract definition.
- To explain the difference between 'monitoring' and 'evaluation'.
- To show how monitoring helps to repeat successes and avoid repeating failures and check that the project is progressing as wished.

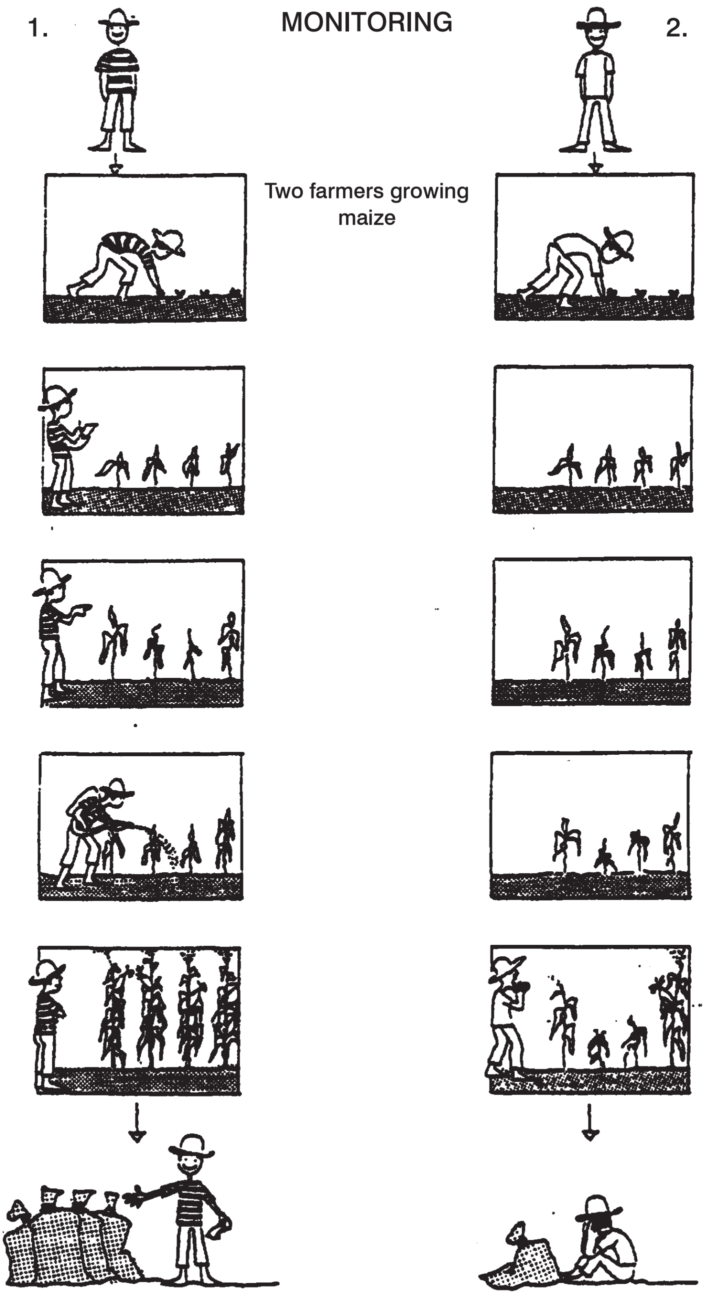
HOW TO USE IT:

1. Hold up the big picture of the two farmers story and/or hand out copies.
2. Ask participants to look at the two stories and tell you what they see. Which farmer is disappointed and why? Which farmer is happy and why?
3. Encourage participants to notice that the first farmer is happy with his crops because he has been checking (or monitoring) his crop regularly.
4. Ask the group which scenario most closely matches their experience of *Reflect*.
5. Discuss the importance of circle members checking, reflecting on, and evaluating their progress and the project they are involved in.

SUGGESTION:

- Ask participants to suggest words associated with 'monitoring' and then collectively form a definition of monitoring with those words. Repeat the process for

MONITORING



Source: Germann and Gohl, Participatory Impact Monitoring, 1993

OTHER STORIES:

Here is a selection of other stories to facilitate discussion of M&E. Create your own drawings to present to the group.

Source: On-line discussion on 'Evaluating Reflect', 2008

Preparing the sauce

M&E is carried out by a cook at work. She puts the pot on the fire and adds the water and the ingredients. She then tends to the fire, lets it die down, passes the ladle across her palm to taste the sauce, adds salt or other condiments, takes the pot off the fire, or builds it up. Through these actions she monitors and then finally evaluates the sauce that she is preparing for the family.

Koumassé, Mali

The travelled road

To evaluate is to stop at some point and look back at the road you have travelled, with the intention of continuing the journey with greater serenity and chance of arriving at a happy ending. Without assessing the road we have travelled, how can we know if what we were looking for has been attained or not? How can we know if it took place as predicted?

Boury and Moussa, Mali; Mor, Senegal

A photograph or a film?

Evaluation is not a study or photograph but a process or feature film.

Rosina, Peru

Building a house

How do we know the house will be built within our budget, to our satisfaction and by the date our family need to move in? We could just sit back; leave it to the builders and hope. But we want to ensure we are not disappointed, so we monitor the progress by checking regularly to see if e.g.: the land has been cleared to the right size, the pegs have been staked out according to what the council will permit. Then we return to see if the foundations are done, if the walls are going up, the roof on, the doors and windows in place, the plumbing in, the plastering done, etc. We track if this is all going according to schedule and budget and take action/make decisions if not, so that we can get it back on track. These are all monitoring activities.

Then the builders declare the project finished. Now comes the evaluation stage: before and after the family moves in. First we look around the house, test the plumbing for leaks, test the windows and doors for drafts, assess the final invoice against our budget, test all the electrics, etc. We seem satisfied – it has reached our expectations. So we move in – now comes the 2nd phase of evaluation. How does the family feel living there? Do they complain that the cupboards are too high? Are the flows of the rooms working for us, are we finding other problems, or are we happy as individuals and as a family? Are our neighbours happy? Or do they complain about the colour of our house making the street ugly, etc.?

Louise, South Africa

Source: SARN (Reflect members at Vukuzenzele Reflect Community Organisation, Orange Farm, South Africa monitoring the progress of their resource centre building work)

TOOL 2:
Discussing experiences of evaluation

WHAT IS IT?

A list of eight questions to prompt discussion about practitioners' prior evaluation experience. The table can be based on the practitioners' present *Reflect* projects OR on a previous project they were involved in.

WHY USE IT?

- To use people's experiences as a starting point and to share these experiences.
- To map trends of *Reflect* M&E with the responses given and for participants to see where they are situated within the general trend.
- To generate discussion on M&E. For example, when it was used in a Training of Trainers in South Africa question 3 prompted a debate about whether programmes should be evaluated internally or externally.

HOW TO USE IT:

1. Hold up a flip chart with the questions and work through them one by one.
2. Allow some time for comments/discussion around each question.
3. Ask participants to raise their hands in response to each question. Hands are counted and noted as participatory statistics. Participants themselves can facilitate the counting and writing of the numbers.
4. Keep the statistics collected for data documentation.

Note: if data is to be collected on *Reflect* projects only, the facilitator must state this clearly at the beginning of the exercise so that participants are aware that the questions do not apply to previous projects in which they may have been involved.

QUESTIONS ABOUT YOUR EVALUATIONS		Nº OF HANDS RAISED
1. How many of you have received evaluation training?		
2. How many of you have applied/ done something with the training? (i.e. programming M&E)	No: what are the reasons why not?	
	Yes: how did you apply the evaluation training in the field?	
3. How many evaluations have been done in your project? (external/ internal)		
4. Who has done the evaluation(s)?	Consultants	
	CBO / NGO	
	Circle / facilitators	
	Government	
5. When was it done?	In-built into the programme	
	End of the programme (one point evaluation)	
6. Was there baseline data to compare with?		
7. How was it funded? Who funded it?	Included in our regular programme budget	
	Apart (separate ‘ring fenced’ funding)	
8. What was it done for?	For reason A…	
	For reason B…	

Source: On-line Discussion on ‘Evaluating Reflect’, 2008

TOOL 3:
The *Reflect* flower

WHAT IS IT?

A flower with ten petals representing the principles of *Reflect*.

WHY USE IT?

- To assess practitioners' understanding of *Reflect*.
- To assess which of the ten core principles of *Reflect* are proving more difficult to implement/achieve.
- To assess which of the ten core principles are considered important by practitioners.

HOW TO USE IT:

1. Draw a long flower stem with space for ten petals as shown, underneath write 'My *Reflect*'
2. Ask participants to work together to list the core principles of *Reflect*. As each principle is identified it can be written on a petal shaped card and added to the flower.
3. Ask participants to indicate how near or far their project/ circle is from each of these ten principles. Rearrange the petals so that those principles that are further from being achieved are higher up.

SUGGESTIONS:

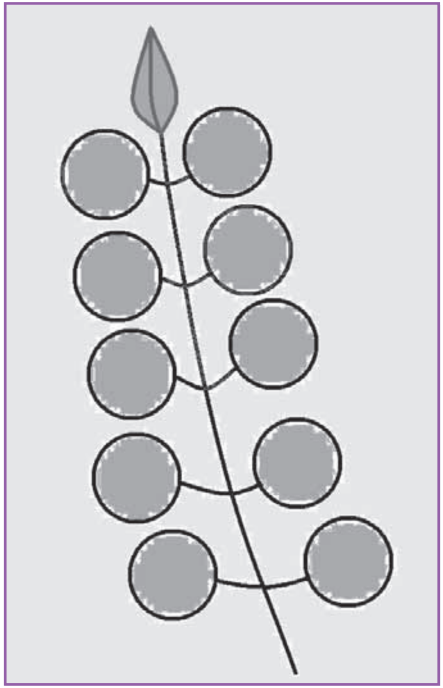
- Leave space for debate and for negotiation over wording. The group may also identify new principles that they feel are important to them.

The ten *Reflect* principles

My *Reflect* project/circle:

1. Encourages people to speak out, read, write and count for their own empowerment.
2. Fights for the rights of people, not for charity or service provision.
3. Uses the circles as a special, democratic space in which everyone's voice is equal.
4. Meets often (about twice a week) and for a long period (about 2 years).
5. Uses and creates local materials. Draws on external ones but critically adapts them.
6. Links reflection and action.
7. Uses PRA tools (maps, graphics, theatre…).
8. Is aware of gender and other inequalities.
9. Demands reflection by all (circle, facilitators, trainers, coordinators…).
10. Is a locally, self-managed group.

The *Reflect* flower



Source: Based on Communication and Power, 2003

TOOL 4:
Exploring definitions of literacy

WHAT IS IT?

A range of literacy definitions to get participants discussing what literacy means to them in order to arrive at a common understanding of the term.

WHY USE IT?

- To agree a common understanding of literacy before embarking on the evaluation of any *Reflect* project (this is often taken for granted).
- To recognise the assumptions underlying different definitions of literacy.

HOW TO USE IT:

1. Present the literacy definitions to the participants. You may chose to replace some of the definitions shown here with your own definitions/other local definitions.
2. Ask participants to discuss them and to choose the one that best explains literacy for them (you can use a ranking exercise or a clouds clustering). You may wish to ask:

- Is it perfect? What is missing?
- What would you like to change?
- Who decides what literacy is in your context?
- How do we reclaim the term literacy?

SUGGESTIONS:

- You can also use a literacy mobility map to discuss where participants practice literacy in their daily lives: how, when and why, and what type of challenges they face. Once they have shared their own understanding, some comparison can be done with the definitions given.
- Is it perfect? What is missing?
- What would you like to change?
- Who decides what literacy is in your context?
- How do we reclaim the term literacy?

DEFINITIONS OF LITERACY

The Concise Oxford Dictionary: "literacy: n. Ability to read and write."

UNESCO, 1958: "The ability of an individual to read and write with understanding a simple short statement related to his/her everyday life."

UNESCO, 1978: "A person is functionally literate/illiterate who can/cannot engage in all those activities in which literacy is required for effective functioning of his or her group and community and also for enabling him or her to continue to use reading, writing and calculation for his or her own and the community's development."

UNESCO, 2004: "The ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts. Literacy involves a continuum of learning to enable an individual to achieve his or her goals, to develop his or her knowledge and potential, and to participate fully in the wider society."

Adult Literacy Benchmarks, 2005: "The acquisition and use of reading, writing and numeracy skills, and thereby the development of active citizenship, improved health and livelihoods, and gender equality. The goals of literacy programmes should reflect this understanding."

***Reflect* Evaluation workshop, Cape Town, 2007:** "The continuing process of acquiring and using reading, writing and numeracy skills together with the critical understanding of the political, social and economic environment which contribute to personal and collective/community development."

www.selfknowledge.com, 2009: "Literacy, n. State of being literate or literate in some field like astronomy or emotional literacy."

Source: Cape Town Evaluation Workshop Reports, South Africa, 2007

TOOL 5:
Where is literacy in your *Reflect* project?

WHAT IS IT?

A two-arrow diagram formed by a communication arrow that moves from the non-written to the written and a literacy in action arrow that moves from literacy with no action (plans) to literacy used in action (plans).

WHY USE IT?

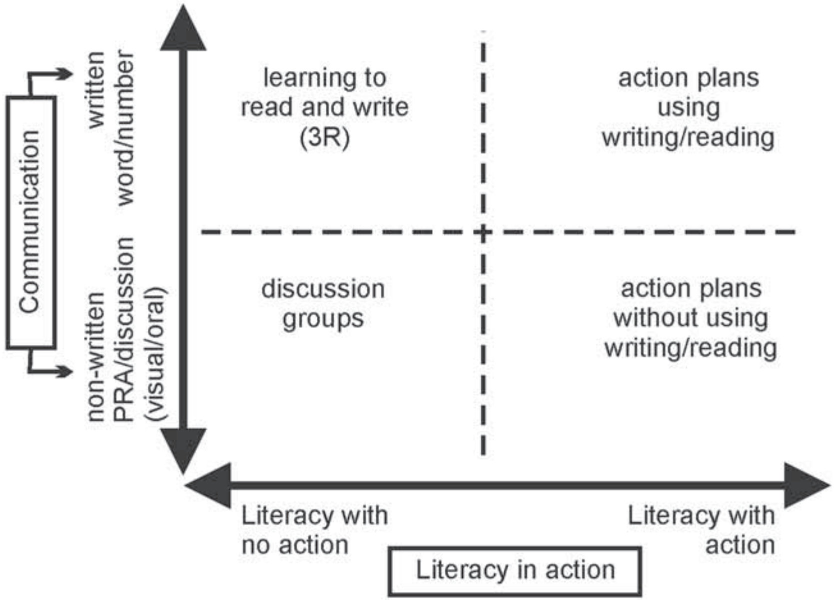
- To assess the position of literacy in a circle/project.
- To assess the understanding of *Reflect* by project participants (Is it still *Reflect* when there is no writing, or when there is writing but with no actions? etc.)

HOW TO USE IT:

1. Construct a graph like the one opposite.
2. Ask: Do the circles in your project usually engage with writing practices (written words and numbers), with oral/visual practices (group discussions, non-textual PRA, non-textual action plans) or with both? Mark a dot on the vertical arrow accordingly and make a note of examples.
3. Then ask: Do the circles focus on learning to read and write (with no community actions) or do they learn/use literacy in action (whatever their literacy levels)? Mark a dot on the horizontal arrow and give examples.
4. Draw a line to link the two dots you made and mark the centre. Which of the four spaces of the table are you in? Is that where you want to be? If yes, explain why. If not, discuss why not. Where would your ideal *Reflect* be and why?

SUGGESTIONS:

- The tool can be used with just one circle/project or with various circles/projects (various dots in different colours or shapes to represent different circles). This allows for comparison.
- You can use the tool during workshops or in evaluation reports when analysing literacy. Sources of verification can be: reports, action plans, anecdotes, circle obser-vation.


Communication
written
word/number
non-written
PRA/discussion
(visual/oral)
learning to read and write (3R)
action plans using writing/reading
discussion groups
action plans without using writing/reading
Literacy with no action
Literacy with action
Literacy in action

TOOL 6:
Using case studies to explore the meaning of literacy in *Reflect*

WHAT IS IT?

A written or oral testimony or case study in which a local person talks about their experience of literacy and its value in their lives.

WHY USE IT?

- A case study can help participants understand the meaning and uses of literacy from a more human perspective.

HOW TO USE IT:

1. Choose two or three case studies such as the ones on the next page and either give printed copies to the participants or ask people to read them out. Participants should discuss each case study in small groups considering the following questions:
   - Who is the case study by?
   - What is the case study about?
   - What does the case study tell you about literacy?
2. Further questions can be added relating to the specific content of the case study used.

SUGGESTIONS:

- Choose case studies from local *Reflect* circles (or literacy projects) to share with participants, devising questions that relate to the specific case study that you chose.
- You may also ask participants to interview each other gathering case studies about their experiences of *Reflect* and/or other literacy approaches.

"… Looking around our community we found that there were so many dumping areas next to the houses where people live and that was unhealthy because children were even playing there. So as a group we decided to draft a petition and ask the community how do they feel about living in such an environment … we took the photos of the bags and because we have dogs running around many of them were split and torn open, and so when the truck comes they just pick the bags and the rubbish falls out but they just leave it…we went straight to the municipality because the community have been complaining about this issue for a long time and our councillor knew about this but has not done anything. . . I did not know where the offices were at first so I went to the Yellow Pages and got the address and then went there. …. So what they did after cleaning the dumping areas they changed the truck, because we had the small truck that was taking the two bags per house, so they changed it to the big truck and collected all the rubbish . . .the next week all these bins arrived on our doorsteps; 'here is your bin, here is your bin.' Each and every house in Orange Farm got a bin, the whole of Orange Farm."

Participant in Vukuzenzele Reflect Community Organisation, South Africa

"… The biggest gift that *Reflect* has given me is education. I will always be very thankful to *Reflect* for that. Education has changed my life. We had a ten-month programme in which we were taught the basics. All those who attended the circles were illiterate, but now we can all write our names. Being able to write my name was one of the greatest moments of my life. Before I joined the circle, when I used to buy things, shopkeepers used to cheat me with the bills. Now no one dares to do so. We were so far behind from the real world that we had no idea that there were things such as citizenship. Nor did we have any idea about birth certificates that all children should have. I learnt about them through *Reflect* and because of it, I got my eldest son's citizenship made and he is now earning for himself."

Stories of Change: Reflect, ActionAid Nepal

TOOL 7:
Mapping the literacy environment

WHAT IS IT?

A map of the local literacy environment created by participants.

WHY USE IT?

- To unpack the definition of the 'literacy environment' by describing the context in which participants work and live.

HOW TO USE IT:

1. Create a map of the local area either on the ground or on a large piece of paper.
2. Mark institutions (government offices, church/mosque, schools, libraries, shops, etc.), then the types of materials available in each (magazines, medicine bottles, etc.), and then processes (treatment by staff, language spoken, clarity of posters/messages, etc.).
3. The map may then be used to discuss the following questions:
    - What institutions, resources and processes make up the literacy environment?
    - Are the institutions accessible or not? Why?
    - Do circles want the institution to be more accessible?
    - In which languages do institutions operate? Who is included/excluded?
    - In which language does the circle operate (oral/written)?
    - How can *Reflect* respond to and draw on the literacy environment?
    - How might the *Reflect* process be constrained or assisted by the availability of resources in a literacy environment?
    - How can *Reflect* contribute to and transform the literacy environment?

SUGGESTIONS:

- A map created at the beginning of a project may be revisited at various stages during the life of the project. This will help participants understand and discuss any changes that may have taken place.

Source: Cape Town Evaluation Workshop, South Africa, 2007

Examples of circles reactions to/ transformations of the literacy environment:

"The developmental action plans and activities have often themselves brought people back to the need for literacy."

Gina, PAF, Zambia, on-line discussion, 2008

"[The circle] demand[ed] literacy for out-of-school children."

Reflect Evaluation in Mali, J&D, 2002

In Sudan the language of learning was changed from Arabic to English in accordance with the *Reflect* participants' wishes.

Reflect Evaluation in Sudan, GOAL, 2008

TOOL 8:
What is empowerment?

WHAT IS IT?

A role-play to analyse the meaning of empowerment.

WHY USE IT?

- To unpack the definition of 'empowerment' by acting out situations in which participants feel empowered.
- To think about and analyse words or expressions equivalent to 'empowerment' in the language used by the circle.

HOW TO USE IT:

1. Think about your own experiences of being/feeling/seeing/experiencing empowerment.
2. Share these stories with a partner or in small groups.
3. Based on the stories you have shared, prepare and demonstrate a role-play illustrating what empowerment is and what it is not.
4. Discuss the role-plays and reach consensus on a possible definition.

SUGGESTIONS:

- Discuss whether empowerment can be bestowed on someone or not. Is it about having something? And/or about doing something?

Photo: SARN, South Africa, 2008

Reflect evaluation in Cambodia, August 2006.

Planning your evaluation

This chapter presents tools to help you prepare your evaluation as an on-going process and not just a one-off event. It provides tools that will help you think through the phases of your evaluation, as well as considering important issues such as location, methodology, participation and budget.

TOOL 9:
Planning the phases of your evaluation

WHAT IS IT?

A matrix to help plan the phases of your evaluation.

WHY USE IT?

- This is a useful way of getting everyone involved in thinking through the stages of the evaluation prior to planning participation and timetables.

HOW TO USE IT:

1. Brainstorm the important phases of your evaluation, either in plenary or in small groups, writing each phase on a piece of card.
2. Discuss and find consensus on what each phase means in practice.
3. Participants can then put the cards in order (recognising that some activities may take place simultaneously) depending on the particular requirements of your evaluation.
4. Arrange the activities in a table (such as the one on the right). This will form the basis of the tools that follow.

SUGGESTIONS:

- At the end of this activity you may wish to refer to the table below to make sure that no important stages have been left out.
- Instead of a matrix you could use a flow diagram.
- It might help to get participants to think back to the story of the farmer in Chapter One: what tools did the farmer develop, what indicators did he establish, why and how?

Key phases of the evaluation	Order
Initial baseline analysis	
Determining goals of evaluation	
Design of the evaluation framework	
Literature review/collecting pre-existing data	
Developing indicators	
Developing tools	
Testing tools	
Implementation/fieldwork	
Analysing data	
Discussing findings	
Presenting/publishing findings	
Disseminating findings	
Advocacy linked to findings	
Critical reflection on entire process	

Source: Adapted from 'Review of 16 Reflect Evaluations', 2008

TOOL 10:
Planning participation

WHAT IS IT?

A matrix to help plan who will participate at each stage of the evaluation (also called 'stakeholder analysis').

WHY USE IT?

- To ensure that all the key stakeholders are involved at the appropriate stages.
- To make sure that the timetable takes account of everyone's availability (for example, avoiding harvest time if circle members are expected to play a significant role in implementation of the evaluation).

HOW TO USE IT:

1. Draw a table similar to the one shown here. In the vertical axis put the phases of your evaluation (see tool 9). Along the horizontal axis list the participants (you may need to brainstorm a list first).
2. Either in small groups or in plenary, work through the phases of the evaluation deciding who has an interest/ stake in being involved at each stage and the effects of this.
3. If the table is completed in groups you will need to discuss the results in plenary in order to agree a final version.

See Appendix for a large version of the table below.

Key phases and participation in an evaluation

(Orientative table: feel free to create your own)

Key phases of the evaluation & Participation	Circle members	Circle facilitators	*Reflect* trainer	Programme implementers	Other NGOs / CBOs	Donor organisation	International organisation	University/ researcher	Government	External consultant
Initial baseline / situation analysis										
Determining goals of evaluation										
Design of the evaluation framework										
Literature review/collecting pre-existing data										
Developing indicators										
Developing tools/methods										
Translating goals/indicators/tools										
Testing tools										
Implementation / fieldwork										
Analysing data										
Discussing findings										
Presenting/publishing findings										
Disseminating findings										
Advocacy linked to findings										
Critical reflection on the process (presenting responses; self-reflective observations from evaluator)										

NOTE: Remember to use this tool AT LEAST twice: at the beginning of the project (baseline data study) and at the end (final evaluation)

QUESTIONS:

1. What will be the key phases of your evaluation?
2. Who will participate in each phase?
3. What power issues (time, language, financial, intimidation, gender, etc.) may affect participation and how can they be challenged?

1. What were the key phases of your evaluation?
2. Who participated in each phase?
3. What were the challenges or power issues observed?

Source: Adapted from 'Review of 16 Reflect Evaluations', 2008

TOOL 11:
Evaluation timetable

WHAT IS IT?

A timetable to help you plan when and where each stage of your evaluation will take place and who will be involved.

WHY USE IT?

- To agree dates and locations at an early stage so that all those involved in the evaluation can make sure that they are available, venues can be booked and budget allocations made.

HOW TO USE IT:

1. Use the table on the right as a template, first of all filling in the WHAT column with the activities already identified.
2. Fill in the WHEN, WHERE and WHO columns taking into account the availability of those involved at each stage.
3. If any of those involved in the activities outlined are absent when this table is drawn up further meetings may be needed to share and agree the timetable.

SUGGESTIONS:

- Extra-columns can be added as required for information such as budget requirements.
- The "who" column, could be split into two: one for "who is involved" and another for "who is responsible".
- A similar timetable could be used to plan when, where and how each stage of your fieldwork (observations, interviews, tests, etc will take place and who will be involved).

Evaluation timetable

No	WHEN	WHERE	WHAT is the activity	WHO is involved
1	8.10.08 to 10.10.08	CBO centre	1st Evaluation Meeting on Purpose of Evaluation	All Project team
2	.../...	CBO centre	Preparing the Timeline for the Evaluation Framework	.../...
3				
4				
5				

Source: On-line Discussion on 'Evaluating Reflect', 2008

Top: A VSO supported clinic built in Saboba Chireponi in the Northern region as a result of Advocacy work done by a Pamoja Network organization, the Annufo Literacy Programme.
Bottom: Some participants of the Ghanaian Sawa Lagos Community actively involved in a PRA session that led to the construction of a borehole.
Pamoja Ghana Report,
February 2009.

Baseline data

This chapter presents tools for the initial baseline data study that you will need to do at the beginning of your project. Baseline data is basic information gathered before a project begins. It is used later to provide a comparison that will allow you to assess the impact of the project. It is therefore essential to successful monitoring and evaluation.

TOOL 12:
Checklist for baseline data study

WHAT IS IT?

A checklist of key information to be collected in a baseline data study (also called 'situation analysis').

WHY USE IT?

- To help plan the information to be collected in your baseline data study.
- To assist with the development of priority indicators, tools and action plans.

HOW TO USE IT:

1. Based on the goals and objectives of your project, and using the categories on the right, brainstorm an initial list of essential baseline data for your project.
2. Use the Baseline data checklist below to make sure that no essential information is missing from your list.
3. Refer to the chapters specified in the right-hand column for useful tools relating to each category.

Key information for a baseline data study

GOLDEN RULE: For any M&E tool or indicator, remember to gather BASELINE data at the beginning of your project. Then, set times for MONITORING that data during the project. If that becomes difficult, evaluate AT LEAST ONCE at the end of the project (EVALUATION) by comparing final data to initial data.

	Categories of information	**Useful tools**
1	Community information	Assessment tools: community mapping, matrix ranking, transect walks…
2	Community literacy information	**Chapter 6:** The literacy environment
3	Supporting organisations and project profile	**Chapter 7:** Supporting organisations **Chapter 8:** Funding and sustainability **Chapter 9:** Motivations and objectives
4	Facilitators profile	**Chapter 9:** Motivations and objectives **Chapter 11:** Facilitators and facilitation **Chapter 12:** Trainers, training and support **Chapter 13:** Learning and materials
5	Circles and circle members profiles	**Chapter 4:** Literacy levels **Chapter 5:** Literacy practices for change **Chapter 9:** Motivations and objectives **Chapter 10:** Circles and circle members

TOOL 12: Checklist for a baseline data study (contd.)

Checklist for a baseline data study

1) Community information

- Number of households in the community
- Number of people in each household
- Sources of income; expenditure patterns; employment rates, etc.
- Community organisations and projects/government organisations
- Main priorities in that community (economic, development…)
- Gender roles and patterns in that community

2) Community literacy information

- What languages are used and where are they spoken / written?
- What written / printed materials exist (by language?)
- What are the literacy levels in the community?
- Number of children in school (girls and boys) in each household
- Number of adults in each household and levels of education
- Reading materials in household, in what language and who reads?
- What tools are used locally/who helps people with calculations/reading?
- When and where do people do calculations / reading / writing/speaking?

3) Supporting organisations and project profile

- Strengths and weaknesses of the organisation
- Project sustainability
- Motivations and objectives

4) Facilitators profile

- Number of facilitators in that community
- Profile: gender; age and education levels, previous work experience, involvement in community development issues and structures, etc.
- Motivations and objectives of each facilitator
- Needs and support
- Learning units prepared/facilitation

Checklist for a baseline data study (cont.)

5a) Circles profile • Number of circles in that community • Number of members in each circle • Meeting place and time schedule • Motivations and objectives of each circle / initial action plans	• Participant's numeracy and literacy levels when they join the circle • Did they go to school (level of schooling) / adult literacy classes / other courses, e.g. sewing? • For how long, what did they learn? • Their time availability to attend circles and how it changes during different seasons • Why did s/he join the circle (motivations)? • What does s/he want to learn / do (objectives)?
5b) Circle members profile • Profile: Gender, ages, family details (e.g. do they have children, etc.)	

Source: Adapted from SARN, Reflect Implementing Partners Information Pack, 2006

TOOL 13:
Annual data collection form

WHAT IS IT?

A five-page form to collect baseline data on the organisation, circles, facilitators, training, learning units and support.

WHY USE IT?

- To gather baseline data in order to be able to evaluate change.

HOW TO USE IT:

1. Use this form (or an adapted version) during your baseline data study.
2. It is important to have a group of people (facilitators, supervisors, staff from supporting organisation) available to interview circles in their different locations.
3. A short training session may be needed in order to familiarise interviewers with the form and help them to ask questions in a neutral manner.
4. Revisit the form on a regular basis to see what progression there has been.

See Appendix for the complete form.

3. Annual data collection form on circles and projects

Date Form Completed	Year	Month	Day
Your Name			
Role/Position			
Organisation			
Address	Postal	Physical	
Telephone/Fax			
Email:			

To complete this form: Please mark boxes with 'X' and/or add details where required by clicking on the grey areas and typing your response. Thank you.

ABOUT YOUR ORGANISATION:

1. Which of the following best describes your organisation?	
Government/Public Sector	
Non-Governmental Organisation	
Community-Based Organisation	
Social Movement	
Other *(please specify)*	

2. Is your organisation?			
Local			
National		Rural	
Regional		Urban	
International		Peri-urban	

3. How did your organisation first significantly come into contact with *Reflect*?	
Mother Manual	
Visit to another organisation	
Training in South Africa	
South Africa *Reflect* Network	
Training in another country. *Where?*	

4. When did your organisation begin implementing *Reflect*?	
This year	
In the last 2 years	
In the last 2-5 years	
More than 5 years ago	
Other *(please specify)*	

5. How is *Reflect* used?	
Primarily for literacy	
To create/strengthen CBOs	
As a forum for discussion	
Part of an integrated development programme	
Other *(please specify)*	

6. Has baseline data been collected and documented?		
Yes/No *(Mark box with Y or N)*		
If yes, when was the last report completed?	Month	Year

THE REFLECT CIRCLES/GROUPS:

7. How many *Reflect* circles/groups are currently running?	

8. How frequently do the groups meet?	
5-6 times a week	
3-4 times a week	
2 times a week	
Other *(please specify)*	

9. How long on average is each meeting?	
Less than two hours	
Two to three hours	
More than three hours	
Other *(please specify)*	

10. Briefly describe the issues circles have dealt with in the past 6-12 months/are currently addressing:

Issue?	Action(s) taken?	Impact of actions?	Main beneficiaries?
▪	▪	▪	▪
▪	▪	▪	▪
▪	▪	▪	▪
▪	▪	▪	▪
▪	▪	▪	▪
▪	▪	▪	▪
▪	▪	▪	▪
▪	▪	▪	▪
▪	▪	▪	▪

11. For how long does each group run?	
Under six months	
Six months to a year	
One to two years	
Indefinite	
Other *(please specify)*	

12. How many participants regularly attend each group/circle? *(Type the name or number of the circle, then enter the number [no.] of participants)*			
Circle/group	No.	Circle/group	No.

13. What are the ages and total number of female and male participants? *(e.g.: including all circles/groups there may be a total of 36 male participants aged 20-35 years etc)*		
	Male ♂	Female ♀
0 to 5 years		
6 to 12 years		
13 to 19 years		
20 to 35 years		
36 to 59 years		
60 and over		

14. What is the average educational level of school leaver participants and adults?	

15a. What is the mother tongue of most participants?	
15b. What other languages are spoken locally?	
15c. What language is used in the groups/circles?	

16. Where are the meetings held?	
Outside	
In a self-built shelter	
In an existing shelter	
In a community centre	
In a school	
In your organisation's shelter/room	
Other *(please specify)*	

17. Do the participants contribute financially to the costs of running the circle/group?	
No	
Yes	
If yes, how?	

Source: SARN, Reflect Implementing Partners Information Pack (adapted from the CIRAC global survey), 2006

TOOL 14:
How to do observation

WHAT IS IT?

A list of topics and elements that could form the basis of observation as part of a baseline study/evaluation. Observing is looking at things with a particular interest. The focus might be on the number of children (interest in youth), the opening times and conditions of a clinic (health), the number of big holes on tar roads (transport) or the number of water taps (sanitation), etc.

WHY USE IT?

- To observe the initial situation of a community (baseline data/situation analysis) in order to later revisit it and check what has changed.

HOW TO USE IT:

1. Using the list presented, identify the elements you want to observe and create your own checklist, making any additions necessary.
2. Prepare the list before going to the field. This will help you identify what exactly you will have to pay attention to (children, big holes, etc.).
3. Sometimes you will be able to observe and respond to the questions yourself; at other times you will have to ask people.

SUGGESTIONS:

- You may also use transect walks for observation.
- It is better to form an observation group of several people, as they will see more things and from different perspectives. A mixed group of external evaluators and community people is a good idea.
- Also see: Designing a baseline data study (Chapter 3), Checklist for the observation of a circle meeting (Chapter 13).

Observation in Communities - Checking Situation of:

1.	**General**
2.	Number of Inhabitants?
3.	% Unemployed People?
4.	How many men / women?
5.	How many children / young / old people?
6.	**Community**
7.	Electricity?
8.	City-wide street lighting?
9.	Type of housing?
10.	Refuse removal / Bins?
11.	Cleanliness
12.	Any poster / picture for explanation?
13.	Local government services?
14.	Police station?
15.	Civic centre / Hall centre?
16.	Language used?
17.	Demobilisation services?
18.	Any poster / picture for explanation?
19.	Signs of recycling initiatives?
20.	**Field / Culture**
21.	Principal crops?
22.	Irrigation system?
23.	Hand work or machine?
24.	Cooperative?
25.	**If not Farm Workers**
26.	Others job / income generating?
27.	If they work outside of the area, how far is it?
28.	**Land**
29.	Who owns land (gender, class…)?
30.	Any particular land related issue in the community?
31.	Average surface of a field?
32.	Distance location of the field / community?
33.	**Transport**
34.	Principal transport system in the community?
35.	State of the road / Access to the community?
36.	Who is fixing the road?
37.	Nearest city?
38.	Number of cars?
39.	Train / Taxi / Bus station?
40.	Safety of these places?
41.	Any poster / picture for explanation? (i.e. bus time table)
42.	**Water**
43.	Access to drinkable water?
44.	How many tap per people?
45.	Wind mild / Electric water pump?
46.	Rain falls?
47.	How many toilets/latrines per people?
48.	Dirty water?
49.	**Leisure Time**
50.	Library facilities & services?
51.	Youth groups?
52.	Women groups?
53.	Church groups?
54.	Shebeen / Bars?
55.	Community centre?
56.	Sports activities/clubs?
57.	What kind of activities? Who has access?
58.	Any poster / picture for explanation?
59.	**Health**
60.	Medical facilities & services?
61.	Any particular health issue in that community?
62.	Health centre / Clinics?
63.	Distance to the closest hospital?
64.	Doctor Chemist?
65.	Sangoma / Traditional Healers?
66.	Maternal health?
67.	Infant mortality?
68.	Awareness of HIV (prevention and care)?
69.	Access to VCT / stigma etc?
70.	Home base care programme?
71.	Any poster/picture for explanation?
72.	Disabled people in the community?
73.	Safe place for disabled?
74.	Old people?
75.	Safe place for old people?
76.	**Shop**
77.	Farm equipment?
78.	Building materials?
79.	Groceries?
80.	Books and stationary?
81.	**Access to Money**
82.	Bank/ATM?
83.	Any micro credit system?
84.	**School**
85.	Crèche?
86.	Primary school?
87.	Senior primary school?
88.	Other private schools?
89.	Use of the school facilities or activities?
90.	Any poster / picture for explanation?
91.	Sports fields?
92.	**Other NGOs in the Sector**
93.	Literacy programmes?
94.	HIV programmes?
95.	Micro-credit programmes?
96.	Health programmes?
97.	Income generating programmes?
98.	Agricultural training?
99.	**Communication / Access**
100.	Newspapers / Magazines?
101.	Radios?
102.	TVs?
103.	What programmes are followed?

Source: Reflect Evaluation in Angola, DVV/AAEA, 2008

TOOL 15:
How to do a documentation review

WHAT IS IT?

A list of documents that might be useful in a document review. This is one of the first phases of an evaluation and is done before the fieldwork.

WHY USE IT?

- To collect existing evaluation data/resources. This will help you avoid repeating research that has already been carried out. It will also give you a base from which to start the evaluation (knowing about tendencies, gaps in information, etc.)
- To collect baseline data for the evaluation and evaluation report
- To evaluate the existing documentation system of an organisation.

HOW TO USE IT:

1. Prepare a template with a list of questions that you are interested in answering during your reading. Doing a documentation review can become cumbersome and this will help you be clear about what you are looking for.
2. Make a list of the reports available from governments, organisations and enterprises that might be of interest (see suggested list on next page).
3. Select the ones that will better respond to your answers.

SUGGESTIONS:

- It is useful to review documents from different sources (i.e. from your organisation but also official government ones) for comparison purposes.
- Keep in mind WHO the documents have been written for as this may influence the data that is selected and how it is presented.
- Also see: Baseline data tool (Chapter 3) and Writing your evaluation report (Chapter 14).

The programme/the circle

Reports:

- Facilitators' reports
- Management reports
- Annual report/AGM report
- Workshop reports
- Baseline survey reports
- Evaluation reports
- Learning exchange visits report
- Narrative/financial report

Others:

- Contract documents
- Office memos
- Strategic plans
- Circle attendance register
- Circle-generated materials

Literacy/numeracy levels

- Participants' exercise books
- Circle-generated materials

Note: These can provide evidence on the participants' literacy/numeracy levels. If well kept since the beginning, they will give a clear idea of progression.

Empowerment and change

- Action plans/achievements
- PRA materials, planning matrices, etc
- Baseline data

The national context

- Government health statistics/documents
- Government education statistics/documents
- Documents produced by NGOs
- Data on gender (in)equality
- Previous evaluations

Facilitation/learning

- Session plans
- Unit training reports
- Circle attendance register
- Circle-generated materials
- Members' profiles
- Facilitators' reports

Source: Adapted from 'Review of 16 Reflect Evaluations' and On-line Discussion on 'Evaluating Reflect', 2008

TOOL 16:
How to sample circles to be visited

WHAT IS IT?

A set of criteria that will help you to select which circles to visit during your evaluation fieldwork. You are not likely to have the time or resources to visit all the circles and this will allow you to select a representative group (sample).

WHY USE IT?

- To make the most of your visits with the limited time/ resources available.
- To get a clear picture of what is happening in all your circles by visiting a representative sample.

HOW TO USE IT:

1. Use the table shown to identify your circle selection criteria. You may use a ranking exercise for this. The exact criteria and the number of circles to be visited will depend on the evaluation objectives (i.e. to compare rural/urban areas; new and old circles, a gender-based evaluation) and resources.
2. Once the criteria are selected, crosscut (link) them. For example, one circle rural and new, one circle rural and old, one circle urban and new and one circle urban and old, etc.
3. In the evaluation report state how many circles there are in total, how many were visited/evaluated and according to which criteria.

SUGGESTIONS:

- Constructing a map of the circles and adding a label for each criterion may help you choose which ones to visit.
- You may wish to choose the circles that most emphasize the differences (youngest vs. oldest, closest vs. most remote) for deeper comparison.

1. SELECTING CRITERIA

Circle-based criteria for selection

- Focus on literacy learning/on literacy effects on development
- New circle/old circles
- Rural/urban circles/per province or region
- Women only/men only/mixed circles/youth/adult
- Female facilitators/male facilitators
- Circles that started from zero/created from an existing group

Logistics based criteria for selection

- Geographical access: close to the base/remote
- Time of the circles' meetings (morning/afternoon)
- Budget available for visiting circles

Note: You may use a ranking exercise to select the criteria.

2. SELECTING CIRCLES

	Rural circle	Urban circle
New circle		
Old circle		

Note: You may use a circle mapping with the various criteria to help you visualise them and to better complete this table.

TOOL 17

Indicators and how to use them

WHAT IS IT?

A set of tools to help you identify and use project indicators to measure change.

WHY USE IT?

- To check change. Indicators can help us compare how something was before and how it is now. Did it change? Did it stay as it is?
- Indicators can be used to measure anything: from literacy levels, to motivations for joining a circle, to empowerment.

HOW TO USE IT:

1. Use the matrix shown to identify indicators for your project and plan how to collect and use the information. You can also refer to the list of examples for ideas.
2. Make sure that the indicators you identify meet the criteria in the checklist for indicators.

Creating an indicator

Issue

What issue do you want to know about?
e.g. We are worried about the number of orphans in our village.

Indicator

A sentence with a short answer (a number, yes or no) that responds to your issue.
e.g. Number of orphans in our village.

Sources of info

From whom/where will you get the information?
e.g. We can find out from:

- village elders
- clinic records

Tool/method

How will you work with those people/that material?
e.g. With the village elders we will map the village showing houses where orphans live.

Findings

What did you find out?
e.g. We found out that there are 165 orphans in the village.
With the clinic records, we will count the cases and add them up

Checklist for indicators

1. Is the indicator concrete and short? Can I answer it by observing something/asking somebody/reading something/doing something?
2. Does the indicator have a quick answer? An indicator is generally a short sentence or question that expects an answer. Answers have to be a **number** or a **yes or no**. The only exception is the **'before… now…' indicator,** for which no answer is needed.
3. Have you measured it **AT LEAST TWICE** in time? To work well indicators need some baseline data against which to compare the present situation. You can check on them as many times as you want but the minimum is twice. You check/answer them at the beginning of the project ('from') and then you check them at the end of the project ('to').

TOOL 17: What is an indicator and how to use them? (contd.)

SUGGESTIONS:

1. **Number indicators** are more concrete than word indicators as they give a precise number for answer. You may therefore decide to use these wherever possible.
2. Sometimes you will find that it is not possible to answer a question with a number (or a percentage). Then, you can use **word indicators**.
3. The ‘before…now…’ indicators provide us with a wealth of information as they allow the person answering to give a response that is not predetermined.

However, they may be more difficult to compare, as each response tends to be unique.

Number indicators and word indicators are easier to add up and compare, as you can ask the same question to many people.

Monitoring indicators: The suggested indicators are indicators that gather baseline data to later assess change (evaluate). But you can also create ‘monitoring indicators’ (check you are on track with what you want to achieve). They work as milestones, for example the ‘Before and now maps’ tool in Chapter 5 (the water taps).

EXAMPLES OF WORKING WITH INDICATORS

Measuring Economic Empowerment with Indicators: Income generation, credit, access to / control of money and/or means of production (earth, materials, etc.), access to economic information…	**Response must be:**	**Period measured:**
More people have accessed credit in the village	Yes / No	From… To….
Number of people who now access credit in the village	A number	From… To….
Number of micro credit schemes that have been set up	A Number	From… To….
Ability of Circle Members to engage in monetary transactions	Yes / No	From… To….
Before, there were no small businesses in our street, **now** there is a grocery shop	No response is needed	From… To….

Measuring Numeracy Applications / Area: Budgets	**Response must be:**	**Period measured:**
I am now able to prepare a budget (i.e. for a project)	Yes / No	From… To….
Number of Circle Members able to prepare a budget report	A number	From… To….
I am now able to analyse income & expenditure/costs & benefits in a budget	Yes / No	From… To….
I am now able to analyse who gains and who spends in a budget (i.e. in a family budget; in a government budget)	A Number	From… To….
Number of Circle Members able to read a budget (who gains and who spends)	Yes / No	From… To….
Number of Circle Members able to fill up / follow up bookkeeping and accounts	Yes / No	From… To….

Other Examples of the "Before and Now" Indicators	**Response must be:**	**Period measured:**
If somebody says "I am more confident now", when can ask: "yes, but why are you more confident now?". And get it into a "Before / Now" Indicator. I.e.: "I am more confident now **because before** I could not write my own name on official forms and **now** I can write it"	No response is needed	From… To….
"Previously (Before), when the CODESA members met, there would be one person to write the attendance list. **Today** (Now), each lady signs for herself" (DRC evaluation in 2007)	No response is needed	From… To….

Source: On-line Discussion on 'Evaluating Reflect', 2008

PART 2:
LITERACY FOR CHANGE

General meeting with the community of Suga – AFAE.
Reflect evaluation in Guinea Bissau,
January 2009.

Literacy levels

This chapter presents tools to support the evaluation of literacy and numeracy. It makes particular reference to the LAMP scale, created by UNESCO to monitor levels of progress in reading and writing internationally. However, it also looks beyond this at tools that allow participants to analyse and discuss their personal perceptions of progress and growing confidence in literacy and numeracy. It is important to remember that even in programmes with no direct intention of teaching literacy, measuring the impact of the programme on the way participants use literacy can be very revealing.

TOOL 18:
LAMP scale for measuring reading and writing

WHAT IS IT?

LAMP ('Literacy Assessment and Monitoring Programme') is a scale created by UNESCO to **measure LEVELS of progress in reading and writing internationally**. It has five basic levels and more levels can be added. It also makes the important distinction between reading and writing, prompting us to measure both separately. There are a number of challenges with the LAMP approach as a whole, for example it is costly and very dependent on external consultants, but there are some elements of the LAMP framework that are useful and can be referred to without needing to buy into the whole package.

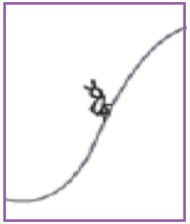
WHY USE IT?

- To compare your circle/project with others internationally.
- To have the freedom to create your own indicators and tools to complete the LAMP scale.

HOW TO USE IT:

1. We can picture the LAMP scale as a mountain. Circles can create their own indicators (i.e. as part of a learning unit) and indicate where they are within LAMP.
2. For instance, a circle member can prove that she is in Level 4 of LAMP (writing and reading sentences) with the following indicator: "I am able to read the slogans of the posters in the health centre". A transect walk with the facilitator can prove this indicator. Another indicator could be: "I am able to write my daughter's name" for Level 2 of LAMP (writing and reading familiar words), easily proved by revising her/his notebook. More examples of indicators and other tools (exams, PRA…) that can be used to measure LAMP are shown on the next page.

Source image: www.coolmath.com



Measuring the progression of reading and writing

LAMP Scale

Level 0: Cannot read and write

Level 1: Can recognise and write LETTERS/SYLLABLES*

Level 2: Can recognise and write FAMILIAR WORDS

Level 3: Can recognise and write NEW WORDS

Level 4: Can process and write SENTENCES

Level 5: Can process, understand and write PASSAGES

STEPS TO MEASURE READING AND WRITING

1. Choose your tool for measuring LAMP: indicators, an exam, a PRA tool…
2. Be systematic: ensure that all LAMP levels will be measured in your selected tool.
3. Use your tool at least twice: once, at the beginning of the circle/project (baseline information) and then at the end. Without baseline data, you cannot know whether a person was in Level 1 and then achieved Level 4 in, say, six months, or whether, in reality, she already had Level 4 six months ago and has thus not progressed in her reading and writing.
4. Evaluate reading and writing individually.

**Inclusion of syllables at this level suggested by Sue (Mali), On-line discussion on 'Evaluating Reflect', 2008*

TOOL 18: LAMP scale for measuring reading and writing (contd.)

Example 1 – Using indicators to measure LAMP

LAMP - The circle participant can…	Examples of *Reflect* indicators to measure LAMP
1. Read letters/syllables	- I can help my child learn the alphabet - I can match letters to pictures
1. Write letters/syllables	- I can do letters with circles, lines and curves - I can break down names in syllables and write them
2. Read familiar words	- I can recognise my own name from a pile of names - I can read a generative word: water, family…
2. Write familiar words	- I can write my daughter's name - I can write words below the pictures
3. Read new words	- I can read unknown words in another village
3. Write new words	- I can write new learnt words in a word book
4. Read sentences	- I can read the poster slogan in the health centre
4. Write sentences	- I can write sentences about myself (i.e. my age)
5. Read passages	- I can read a piece of news from the local newspaper
5. Write passages	- I can help my child answer a school exercise - I can listen to and write down a story from my village

Source: Edison (CEREBA, DRC), Jean (VRCO, South Africa), Gina (PAF, Zambia)
On-line Discussion on 'Evaluating Reflect', 2008

Indicators are real life examples that show how each circle participant already uses her/his new acquired literacy. Use the indicators at least twice over a period of time to be able to compare results.

Example 2 – Using exams to measure LAMP

Test on Writing	LAMP it measures:
1. Write your name	LEVEL 2 writing
2. Write the name of your village	LEVEL 2 writing
3. Write a word about hygiene	LEVEL 2 writing
4. Write a word about malaria	LEVEL 2 writiing
5. Write a word about children's rights	LEVEL 2 writing
6. Explain in a sentence how you are using your new knowledge to benefit yourself, your family or your community	LEVEL 4 writing

Source: CEREBA, DRC, On-line Discussion on 'Evaluating Reflect', 2008

Ensure you evaluate all levels with the exam (in this exam, 1, 3 and 5 would be missing). Also ensure you evaluate both writing and reading. Use the exam tool at least twice over a period of time to be able to compare results.

TOOL 18: LAMP scale for measuring reading and writing (contd.)

Example 3 – Using PRA to measure LAMP: the question box

Source image: http://pro.corbis.com 18.02.09

Suggestion: You can also use the question box for numeracy. I.e.: a number sequence to interpret drug dosage – Level 1: can read numbers. See numeracy tools for more information on numeracy levels.

TOOL: The question box (PRA)

Activity: Facilitators draw up the commands and these are placed in the box. Circle participants are asked to pick commands from the box, read them, and answer, write, or act accordingly.

Some examples of commands are: 'where do you live?' (Level 4 – reading sentences); 'spell your name' (Level 2 – writing familiar words); 'shut the door' (Level 4 – reading sentences), etc…

LAMP level evaluated: It can evaluate any level. Ensure you put questions relevant for all and each level, both for reading and for writing. You can mark Level 1, Level 2 outside the commands to identify them. This way, each participant can progressively pick a command of Level 1, then Level 2, etc.

Source: Sagestine, CARD, Sierra Leone, 2008

Example 4 – Using PRA to measure LAMP: the syllables puzzle

Source photo: SARN, South Africa, 2008

TOOL: The syllables puzzle (PRA)

Activity: Joining syllables to make up and read familiar words

LAMP level evaluated: Level 2. Note: you will need other tools to measure the other levels, such as a 'sentence puzzle' for Level 4: joining words to make familiar sentences.

Suggestion: When the puzzle is done in groups, observe and evaluate each participant individually.

Other tools that you can use to measure LAMP: notebooks from circle participants, facilitator observations, reports and follow-up on participants…

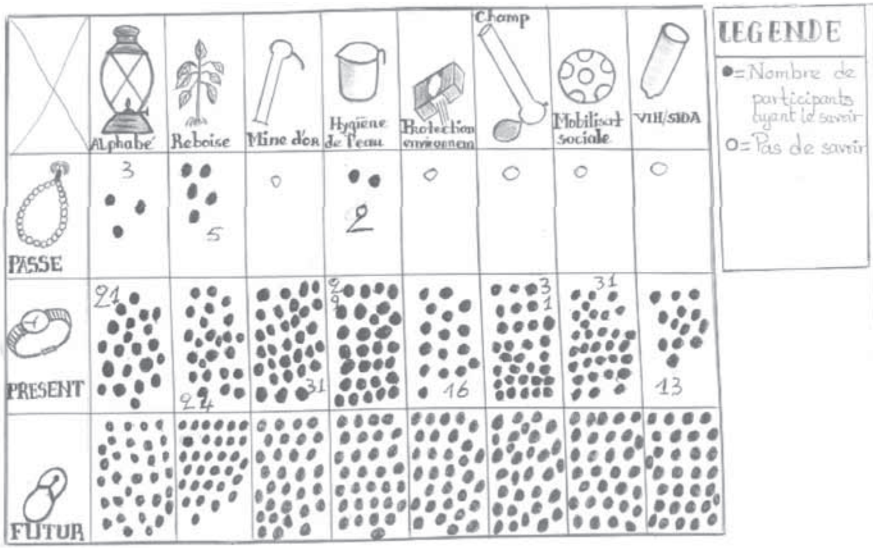
Source: Mother Manual, 1996

TOOL 18: LAMP scale for measuring reading and writing (contd.)

Example 5 – Using PRA to measure LAMP:
The MEPI (monitoring, evaluation and project impact) system matrix

The designs represent: a light (literacy), a plant (reforestation), a pick (work in the gold mines), a bucket (water hygiene), a closed box to better use the wood to cook (a protected environment), a tool (work in the fields), a circle (mobilisation) and a condom (HIV/AIDS).

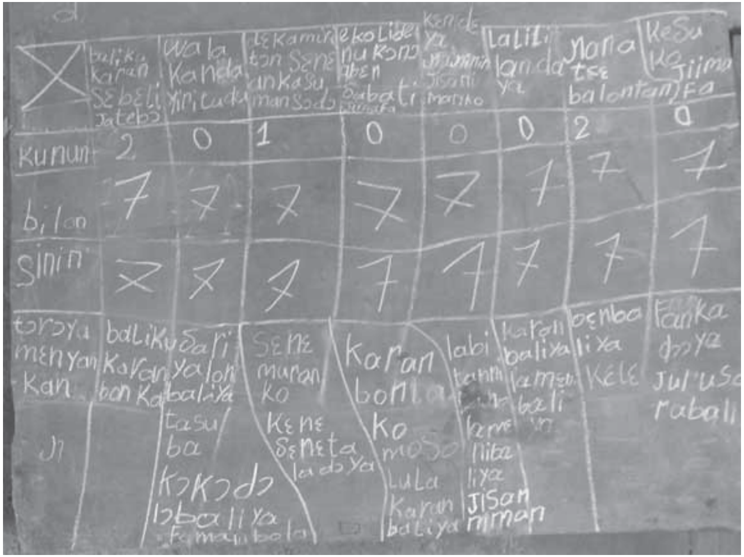
Baseline data at the start of the Reflect programme carried out by circle members using reading, writing and numeracy



Source: AJP, Guinea Conakry, On-line Discussion on 'Evaluating Reflect', 2008

Example 5 (cont.)

The MEPI enables circles to carry out their own evaluations, with literacy as a cross cutting activity linked to other project initiatives. The dots represent the number of people able to undertake each of these in the past, at present and how many of them want to do it in the future. The second matrix has the transcription of the drawings into words by the circles.



Mid-term evaluation of the Reflect programme by circle members with a level of competence in reading, writing and numeracy

Source: AJP, Guinea Conakry, On-line Discussion on 'Evaluating Reflect', 2008

TOOL 19:
The numeracy scale

WHAT IS IT?

The numeracy scale is similar to the LAMP scale, but is specifically formatted to evaluate the progression of number and calculation levels.

WHY USE IT?

- To compare progression in numeracy with other projects internationally.
- To have the freedom to create your own tools and indicators using the numeracy scale for reference.

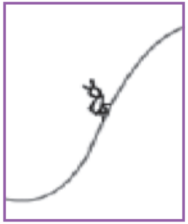
HOW TO USE IT:

1. Take the numeracy scale as a reference and create your own local indicators and tools to position participants within the levels.

SUGGESTION:

- Also see the previous tool: LAMP scale.

Source image: www.coolmath/images/pierre_incdec.gif, 19.02.09



Measuring the progression of (written) numeracy

Numeracy scale

Level 1: Can read/ write numbers	- Write/read from 0 to 100 (may vary according to currency) - Discriminate the order of numbers ("place value" or value of numbers depending on where they are placed: 01is not 10) - Negative numbers
Level 2: Can read/ write the four main calculations	- Write/read addition, subtraction, multiplication & division - Write/read basic symbols (+, -, x,/, =)
Level 3: Can read/ write other calculations	- Decimals (0'25); fractions/proportions (1/4); ratios (1 in 3); percentages (25%); estimating & rounding - Write/read other symbols (%, $...)
Level 4: Can use numbers & calculations in any of these areas	AREA 1 ▶ Units and systems of measurement AREA 2 ▶ Equivalences and conversions AREA 3 ▶ Budgets AREA 4 ▶ Tables, charts, graphs and statistics AREA 5 ▶ Basic economics (micro credit, debt, loans)

STEPS TO MEASURE (WRITTEN) NUMERACY

1. Choose your tool for measuring the NUM - scale: indicators, an exam, a PRA tool…
2. Be systematic: ensure that all NUM levels will be measured by your selected tool.
3. Use your tool at least twice: once, at the beginning of the circle / project (baseline information) and then at the end.
4. Evaluate numeracy individually.
5. Evaluate writing and reading numeracy separately.

TOOL 19: The numeracy scale (contd.)

Example 1 – Using indicators to measure the numeracy scale

Level 1. Read/write numbers	- Can read immunisation cards to identify the next visit day - Can read the dosage of a medicine in a prescription - Can read/write own phone, house number, birth date… - Can write own age and family members' age (with chalk, sticks in the dust, stones, twigs, pencil…) - Can read/write the date, the time and/or the calendar days - Can write the number of people in their family (sisters…) - Can read/write numbers within text information /instructions (payment slip, bank deposit slip, tax forms, invoices…) - Can withdraw money from a cash machine (press numbers for the secret code and amount to withdraw, read on screen…) - Can understand negative numbers in a budget
Level 2. Read/write the budget, bank…) four calculations	- Can read/write/undertake the four calculations in any process of money counting (notes, coins, - Can work out the cost of various items - Can analyse withdrawals and benefits in a bank statement - Can use calculators to do the four main calculations (optional)
Level 3. Read/write other calculations	- Can understand loans and interest rates/repayments (%) - Can read and make money transfers through post office/bank using percentages (%) - Can understand the concept of gross and net in wages (%) - Can read/write pie charts/chapatti diagrams (%, proportions) - Can measure and monitor a child's growth - Can use calculators to do all the calculations (optional)

Example 2 – Using PRA to measure the numeracy scale

Tool: Numeracy map

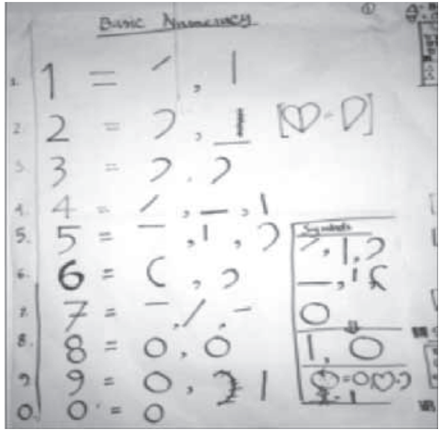
Information on:

Places where numbers are used: market, cooking, transport…

Debate:

Were we able to do this before joining the circle? What level/area from the scale does it link to?

Source: South Africa, Communication & Power, 2003



Tool: Creating numbers from shapes and different objects

Indicator:

Can write numbers from 0 to 9

Numeracy category evaluated:

Level 1. read/write numbers

Source: Bangladesh, Communication & Power, 2003

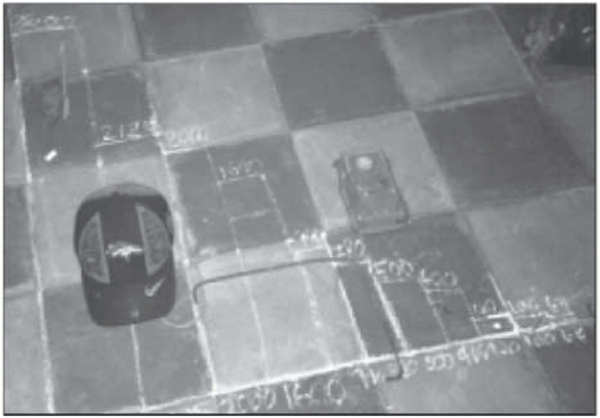
TOOL 19: The numeracy scale (contd.)

Example 1 – Using indicators to measure the numeracy scale (contd.)

Level 4, Area 1 ▶units & systems of measurement	- Can understand symbols for units of measurement - Can read/write simple shapes (circle, square, rectangle…) - Can measure lines/distances (metres, cm, km…) - Can measure areas, surfaces and volumes - Can understand and create simple formulas for measurement
Area 2 ▶equivalences and conversions	- Can make equivalences between traditional systems of weights and measures and the modern metric system - Can convert weight and measures (i.e. from cm into metres) - Can understand and use conversions in the scale of maps - Can understand and make money conversions
Area 3 ▶budgets	- Can prepare a budget (i.e. for a project) - Can read/write budget reports - Can analyse budget income and expenditure/costs and benefits - Can analyse who gains and who spends in a budget - Can read a budget and analyse gaps - Can complete/follow bookkeeping and accounts
Area 4 ▶tables, charts, graphs and statistics	- Can make/combine operations to link data from tables and others - Can make interpretations, linking data from tables and others - Can understand the concepts of average and range
Area 5 ▶basic economics (micro credit, debt, loans)	- Can understand demand and supply/apply it to businesses - Can follow up/analyse price variations (i.e. using diagrams) - Can understand local and national debt - Can follow up/analyse production costs - Can follow up/analyse loans and effects - Can compare interest rates (types and quantities) from lenders - Can plan a loan projection (or ability to repay)

Source: On-line Discussion on 'Evaluating Reflect*', 2008*

Example 2 – Using PRA to measure the numeracy scale (contd.)



Source: El Salvador, Communication and Power, 2003

Tool:
Graph showing the relative costs of the different elements needed to build a bridge (budget)

Indicator:
- Can prepare a budget
- Can create a graph with numerical information

Numeracy category evaluated:
Area 3: Budgets
Area 4: Tables, charts, graphs and statistical analysis

Other tools to measure numeracy:
numeracy calendar, numeracy matrix, tests (see LAMP tool), circle members' notebooks; facilitator observations, reports…

TOOL 20:
The oral scale: how full are the bottles?

WHAT IS IT?

Bottles that are empty or full to represent the various uses of the spoken word in different situations.

WHY USE IT?

- To assess how the spoken word is used.
- To assess circle members' perception of their oral practices.

HOW TO USE IT:

1. Choose the categories you want to evaluate.
2. Each bottle on the picture has a category (voice, clarity…) with three progressive steps and allow the participants to fill (colour in) the bottles to step 1, 2 or 3.
3. Discuss.

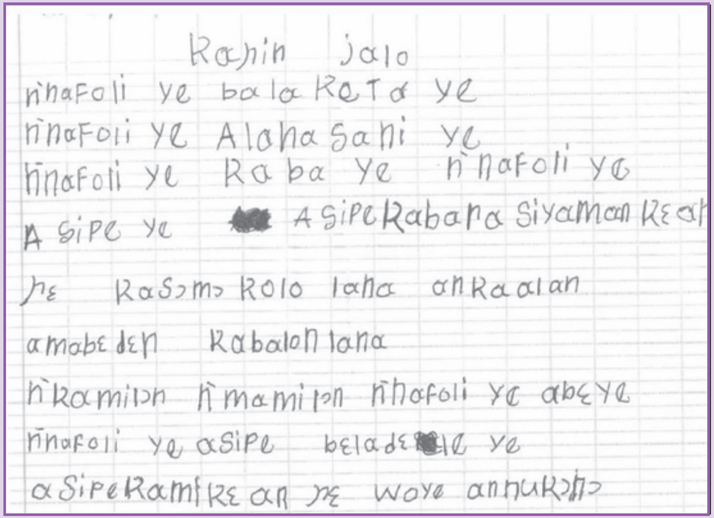
SUGGESTIONS:

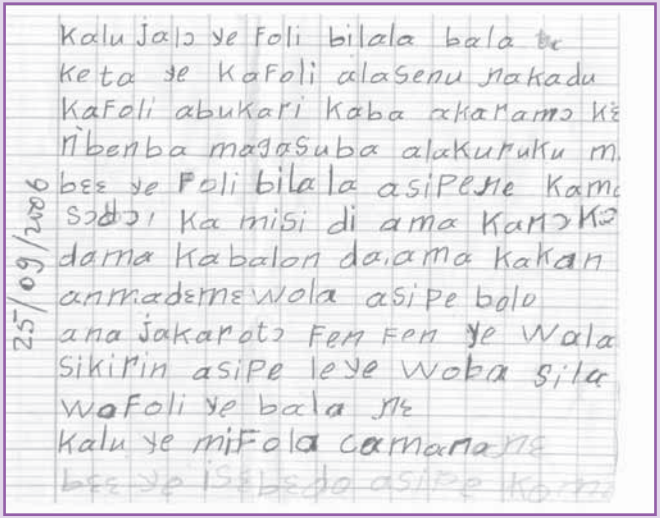
- The exercise can be done by the circles ('I can do…') or by facilitators/external evaluators ('…is able to…').
- You can ignore the three progressive steps and allow the participant to choose their own levels.
- Create your own categories.
- Remember to have baseline data.

Strength of voice		Clarity		Comfort	
	Enough to be heard		I am articulate and present my ideas one after another		I feel comfortable when I talk
	Low/Loud		I present several ideas but I often mix them		I only feel comfortable with some people
	Very low, I mumble Very loud, I scream		I feel my ideas are unclear		I get nervous when I talk
Voicing Doubts		**Disagreeing**		**Capacity to listen**	
	I ask until I understand		I disagree and clearly explain the reasons why		I always listen to what others say before I speak
	I ask once but no more		I say I disagree		I sometimes interrupt
	I never ask		I never disagree		I always interrupt
Audiences		**Familiarity**		**Topic**	
	I can talk to groups of more than 20 people		I can talk to government and village chiefs		I can speak about sensitive issues
	I feel OK talking to groups of 6-20 people		I feel OK talking to visitors and newcomers		I don't mind discussing new things
	I feel OK talking to few people (<5 people)		I only feel OK talking to friends/family		I only feel OK speaking about familiar things

Source: Adapted from Reflect *for ESOL (English for speakers of other languages) evaluation, UK, 2008*

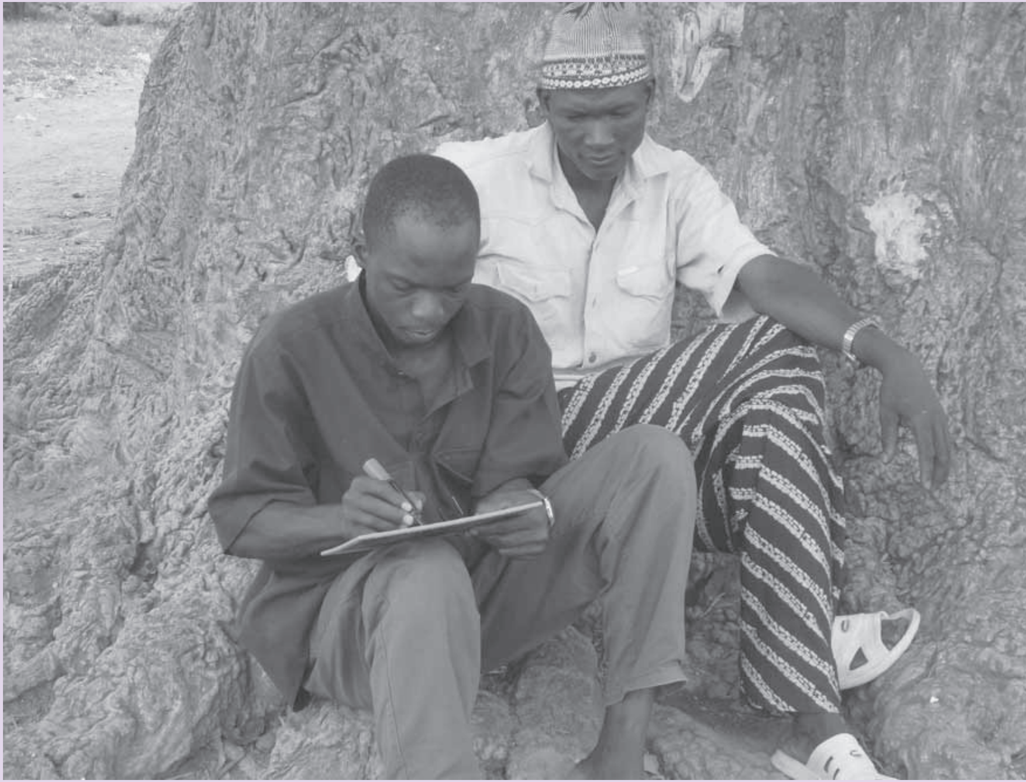
Top: Letters written by participants in Siguiri.
Bottom: *Reflect* participants
Reflect programme in Guinea Conakry,
September 2006.





Literacy practices for change

This chapter presents tools to help evaluate how people have used literacy to change their lives, that is, how literacy empowers people. This involves planning and carrying out actions using literacy and feeling confident to speak out about injustices. It involves understanding texts such as a contract, a sacred reading, a written instruction, a budget or a traffic sign. It also involves being able to transform existing materials and create new materials.



TOOL 21:
The action plan tree

WHAT IS IT?

A tree with three parts: initial problem (roots), action taken (trunk) and results of the action (leaves).

WHY USE IT?

- To monitor an action plan (track changes/progress during the programme)
- To evaluate an action plan (assess results as per objectives in the action plan)

HOW TO USE IT:

1. Draw a tree and divide it into three parts: roots, trunk and branches.
2. Select an action plan and write down the initial problem faced (roots), the action taken to solve it (trunk) and if finalised, the results (leaves).
3. Discuss how it is going (monitoring)/how it went (evaluation). Are/were the results the expected ones? Do/did people in charge assure the action? Is/was it within the planned time frame?

SUGGESTIONS:

Questions for further discussion may include:

- What was needed (people's abilities and resources)?
- Was writing used (written words and numbers)? If so how?
- Was non-written communication used (speaking, PRA...)? If so how?
- Were materials created during the action plan (petitions, letters, drawings, graphics…)?
- Did the action plan change? Why? (costs, external influence…)

Note: For M&E, refer to the baseline information that you collected to see the action plans programmed at the beginning of the project. You can also compare the number of action plans programmed and the number finally carried out.

Source image: ourfamilytree.150m.com/tree.gif, 17.02.09

	RESULTS
	ACTION TAKEN (WHAT, WHO, WHEN)
	PROBLEM

Source: On-line Discussion on 'Evaluating Reflect*', 2008*

TOOL 22:
Seeds analysis

WHAT IS IT?

A tool that likens empowerment to the growth of a seed.

WHY USE IT?

- To measure how empowered participants feel as a result of their levels/uses of literacy and the results they achieve with them.

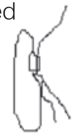
HOW TO USE IT:

1. A table is drawn with the four stages of the growth of a seed:
   - seed
   - sprouted seed
   - young plant
   - mature tree with fruits
2. Circle participants consider their learning and benefits as part of being a member of the circle and position themselves at one of the four stages.
3. Participants discuss why each chose that stage. Following the discussion they may decide that they are actually at a different stage.
4. The percentage of participants at each stage is calculated (number of participants in each stage divided by the total number of participants and then multiplied by 100).

SUGGESTIONS:

Suggestions can be given about the areas to consider. In Sierra Leone, where the tool was used, they measured:

- Abilities/knowledge acquired and how abilities are used
- Openness of village authorities to accommodate development
- Participation of women and youth in decision-making processes
- Property ownership, especially for women
- Business planning

	Reasons given by participants
Seed 	There was a general consensus that none of the circle participants can be likened to just a seed as every member has acquired some knowledge/skill as a result of the circle activities.
Sprouted seed 	10% of the participants: Know A, B, C and can count up to 50.
Young plant 	30% of the participants: Read and write their names and construct simple sentences, do two digit calculations.
Mature tree with fruits 	60% of the participants: **Abilities** • Do multiplication, 3-digit calculations and decimal points • Respond to simple commands and instructions in English • Acquired soap-making skills • Acquired abilities for 2nd season groundnut cultivation **Uses** • Can now identify addresses in places like Bo village • Keep simple business records and can plan for a small business • Know how to construct and manage sheep/goat pens • Women as chair, vice and town chief and sanitary inspector • Community schools established in four villages with facilitators as community teachers.

Source: Reflect *Evaluation in Sierra Leone, CARD, 2008*

TOOL 23:
Growing seeds for change

WHAT IS IT?

A mixture of the action plan tree/seed analysis. As well as the problem, action taken and results, it includes a column for seeds - the abilities or resources needed to get the action done.

WHY USE IT?

- To analyse action plans and the resulting changes in a more structured way than with the previous tools (action plan tree and seed analysis).
- To focus particularly on the abilities or resources used to carry out a particular action plan.

HOW TO USE IT:

1. Copy and adapt the table shown.
2. Complete the second column: What was the problem and what action was taken? Then, go onto the third column: What was achieved?
3. Return to the first column and analyse the seeds (abilities/ resources) that you used to effectively carry out the action. Were they enough? What was missing?

SUGGESTIONS:

- Seeds might include: self esteem, confidence, reading and writing words, reading and writing numbers, oral communication, visual communication, group mobilisation, strong leadership, knowledge of rights, etc.
- Why a focus on seeds? Analysing seeds is important for several reasons:

  a) to understand what caused social change, so that in the future, you can input more of the resources that circles found useful;

  b) to be humble about the partial influence of project inputs while acknowledging the influence of other external causes;

  c) to analyse what caused unexpected effects that you want to take on board for the future, this time, in an planned way (as action plans).

SEEDS	ROOTS AND TRUNK	TREE
What was needed? Which abilities or resources?	What was the problem? What action was taken?	What was finally achieved? What were the changes?
 Source image [1]	 Source image [2]	 Source image [3]
KNOWING	**DOING**	**ACHIEVING**
- **Literacy:** writing a petition - **Group union and mobilisation:** action done by the circle - **Oral communication:** talking to the community and to the local council	- **Problem:** Illegal rubbish dumps in the Orange Farm area - **Action:** The circle wrote a petition - **Action:** They explained the petition to the community and got support - **Action:** They presented and read the petition to the local council regarding the clearance of illegal dumps and the provision of better refuse removal service	- **Result:** A larger bin truck - **Result:** dustbins provided where previously there were none - **Result:** removal of illegal rubbish dumps - **People Involved:** The Health and Environment circle (xx people) - **People Benefited:** All neighbours - **Area:** Sanitation/Environment - **Level:** Community level

Source: SARN, On-line Discussion on 'Evaluating Reflect*', 2008*

[1] *www.oznet.ksu.edu, 17.02.09*
[2] *maniespipoqaspapitasfritas.blogspot.com, 17.02.09*
[3] *cantoshumanos.blogspot.com, 17.02.09*

TOOL 24: Crossing the river

WHAT IS IT?

A drawing of a river with a bridge. The river represents a difficulty and the bridge a solution created by the circle. The river shows change. The bridge separates the past situation (the left part of the river) from the present situation (the right part of the river). You can assess change by comparing both parts. Are they different or equal? Was the bridge useful?

WHY USE IT?

- To assess what has changed as a result of a circle's action - the effects of an action plan.
- To explore if change has happened and the propeller of that change.

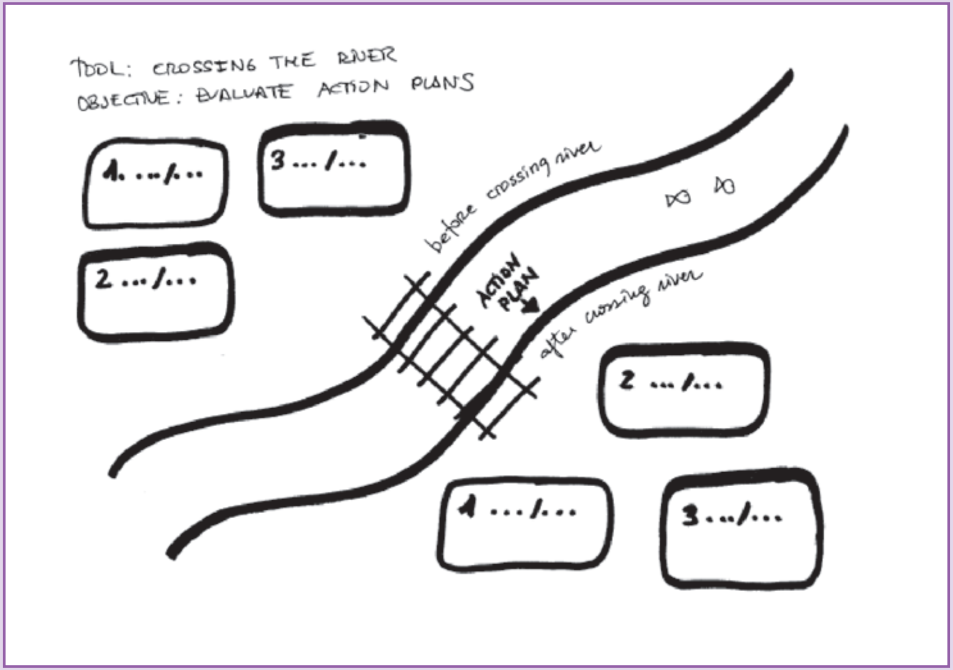
HOW TO USE IT:

1. Ask the circle to draw/write about the situation as it was before their action plan/crossing the river
2. Then draw/write about the bridge that they decided to use (action plan)
3. Finally, draw/write about the situation as it is now after crossing the river (after the action plan)
4. Discuss and compare the circle's drawings/descriptions.

What was happening before? What was done to solve the problem? How are things now? What has changed? What has not changed? What made the change happen? Has change affected all people present in the same way?

SUGGESTIONS:

- The tool has been used here for evaluating the effects of an action plan, but it can also be used for evaluating the progression of people's literacy and the change in individuals' attitudes and behaviours (ways of thinking and acting).



TOOL: CROSSING THE RIVER
OBJECTIVE: EVALUATE ACTION PLANS
1. ..../...
3 .../...
2 .../...
before crossing river
ACTION PLAN
after crossing river
2 .../...
1 .../...
3 .../...

TOOL 25: Impact diagram of an action plan/project

WHAT IS IT?

A diagram showing the influence that an action plan/project has had in the wider community.

WHY USE IT?

- To measure the impact that an action or project has had beyond the people initially involved.

HOW TO USE IT:

1. Draw a square and write the name of the action or project in it.
2. Draw balloons with the names of the places, groups or institutions involved in or impacted by the action/project.
3. Make the balloons smaller/bigger, closer/further from the central square depending on the level or scale of the impact that the action has had on those institutions.
4. Discuss why.

SUGGESTIONS:

- Balloons can be about: trainers, facilitators, circle members, families of circle members, government, traditional and religious leaders, etc.
- A similar tool could show 'ripples in the water' with the project/action in the centre and ripples of different sizes further or closer away to show the levels of impact on others.

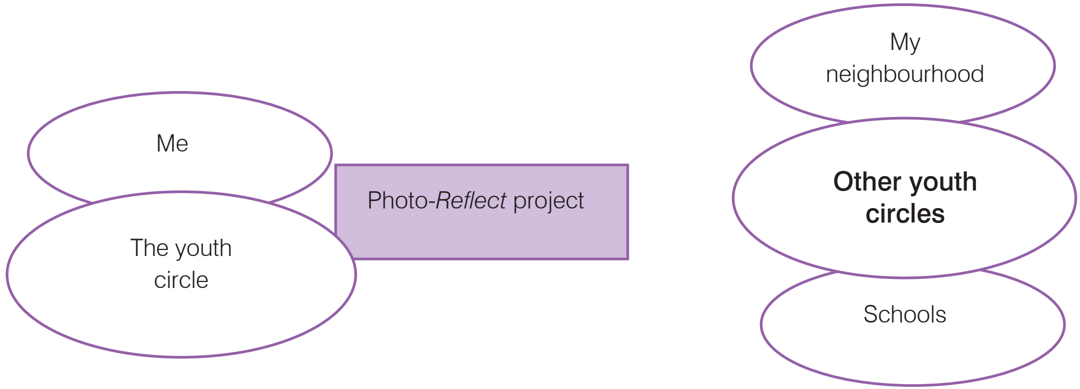


Photo-*Reflect* project. The youth circle made a DVD using digital photography and their own voice-overs to tell their personal stories through photos (personal empowerment). Photography exhibitions were then organised in the community and the DVD was used in schools and with other youth groups. This empowered other young people to share their stories and many joined the youth circle and developed action plans (community empowerment).

Source: Jean (VRCO/South Africa), On-line Discussion on 'Evaluating Reflect*', 2008*

TOOL 26:
'Before' and 'now' maps

WHAT IS IT?

A before and now map of a community: the first map shows the original situation (baseline data); the second shows the situation you hope to achieve in the future. Further maps can be drawn to monitoring and evalustion progress towards the goal.

WHY USE IT?

- To explore how a situation has changed over time and the reasons for that change.

HOW TO USE IT:

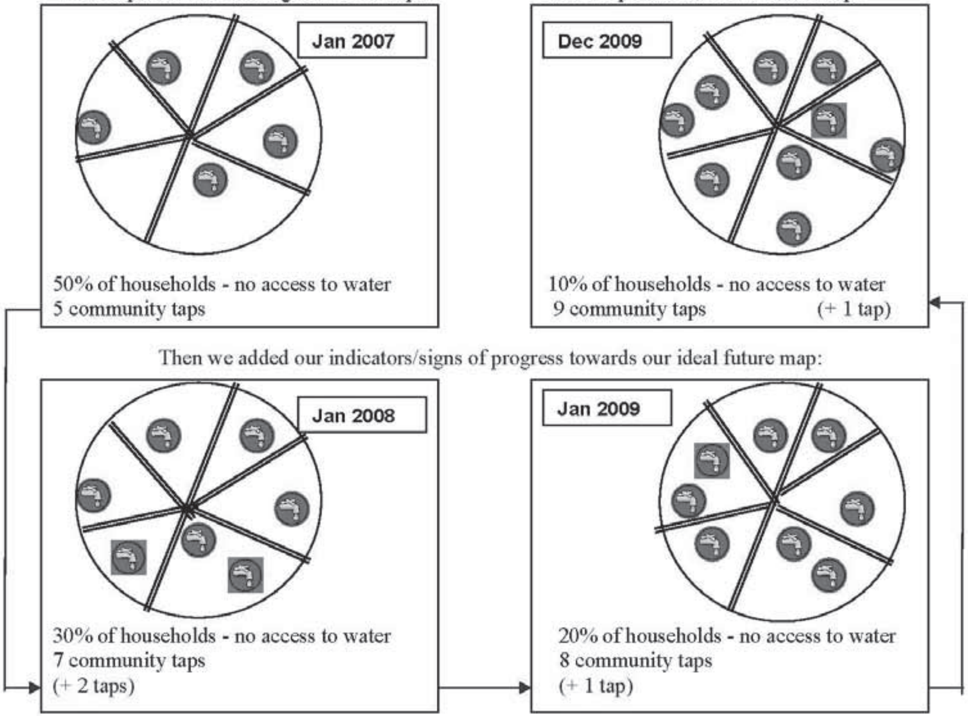
1. Identify the issue to be explored and draw a map of the current situation. In the example given, a water tap map, the circle counted how many taps they had in the village and concluded that there were not enough (50% of houses had no access to water).
2. Draw a second map showing your objective: for example, to have four more water taps and at least 90% of the village with access to water by a certain date.
3. Intermediate maps can be drawn to monitor progress towards the goal can be drawn to agree and show indicators that can track/monitor progress.
4. Finally draw a map showing the actual situation achieved by the date you set (evaluation).

SUGGESTIONS:

- There are many types of before and now maps: a health facility map, an education facility map, a mobility map, a community social network map, a well-being map and

We referred back to the way we had mapped the village. We used this as an example of how we can monitor progress, and we adapted the map to give us a simple example of setting indicators for monitoring progress towards improving the number of water taps in the village:

We first plotted the existing number of taps: Then we plotted the ideal future map:



Source: *Sent by SARN, South Africa, On-line Discussion on 'Evaluating* Reflect*', 2008*

TOOL 27:
Reporting case studies

WHAT IS IT?

A case study, or detailed report about a topic.

WHY USE IT?

- Case studies measure progress and lessons learnt. They help when measuring empowerment and change.

HOW TO USE IT:

1. Draw up a simple format for your case study like the one shown here.
2. You can document your case study in writing or using oral tools such as a voice recorder.

CARD for REPORTING GOOD PRACTICES
1. Title of the case study (describes the action/project): ________________________
2. Objectives of the action/project:
Why was it developed: ________________________
Where did it take place: ________________________
Who was involved (youth, women…): ________________________
3. Effects (what was achieved and what was needed to achieve it?): ________________________
____
____
4. Lessons learnt (what would you do differently next time and why?): ________________________
____

Source: Sent by SARN, South Africa, On-line Discussion on 'Evaluating Reflect', 2008

TOOL 28:
The most significant change

WHAT IS IT?

A collection of community stories that describe an important change that has happened due to a project/circle. Stories are collected and shared.

WHY USE IT?

- To monitor and evaluate change that has resulted from a project.
- To identify what changes were seen as important by the circle members/community and why.

HOW TO USE IT:

1. Collect stories from participants and field staff.
2. Ask a simple question such as: 'What was the most significant change that you experienced as a result of your participation in the circle?'
3. The same can be asked for the circle as a whole, the community and/or the services in a community.
4. Participants are encouraged to report why they consider a particular change to be the most significant one.
5. Share the stories with the people involved in the project (trainers, NGO staff, government, donors).

SUGGESTIONS:

- Remember to document the name of the participant telling the story as well as her/his circle and village, for future contacts.

Source: adapted from 'The most significant change guide', 2005

The most significant change in…			
Participant	Circle	Community	Services

An example from Angola

We wanted to know how APLICA [*Reflect*] had affected the participants' lives in six communities.

First, participants were asked to arrange themselves according to how long they had been circle members. Then they were given three different sized coloured pieces of paper that they needed to use to vote. Questions were asked about whether APLICA had helped for learning to read, improving health, etc. Participants had to show the paper corresponding to the answer, 'APLICA helped a little, medium or a lot'.

The most interesting part of this tool was that we asked participants to explain their choices to each other, which was a way of collecting lots of case studies but also meant that participants were interacting closely with each other, each wanting to comment on the others' stories.

Source: Reflect *Evaluation in Angola, DVV/AAEA, 2008*

TOOL 29:
Evaluation videos

WHAT IS IT?

Videos used to assess and document change resulting from a *Reflect* process.

WHY USE IT?

- To document the results/effects of *Reflect* as seen by the participants.
- To evaluate the facilitating style of facilitators/working of the circle.
- To strengthen people's capacity to evaluate through a new medium (visual).

HOW TO USE IT:

Participatory video usually follows a series of steps:

1. Training in using cameras, film making, writing film scripts and scenes. Asking a local professional video maker (like a wedding camera person) for training is a good idea.
2. Deciding what to film. Here participants plan:
   - The key messages they want to show
   - Who/what they will film/why (participants may act in it themselves)
   - Where and how they will film it
   - Who they will present the film to
   - How long (time) they want the video to be (e.g.: 15 mins? 30 mins?)
   - What language they want it to be in
3. Filming. Participants make and edit their video according to their plan.
4. Distribution and discussion about the usefulness of the video to assess change.

SUGGESTIONS:

- Ask permission before recording someone on film and ensure that the person knows what that film will be used for.
- Video cameras and editing equipment can be very expensive to buy, but it is possible in many places to hire or borrow this equipment.
- You can adapt this tool to photography – see photo-voice *Reflect* project in tool 'impact diagram' (Chapter 5).

(Source: Tools Together, 2006)

Lines in the dust: a video for assessing change

Lines in the Dust documents the effects of *Reflect* through the personal stories of Sanatu, a village trader in Ghana, who gains the confidence to challenge the traditional roles of men and women in rural Ghana, and Balama, a farmer in India who becomes active in a people's movement.

Source: Karpus/CIRAC, 2001

Creative reviews

Creative Reviews tells the story of eight organisations that used innovative methods for evaluating. These included visual materials (photos/posters), audio materials (tapes in Mali and Peru) and audio-visual materials (videos in UK, India and Nepal). Visual/oral evaluation methods help capture more complete stories/processes rather than fragmented snap-shots.

Source: www.reflectaction.org 19.02.09

Evaluating with a video documentary

ALPHADEV collected testimonies through a video documentary. The reporter met learning groups, female leaders, neighbourhood delegates, a political representative, facilitators and animators. The meetings focused on the questions: 'What is your assessment of the programme?' and 'What improvements are needed?'

Source: Reflect *Evaluation in Senegal, ALPHADEV, 2009*

TOOL 30:
Comparing attitudes and practices

WHAT IS IT?

A table comparing responses on attitudes and practices on a particular topic by circle members. Comparisons can be made between former circle members, present members and new members who are just starting.

WHY USE IT?

- To assess whether circle participants express attitudes and adopt practices previously discussed in the circles (seen by the percentages).
- To assess whether knowledge and attitudes translate into practice.

HOW TO USE IT:

1. Take the table shown as a reference to create your own. You may decide to ask only one group of people or more as in the example. If you take more than one group, take the same number of people for each, for example: 20 two-year graduates, 20 recent graduates and 20 circle beginners.
2. Think of topics that you have worked on in the circle and prepare two questions for each topic: an attitude question (the way people think) and a practice question (the way people act).
3. Count the responses and calculate the percentage of people responding 'yes' to each particular question.
4. Compare attitude and practice questions and calculate the difference.
5. Discuss the findings.

SUGGESTIONS:

- When choosing respondents, try to take into account factors such as gender and age so that you have a similar number of women/men and old/young participants in each group questioned. You can also present results disaggregated by age and by gender to see if responses vary.
- You could draw another table with attitude questions to assess topics that the circle may have learnt as a result of *Reflect*.

Attitude and Practice Questions	Former members % responses	Present members % responses	Newest members % responses
Attitude Q1: You should not plan your family, as children are a gift from God	76	71	55
Practice Q1: Do you practice family planning?	39	47	15
Difference	*Diff. -37*	*Diff. -24*	*Diff. -40*
Attitude Q4: If a woman earns money, she should give most of it to her husband	67	74	64
Practice Q4: (to women): Do you have any income you can use yourself?	72	66	57
Difference	*Diff. +5*	*Diff. -8*	*Diff. -7*
Attitude Q5: The best way for us to benefit is to work together	92	91	90
Practice Q5: Are you a member of any social group or association?	69	50	25
Difference	*Diff. -23*	*Diff. -41*	*Diff. -65*

Source: adapted from Oxenham, DVV, 2000

Demonstration.
Reflect Annual Report in India,
2007.

The literacy environment

This chapter presents tools that will help you to understand your literacy environment, taking a critical look at existing literacy practices in the home and wider community. These tools will help you to evaluate the literacy materials available and consider access (or lack of access) to them. There are also tools to support the analysis of power relations surrounding literacy and the role of institutions in perpetuating or challenging these relations. Finally, there are tools that will help you assess how much you have drawn on the literacy environment and how much you have contributed to it or transformed it.

TOOL 31:
Spider diagram of the literacy environment

WHAT IS IT?

A spider diagram showing the elements that constitute the literacy environment.

WHY USE IT?

- To think about and share ideas about what makes up the literacy environment.

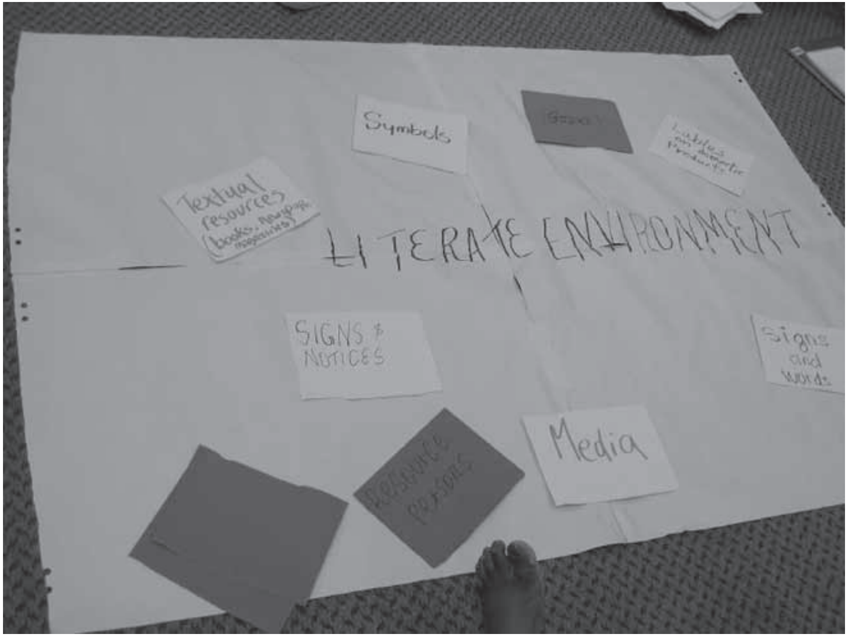
HOW TO USE IT:

1. Brainstorm the question: "What makes up the literacy environment?"
2. Initially, write all your ideas on cards with no particular structure.
3. Then sort the cards into the following categories and display them on the wall or large sheet of paper:
   - Institutions (e.g. government offices, shops, library, etc)
   - Resources/materials (e.g. health leaflets, newspapers, food labels)
   - Processes (including knowledge/power relations)
4. Cards can be placed close to each other or joined with lines or string to show the links between different institutions, resources and processes. For example, "food labels" would be found in "shops" and in the "home" so lines can be drawn to link these cards.

SUGGESTIONS:

The visual may be used to discuss the following questions:

- How can/does *Reflect* respond to and draw on the literacy environment?
- How might *Reflect* be constrained by the availability of resources in a literacy environment?
- How can our participation in *Reflect* contribute to the literacy environment?
- How can our participation in *Reflect* help people transform the literacy environment?



"The literacy environment includes institutions, materials and processes. These environments enable people to use their literacy and motivate them to use their literacy. Women in Angola who sell food now are being asked to provide a bill and so they need to learn how to read and write. People criticise the government saying that it has a very high level of illiteracy but we say that there is not a strong literacy environment. People don't live in a literacy environment and they are excluded."

Source: Cape Town Evaluation Workshop Report, South Africa, 2007

TOOL 32:
Ranking institutions

WHAT IS IT?

A pie chart (chapatti diagram) used to rank local institutions.

WHY USE IT?

- This chapatti diagram can be used to analyse participants' perceptions of the institutions they regularly interact with.

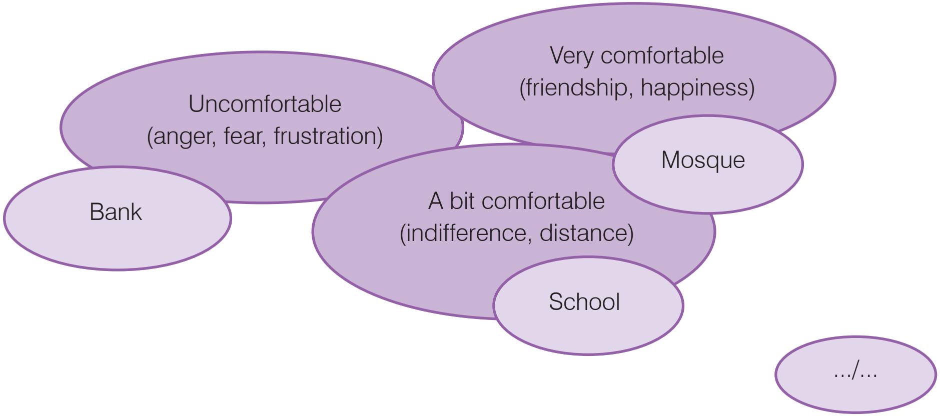
HOW TO USE IT:

1. Cut up or choose circles to represent institutions, such as school, church/mosque, government offices, which you regularly interact with. You may use larger circles for those participants perceived as being more powerful.
2. Then arrange the circles according to how comfortable you feel in your interaction with each institution (uncomfortable, a bit comfortable or very comfortable) as shown in the diagram on the right.
3. You may chose symbols to further analyse why these institutions are more/less comfortable to each of the circles according to these questions:
   - What language does this institution use?
   - Is communication with this institution written or oral?
   - Which institutions support us in our projects?
   - Do we go to this institution often/know the staff?

SUGGESTIONS:

- To see if varying responses appear to these questions, different groups can be organised separately when using this tool: men/women; old/young people…

Ranking institutions



Source: Based on Reflect *Evaluation in South Africa, AAUK/SARN, 2007*

TOOL 33: Institutions matrix

WHAT IS IT?

A matrix of the places/institutions that make up the literacy environment and the literacy issues encountered in them.

WHY USE IT?

- A matrix can be used to analyse the places/institutions that make up the literacy environment, looking at the ways in which the written and spoken word, numbers and images are used in them and analysing the degree of difficulty that participants encounter in these different places. This can help to ensure that the *Reflect* programme adequately responds to the literacy environment.

HOW TO USE IT:

1. Along the horizontal axis of the matrix list the components of communication (written word, spoken word, numbers, images).
2. Down the vertical axis list the places and institutions that are most relevant to participants' lives (school, local authority, health centre, etc).
3. On a scale from 1 (easy) to 5 (difficult) put a score in each box. For example, if the savings bank presents a particular challenge for numbers then a score of 5 would be placed in that box. The resulting analysis might be used to identify both strengths and priorities for learning within the group.

SUGGESTIONS:

- The matrix could also be used to describe the kinds of materials encountered in each of these locations (for example, receipts in the market).
- You could alternatively use a literacy mobility map.

		Communication Components			
Places		Written Word	Spoken Word	Numbers	Images
	School				
	Local authority				
	Health Centre				
	Market				
	Savings Bank				
	.../...				

Source: Cape Town Evaluation Workshop Report, South Africa, 2007

TOOL 34:
Language matrix

WHAT IS IT?

A matrix looking at the languages used by the institutions that participants interact with.

WHY USE IT?

- To analyse language and literacy issues relating to the institutions that participants regularly interact with.

HOW TO USE IT:

1. Draw up a matrix with a list of languages used across the top and key local institutions in the first column.
2. Mark which institutions use which languages. Of course more than one language may be marked. In this example English is the main language used in the bank (two crosses) but some Zulu is used (one cross).
3. Consider the following questions:
   - What language do the institutions we visit use?
   - Is communication written or oral?
   - Do we speak that language?
   - What are the main language problems we face when interacting wlth these institutions?
   - What can we do about it?

Service or resource	Xhosa	Zulu	Sotho	Venda	Shangane	English
Community centre		X	X			XX
Clinics	X	X	X	X	X	XX
Police Station	X	X	X	X	X	XX
Municipality	X	X	X	X	X	XX
Banks		X	X			XX
Schools						XXXX
Day care centres		X	X			XX
Churches	X	X	X		X	XX
Libraries	X	X	X	X	X	XXXX
Post Office		X	X			XXXXX
TOTAL	**5**	**9**	**9**	**4**	**5**	**27**

Source: Language Matrix in Orange Farm, Reflect *Evaluation in South Africa, AAUK/SARN, 2007*

TOOL 35:
Literacy situation role plays

WHAT IS IT?

A role play used to analyse different literacy situations.

WHY USE IT?

- To analyse processes and power relations.
- To identify effective strategies and explore how to gain confidence and understanding of citizen rights.

HOW TO USE IT:

1. Divide the participants into small groups.
2. Give each group a location (for example the local school, government housing office or a bank). One of the participants plays the role of an official in this institution/organisation.
3. Give the other participants cards with designated roles (e.g. cannot read/write or speak the national language; can speak the national language but cannot read/write; has participated in *Reflect* for two years but cannot read/write; can read/write and speak the national language).
4. One by one each of the participants must approach the official with the same request.
5. The group then guesses each role and discusses the implications.

SUGGESTIONS:

- Colours and Feelings: After the role-play, you can ask questions such as: 'How did you feel when you approached the schoolteacher, land official, etc? Shades of colour can be used to represent levels of feeling about power in the relationships; for example, dark red for anger, a lighter shade for frustration, through to calm or happiness.
- See Tool 'What is empowerment' in Chapter 1 for more uses of role-play.

Source photos: SARN, South Africa, 2008

Examples of role play situations:

- A parent approaching a school teacher
- A citizen approaching a land official
- A patient approaching a hospital receptionist
- A citizen complaining to local government about rubbish dumping
- A *Reflect* participant presenting an action plan to the implementing organisation to request funding

Source: Cape Town Evaluation Workshop Reports, South Africa, 2007

TOOL 36:
The literacy habits dice game

WHAT IS IT?

A game used to collect information about existing literacy practices.

WHY USE IT?

- To assess pre-existing literacy practices and habits.
- To monitor and evaluate (M&E) them and any new literacy practices and habits.

HOW TO USE IT:

1. Make a game board with five different shapes repeated around the board as shown. Each shape corresponds to a context where people use literacy (official, work, social, personal and a fifth, such as family or education, chosen by the players).
2. Create five sets of cards, one set for each shape/context. Each card is different. One side shows the relevant shape and the other a specific situation where literacy is used (a woman sewing, writing letters, reading a poster…).
3. Each participant has a counter, throws a dice and moves around the board. When they land on a shape they pick up a card from the relevant pile. They then discuss the literacy they need in that situation and how they might feel and cope.
4. Play this game at the beginning of your project (baseline information) and during and at the end (M&E) to compare changes in literacy practices. You can also identify what circles want to change and what implementing organisations can do to stimulate a more friendly literacy environment.

SUGGESTIONS:

- A literacy map, a literacy matrix, a literacy calendar or a literacy role play (Chapter 6) can also be used to look at the different literacy uses and events in diverse physical locations, for different needs and/or at different times.

The dice game

Literacy board game to help facilitators collect baseline information about existing literacy practices.

One of the cards from the literacy board game depicting a woman sewing.

Source: Lesotho, Malealea Development Trust, 2008

TOOL 37:
Literacy demands

WHAT IS IT?

A matrix that assesses the number of circle participants that chose to take an official exam and of those who passed it.

WHY USE IT?

- To assess circle demands for literacy practices and resources as a result of *Reflect*.

HOW TO USE IT:

1. Create a matrix like the one shown to indicate the number of participants taking official exams. You may wish to add extra rows if participants are taking different exams.
2. A similar matrix could be used to show how *Reflect* leads to demands for:
   - More reading, writing and numeracy education
   - More circle materials such as notebooks, blackboards and paper
   - More community materials such as popular culture magazines, books and newspapers
   - More community education centres
   - More frequent circle meetings

SUGGESTIONS:

- Make sure that demands for resources are indeed as a result of the programme and not a characteristic of it (with material deficiencies in the programmes themselves existing since the beginning).

Source: 'Review of 16 Reflect *Evaluations', 2008*

Reflect participants taking official exams

	Male participants	Female participants	TOTAL Circle participants
Number of circle participants	154	782	936
Number of participants who took the exam	57	244	301 (32% of the total)
Number of participants who passed the exam	27	197	234 (77% of those who took the exam and 25% of the total)

Source: Matrix on the number of participants taking the official exam in Viana. Reflect Evaluation in Angola, DVV/AAEA, 2008

PART 3: MAKING THE PROJECT/ CIRCLE WORK

Reflect evaluation in Lesotho, November 2006.

Supporting organisations

This chapter presents tools to assess the role of supporting organisations, which are the structures that help establish and develop circles and *Reflect* projects technically and financially (governments, CBOs, NGOs, donors, etc.).

TOOL 38:
SWOT analysis

WHAT IS IT?

A tool to evaluate the Strengths, Weaknesses, Opportunities, and Threats of an organization (or project or situation).

WHY USE IT?

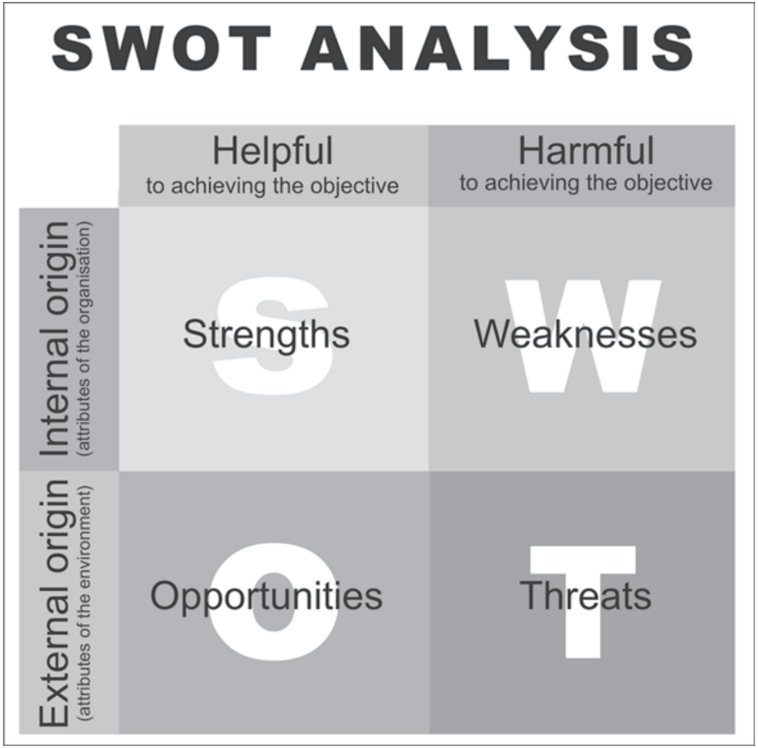
- To evaluate the strong and weak areas in the functioning of an organization and the progress that is made to use them/improve them.

HOW TO USE IT:

1. Draw a table as shown, with the categories 'helpful/harmful' and 'external/internal' on the axes.
2. Complete the four SWOT quadrants.
3. Discuss the results.
4. If it is the first time you are using this tool (baseline data), draw a plan to make use of your strengths and opportunities and to deal with your weaknesses and threats. If you are revisiting the tool (final evaluation), assess whether the strengths and opportunities of the organization were used and the weaknesses and threats dealt with or not.

SUGGESTIONS:

- In Angola, the evaluation team used the SWOT analysis with staff members when they presented the findings of the evaluation. That allowed staff to analyse their own practice and to give feedback on the findings, completing the SWOT analysis with the agreed evaluation results.



SWOT in Kwanza Sul and Luanda, Reflect Evaluation in Angola, DVV/AAEA, 2008

TOOL 39:
Discussing reports

WHAT IS IT?

A group discussion about whether the activities of circles are constrained by the cycle of report writing.

WHY USE IT?

- To assess the responses that both supporting organisations and circles have to possible constraints imposed on the circle activities by the reporting requirements.

HOW TO USE IT:

1. Bring people from the supporting organisation together with circle members. Ask them to reflect on whether existing requirements facilitate or obstruct the *Reflect* process.
2. You can focus on two main questions:
   - Do the planning, budgeting and reporting timeframes mean that circles' priorities are sometimes blocked?
   - Is the supporting organisation flexible enough to be responsive to changing contexts?

SUGGESTIONS:

- You may also want to assess not only the role of supporting organisations towards circles but also the other way around.

Your Financial Report

$

Your Narrative Report

a, b, c...

?

TOOL 40:
The project fish

WHAT IS IT?

A fish graphic used to analyse which inputs (or things needed to make your project work – the small fish) are effectively feeding the project (the big fish).

WHY USE IT?

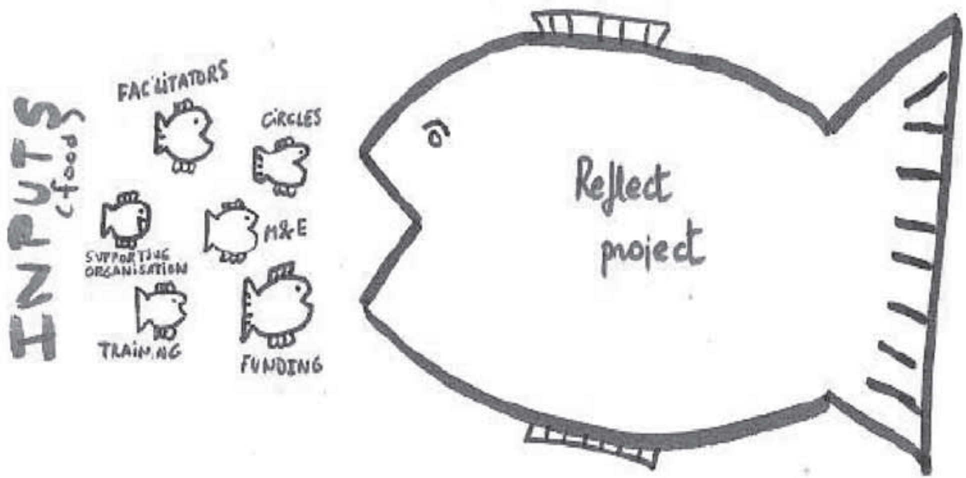
- To evaluate the inputs of a project.

HOW TO USE IT:

1. Draw a big, project fish as in the example.
2. In front of its mouth, add small fish needed (inputs) to feed the big fish (project). Project inputs can be: human, financial and material resources, training, good circle dynamics, good facilitation, appropriate assistance from supporting organisations and trainers, enough peer support, a strong monitoring and evaluation system, clear and sufficient information flows, etc…
3. Discuss which inputs are missing/are in need of improvement.
4. Discuss what can be done to strengthen them.

SUGGESTIONS:

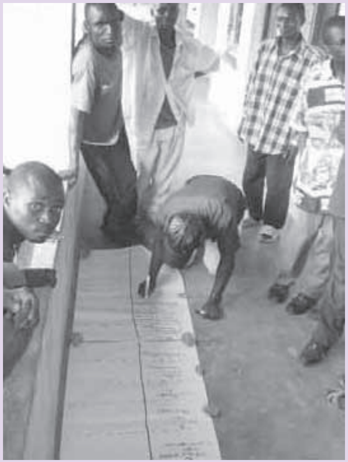
- You can play with the size of the small fish to indicate which ones are working for the project (bigger ones) and which ones need improvement (smaller ones).

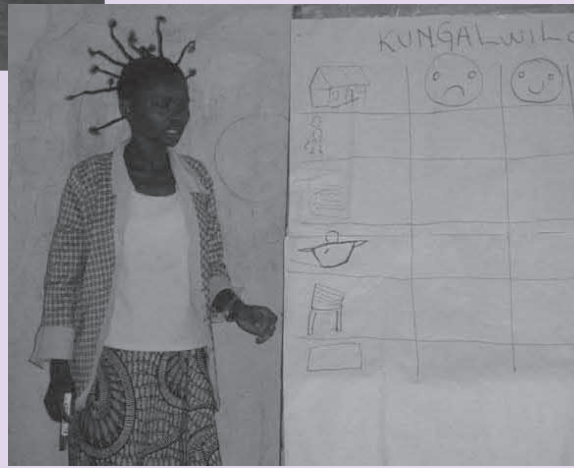

INPUTS
(food)
FACILITATORS
CIRCLES
SUPPORTING ORGANISATION
M&E
TRAINING
FUNDING
Reflect project

Top: Lwakato participants demonstrate writing.
Right: The Self Evaluation tool.
Bottom: Mpiana community Members draw the TimeLine/ Major Significant Changes for the year.
Reflect evaluation in the DRC,
November 2007.

Funding and sustainability

This chapter presents tools to assess the way in which your circles or projects are financed and to consider the long-term viability of the current situation.





TOOL 41:
Budget tracking

WHAT IS IT?

A series of tools (tree, pie chart, calendar) to analyse the costs of your programme or circle.

WHY USE IT?

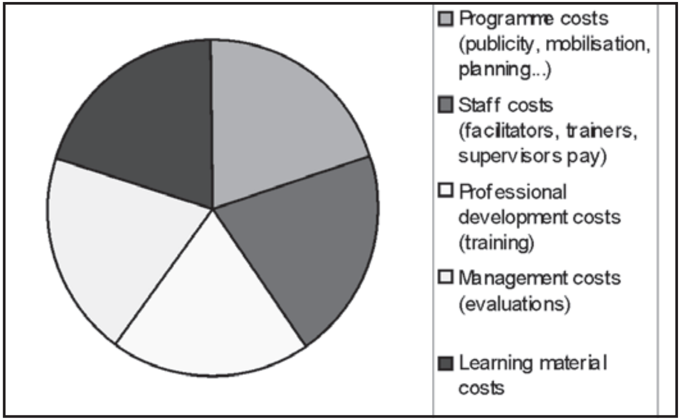
- To assess the distribution of the programme costs.
- To compare your programme costs with other programmes.
- To help make the case that investment in *Reflect* is cost-effective.
- To assess sustainability.

HOW TO USE IT:

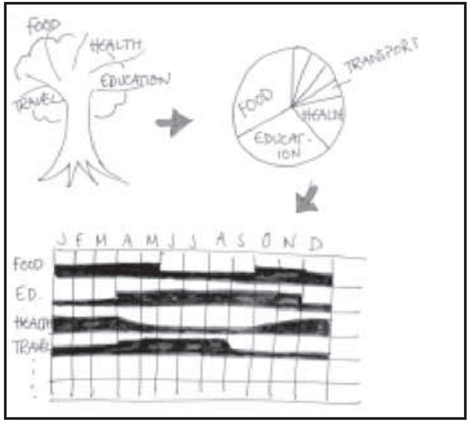
1. With the use of a tree, a pie chart and a calendar, discuss the following questions:
   - What are the main areas of programme expenditure?
   - What percentage of the programme budget is spent on each area?
   - How does expenditure vary during the year?
   - Who decides what is spent?
   - How much influence do circle members have on the budget?
   - Is the budget adequate?
   - Are the resources distributed appropriately?
   - Was there money left for monitoring and evaluating?
2. When these costs are discussed, the full range of benefits of *Reflect* should be considered (i.e. the achievement of empowerment and development goals as well as literacy). When you do this, remember to identify both direct and indirect costs. Working out the cost per learner is very important for advocacy work on literacy. When these costs are discussed, the full range of benefits of *Reflect* should be considered (i.e. the achievement of empowerment and development goals as well as literacy).

SUGGESTIONS:

- It is important to state at what level you are reporting. Is it at a national, district or circle level?



Source: *Based on Writing the Wrongs, 2005*



Source: Communication and Power, 2003

TOOL 42:
Sustainability matrix

WHAT IS IT?

A matrix to assess the sustainability of different activities in a circle/organization.

WHY USE IT?

- To assess whether an activity or action plan is sustainable.
- To assess the progressive ownership of *Reflect* by the circle or organization and its capacity to continue activities independently (technically and financially).

HOW TO USE IT:

1. Discuss the word 'sustainability' – the community's capacity to continue project activities in the long term.
2. Adapt the matrix below with a row for each activity.
3. Using a scale of 1 to 5 (1 is low and 5 is high) score each activity according to how likely it is to continue once the circle or community has total responsibility. You can use stones or beans to score.
4. Discuss:
   - For the strategies that are likely to continue, what resources and people are needed?
   - For the strategies that are not likely to continue, why is this?
     a) Because the activity is not worth it or needs too many resources (activity not sustainable)?
     b) Because, even if the activity is worth it, the circle or community does not have the resources to take it forward.
   - How can the activities be improved so that they can continue?
   - Where can the circle or community find the resources needed?
5. After a period (6 months or 1 year), score the activities again. Calculate the difference (recent scoring minus previous scoring) and discuss.

Sustainability matrix

When the circle/community has total responsibility…	Is the activity likely to continue?	After 1 year	Difference
Circle meetings	5	4	-1
Writing of learning units	2	3	1
Action plans	4	4	0
…/…			
.../…			

Scale: 1 to 5; 1 = low, 5 = high

Source: Based on 'Tools Together Now', 2006

SUGGESTION: The facilitator must ensure realistic, detailed and carefully thought through responses and not inconclusive ones such as: 'we can go on because we will ask the donors for more money'.

TOOL 43:
Circle stock matrix

WHAT IS IT?

A matrix reviewing the circle's income (cash and goods) or collective funds.

WHY USE IT?

- To assess the resources that a circle has for the progressive ownership of actions as well as its financial capacity to continue *Reflect*.

HOW TO USE IT:

1. Adapt the matrix shown with a row for each *Reflect* circle.
2. It is also important to analyse how these resources are distributed and who keeps track of them.
3. You could also add columns to look at forecast income and expenditure (such as the facilitator's stipend).

SUGGESTIONS:

- Another tool you can use to analyse a circle's resources is an income and expenditure tree.

Circle stock matrix

Name of village and circle	Cash at hand	Goods at hand	Sustainability fund TOTAL (Cash and goods)
Jayahun – Circle I	Le 248,000	Husk rice – 5 Bu @ Le 40,000 Milled rice - 50 cups @ Le 600,000 Cassava – 2 acres @ Le 200,000	Le 878,000
Jayahun - Circle 2	Le 404,000	Garri -15 bags @ Le 30,000	Le 1,154,000
…/…	…/…	…/…	…/…

Note 'Le' is Sierra Leone's national currency

Source: Reflect *Evaluation in Sierra Leone, CARD, 2008*

TOOL 44:
The role of the government

WHAT IS IT?

A matrix reviewing the level of technical and financial support to your project by the government.

WHY USE IT?

- To analyse the level of government support to your project.
- To assess the efforts that the circles/organization undertake in order to cooperate with the government.

HOW TO USE IT:

1. Copy the table shown, adding your own themes in the left hand column.
2. For each theme rank the degree of government support.
3. Discuss the reasons for the ranking given.

SUGGESTIONS:

- For deeper analysis, you may want to assess the different levels of government: local, regional and national.
- You can also distinguish between financial support, technical support (i.e. training, evaluation) and/or partnership for mutual learning.
- If the improvement of your partnership with the government is one of your programme objectives you can use this tool to M&E it (see Chapter 9).
- For more on the role of the government, see: Newman, K. (2007) 'Education Rights' and Fransman, J. (2007) 'Reading between the lines'.

	Support by your government		
	Total support	Some support	No support
Production and distribution of learning and reading materials			
Support for the local production of materials			
Support for the professionalization of facilitators (i.e. salaries)			
Financial support for your programme (at least 3% of the national education sector budget should go to adult literacy programmes)			
Attendance to activities organised by the circles			
Running training workshops			
Monitoring and evaluating			
…/…			

Source: Adapted from 'Writing the Wrongs', 2005

Think of your action plans/activities, did the circle involve the government (and the community) by informing, asking for permission, for resources (i.e. land) or for funding or did the activity 'stand alone' on the circle's hands?

TOOL 45:
Comparing *Reflect* to other literacy programmes

WHAT IS IT?

A matrix used to compare *Reflect* and other programmes.

WHY USE IT?

- To evaluate the efficiency/advantages of *Reflect* programmes against a set of other literacy programmes.

HOW TO USE IT:

1. The table shown compares two main elements of a programme: the progression in literacy and the costs of the programme. Feel free to add other elements such as:
   - The profile of participants attending (young/old, women/men…)
   - The number of people that the programme is reaching
   - The progression in oral and visual communication
   - Changes in attitudes and practices
   - The uses of literacy for change and empowerment
   - The work conditions of facilitators (note: some programmes may be cheaper because they do not pay facilitators – remember to state these details in your analysis to make it stronger)
2. You may find that some elements existing in *Reflect* are not practised in other projects (i.e. use of PRA/visuals) and vice-versa. Use this comparison to show the added advantage of either *Reflect* or the other programme.

SUGGESTIONS:

- See tools: 'How to sample' (Chapter 3), 'LAMP scale' (Chapter 4), 'Comparing attitudes and practices' (Chapter 5) and 'Budget tracking' and 'ASssessing benchmarks' (this chapter).

Comparing programmes

District	Type of programme	No.	Reading words	Writing words	Numeracy	Programme cost per learner
	Total sample people	148				
1. District A	Ministry *Reflect*	33 35				
2. District B	Ministry *Reflect*	40 40				

Note: *For correct comparison of participants from each programme, you must ensure that all have started with the same literacy levels.*

Source: Adapted from Oxenham, 2000

TOOL 46:
Assessing benchmarks in your *Reflect* programme

WHAT IS IT?

A matrix that allows you to assess your programme based on a set of adult literacy benchmarks.

WHY USE IT?

- To evaluate the *Reflect* programme against a set of international adult literacy benchmarks permitting easy comparison with other programmes.

HOW TO USE IT:

1. Draw up a matrix, either using the benchmarks shown here or a set adapted to your context.
2. For each benchmark give a score of 1-5, depending to what degree the programme meets the benchmark in practice. This may be done by practitioners discussing and then agreeing the score for each benchmark or by each person scoring on their own then dividing the total score by the number of people (average score).
3. On the third column, give examples that explain each score.

SUGGESTIONS:

- The benchmarks shown here are based on the Global Campaign for Education's International Benchmarks on Adult Literacy. These were developed by adult literacy experts from around the world and based on a global survey of effective literacy programmes. However, they were not intended to be a blueprint. You may decide to substitute them for a set adapted to your context.
- For more on the benchmarks, see "Writing the Wrongs: International benchmarks on adult literacy; GCE and ActionAid 2005: Newman, K. (2007) 'Education Rights', pages 225-233 and 248-250 and Fransman, J. (2007) 'Reading between the lines', pages 33-57. These are available on www.actionaid.org

Benchmarks for an adult literacy programme	Score out of 5	Example
Literacy is recognised as being about the acquisition and use of reading, writing and numeracy skills, and thereby the development of active citizenship, improved health and livelihoods, and gender equality.		
Literacy is seen as an ongoing process and not as a one-off campaign. The programme encourages sustained participation and celebrates progressive achievement with no magic lines to cross from illiteracy into literacy.		
There are ongoing feedback and evaluation mechanisms.		
Facilitators are paid at least the minimum wage of a primary school teacher.		
Facilitators are local people.		
Facilitators receive substantial initial training and regular refresher training.		
Facilitators have ongoing opportunities for exchanges with other facilitators.		
There is a ratio of at least one facilitator to 30 learners.		
There is a ratio of at least one trainer/ supervisor to 15 learner groups.		
Timetables respond to the daily lives of learners and provide for regular and sustained contact (i.e. twice a week for at least two years).		
Learners are given an active choice about the language in which they learn.		
Bilingual learning is encouraged		
Participatory methods used at all levels.		
There is local production of materials by learners, facilitators and trainers.		
The programme costs between US$50 and US$100 per learner per year for at least three years *[figures from 2005]*.		

Source: Adapted from 'Writing the Wrongs', 2005

Top: Putting words in order to form sentences, circle "14th of July".
Bottom: Male and female leaders analysing the work done,
Reflect evaluation in El Salvador,
March 2009.

Motivations and objectives

This chapter presents tools to help you assess the aspirations and goals of the various actors in Reflect, including circle members, circles and programme implementers. As part of your baseline study it will help you to identify and assess the initial personal, circle and programme motivations and learning objectives for joining or implementing Reflect. As part of your evaluation, it will help you identify and assess personal motivations for continuing to participate in Reflect as well as new personal, circle and programme objectives.

TOOL 47:
The motivation tree

WHAT IS IT?

A tree for circle members/facilitators where the trunk is Reflect, the roots are the motivations for joining/becoming a facilitator and the branches are the outcomes.

WHY USE IT?

- To explore the reasons why people join the circle/become facilitators.
- To assess what they feel they have got out of it.
- To evaluate Reflect in relation to their own original expectations.

HOW TO USE IT:

1. Draw the outline of a tree either on the ground or on a large sheet of paper.
2. Write Reflect (or local name) on the trunk.
3. Participants write their reasons for joining the circle (or for facilitators, their reasons for facilitating) on cards or strips of paper (one reason per card) and place these on the roots. Encourage the participants to be specific: "I came here to learn to count as I need to know it for my business".
4. Cards showing achievements or what they feel they have got out of Reflect are placed on the branches (for example, "I am able to write my name/read the bible"). If the circle has only just started the branches may be left empty and cards added later as appropriate.
5. Invite participants to read out loud what they have written down. People who are not able to write can draw symbols, which they can later explain.

SUGGESTIONS:

- This is a useful tool for ongoing monitoring of circle achievements. The tree can be displayed on a wall and more branches added to it each week as participants make new achievements.
- Information on motivations and outcomes may also come up in group discussions. Use these to confirm the data gathered using the tree.

Source: Reflect Evaluation in Angola, DVV/AAEA, 2008

TOOL 48:
"I joined *Reflect* because…"

WHAT IS IT?

A drawing of a road representing the personal motivations of participants or facilitators for joining a circle.

WHY USE IT?

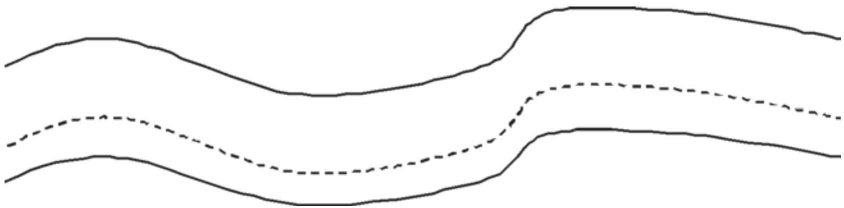
- To assess the initial personal motivations of circle members /facilitators and look at whether these were met.

HOW TO USE IT:

1. Use the image of a road to revisit participants' initial motivations for joining the circle and to see if they were met.
2. Ask participants to complete the sentences

- "I joined Reflect so that…" at the beginning of the road walk.
- "Now I am able to…." or "I still cannot… but I can…" at the middle/end of our road walk.

3. Add new motivations for continuing in the circle (e.g. "after 6 months I decided that I also wanted to…") if these were different from initial ones and discuss the reason for the change.

Circle starts		After some time

"**I joined *Reflect* because I wanted to** follow up on my kids' school progress, help them do their assignments, and discuss with their teachers areas of improvement".	"Now, I am able to…"
"**I joined *Reflect* because I wanted to** read my own letters and answer them without revealing out my secrets".	"Now, I am able to…"
"**I joined *Reflect* because I wanted to** learn how to read and interpret news, so that I can discuss things with people and have my point of view listened to".	"Now, I still cannot … but I can…"

Source: Based on Edison, CEREBA / DRC, On-line Discussion on 'Evaluating Reflect', 2008

TOOL 49:
Assessing objectives

WHAT IS IT?

A matrix to record, monitor and evaluate the achievement of objectives in Reflect for individual participants, the circle as a whole and the programme implementers.

WHY USE IT?

- To assess whether or not the initial objectives of the three groups were met.
- To assess whether new objectives emerged over the course of the Reflect process.
- To assess whether or not new objectives of the three groups were met.
- To analyse similarities and differences in the objectives of each group.

HOW TO USE IT:

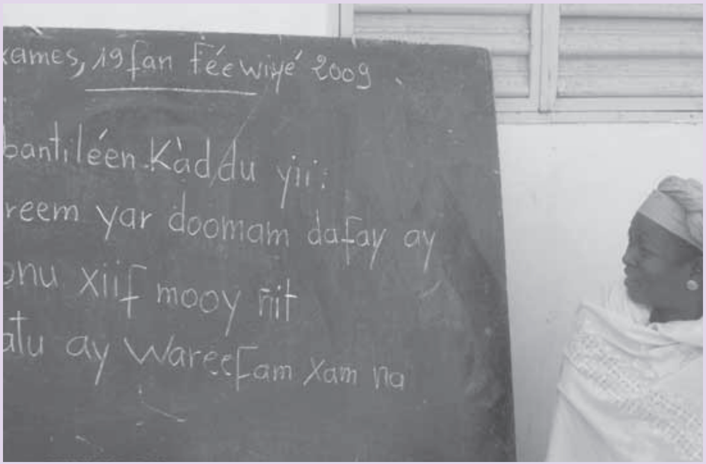
1. Copy or adapt the matrix shown, listing the initial objectives of each group in the first column.
2. Each group (participants, circles and programme implementers) can then monitor and eventually evaluate the degree to which they feel that their objectives have been met.
3. Allow regular opportunities to modify or add to the objectives over the course of the programme (responding to different demands as they arise).

SUGGESTIONS:

- If your programme has not kept baseline data on objectives, you can still identify objectives retrospectively. Learning diaries from circles and individuals can be useful resources. Alternatively, tools like the river graphic can help participants think back on their evolving learning objectives either individually or as a group.
- You can add a column to and look at the reasons why objectives were met/partially met/not met.
- You can also highlight things to focus on/do more the following year (e.g. networking) and things to avoid/correct (e.g. not reviewing action plans).

List of objectives	Participants' objectives	Circle objectives	Programme objectives
	met/ partially met/not met		
	met/ partially met/not met		
	met/ partially met/not met		
		met/ partially met/not met	
		met/ partially met/not met	
		met/ partially met/not met	
			met/ partially met/not met
			met/ partially met/not met
			met/ partially met/not met
Space for new objectives to be added at any time			

Participants taking tests.
Reflect evaluation in Senegal,
March 2009



The *Reflect* circle

This chapter presents tools to help you fully assess the characteristics, progression, needs and aspirations of Reflect circles and their members. Circles are the basic unit of organisation of a Reflect programme.

TOOL 50:
Mapping circles

WHAT IS IT?

A before and now map to analyse the location of circles

WHY USE IT?

- To explore the locations of circles.
- To evaluate the distances between the circle member houses and the circle.
- To evaluate the learning conditions of the circle meeting place.

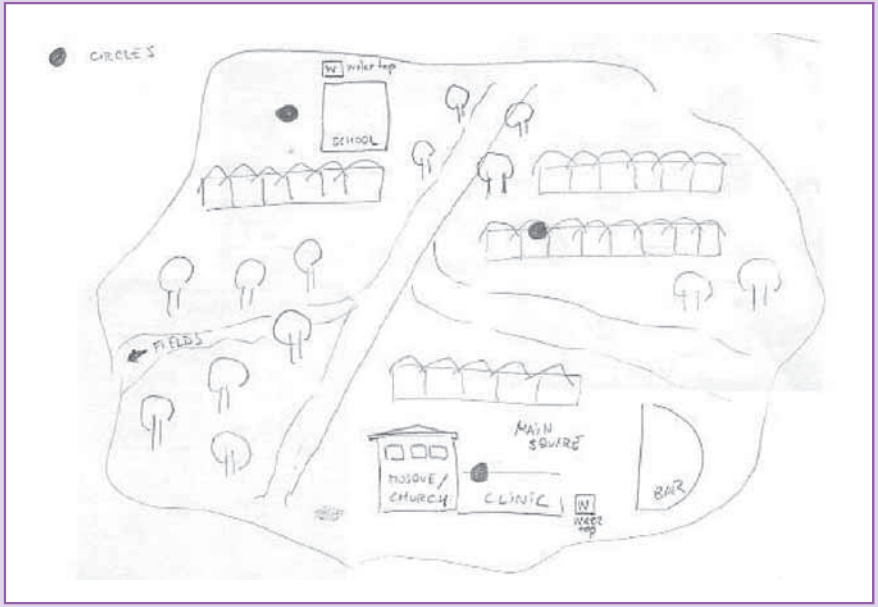
HOW TO USE IT:

1. During the baseline data study, draw a map of your community/project area and locate where circles meet.
2. Discuss and mark on the map:
   - Where are the circles located?
   - What distance do circle members travel to get to their circle meetings?
   - Which areas do not have circles? Why?
3. Then, focus on each circle. For each of them, draw/write information on:
   - Where is the meeting place (church, school, house, outside, etc.)?
   - Who built the venue where the circle meets? Who paid for the bricks/materials used by the circle?
   - What are the conditions of the meeting place (covered/exposed, light/dark, electricity/no electricity, space/no space for materials, etc.)?
   - How are people seated (in a circle, in rows. etc.)? Why?

SUGGESTIONS:

- See the tool 'Before and now maps' (Chapter 5). Remember to construct this tool at least twice (i.e. during baseline data and during evaluation at the end of a cycle project). This will allow you to compare and analyse progression.
- When collecting information on several villages, you can add whether circles in your project are mainly in rural, urban or peri-urban areas.

Map of circles



TOOL 51:
Circle profile

WHAT IS IT?

A reference tool that brings together the main information to be gathered about a circle and its members.

WHY USE IT?

- To organise the assessment of a Reflect circle and fully evaluate its characteristics and progression.

HOW TO USE IT:

1. Look at the table on your right and the four areas outlined: the location of a circle, its features (name, date of creation, language…), its learning (achievements, motivations and objectives) and its 'health' or progression in doing so.
2. Decide which areas you want to evaluate in your circles and which tools you will be using (see table for suggestions).
3. Once the information is collected for each circle, you can compare the different circles and/or put the information together to present a general picture of all the circles.

Circle profile

CIRCLE LOCATION

Meeting place and conditions (light, seating arrangements…)

TOOLS

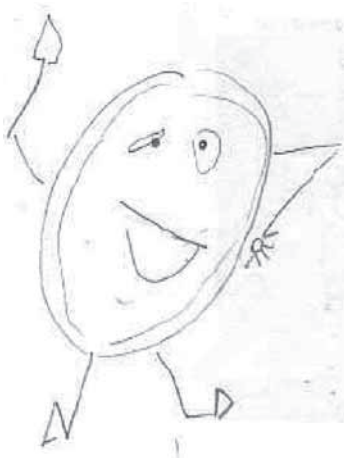
Mapping circles (this chapter)
Checklist for the observation of a circle meeting (Chapter 13)

LEARNING OF CIRCLE

Achievements, motivations and objectives

TOOLS

Chapters 4 and 5
Motivation tree (Chapter 9)
River of life (Chapter 11)



CIRCLE

CIRCLE LEARNING

Name of circle, date of creation, language used, profile of members (gender, age, language, prior education)

TOOLS

Data collection form (Chapter 3)
Census of circles (this chapter)
Cross of age and gender (this chapter)

CIRCLE PROGRESSION

Number of members, attendance, dropouts, frequency of meetings, number of action plans…

TOOLS

How much did I talk? (this chapter)
Attendance list (this chapter)
Circle calendars (this chapter)
Facilitators growing circles (Chapter 11)

TOOL 52: Census of circles

WHAT IS IT?

A five-page questionnaire that provides a thorough picture of the existence and development of circles.

WHY USE IT?

- To collect basic information on the circles including:
  - Name and location of the circle
  - Key roles (facilitators, president, etc.)
  - Relationships between circle and community
  - Effects of the circle in the community
  - Circle activities and resources
- To monitor whether circles were set up/still running.

HOW TO USE IT:

1. Use this census during your baseline data study.
2. It is important to have a group of people (facilitators, supervisors, NGO/government staff) with time availability to interview circles in their different locations. This allows interviewers to be familiar with the census and to ask the questions always in the same manner.
3. A small training session may be needed before the form is applied in the field.
4. Revisit the form after some time and see what progression there has been.

SUGGESTIONS

- The tool could be used by trainers/supervisors on their field visits.
- Also see: tool "Annual data collection form" (Chapter 3).

See Appendix for complete copy of the census.

5. Census of the existence and development of *Reflect* circles

> Objective: to collect basic information on the circles and monitor whether they have been set up / are still running as planned. This tool has been used by trainers / supervisors on their visits to the field. *Source: DVV Madagascar*

Date of verification: ....

Name of verifier (supervisor): ....

Organisation: ....

I- LOCATION OF THE CIRCLE

Community:... District:

Village:... Region:

Commune: ....

a) Means of transport to the site where the circle meets:

	Village		Commune		District		Region	
From the comm. to the:	...............Km		...............Km		...............Km		...............Km	
Means of transport	Means of transport (Mark X)	Length of journey	Means of transport (Mark X)	Length of journey	Means of transport (Mark X)	Length of journey	Means of transport (Mark X)	Length of journey
	1	......(hr) ....(min)	1	......(hr) ....(min)	1	......(hr) ....(min)	1	......(hr) ....(min)
	2	......(hr) ....(min)	2	......(hr) ....(min)	2	......(hr) ....(min)	2	......(hr) ....(min)
	3	......(hr) ....(min)	3	......(hr) ....(min)	3	......(hr) ....(min)	3	......(hr) ....(min)
	4	......(hr) ....(min)	4	......(hr) ....(min)	4	......(hr) ....(min)	4	......(hr) ....(min)
State of the route (Mark X)	Accessible	Inaccessible	Accessible	Inaccessible	Accessible	Inaccessible	Accessible	Inaccessible
Dry season								
Rainy season								

1: On foot; **2**: Pirogue (canoe-style boat); **3**: Taxi-bus; **4**: Other, please specify:

Other comments:

....

....

II- CONTACT WITH THE CIRCLE / Contact Person

Name	Full Address	Telephone	Quick Contact*

**Quick and reliable means of communication: for example: Rapid mail, address of reliable taxi-bus; etc...*

III- ABOUT THE CIRCLE

a) Identity of the circle

Name	Date set up	Address	Implementing organisation

b) Facilitator and Co-facilitator

Name and surname	Age	Male	Female	Date or period started	Observations
1)					
2)					

d) Other responsibilities within the circle (President, vice-president, treasurer, etc...)

Responsibilities	Name and surname	Reasons for creation of post

Source: dvv International/Madagascar, On-line Discussion on 'Evaluating Reflect', 2008

TOOL 53:
Situation cross

WHAT IS IT?

A situation cross to visualise the profile of the circle members, facilitators or trainers).

WHY USE IT?

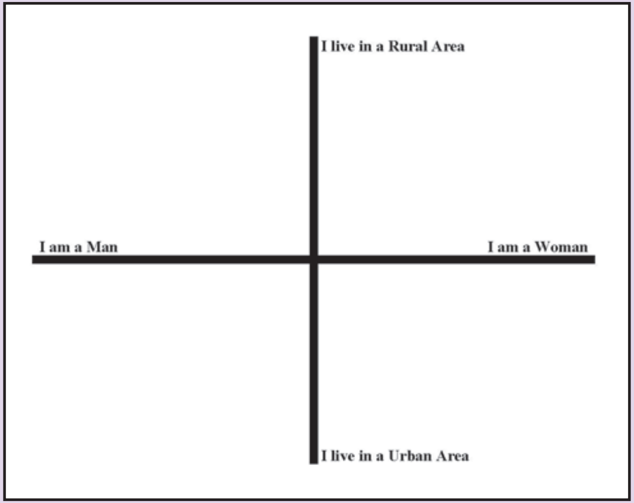
- To analyse the profile of the circle members, facilitators or trainers.
- To analyse power issues and discrimination amongst groups, such as who participates in the circles and who is excluded, if there are more male than female facilitators, etc.

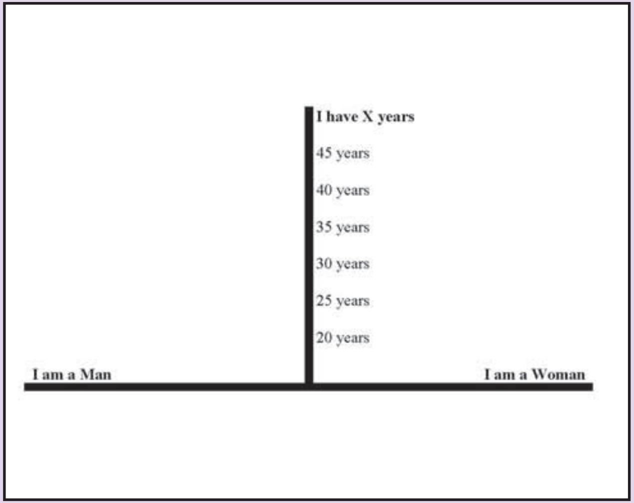
HOW TO USE IT:

1. Draw a cross on the floor or on a flip chart.
2. Explain that each line represents a characteristic of the group members: age, sex, language, school level, religion, living close/far, landowner/not land owner, immigrant/not immigrant, etc.
3. Select the two features to be studied. The result will be 4 spaces.
4. Ask people to draw a dot (one dot per person)/walk into any of the four areas
5. Discuss what you see (how many people in space one, etc.) and why.
6. Write down the numeric findings.

SUGGESTIONS:

- The cross can complement any other tool when you want to know 'who' was involved. For instance, for the number of circle members that passed an exam, you can find out how many were women, how many were men, and their age.
- When age is one of the characteristics chosen, the tool becomes a half-cross (see 2nd drawing). For that, divide the vertical line into years. You may find out the youngest and the oldest person in the group and mark them as the lowest and highest limit numbers. Then proceed as before.


I live in a Rural Area
I am a Man
I am a Woman
I live in a Urban Area


I have X years
45 years
40 years
35 years
30 years
25 years
20 years
I am a Man
I am a Woman

TOOL 54:
How much did I talk?

WHAT IS IT?

A pie chart for participants to share their own evaluation of their progress. In the example shown, participants coloured in the chart according to how pleased they were with their spoken participation in the Reflect session.

WHY USE IT?

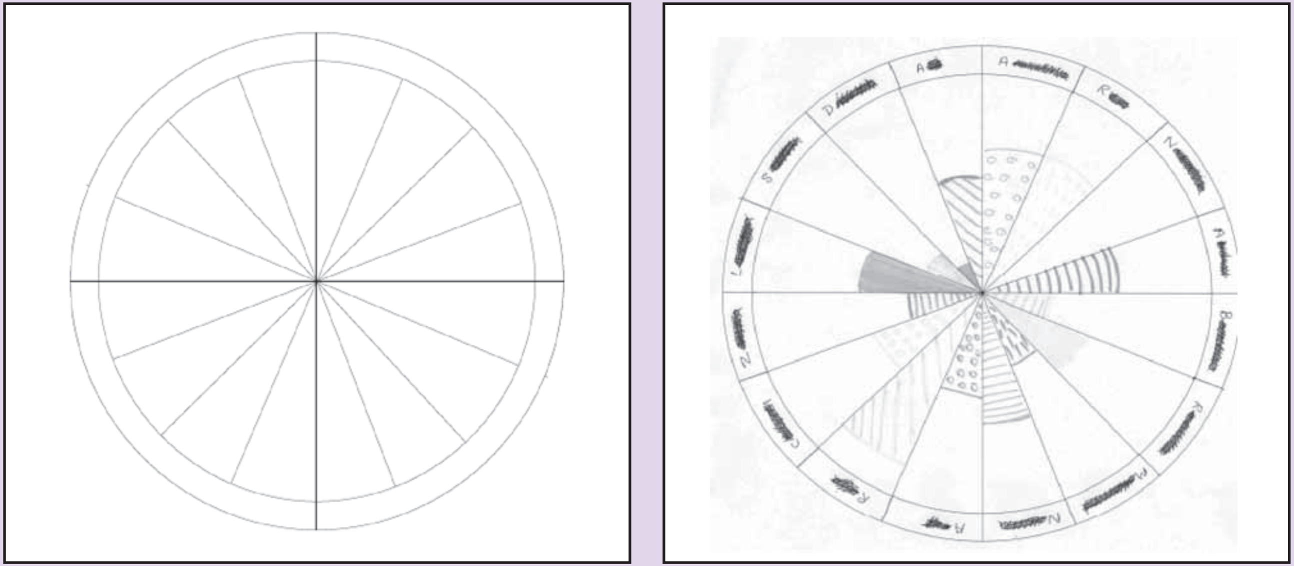
- To allow participants to self-evaluate their performance/ progress.
- To assess power dynamics within a circle/programme.

HOW TO USE IT:

1. Draw up a pie chart, dividing it into segments according to the number of participants.
2. The participants are then asked a question such as: How much did I talk/write/read/lead on decisions/contribute financially/act/etc.
3. Each participant then colours in his or her segment accordingly (lots coloured in = a lot, nothing coloured in = not at all).
4. A series of pie charts could be used for different questions or for the same question over a period of time.

SUGGESTIONS:

- The pie chart can be colour coded to compare the perceptions of different groups of participants (men/ women, mother tongue/second language, rural/urban, etc).
- A facilitator, circle member or external person can also assess the different circle interactions with observation.
- You could also use a list of names of participants, making a mark every time anyone speaks. This gives numerical results on how many times individuals spoke. Discussion is then held on who spoke most and why.



Source: Adapted from Reflect for ESOL (English for speakers of other languages) evaluation, UK, 2008

TOOL 55:
Maturity diagram

WHAT IS IT?

An individual self-assessment tool that each participant can complete.

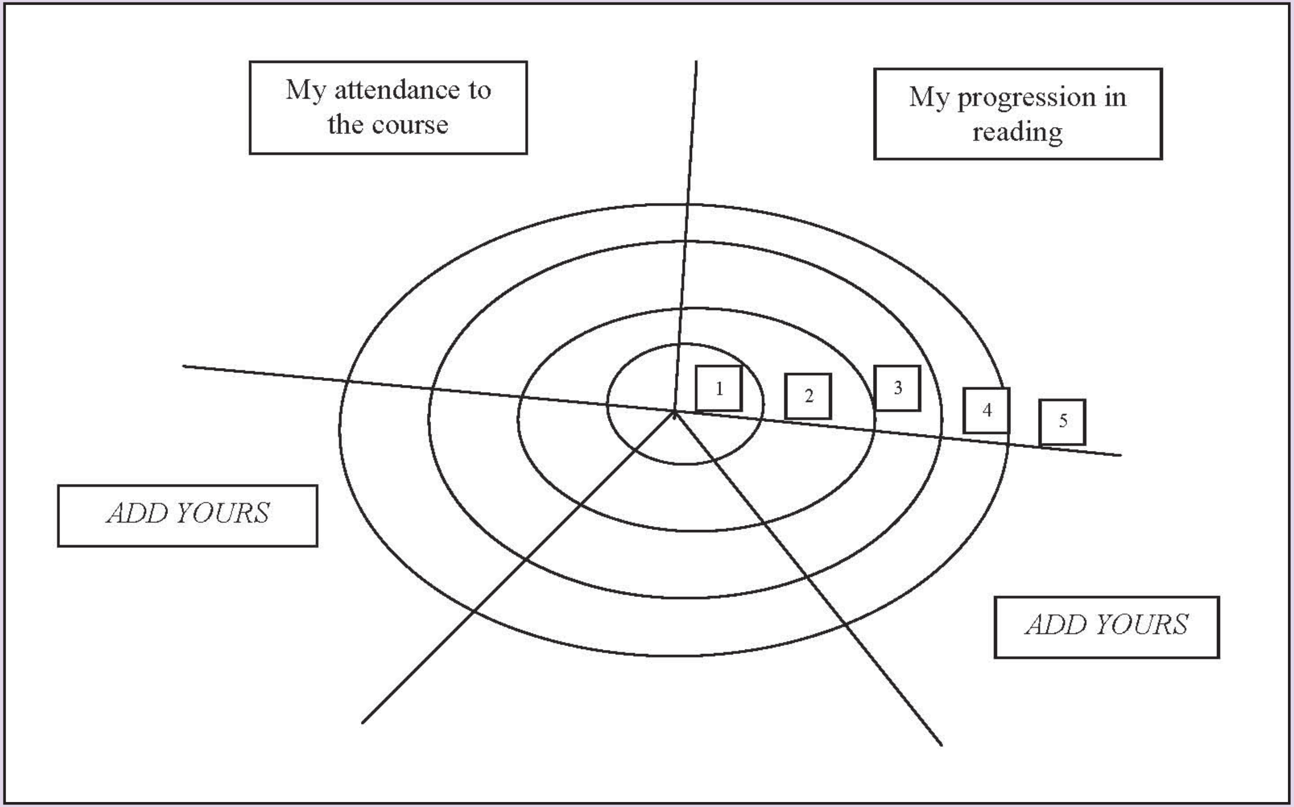
WHY USE IT?

- To allow participants to evaluate their performance in a variety of different topics.

HOW TO USE IT:

1. Identify the topics that the group members would like to evaluate.
2. Draw a series of concentric circles and divide into segments according to the number of topics to be evaluated.
3. Each participant then colours in the segments according to how well they feel have done in each area (lots coloured in = a lot, nothing coloured in = not at all).
4. The activity could be repeated after a period of time to assess progression.

Maturity diagram



Source: Pamoja Burkina Faso, sent during the On-line Discussion on 'Evaluating Reflect', 2008

TOOL 56:
Attendance list

WHAT IS IT?

A list with the names of circle participants and the dates of circle meetings. The cross indicates the attendance of a participant on a particular date.

WHY USE IT?

- To monitor the attendance of circle participants

HOW TO USE IT:

1. At the beginning of the meetings cycle, draw a matrix with the names of circle participants on the vertical axis as shown. Then write the dates of the circle meetings along the top.
2. At the beginning of each Reflect session mark crosses to show attendance. The facilitator or one of the participants can do this. Alternatively, if facilities allow, you could hang the attendance list on the wall and ask participants to put a cross or a signature by their names at each meeting, indicating attendance.

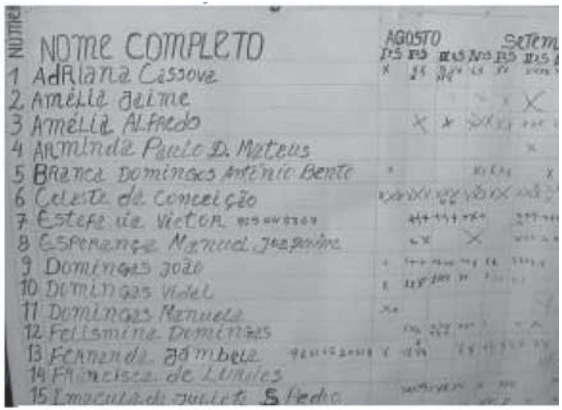
SUGGESTIONS:

- Once in a while, use the attendance list to analyse with the circle the reasons for non-attendance and dropouts. Together, try to find solutions to deal with poor attendance/ dropouts.

Attendance register on the facilitator's notebook signed by the facilitator

Picture 6: Attendance list in Zone A Kapanga

Attendance list on a size A2 carton on the wall signed by participants



Picture 5: Attendance list in Viana

Source: Reflect Evaluation in Angola, DVV/AAEA, 2008

TOOL 57:
Circle calendars

WHAT IS IT?

A diagram to show the progression of circles over a period of time.

WHY USE IT?

- To monitor the progression of a circle over a period of time.

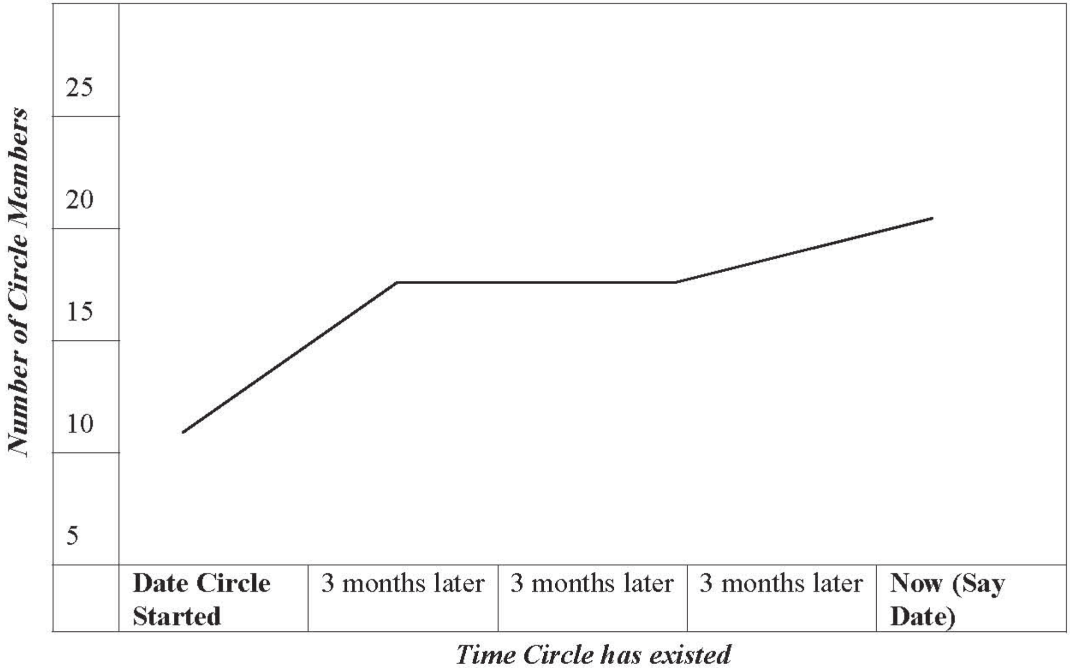
HOW TO USE IT:

1. Draw a diagram as shown. The bottom line is the time-line. The vertical line is open to any theme you may want to M&E. In the example given, the theme is 'number of circle members'.
2. For the time-line, decide how often you will monitor (e.g. at three-monthly intervals). Divide the line with a starting date, monitoring times and a final date for evaluating the progression.
3. For the vertical line, choose your theme of study about the circle, such as:
   - Number of registered members
   - Members attending/members absent
   - Members who dropped out
   - Hours/days per week members met
   - Number of action plans planned/achieved
4. Discuss the progression of the circle on that particular theme, for example, why circle members attend irregularly or why they drop out. You can analyse this information by sex, age or years of prior education (see tool the cross of age and gender).

SUGGESTIONS:

- If facilities allow, keep this on the wall of your meeting place.

Example of a circle calendar



Youth conducting proportional piling during the evaluation.
Reflect evaluation in Sierra Leone,
December 2008.

Reflect facilitators

This chapter presents tools to help you to fully assess the characteristics, progression, needs and aspirations of the Reflect facilitators. Facilitators are key actors in Reflect, supporting the circles and guiding them towards increasing autonomy.

TOOL 58:
Facilitator's profile

WHAT IS IT?

A reference tool which brings together the main information to be gathered about a facilitator.

WHY USE IT?

- To fully assess the characteristics, progression, needs and aspirations of *Reflect* facilitators.

HOW TO USE IT:

1. Decide what information you need about the facilitators, in the following categories:
   - personal & professional aspirations
   - profile
   - needs
   - facilitation

2. Based on this decision you may choose to use a selection of the following tools: river of life, cross of age and gender, facilitators' needs assessment, training and exchange visits, etc. As each tool is completed the key information can be logged in the matrix shown here.

Facilitator profile

PERSONAL & PROFESSIONAL ASPIRATIONS

TOOLS

River of life (this chapter)
Motivations & objectives (Chapter 9)

NEEDS

Work conditions, exchanges, training…

TOOLS

Facilitators needs assessment (this chapter)
Training (Chapter 12)
Learning exchange visits (Chapter

FACILITATOR

PROFILE

Name, age, gender, prior education, contact, facilitation experience, local /external, date started as facilitator, number of circles facilitating

TOOLS

Data collection form (Chapter 3)
Cross of age & gender (Chapter 10)

FACILITATION

PRA, learning units, facilitating…

TOOLS

Assessing facilitation (this chapter)
PRA clouds (this chapter)
Facilitators growing circles (this chapter)

Source photo: uv.es/moltoe/liens/images/monigote.journal.jpg, 10.02.09

TOOL 59:
River of life

WHAT IS IT?

A river telling us about important moments, challenges and successes during the course of a facilitator's life. Its changing width, current, direction as well as features such as whirlpools, islands, rapids and forks, can represent changes and events in their histories.

WHY USE IT?

- To learn the personal stories of facilitators in their own words.
- To assess the facilitators' experiences of working with *Reflect*, what led them to *Reflect* and what has changed in their lives as a result.
- To record the ambitions for the future and the achievement of these, with a particular focus on professional aspirations (i.e. improve school levels, formal employment aspirations).

HOW TO USE IT:

1. Agree what the rivers will contain. You may decide to focus only on the period of the *Reflect* circle, or to start at childhood and look at what led the facilitators to where they are now. You may even carry the rivers into the future, looking at where the facilitators hope to be a few years from now.
2. To focus, people can sit quietly with eyes closed, thinking about key moments in their life. Then each person draws the journey of his or her life in the form of a river.
3. The rivers can be created on large sheets of paper or directly on the ground, using chalk and locally available materials such as pebbles, sticks, etc.
4. When everyone has completed their river, they can discuss them in small groups.

SUGGESTIONS:

- Each person only needs narrate those situations that they feel comfortable to share.
- This tool can also be used with circle members or trainers (see Chapters 10 and 12)
- Also see Chapter 9 on 'Motivations and objectives' and the tool 'literacy demands' in Chapter 6.
- A timeline could also be used here – showing dates and key moments. It could be colour coded according to whether the event positively or negatively influenced the person's life.
- Personal testimonies are another alternative.

Source: Global Reflect conference, India,1998.

TOOL 60:
Facilitators' needs assessment

WHAT IS IT?

A matrix that allows practitioners to assess whether the facilitators' training and resource needs are being met.

WHY USE IT?

- To help practitioners and the organisations they work for to ensure that facilitators have the training and resources needed to support them to successfully run a circle.

HOW TO USE IT:

1. Adapt the template shown here to match your circumstances.
2. Respond to each of the eight sections accordingly.
3. Discuss. You may want to focus on one particular issue for deeper discussion. For example, the frequency of training sessions, the level of monthly facilitator allowances or the materials required for each circle.

SUGGESTIONS:

- The matrix can be used during facilitators' peer exchanges or in meetings with trainers as a basis for structured discussion and action.
- The tool may also be used by an external evaluator during interviews.
- Once a template has been agreed, the same table can be used for facilitators across an organisation, allowing for easy comparison.

Facilitators' needs assessment

Mechanism	Was it done? Yes / No	If yes, comments If no, why not? Obstacles
Facilitator training		
Refresher training		
Other training		
Appropriate monthly allowance		
Materials to run the circle (paper…)		
Visit from the supervisor / trainer		
Regular facilitator meetings		
Networking, exchange and learning visits with other Reflect projects		

Source: Adapted from SARN documents sent during the On-line Discussion on 'Evaluating Reflect', 2008

TOOL 61:
Assessing facilitation

WHAT IS IT?

A role-play in which facilitators are able to self-assess their facilitation skills in a relaxed setting amongst their peers.

WHY USE IT?

- To assess strong and weak facilitation amongst facilitators.
- To enable facilitators to receive feedback from their peers (peer evaluation).
- To help facilitators to learn from their own mistakes.

HOW TO USE IT:

1. Ask the facilitators to agree the characteristics, skills, attitudes and actions of a 'good or effective' facilitator and of a 'weak or less effective' one.
2. Ask two volunteers to perform a role-play of a circle session, with one of them being the 'effective or good facilitator' and the other one the 'weak or less effective facilitator'. They should bear in mind the good and bad practices previously listed.
3. The rest of the group observes the facilitators at work. If they think that one of them has made a mistake in some way, they should get up, tap the facilitator on the shoulder and take over facilitation. The original facilitator then joins the public and becomes an observer. The role-play continues until all of the observers have had a chance to take over.
4. Discuss what facilitators have learned about strong and weak facilitation and ask them to compare it to their own circle practices.Source: Tools together now, 2006

SUGGESTIONS:

- Ask the **circle members** for their thoughts on what makes a good facilitator and compare these with the characteristics identified by the facilitators.
- Carry out **peer observation** during exchange visits. Copy or adapt the checklist shown. The checklist can also be used by external evaluators or during supervisor visits.

Peer observation checklist

1. Agree a date to observe / be observed.
2. Ask the facilitator if there is anything specific s/he wants to be observed on.
3. Observe the following five aspects of the session:
   - How was the communication (dialogue) between: i) the circle participants and ii) the facilitator and circle participants?
   - How was the focus? Did the facilitator keep participants focused and reach his/her learning aim(s)?
   - How was the level of participation?
   - Did any power issues emerge? If so, what and how?
   - How was the timing and pace of the session?
4. After the session ask the facilitator to reflect on his/her own session. What went well and what could be changed.
5. Then the observer gives feedback on points 2 and 3 above
6. The facilitator reflects on the feedback from the observer. What does s/he feel about the feedback?
7. The facilitator sets some goals for strengthening his/her facilitation and sessions in the future.

Source: SARN, 2006

TOOL 62:
PRA clouds

WHAT IS IT?

A card cluster tool that will help facilitators to analyse their use of PRA tools.

WHY USE IT?

- To assess the use and variety of PRA tools in the circles.

HOW TO USE IT:

1. The facilitators individually write on cards the PRA tools that they have used for facilitating a circle (one tool per card).
2. Place all the cards on the ground and arrange them in groups or clouds (e.g. a cloud of cause-effect tree cards).
3. Discuss which tools are used the most (big clouds) and which the least (small clouds). Pay special attention to innovative PRA tools that may appear isolated from the biggest clouds. The facilitators who wrote them can explain these PRA tools to the rest of the group.
4. Finally, ask facilitators to assess themselves: are they using enough and varied PRA tools? Are they innovating enough? Why/why not?

SUGGESTIONS:

- You could use different sizes of cards so that the participants can indicate which tools that they use more often (bigger cards) and which that they use less often (smaller cards). This will better shape the final size of the group clouds.
- You can also use this tool with trainers (see Chapter 12) and the tools they choose for their trainings.

Making clouds with PRA tools

Maps	Posters
Diagrams	Video
Calendars	Role-play
Rivers	Theatre
Trees	Songs
Matrices	Stories

Source: AJP, Guinea Conakry, 2007

TOOL 63:
Facilitators growing circles

WHAT IS IT?

A three-step table that assesses the progressive autonomy that a facilitator gives to the circle.

WHY USE IT?

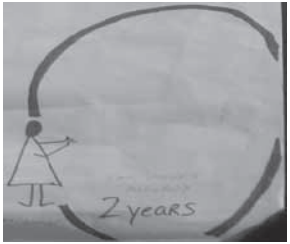
- To assess facilitation (domineering versus empowering).
- To promote the exit of a facilitator in a mature circle as a good practice. Like a parent with a child, a good facilitator assists the circle in growing and knows when the time has comes to step back to allow for more autonomy. Facilitators may leave that mature circle by itself and use their invaluable experience of 'making circles grow' to start up a new circle.

HOW TO USE IT:

1. Copy or adapt the table shown.
2. Ask the facilitators to locate each of their present circles at one of the three stages presented on the table.
3. Discuss:
   - How has the circle evolved from one stage to another?
   - How long has each of these three stages taken?
   - How do you promote leadership and good circle relationships?
   - If in stage 3, does the circle still work with learning units?
   - If in stage 3, does the circle still meet with the same frequency?
   - If in stage 3, how does the circle get resources for their actions?
   - With your experience of guiding circle growth, are you planning to start up a new circle?

At which stage is your circle?

3

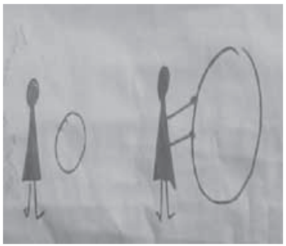


Circle is able to function alone using Reflect without the guidance of the facilitator (i.e. can get resources by themselves, create action plans, create learning units)

2

Facilitator encourages leaderships in the circles / accompanies emerging leaderships (i.e. a circle member is able to facilitate one day) and promotes good circle relationships

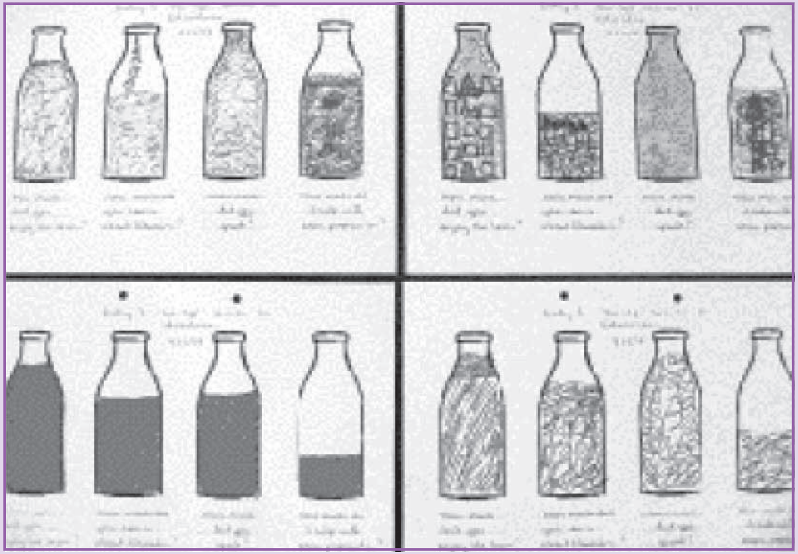
1



Facilitator starts up a Reflect circle / integrates an existent association

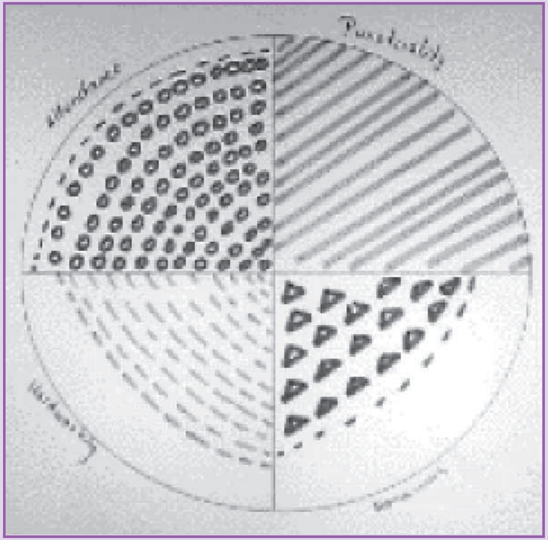
Source: On-line Discussion on 'Evaluating Reflect', 2008

Top: Evaluation Bottles.
Bottom: Learner's Self Assessment.
South Thames College – London.
Reflect evaluation in the UK,
November 2008.



Reflect trainers

This chapter presents tools to help you assess the characteristics, progression, needs and aspirations of Reflect trainers. Trainers are core resource people who train facilitators but who do not necessarily work directly with circles. They may also be called supervisors or field coordinators.



TOOL 64:
Trainers' profile

WHAT IS IT?

A reference tool that brings together the main information to be gathered about a trainer.

WHY USE IT?

- To fully assess the characteristics, progression, needs and aspirations of *Reflect* trainers.

HOW TO USE IT:

1. Decide what information you need about the trainers, in the following categories:
   - personal and professional aspirations
   - profile
   - needs
   - responsibilities
2. Based on this decision you may choose to use a selection of the following tools: river of life, cross of age and gender, trainers' needs assessment, training and exchange visits, etc. As each tool is completed the key information can be logged in the matrix shown here.

Trainer's profile

PERSONAL & PROFESSIONAL ASPIRATIONS

TOOLS

River of life (Chapter 11)
Motivations & objectives (Chapter 9)

NEEDS

Work conditions, exchanges, training…

TOOLS

Learning exchange visits (Chapter 15)
Trainers' needs assessment (this chapter)

Trainer

PROFILE

Gender, age, prior education…

TOOLS

Data collection form (Chapter 3)
Cross of age & gender (Chapter 10)

RESPONSIBILITIES

Training, support…

TOOLS

Source image: cefoca.blogspot.com, 23.02.09

TOOL 65:
Trainers' needs assessment

WHAT IS IT?

A matrix that allows practitioners to assess whether the trainers' training and resources needs are being met.

WHY USE IT?

- To help practitioners and the organisations they work for to ensure that trainers have the training and resources needed to successfully support and train facilitators.

HOW TO USE IT:

1. Adapt the template shown here to match your circumstances
2. Respond to each of the seven sections accordingly.
3. Discuss. You may want to focus on one particular issue for deeper discussion. For example, the frequency of training sessions, the level of monthly trainer allowances or the materials required.

SUGGESTIONS:

- The matrix can be used during trainers' peer exchanges or in meetings with trainers/supporting organisations as a basis for structured discussion and action.
- The tool may also be used by an external evaluator during interviews.
- Once a template has been agreed, the same table can be used for trainers across an organisation, allowing for easy comparison.

Trainers' needs assessment

Mechanism	Was it done? Yes / No	If yes, comments If no, why not? Obstacles
Training of trainers		
Refresher training		
Other training		
Appropriate monthly allowance		
Materials to train / support facilitators (transport, phone, paper…)		
Regular trainer meetings		
Networking, exchange and learning visits with other Reflect projects		

Source: Adapted from SARN documents sent during the On-line Discussion on 'Evaluating Reflect', 2008

Top Left : Using local materials for learning purposes.
Top Right : Participants of Co Hay village analyze income – expenditure in their family and draw a tree of income and expenditure.
Bottom: Shared experience in mushroom producing.
Reflect evaluation in Vietnam,
November 2007.

Learning and materials

This chapter presents tools to help you assess the way in which the circle members learn and at the materials they use to support their learning. It looks at the materials that are used or created by the circle and analyses the extent to which these are taken up by the wider community.

TOOL 66:
Checklist for the observation of a circle meeting

WHAT IS IT?

A one-page checklist for the observation of a *Reflect* circle meeting.

WHY USE IT?

- To support the observer by providing a comprehensive list of questions to be considered when observing a *Reflect* circle.
- To allow for easy comparison of different circles (or of the same circle over a period of time) as the same questions are used for each one.

HOW TO USE IT:

1. Copy or adapt the checklist shown. A standard checklist should be used for all circles so that it is easy to compare results.
2. The checklist can then be reproduced/photocopied for use in the monitoring and evaluation of circles.
3. Copies of the completed observations can be collated and reviewed in order to get a clear overview of all the circles involved.

SUGGESTIONS:

- See also the tool: ‘How to do observation’ in Chapter 3.
- The checklist can be adapted to focus on a specific area of circle activity or learning.

See Appendix for a larger copy of the table.

CHECKLIST FOR THE OBSERVATION OF A CIRCLE MEETING

Date: ____________________

Place: ____________________

Y - Yes; M - Moderately; N – No

1.	Describe the room in terms of size, furniture, light, teaching equipment:	
2.	Literature environment: are there printed posters on the walls? hand written newsprint / paper / printed? books / magazines? other	Y N Y N Y N __________
3.	Do the Circle members have exercise books? If yes, do they all write in them? (include a photo of one page)	Y N Y N Y N
4.	Is there an attendance register? If yes, how far does it backdate? According to the register, for how long and how regular has the Circle been meeting? Who completes the attendance register?	Y N __________ __________ __________ __________
5.	Seating arrangement: everyone in a Circle, including facilitator; traditional school classroom, the facilitators standing in front; other	__________ __________ __________
6.	Is the facilitator dominating/controlling? guiding/steering? non-existent?	__ __ __
7.	Does the facilitator encourage the quieter Circle members to participate/speak?	Y M N
8.	Does the facilitator interrupt the Circle members?	Y M N
9.	Does the facilitator allow the Circle members to interrupt each other?	Y M N
10.	Talk time: facilitator versus Circle members	F: % CM: %
11.	Do some Circle members dominate the discussion/activities?	Y M N
12.	Does the facilitator make use of a particular *Reflect* tool? If yes, which one?	Y N __________
13.	Does the facilitator use the tool to deepen understanding? OR just to do an activity?	__ __
14.	Are the Circle members familiar with this tool?	Y M N

Source: DVV Southern Africa, based on D. Diedricks thesis, used for the Reflect *evaluation in Angola, 2008*

TOOL 67:
Facilitator's record of circle learning

WHAT IS IT?

Daily and weekly record cards that allow the facilitator to keep a record of circles' progress.

WHY USE IT?

- To allow facilitators, trainers and coordinators to keep track of the activities and learning undertaken by the circle.
- To allow the facilitator to reflect on her/his own facilitation and to think about how this can be improved in the future.

HOW TO USE IT:

1. Working with the facilitators, adapt the templates shown here to devise daily and monthly record cards for your circles.
2. Facilitators should keep a consistent record of all circle sessions.
3. The record cards can be used for ongoing monitoring by the facilitators themselves as well as for evaluation.

See Appendix for a copy of the record cards.

Reflect Circles

Daily Record of a Circle Session

Name of facilitator:	
Date of session:	
Topic (theme) and **aims:**	
Activities:	
Learning:	
Letters/ key words and numbers:	
Key sentence(s)	
• **What went well?** • **What could be improved?**	

Reflect Circles

Monthly Circle Progress Record

Learning Circle: ____________________

Facilitator(s) Name: ____________________

Date of report: ____________________

Week 1 Meeting dates: ____________________

Unit: __________ **Session(s):** __________

Comments from facilitator(s) about the progress this week:

Week 2 Meeting dates: ____________________

Unit: __________ **Session(s):** __________

Comments from facilitator(s) about the progress this week:

Week 3 Meeting dates: ____________________

Unit: __________ **Session(s):** __________

Comments from facilitator(s) about the progress this week:

Week 4 Meeting dates: ____________________

Unit: __________ **Session(s):** __________

Comments from facilitator(s) about the progress this week:

Source: SARN, Reflect *Implementing Partners Information Pack, 2006*

TOOL 68:

Assessing the creation and use of manuals

WHAT IS IT?

A matrix to follow up the creation and use of manuals or learning units.

WHY USE IT?

- To assess manuals and learning units as per the *Reflect* learning cycle.
- To assess whether manuals make use of PRA, discussion, action points and written literacy.
- To identify whether the manuals have been externally or locally developed.
- To identify who prepares the manuals, in what language, how often they are updated and how many units are produced.

HOW TO USE IT:

1. Copy or adapt the table shown.
2. For each manual complete the table, answering 'Yes' or 'No' to each point.
3. If locally created, discuss:
    - Who produces the manuals?
    - Are they produced before or after the training of facilitators?
    - In what language are they produced?
    - How often are they updated?
4. When external manuals are used,
    - What is the origin? (Mother manual, capital city, government…)
    - In what language are they produced?
    - Are they adapted? How often?
5. You can also ask about the time used to go through one unit (in some cases a unit with the whole *Reflect* cycle has been done in just one meeting!).

SUGGESTIONS:

- Note: By 'local' we mean manuals recently developed that draw on baseline data from the project area and are therefore adapted to it.

Manuals of learning units: from words to actions

Remember to state the period evaluated (from … to ….)

	Yes	No
1. Manuals / units were locally prepared (if 'No', go to question 5)		
2. They stemmed from needs and priorities defined by the community		
3. There was a clear topic for each unit		
4. There were clear objectives linked to each unit		
5. Visuals / PRA were used		
6. Discussion and analysis was held		
7. Actions were taken by the circle (with an action plan drawing on the analysis done - not on the manual)		
8. Written practices (words and numbers) took place during the process (i.e. participants copy the PRA tool into their notebooks, participants use literacy in the action plans)		

Source: Based on 'Planificando las Unidades', CIAZO, El Salvador, On-line Discussion on 'Evaluating Reflect*', 2008*

TOOL 69:
What materials do you bring to the circle?

WHAT IS IT?

A matrix to collect information on external materials brought to the circle.

WHY USE IT?

- To assess the use that circle members have made of materials from their literacy environment.

HOW TO USE IT:

1. Copy or adapt the matrix shown. State the timeframe at the top.
2. For each of the materials cited, mark with the relevant symbol the ones that you have used during your sessions. Add your own categories as appropriate.
3. In the small squares at the bottom of each box indicate:
   - Who brought it?
   - How often was it used?
   - What language was it in? What was it used for? How have each of the materials identified been used and to what end?

SUGGESTIONS:

- If members still have difficulty in reading, you may use drawings/symbols for the materials and the responses.
- The matrix can support the writing of case studies. This happened in Sierra Leone (see 2008 evaluation) where the radio was used as a circle material. Radio sets were distributed in the community and listening groups were set up, discussing programmes on a daily basis. Participants also spoke on the radio.

What Materials did you Bring to the Circle for your Sessions?

From: Nov 08	→	To: Jan 09
Hospital Forms / Records	Newspapers / Magazines	Official Documents
F 2/w	CM 1/m	
Leaflets / Pamphlets	School Texts	Radio Programmes
Books	Passbooks	Road Signs / Posters
Policy Documents	*[Add yours]*	

F: Facilitator
M: One circle member
CM: All circle members
PM: Programme manager
2/w = twice a week
1/m = once a month

Ways to check: Group discussion with the circle using this tool; circle members and facilitators' notebooks; observation / photos of sessions and action plans; reports.

Source: Based on 'Review of 16 Reflect *Evaluations', 2008*

TOOL 70:
What materials has the circle created?

WHAT IS IT?

A matrix to collect information on the materials produced by circle members/facilitators.

WHY USE IT?

- To assess the generation of new knowledge by circle members.
- To assess the contribution of the circles to the literacy environment.
- To assess the balance between self-produced materials and materials published by others (government, NGOs).

HOW TO USE IT:

1. Copy or adapt the matrix shown. State the timeframe at the top.
2. Indicate the materials that you have created during your sessions. Add your own categories.
3. In the small squares at the bottom of each box indicate:
   - Who created it?
   - How often was this done in the circle?
   - In what language was it produced?
   - What was it used for later on and how and by whom? Why?

SUGGESTIONS:

- If members still have difficulty in reading, you may use drawings/symbols for the materials and the responses.
- As an alternative to this tool, you could just ask participants to share the graphics/materials they have produced and narrate a story about how each has been used/what discussions they stimulated/what actions emerged, etc.

What Materials have you created in your Circle?

From: Nov 08	→	**To**: Jan 09
Creating PRA tools: maps, drawings, graphics with texts (Specify: with written text or without?)	Copying PRA tools into Notebooks (Specify: with written text or without?)	Writing Textual Materials (petitions, pamphlets, leaflets, slogans, posters, booklets, newsletters, letters)
F 2/w	CM 2/w	CM once
Writing Action Plans	Writing Funding Proposals	Filling up the attendance list
Writing Minutes of the Meeting	Filing up the Attendance List	Setting up Resource Centres/ Book Stores / Learning Centres/ Information Banks
Preparing Radio Programmes	Recording Transactions (Expenditure and Income)	Preparing a Small Business Plan

F: Facilitator
M: One circle member
CM: All circle members
PM: Programme manager
2/w = twice a week
1/m = once a month

Ways to check: Group discussion with the circle / facilitators using this tool; circle members and facilitators notebooks; observation / photos of materials produced (i.e. do circles use pencils / notebooks when they attend sessions?); reports.

Source: Based on 'Review of 16 Reflect *Evaluations', 2008*

TOOL 71:
Using circle-generated materials in the community

WHAT IS IT?

A table to analyse how materials produced by the circle are distributed and used within the wider community.

WHY USE IT?

- To assess the production of materials by the circle and their distribution and use in the wider community.

HOW TO USE IT:

1. Copy or adapt the table shown, stating the timeframe that is to be covered.
2. Complete the "What have we produced" column on the left.
3. Discuss how these materials were shared and with whom.
4. Discuss how the materials were used and by whom. You may need to carry out interviews to complete this column.

SUGGESTIONS:

- See also Chapters 5 and 6.

Production What have we produced?	**Distribution** How have we shared it and with who?	**Use** Who else has used our material and how?
Material: Ideas on a topic • *Circles listened to the topics on the local radio, and discussed one topic of interest.*	**Means:** Radio • *At times, circle spoke on the radio on the topic discussed in the circle.*	*Local people listened to the radio, with a reported increase in radio listening. Not stated whether other neighbouring villages did.*
Material: Attendance list and monthly reports • *Facilitators wrote reports on the circle's progression each month. Circle members completed the attendance list each session.*	**Means:** Evaluation report and workshop • *Evaluation report was shared with to donors, the supporting organisation and the community through a workshop.*	*Workshop participants. The traditional leader and the Reflect committee have access to the attendance list to check who is coming.*
Material: Action point • *Action point was decided: for example, a cleaning campaign.*	**Means:** Campaign/Word of mouth • *Circle discussed with neighbours and rallied them to participate.*	*Circle family members get involved, the majority of whom are women.*
Material: Articles in a newsletter • *Facilitators and some participants interviewed their traditional leader and collected community stories.*	**Means:** Email • *Articles were sent to the supporting organisation and published in their quarterly newsletter.*	*Read by government, donors and partners, but not distributed to circle participants.*
Material: PRA tools • *Graphics and maps were created during the circle sessions.*	**Means:** *Materials were not shared, as there was no space to hang them up. They were kept at the facilitator's house.*	*Only the circle members could see them. However, some shared their notebooks with their families.*

Source: Based on the Reflect *Evaluations from Sierra Leone/CARD and Angola/DW – AAEA, 2008*

PART 4: USING AND SHARING EVALUATION

International workshop on the *Reflect* evaluation framework, South Africa, 2007.

The evaluation report

This chapter presents tools to support you when writing a final evaluation report. It puts particular emphasis on reflecting on the evaluation process and integrating these reflective thoughts in your report.

TOOL 72:
Evaluation report checklist

WHAT IS IT?

An evaluation report checklist.

WHY USE IT?

- To have a report that is contextualised in time and place and that has contact detail for anybody who reads it.
- To have a report covering the main section of an evaluation (introduction, body, conclusion, recommendations, good practices).

HOW TO USE IT:

1. Copy or adapt the table shown
2. Complete the table responding to each of the questions with a yes or a no.
3. Add those points that are missing to your evaluation report.

SUGGESTIONS:

- You can also add maps and photos to your evaluation report. Remember to provide full explanations.
- It is always positive to acknowledge the funder, the partners and any individual collaborators on the cover or first pages of the report.
- See tools in this chapter that complement and give orientation to complete some of the sections of the table presented.

Is this section in your evaluation report?		Yes	No
01. A cover page with:	Title		
	Contact details of author/organisation (phone, emails and address)		
	The evaluation month/year		
	The country where the evaluation has taken place		
02. A list of contents with all the sections of the report			
03. An introduction (about the report, your country and organisation)			
04. A description of the project to be evaluated (date it started, funder, objectives, geographical scope, evaluations done so far)			
05. A description of the evaluation (who/evaluation team and people involved, when/ chronogram, where/places to visit, what/evaluation topics, why/reason to evaluate those topics)			
06. A description of the methodology of the evaluation (how or with what we evaluate/tools used: PRA, exams, questionnaires)			
07. The evaluation findings			
08. Conclusions			
09. Lessons learnt (good practices and areas of improvement)			
10. A reflection on the evaluation process			
11. Recommendations			
12. Annexes (i.e. evaluation tools used and photos)			

TOOL 73:
Orientation cards for a *Reflect* evaluation report

WHAT IS IT?

A set of four cards that guide you in the writing of a *Reflect* evaluation report.

The first card deals with information on the evaluation and the evaluation report; the second one with the methodology; the third one with the educational context in which the evaluation takes place and the forth card deals with the lessons learnt.

WHY USE IT?

- To orientate evaluation report writing making sure that key information is included.
- To allow for better comparison and collection of information on *Reflect* evaluations globally.

HOW TO USE IT:

1. Carefully read the four cards and aim to cover all questions. Adapt the cards as appropriate to your context.
2. Include your responses to the cards in your evaluation report (either as an appendix or integrated into the chapters of the report).
3. If you are unable to answer any of the questions, state why in your evaluation report.

Writing Evaluation Report
Guidelines

CARD 1: About the Evaluation	
• **Date of Project:**	• **Date of Evaluation:**
• **Who implemented the evaluation?** *(Donor; Government; International Organisation; University/ Researcher; External Consultant; The Reflect Circle; Another)* • **Who wrote the Report?** • **What is his/her relationship (evaluation implementers) with the *Reflect* programme?**	• **Who funded the evaluation?** • **Who is the evaluation report for?** *(Donor; Government; International Organisation; NGO - Supporting Organisation; Reflect Circle; Another)* • **Who else will read it? To whom will it be distributed?**
• **What is the evaluation for? How will the findings be used?** - To provide evidence about whether or not things are working *(summative)* - To inform better practice *(formative)* - To strengthen the ability of *Reflect* practitioners to act *(capacity-building)*	

Source: Adapted from 'Review of 16 Reflect *Evaluations', 2008*

TOOL 73: Orientation cards for a *Reflect* evaluation report (contd.)

***CARD 2*: About the Methodology (way of carrying the evaluation)**

- Was there Baseline Data? If not, why? If yes, when was it collected?
- What was the timing and **timetable** for the evaluation (see Tool X)?
- Who participated in each **phase**? (see Tool X)
- Inclusion of:
  - fieldwork methods used (interviews, focus groups, assessment)
  - tools and indicators used
  - meetings/workshops done to discuss the evaluation/feedback
- How was the process of writing the report conducted? (I.e. were there meetings to inform draft/for feedback; and if so, who participated?)
- If all Circles could not be visited, how (which dimensions) was the sampling of Circles done?

***CARD 3*: About the Context**

- **Educational Context**: National and Local Literacy Situation (i.e. statistics, if possible, disaggregated by age, gender, learners' mother tongue, the language used for literacy; literacy / adult education policies / reforms, any other socio-political data, …
- **Context and Programme**: Links of programme with local, national, regional and international educational initiatives (EFA, LIFE, CONFINTEA, UNLD, GCE, Benchmarks, Abuja Call for Action…)

***CARD 4*: Including Lessons Learnt**

- **Examples of Good Practice**: i.e. participatory nature of evaluation, strong partnerships, effort in translation to local languages…
- **Examples of Challenges/Areas of Improvement**: i.e. time constraints, need for baseline data, intimidation due to presence of organisations, shame for low educational status, gender-based constraints, lack of in-built monitoring system…

Source: Adapted from 'Review of 16 Reflect *Evaluations', 2008*

TOOL 74:
Reflecting on the evaluation process

WHAT IS IT?

A group discussion to reflect on the evaluation process once it is completed.

WHY USE IT?

- For circle participants, facilitators, trainers and implementing organisations to reflect on the process and the outcomes of any evaluation.

HOW TO USE IT:

1. Use the questions shown to guide a discussion on the evaluation you have just carried out.
2. Include a summary of your reflections in the final evaluation report.

SUGGESTIONS:

- Ideally, the draft evaluation report should be shared with the different groups that participated in the evaluation as part of this process. They could be asked how they felt about their own participation, whether their views are accurately represented, whether there are findings that they agree with or do not – and what recommendations they would have for future evaluations. You can make up a simple feedback tool to capture the views of these different groups.

1. Has it responded to the different goals and expectations of participants, facilitators, programme implementers, governments and donors?
2. Has it been an ongoing evaluation – allowing flexibility for goals to change and for unexpected results to emerge?
3. Have goals been achieved?
4. In which ways has the evaluation built capacity of participants?
5. Has it fostered learning (good practices, points to be improved, etc…)?
6. [Add yours]

International workshop on the *Reflect* evaluation framework, South Africa, 2007.

Networking and communication

This chapter presents tools to help you assess the way in which your *Reflect* project links with other projects and organisations. It also helps to assess the role of communication both within and outside the *Reflect* project, including exchange visits and the sharing of materials.

TOOL 75:
Learning exchange visits

WHAT IS IT?

A table to summarise the objectives and results of an exchange visit (i.e. between circles or between facilitators or trainers).

WHY USE IT?

- To evaluate exchange visits between circles, facilitators and trainers.

HOW TO USE IT:

1. Copy or adapt the table shown. Once you have adapted the table it is worth keeping the same template for all the visits to allow for easy comparison.
2. After each exchange visit complete the table.
3. Once all the reports on exchange visits have been collected, a consolidation report can be put together. There, you may state how many visits were undertaken overall, by whom and with what objectives, outcomes and challenges.

Learning exchange visits table

• Name of your circle/organisation: • Name of the circle/organisation you visited: • Date(s) when the visit took place: • Who financed the visit: • Number of people participating: • How were participants selected?
1. Why did you need an exchange visit? (Objectives)
2. What did you learn? What will you apply/use/change in your circle back home?
3. What challenges did you face during the exchange visit? What suggestions do you have for other organisations preparing an exchange visit?
4. What suggestions do you have for the organisation/circle you visited?

Source: Adapted from SARN, Reflect *Implementing Partners Information Pack, 2006*

TOOL 76:

Mapping the dissemination of evaluation results

WHAT IS IT?

A map of the distribution of the evaluation results; showing to whom (i.e. donors, communities…) and in which format and language the results were or will be shared.

WHY USE IT?

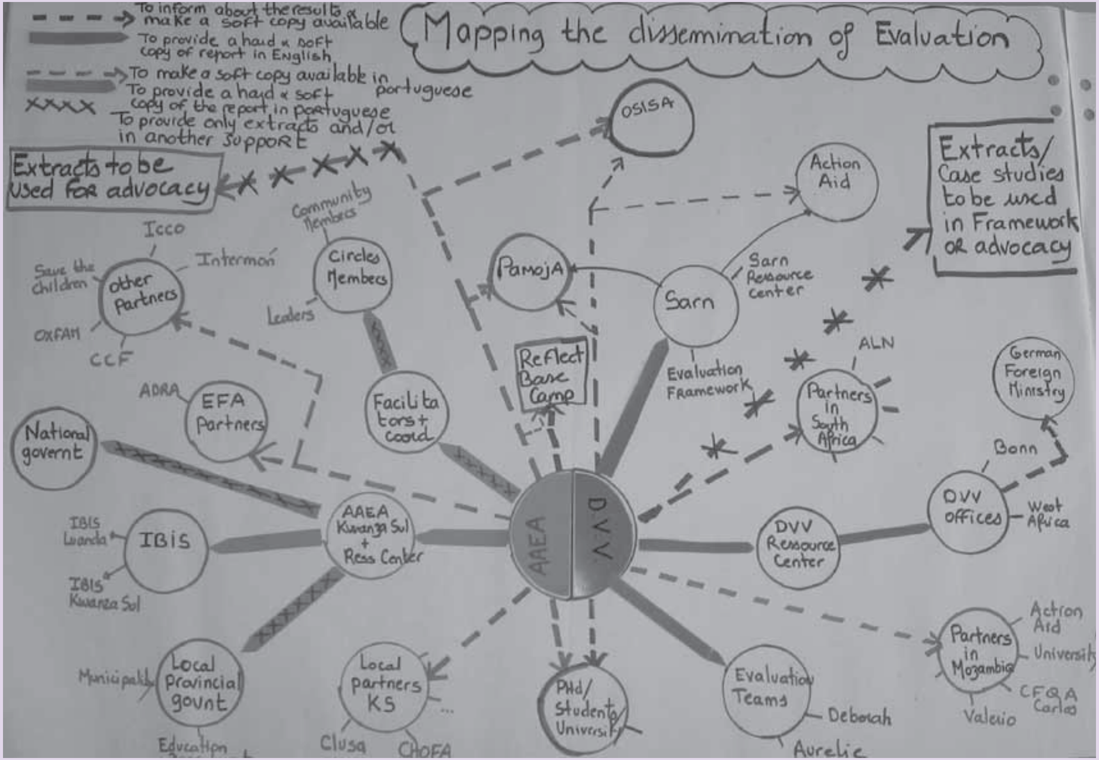
- To organise to whom the evaluation results should be sent and in which format.
- To evaluate whether the dissemination of results finally happened, ensuring:
  - That the evaluation results were not only shared with donors but also with the communities evaluated
  - That this was done in a comprehensible format and language for recipients.
  - That the evaluation provided feedback loops for future improvements.

HOW TO USE IT:

1. Discuss who should receive copies of the evaluation results and write their names on a map or spider diagram.
2. Discuss:
   - Who might be interested in the results? Who should be informed about our results/who do we want to send them to?
   - In which language and format (full report/extracts, soft/hard copy, written/oral presentation, etc) should the results be made available?
   - By which means (newsletters, radio, local newspapers, etc.) will the results be shared?
   - Who is responsible to distribute to whom?
   - Was there feedback? If so, how will the comments be included/published?

SUGGESTIONS:

- You could start with a map and then move on to a matrix. The map/spider's web has the advantage of tracing all NGOs/individuals with direct or indirect access to results.
- Alternatively, you can go back to the tool on 'organising your evaluation' in Chapter 2 and add a column on 'what to do with the results'.
- Mapping the people you will distribute the format to in hard copy will allow you to plan the printing/recording costs of reports and pictures in your budget.



Source: Reflect Evaluation in Angola, DVV/AAEA, 2008

TOOL 76: Mapping the dissemination of evaluation results (contd.)

MATRIX

(created from previous map)

To whom	In which language?		In which format?			Who is in charge of it?	Has the one in charge sent back any comments?
	Portuguese	***English***	***Hard copy (paper)***	***Soft copy (pdf)***	***Other format?***		
Facilitators	x		x	Workshop	AAEA		
Circle	x		x	- Extracts in the Aplica newsletter - Oral feed-back session - Radio	AAEA		
IBIS x	x	x	x		AAEA		
DVV Headquarter		x		x	DVV		
…							

Source: matrix created by Aurélie Voix

Evaluation exercises covered in the radio

Using the radio: The Sierra Leone organization CARD, in partnership with Live KISS FM 104, used the radio 'for coverage of the evaluation exercise (participants' literacy and numeracy) in two of the communities. This gave an impression of the participants' performance to the chiefdom elders including the chiefdom speaker who listened to the live programme'.

Source image: Reflect evaluation in Sierra Leone, CARD, 2008

TOOL 77:
The *Reflect* family

WHAT IS IT?

A map of the international *Reflect* family to which every circle member and facilitator is linked.

WHY USE IT?

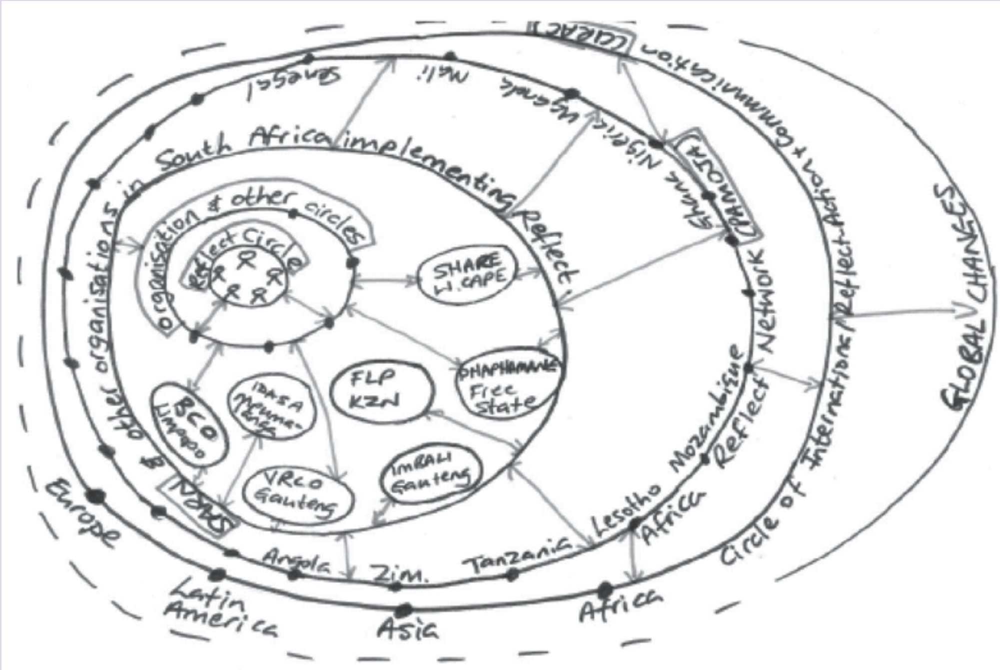
- To evaluate the exchange of information between the different *Reflect* groups, all the way from the local circles to the international circle, CIRAC, and back again.
- To evaluate information flows (sharing documents, attending workshops, participating in *Reflect* on-line discussions…) upwards and downwards.
- To acknowledge these exchanges as good practices, ensuring that the voices of the local people reach the wider world, and vice versa.

HOW TO USE IT:

1. Create a map as shown. For this, draw your *Reflect* circle and build the map outwards from it. Draw other *Reflect* groups to which you are linked on a local, regional, national and international level.
2. Mark with blue arrows the relationship between your circle and the other levels. Discuss and evaluate what benefits have been achieved by fostering these links and what opportunities can still be developed.

SUGGESTIONS:

- You can also use this tool to lead into discussions on advocacy and how the voice of the circle members can reach the global stage. This is also in the context of discussing the importance of documenting and sharing.
- See other tools in this chapter for more on sharing and Chapter 16 for more on documentation and advocacy.

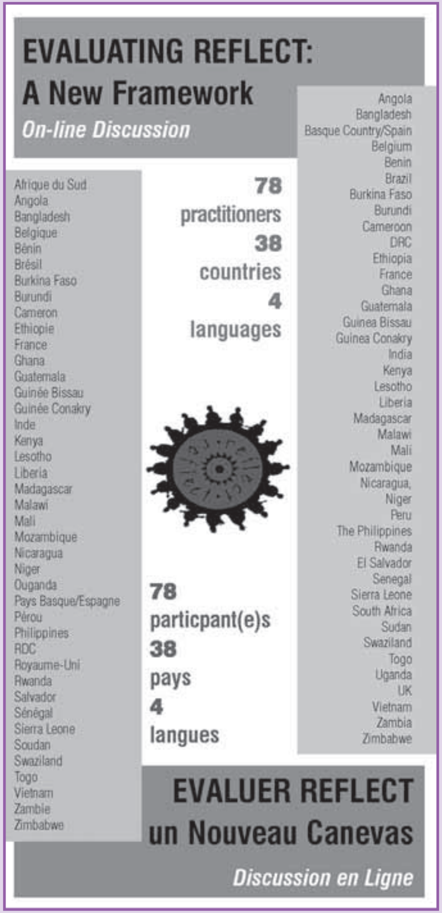


Source: SARN, South Africa, On-line Discussion on 'Evaluating Reflect*', 2008*

Pamphlets distributed following the on-line discussion on "Evaluating *Reflect*" (June/July 2008)

Documentation and advocacy

This chapter presents tools to help you assess the gathering and documentation of information in your circle/organisation and look at how this material is used for advocacy.



TOOL 78:
Assessing your documentation system

WHAT IS IT?

A pie chart to help you assess the documentation system in your organisation.

WHY USE IT?

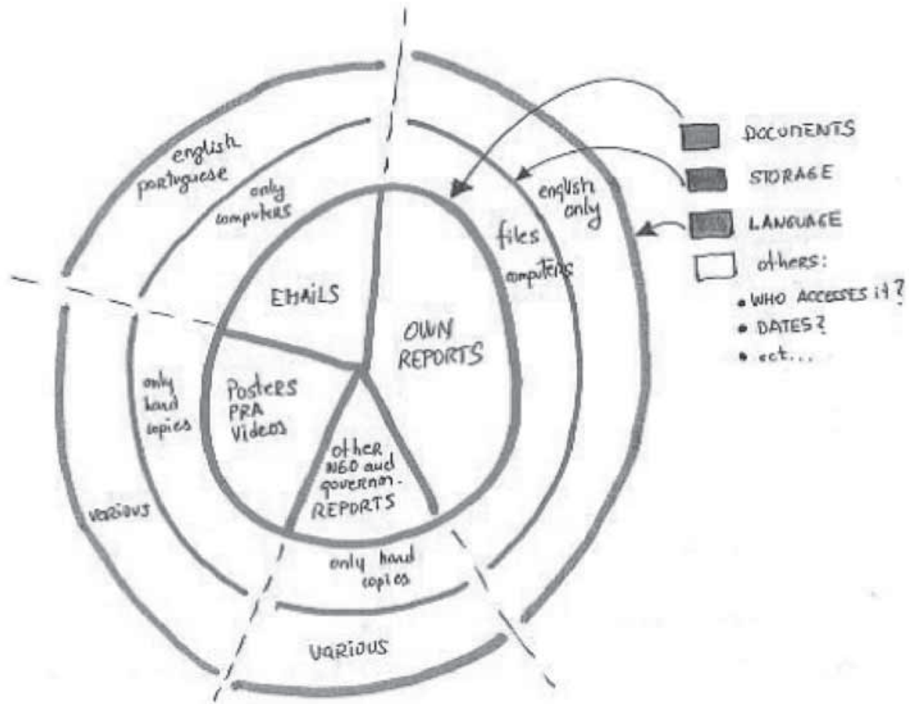
- To assess and improve your ability to effectively record and file all your project information for future use (consultation, sharing, lobbying, etc).

HOW TO USE IT:

1. Brainstorm all the documents that you are producing and saving in your organisation and complete a pie chart.
2. Discuss:
   - Format: Is it varied and flexible, responding to everyone's needs (easy reading, various languages, visuals and written text, etc.)?
   - Content: Are we recording what is needed?
   - Production: Do we have the ability and make the time to produce the appropriate documentation? Who should be in charge of this?
   - Storage: How can we best keep it? Soft copy (computer)? Hard copy (in a library)? Both?
   - Access: Is it available to be shared at any time? Are we filing it by date to easily find it when needed? Who has access/gives access to the documents?

SUGGESTIONS:

- This tool can be used in a support organisation or at circle level.
- Closely linked to documenting, are the writing of the evaluation report, dissemination and advocacy. See Chapters 14, 15 and 16.



WHAT IS A DOCUMENT? ‘Documents’ can be written texts (reports, contracts, contacts, emails, websites, books, newsletters, pamphlets, statistics, budgets, etc.) and audio-visuals (PRA materials, posters, DVDs, videos, music, etc.).

TOOL 79:
Assessing advocacy

WHAT IS IT?

A matrix to assess what advocacy for *Reflect* has taken place and what results were achieved.

WHY USE IT?

- To evaluate who participates in the advocacy events.
- To evaluate the use made of key moments for advocacy.
- To evaluate the achievements of the advocacy events.

HOW TO USE IT:

1. Copy or adapt the table shown.
2. Select an advocacy moment that you were involved in and complete the relevant boxes in the table. Include information on what the activity was about, what the listed participants each did for the activity and what results each of them achieved.
3. Discuss
    - Did you carry out advocacy activities in your *Reflect* project?
    - Were key moments for advocacy like the UN International Literacy Day used?
    - Who was mobilised?
    - Were the circles placed at the centre?

SUGGESTIONS:

- You may also want to specify at what level the advocacy activity was done (family, community, regional, national...).
- You may also want to analyse whether you drew on your documentation system.
- You could create a timeline of key advocacy events.

	Key advocacy moments for literacy and ***Reflect***			
Who participates?	UN literacy day	Adult literacy week	[Write key moment]	[Write key moment]
Circle members	[Write what they did/what they achieved]	[Write what they did/ what they achieved]		
Supporting organisation	[Write what they did/what they achieved]	[Write what they did/ what they achieved]		
Families of circle members		[Write what they did/what they achieved]		
[Write who participates]				

TOOL 80:
The basket of numbers

WHAT IS IT?

A snapshot of numbers from your project evaluation.

WHY USE IT?

- To present evaluation results in a summarised and handy format for sharing and advocacy.

HOW TO USE IT:

1. Present the basket drawing as a thing in which only numbers can be placed.
2. Decide which numbers, percentages and ratios related to your project should be placed in the basket (see suggestions). Write a short sentence for each
3. This will provide you with summarised evaluation results ready for documentation, sharing and advocacy.
4. Remember to collect baseline data so that you can prove change with these numbers.

SUGGESTIONS:

Quantify your project results/changes (see Chapter 5). Numbers are influential in proving things. They can be created with the circles in participatory ways. For example:

- On the personal/household level: explore if changes narrated by one person (anecdotes, personal stories) have also happened to other people in the circle; i.e., if a woman affirms that she is now able to contest her husband's violence, questions and PRA can be used to see if this happened to other circle members too. Additionally, changes can be ranked according to their frequency.
- On the community level: count people involved in and people benefiting from an action (i.e. an action can be organised by a circle but may have affected the whole neighbourhood).

Source: blocs.tinet.cat/gallery/175/olla_w.jpg, 23.02.09

***Reflect* Programme:**

- Number of circle members (female/male and by age)
- Number of facilitators (female/male and by age)
- Number of trainers (female/male and by age)

- Average cost per learner per year
- Number of participants/facilitator (ratio)
- Number of circles/facilitator (ratio)
- Number of organisations using *Reflect* (new ones/more than 2 years)

- Project results in numbers (see suggestions)

Circles:

- Number of circles (new ones/more than 2 years)
- Number of times circles meet per week and hours
- Average years of existence of circles (in years)
- Circle attendance (male and female, age, %)
- Dropouts in circles during the first month (male and female, age, %)
- Dropouts in circles by the end of the course (male and female, age, %)
- Completion of tests in circles (male and female, age, %)
- Maintenance of literacy practices in circles (% - after 2 years)

Facilitators:

- Average of years of work in *Reflect* for facilitators (in years)
- Number of facilitators and trainers who received training

TOOL 81:
From evaluation to advocacy

WHAT IS IT?

A series of four maps to help you move from evaluation towards advocacy efforts; that is, to plan advocacy based on the findings of your evaluation. You may also decide to gather the four maps in only one map.

WHY USE IT?

- To make use of evaluation results by taking them to governments and donors.

HOW TO USE IT:

1. Map the parts of your evaluation results/report that you want to highlight. These may be numbers, percentages, anecdotes, stories, sentences or paragraphs, but they need to be short and striking. You may want to use the tool "The basket of numbers" (this chapter).
2. Map existing government policies and practices in relation to literacy – and the different actors involved – in order to target advocacy effectively.
3. Alongside these, also map allies, that is, other agencies/networks who would be interested to join your advocacy actions and use the results of your evaluation.
4. Map/identify creative tactics for advocacy work – i.e. what media/stunts/hooks to use, etc.

SUGGESTIONS:

- Also see Chapter 14: "Writing a evaluation report"
- Also see the tool "The basket of numbers" in this chapter.

MAP 1: **RESULTS** Parts of the evaluation results that are striking and that we will use for advocacy	**MAP 3:** **ALLIES** Or those who will support the advocacy and evaluation results
MAP 2: **GOVERNMENT** Existing government policies and practices for literacy	**MAP 4:** **TACTICS** Creative tactics for advocacy work

Appendices

Source Photo: Reflect Evaluation in Angola, DVV/AAEA, 2008

Appendix 1. Planning participation table (tool 10)

Key phases of the evaluation & Participation	Circle members	Circle facilitators	*Reflect* trainer	Programme implementers	Other NGOs / CBOs	Donor organisation	International organisation	University/ researcher	Government	External consultant
Initial baseline / situation analysis										
Determining goals of evaluation										
Design of the evaluation framework										
Literature review/collecting pre-existing data										
Developing indicators										
Developing tools/methods										
Translating goals/indicators/tools										
Testing tools										
Implementation / fieldwork										
Analysing data										
Discussing findings										
Presenting/publishing findings										
Disseminating findings										
Advocacy linked to findings										
Critical reflection on the process (presenting responses; self-reflective observations from evaluator)										

NOTE: Remember to use this tool AT LEAST twice: at the beginning of the project (baseline data study) and at the end (final evaluation)

QUESTIONS:

1. What will be the key phases of your evaluation?
2. Who will participate in each phase?
3. What power issues (time, language, financial, intimidation, gender, etc.) may affect participation and how can they be challenged?

1. What were the key phases of your evaluation?
2. Who participated in each phase?
3. What were the challenges or power issues observed?

Appendix 2. Annual data collection form (tool 13)

Date Form Completed	Year	Month	Day
Your Name			
Role/Position			
Organisation			
Address	Postal		Physical
Telephone/Fax			
Email:			

<u>To complete this form:</u> Please mark boxes with 'X' and/or add details where required by clicking on the grey areas and typing your response. Thank you.

ABOUT YOUR ORGANISATION:

1. Which of the following best describes your organisation?	
Government/Public Sector	
Non-Governmental Organisation	
Community-Based Organisation	
Social Movement	
Other *(please specify)*	

2. Is your organisation?			
Local			
National		Rural	
Regional		Urban	
International		Peri-urban	

3. How did your organisation first significantly come into contact with *Reflect*?	
Mother Manual	
Visit to another organisation	
Training in South Africa	
South Africa *Reflect* Network	
Training in another country. *Where?*	

4. When did your organisation begin implementing *Reflect*?	
This year	
In the last 2 years	
In the last 2-5 years	
More than 5 years ago	
Other *(please specify)*	

5. How is *Reflect* used?	
Primarily for literacy	
To create/strengthen CBOs	
As a forum for discussion	
Part of an integrated development programme	
Other *(please specify)*	

6. Has baseline data been collected and documented?		
Yes/No *(Mark box with Y or N)*		
If yes, when was the last report completed?	Month	Year

THE REFLECT CIRCLES/GROUPS:

7. How many *Reflect* circles/groups are currently running?	

8. How frequently do the groups meet?	
5-6 times a week	
3-4 times a week	
2 times a week	
Other *(please specify)*	

9. How long on average is each meeting?	
Less than two hours	
Two to three hours	
More than three hours	
Other *(please specify)*	

10. **Briefly** describe the issues circles have dealt with in the past 6-12 months/are currently addressing:			
Issue?	Action(s) taken?	Impact of actions?	Main beneficiaries?
▪	▪	▪	▪
▪	▪	▪	▪
▪	▪	▪	▪
▪	▪	▪	▪
▪	▪	▪	▪
▪	▪	▪	▪
▪	▪	▪	▪
▪	▪	▪	▪
▪	▪	▪	▪

11. For how long does each group run?	
Under six months	
Six months to a year	
One to two years	
Indefinite	
Other *(please specify)*	

14. What is the average educational level of school leaver participants and adults?	

15a. What is the mother tongue of most participants?	
15b. What other languages are spoken locally?	
15c. What language is used in the groups/circles?	

12. How many participants regularly attend each group/circle? *(Type the name or number of the circle, then enter the number [no.] of participants)*			
Circle/group	No.	Circle/group	No.

16. Where are the meetings held?	
Outside	
In a self-built shelter	
In an existing shelter	
In a community centre	
In a school	
In your organisation's shelter/room	
Other *(please specify)*	

13. What are the ages and total number of female and male participants? *(e.g.: including all circles/groups there may be a total of 36 male participants aged 20-35 years etc)*		
	Male ♂	Female ♀
0 to 5 years		
6 to 12 years		
13 to 19 years		
20 to 35 years		
36 to 59 years		
60 and over		

17. Do the participants contribute financially to the costs of running the circle/group?	
No	
Yes	
If yes, how?	

18. Were the participants already in a group before starting *Reflect*?	
No	
Yes	
If yes, *please specify:*	

19. What is the percentage of dropouts by age group?				
	In the first month:		Before the end of the course/ programme:	
	♂	♀	♂	♀
0-5 years				
6-12 years				
13-19 yeas				
20-35 years				
36-59 years				
60 years & over				

20. What are the participants' main reasons for dropping out?
▪

THE FACILITATORS:

21. How many facilitators are:		
	Male	Female
Under 15		
15-25 years		
26-35 years		
Over 35 years		

22. What is the average educational level of the facilitators?	

23. What previous training experience do the facilitators have? *(Please give % of facilitators who fall into each category)*	
None	%
Traditional literacy teachers	%
School teachers	%
PRA facilitators	%
Other *(please specify)*	

24. On average, how many groups does the facilitator work with?	
One	
Two	
Three	
Other *(please specify)*	

25. On average, how many hours a week is the facilitator expected/contracted to work?	
0-5 hours	
5-10 hours	
10-15 hours	
15-20 hours	
20-25 hours	
25-30 hours	
30-35 hours	
35-40 hours	
Other *(please specify)*	

26. Are the facilitators:	
Volunteers	
Given an honorarium	
Paid	
If paid/receiving honorarium, what is the average pay per hour/week or month?	

27. Do facilitators have a job description?	
No	
Yes	

28. What else motivates the facilitators?
▪

29. Are the facilitators from:	
The same community as the participants	
The same area (within 3km of the community)	
From outside the community	

30. How often do the facilitators meet together?	
Weekly	
Monthly	
Other *(please specify)*	

REFLECT TRAINING

	Training of Trainers	Training of Facilitators	Refresher Training
31a. Who participated in the training (name & role)?	▪	▪	▪
31b. Where and when was the training held?	▪	▪	▪
31c. Who ran the training?	▪	▪	▪
31d. How long was the training?	▪	▪	▪
31e. What problems, if any, did you face with the training?	▪	▪	▪

32. Do you have an in-house *Reflect* training programme?	
No *(mark box & skip to question 33)*	
Yes	
If yes, how often is training provided and for how long (*e.g.: once a month for half a day)*?	
Who provides the training?	
Please list the themes/topics of the last 8 training sessions:	Date

REFLECT MANUAL/LEARNING UNITS:

33. What type of manual do the facilitators use?	
Local	
National	
Mother Manual	
Other *(please specify)*:	

34. Who produces the manual/learning units?	
Participants	
Facilitators	
Trainers	
A core team	
Other *(please specify)*:	

35. How often is/are the manual/ learning units up-dated?	

36. Please list the themes/topics of the last 6 learning units produced:	Date produced

REFLECT SUPPORT:

37. Is there a *Reflect* committee?	
No *(mark box & skip to question 38)*	
Yes	
If yes, who is on the committee *(e.g.: role in organisation/community)*? ▪	
How often does the committee meet together?	
What is the role of the *Reflect* committee? ▪	

REFLECT TRAINING (cont.)

38. Who else supports the *Reflect* programme/activities?				
Name	Job title/role	When appointed	Who responsible to	Describe any *Reflect* training

MORE REFLECTIONS?

Please use this space to tell the network anything else you would like to share about your experience of working with *Reflect*. Please highlight problems/ difficulties, significant innovations or learning:

Appendix 3. Census of circles (tool 52)

<u>Objective</u>: to collect basic information on the circles and monitor whether they have been set up / are still running as planned. This tool has been used by trainers / supervisors on their visits to the field. *Source: DVV Madagascar*

Date of verification: ……………………………………………………………………

Name of verifier (supervisor): ……………………………………………………………

Organisation: ………………………………………………………………………………

I- LOCATION OF THE CIRCLE

Community: …………………………………… District:

Village: …………………………………………… Region:

Commune: ……………………………………

a) Means of transport to the site where the circle meets:

	Village		Commune		District		Region	
From the comm. to the:	………………Km		………………Km		………………Km		………………Km	
Means of transport	Means of transport (Mark **X**)	Length of journey	Means of transport (Mark **X**)	Length of journey	Means of transport (Mark **X**)	Length of journey	Means of transport (Mark **X**)	Length of journey
	1	……(hr) ……(min)	**1**	……(hr) ……(min)	**1**	……(hr) ……(min)	**1**	……(hr) ……(min)
	2	……(hr) ……(min)	**2**	……(hr) ……(min)	**2**	……(hr) ……(min)	**2**	……(hr) ……(min)
	3	……(hr) ……(min)	**3**	……(hr) ……(min)	**3**	……(hr) ……(min)	**3**	……(hr) ……(min)
	4	……(hr) ……(min)	**4**	……(hr) ……(min)	**4**	……(hr) ……(min)	**4**	……(hr) ……(min)
State of the route (Mark **X**)	Accessible	Inaccessible	Accessible	Inaccessible	Accessible	Inaccessible	Accessible	Inaccessible
Dry season								
Rainy season								

1: On foot; **2**: Pirogue (canoe-style boat); **3**: Taxi-bus; **4**: Other, please specify:

Other comments:

....

....

II- CONTACT WITH THE CIRCLE / Contact Person

Name	Full Address	Telephone	Quick Contact*

**Quick and reliable means of communication: for example: Rapid mail, address of reliable taxi-bus; etc…*

III- ABOUT THE CIRCLE

a) Identity of the circle

Name	Date set up	Address	Implementing organisation

b) Facilitator and Co-facilitator

Name and surname	Age	Male	Female	Date or period started	Observations
1)					
2)					

d) Other responsibilities within the circle (President, vice-president, treasurer, etc…)

Responsibilities	Name and surname	Reasons for creation of post

e) Advisers / Councillors

Name and surname	Age	M	F	Date/period joined	Observations
1					
2					

f) Members of the circle*

Number of members	M	F	Average age**	Observations
On creation of the circle				
Current number (at time of visit)				

**Where possible, collect details of the members of the circle (age, sex, reasons for joining)*
***Give an age range where it is difficult to ascertain the exact age: i.e.: between 15 and 60 years, etc…*

IV- RELATIONSHIP BETWEEN THE CIRCLE AND THE WIDER COMMUNITY

a) Approval (Mark X where relevant)

	YES	NO	If NOT Why not?	The bodies which have given approval Mark (1) if the approval is given in writing Mark (2) if the approval is verbal.					*Cy: Community where the circle is based;* *V: Village* *C: Commune* *D: District* *R : Region*
				CY	V	C	D	R	
Approval of local authorities and other bodies									
Approval of the Community									
Describe the forms or expressions of community approval:									

b) Collaboration of the circle with the community / local authorities

	Type and manner of collaboration
Community in which the circle is based	
Village	
Commune	
District	
Region	

d) Partnership of the circle with other organisations *(All the organisations working with the circle other than the implementing organisation and local authorities: CSO, NGO, associations, etc…)*

Name of organisation	Type of activity	Address	Reason for collaboration with the circle

e) Relationship with other circles

Name of village where other circles are based	Name of the other circle	Relationship between *Reflect*		If YES: Reasons and type of relationship between circles* If NOT, why not?	When?
		YES	NO		

Reasons for the existence or not of such a relationship; type & manner of relationship, for example: exchange of experiences, commercial, visits between circles or facilitators, etc.

f) Impact of the existence of the circle within the community

Have circles, other groups or associations been newly established as a result of the existence of the circle in the village?

- Who: ……………………………………………………………………………………………………
- Where: ……………………………………………………………………………………………………
- Why: ……………………………………………………………………………………………………

Have other existing groups or associations imitated or adopted the *Reflect* approach?

- Who: ……………………………………………………………………………………………………
- Where: ……………………………………………………………………………………………………
- Why: ……………………………………………………………………………………………………

V- THE DEVELOPMENT OF THE CIRCLE

a) Activities of the circle

Activities carried out (List)	Describe how and where they have been carried out Finances, materials, relationships, etc...	Results

b) Financial resources of the circle

a. Type: ....

b. Origin: ....

c) Other resources

a. Type: ....

b. Origin: ....

d) Evaluation of the circle

Successes	Failures
Possibilities	**Obstacles**

Appendix 4. Checklist for the observation of a circle meeting (tool 66)

Date: ______________________

Place: ______________________

Y - Yes; M - Moderately; N – No

1.	Describe the room in terms of size, furniture, light, teaching equipment:	
2.	<u>Literature environment</u>: are there printed posters on the walls? hand written newsprint / paper / printed? books / magazines? other	Y N Y N Y N __________
3.	Do the circle members have <u>exercise books</u>? If yes, do they all write in them? (include a photo of one page)	Y N Y N Y N
4.	Is there an <u>attendance register</u>? If yes, how far does it backdate? According to the register, for how long and how regular has the circle been meeting? Who completes the attendance register?	Y N __________ __________ __________ __________
5.	<u>Seating arrangement</u>: everyone in a circle, including facilitator; traditional school classroom, the facilitators standing in front; other	__________ __________ __________
6.	Is the facilitator dominating/controlling? guiding/steering? non-existent?	__ __ __
7.	Does the facilitator encourage the quieter circle members to participate/speak?	Y M N
8.	Does the facilitator interrupt the circle members?	Y M N
9.	Does the facilitator allow the circle members to interrupt each other?	Y M N
10.	<u>Talk time</u>: facilitator versus circle members	F: % CM: %
11.	Do some circle members dominate the discussion/activities?	Y M N
12.	Does the facilitator make use of a particular *Reflect* tool? If yes, which one?	Y N __________
13.	Does the facilitator use the tool to deepen understanding? OR just to do an activity?	__ __
14.	Are the circle members familiar with this tool?	Y M N

Appendix 5. Facilitator's record of circle learning (tool 67)

Daily record of a *Reflect* circle session

Name of facilitator:	
Date of session:	
Topic (theme) and **aims:**	
Activities / PRA used:	
Learning:	
Letters/ key words and numbers:	
Key sentence(s)	
♦ **What went well?** ♦ **What could be improved?**	

Weekly circle progress record

Learning circle: ____________________

Facilitator(s) Name: ____________________

Date of report: ____________________

Week 1 Meeting dates: ____________________ Unit: __________ Session(s): ____________ Comments from facilitator(s) about the progress this week:
Week 2 Meeting dates: ____________________ Unit: __________ Session(s): ____________ Comments from facilitator(s) about the progress this week:
Week 3 Meeting dates: ____________________ Unit: __________ Session(s): ____________ Comments from facilitator(s) about the progress this week:
Week 4 Meeting dates: ____________________ Unit: __________ Session(s): ____________ Comments from facilitator(s) about the progress this week:

How many copies of the following are attached?:

Session plans?	Graphics? (Includes graphics from discussions and action plans):	Circle progress records?

Participants' Age Groups:

Age	Number in circle	
	male	female
Under 16		
16-25		
26-35		
36-45		
46-60		
60+		
Total		

Attendance Record:

Date	Male (total number)	Female (total number)
TOTAL		

Questions to Consider	My thoughts
1a. What topic did I deal with this month? (i.e.: what was the title of the UNIT covered this month; what were participants analysing and learning about this month?) **1b.** What did we do to strengthen the education on that UNIT, e.g.: did we invite someone to the circle to talk about the issue, or something else? **1c.** What supplementary material did we use, in what language and where did we get it?	
2. What went well this month? (Try and give as much information as possible) E.g.: **2a.** What did participants learn and share? **2b.** What new ideas/things did the participants learn? **2c.** What action(s) did we plan and/or take forward this month? **2d.** Which role players did we liaise with in order to implement the actions, and what is their role? **2e.** How else did we achieve the things we achieved this month? **2f.** Are there any issues or problems that came from our discussions that we can address in the future?	

3a. What challenges or problems did we experience this month? **3b.** In my view, what was the cause of the challenges (e.g.: if attendance poor, if disputes arose, if blockages experienced when taking actions etc) **3c.** What have I/the circle done to try and overcome the challenges? How successful/ unsuccessful was this and why, do I think?	
4a. What tools did we use this month? **4b.** What did they show?	
5a. What literacy was done this month? **5b.** How did literacy improve the participant's life, and what examples can I share?	
6. What numeracy was done this month?	

Any other comments relevant to this month's report (e.g.: what support do I need?):

Signed by facilitator: ____

For Organisation's Monitoring & Evaluation Purposes:		Date	Initials
M& E data extracted			
Issues arising from report			
Action taken on issues			

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