

7.2 Examples from the field Participatory Planning, Monitoring and Evaluation approaches



Examples of participatory approaches for planning, monitoring and evaluation that The Fred Hollows Foundation has integrated into the Indigenous Australia Program (IAP).

The IAP has experience with participatory processes and many approaches and tools have become an integral part of planning, monitoring and evaluating (M&E) projects. Participatory methods and tools strengthen the level of engagement with participants, increase the opportunity for voices to be heard that are not normally heard and generate discussion. They assist the IAP and external evaluators to have more confidence in the answers to the evaluation questions.

Programs are best placed to determine which participatory methods and tools are the most appropriate, given the cultural context. These participatory approaches contribute to making the 'measuring' meaningful for everyone involved. In addition, critically reflecting on the program as a team can enable team members to celebrate achievements, embrace challenges and learn from what has gone well and what has not gone so well. Sharing the findings with partners and others can assist everyone strengthen their practice and programs.

Useful Techniques and Tools

The IAP predominantly uses 'strength-based approaches' that use affirming positive language. These approaches are appropriate to use with individuals, families and communities. Strength-based approaches incorporate a wide range of qualitative and quantitative research methodologies and data collection tools. By using them, it is possible to collect data in participatory and creative ways, building on participants' strengths. Applied rigorously, they yield high quality data. IAP has successfully used the following activities for:

- Program planning and evaluation
- Data collation and analysis
- Management and review
- Team reflection sessions
- Reporting and sharing findings

"The strength-based approach is both a philosophy and a process for creating the kinds of organisations in which people want to work, and a world in which they wish to live."

Watkins and Mohr (2001), cited by Preskill, H. & Catsambas, T. (2006) p. 2. (1)

Common methods and tools for the IAP include:

- *Qualitative and quantitative research methodologies*
- *Narrative and story-based approaches*
- *Visual techniques*
- *Creative methods of questioning and eliciting information*
- *Reflective diary / scrap booking / communication log books*



Examples from the field

Participatory Planning, Monitoring and Evaluation approaches



Community Reference Group

The IAP program officer for the Banatjarl Culture Camp evaluation engaged community representatives to assist with designing and developing the questions and liaising with the participants, interviewees, families and other community members to keep everyone informed and updated. The group assisted IAP to understand the process from the community's perspective and provided advice regarding how cultural integrity could be maintained at all times. (2)



Participatory M&E planning

For the Trachoma Elimination Project the IAP engaged an evaluator to facilitate a two day workshop for Community Based Workers, program staff and partner organisations to work together to develop an M&E framework. This process was important for this project as the data had to be collected from several sources. The process enabled stakeholders to become engaged and committed to sharing common measures of success. (Refer to example from the field 7.1)



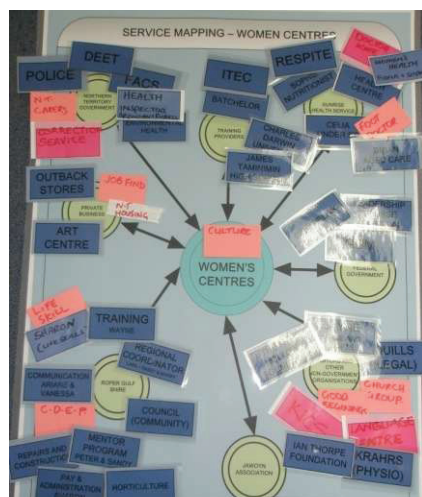
Chapatti circle

This tool can be used for assessing recall of events or activities and then ranking by allocating them to a different sized portion of the circle depending on predetermined criteria. It provides a fun and engaging way of collecting data and allows a sense of satisfaction when achievements are documented. (3)



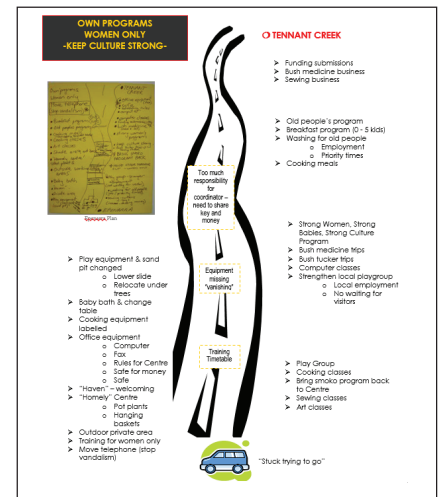
Stakeholder mapping

This involves a small group working together to identify all the services or stakeholders that need to be engaged or involved in various activities. In conjunction with brainstorming and sorting, this mapping process could be used for conducting a needs assessment, planning, monitoring or evaluating. It can also provide a great way of communicating information to external stakeholders. (4)



Road map

Used as a planning tool, a small group can visually map the path ahead together and identify potential barriers along the way.



World Café

The Katherine Regional Eye Care workshop used a process similar to the 'World Café' technique. This involved a structured conversational process to facilitate open discussion and link ideas across a larger group. The optometrists, ophthalmologists, regional eye coordinators, government hospital staff and representatives from Aboriginal Community Controlled Health Organisations and non-government organisations, moved between a series of tables where they continued a discussion in response to a set of questions. The questions were predetermined by an external evaluator and focused on the specific goals of the project. (5)



Examples from the field

Participatory Planning, Monitoring and Evaluation approaches



Pocket chart

This data collection method enables individuals to express their views anonymously as the chart or curtain can be located out of eye view of the other participants. It can be used to determine specific outcomes for the project design or gauge general attitudes in relation to implementation. The tool collects data that enables a degree of quantification for issues that generally lend themselves to more qualitative data collection methods without intrusive questioning. The tool is great for people who may not be comfortable speaking out in a focus group, who are illiterate or not confident. It also generates discussion, segregates data, counts participants and can be used pre – post intervention or at different stages. (6)



Most Significant Change

This story-based evaluation technique was used in the Early Childhood Nutrition and Anaemia Prevention Project and the evaluation of the Diplomacy Training Program. The technique helped to uncover and explore the positive and sometimes unexpected aspects of programs or activities. (7) (9)



Pass the parcel

In the Women's Development Project evaluation, laminated pictures and small gifts were placed within each layer of the parcel and were unravelled to music played on the laptop computer. Each image illustrated different events in the life of the project. The external evaluator asked the participant unwrapping the layer to describe: 1) what was happening in the picture; and 2) how this event had impacted on/changed her life. The IAP's Aboriginal Health Promotion Trainee created the tool and the evaluator facilitated the activity. However, the activity largely ran itself, with the women often working as a group to answer the questions. (4)



Ripple Tool

The IAP was involved with a Menzies School of Health Research Project that adapted the 'Ripple Tool' to appraise different parts of the food system and plan, implement and monitor incremental improvements. As a collective, stakeholders assessed each of the activity areas for one or more food system domains using 'a ripple' where the inner to outer circles represent the development of the activity area from 'just starting/ weak' to 'fully developed/strong'. (8)

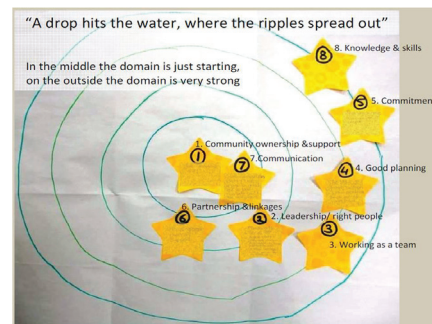


Photo story

The Banatjarl Culture Camp evaluation included a process using six photographs taken during the camp and asking the participants to select the photograph that was most meaningful and describe what it meant to them. The photos were used in interviews and questionnaires to remind participants about the activities conducted at the camp. They also represented the different cultural aspects that were being evaluated. The photos assisted in promoting discussion and drawing out information from the participants. (2)



Examples from the field

Participatory Planning, Monitoring and Evaluation approaches



Cutting and pasting

Evaluation participants can take a hands-on role in the thematic analysis of qualitative data. This image shows participants literally cutting and pasting text from interview transcripts on to butcher's paper and then sorting to develop a list of common themes and quotes. (2) (9)



Sharing quotes

The following example used the participants quotes and photos resulting from a participatory thematic analysis of interviews to develop into a publication. It was shared with participants living in other remote locations to generate discussion about results. (3) (9)

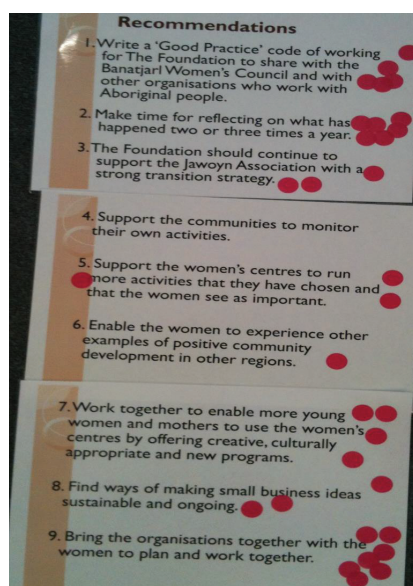


Dotmocracy

Dotmocracy is a method used by groups to prioritise actions. At the Katherine Regional Eye Care Workshop, group members voted on which actions they thought were a priority. It provided a guide for regional eye care stakeholders to improve regional coordination, delivery, access to and completion of eye care for people in the Katherine Region of the NT. (10) (11)

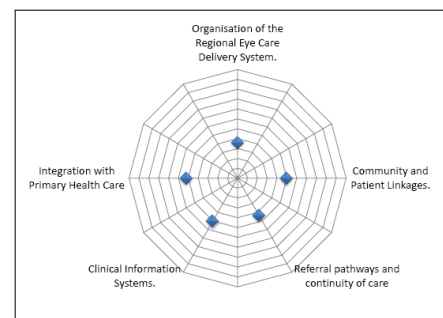


Voting using sticky dots were also used by the women involved with the Women's Development Project to rank the recommendations from the evaluation. The top recommendations were then developed into a work plan to cover the following two years. (4)



Spider Chart

The 'spider chart' is a useful way to report visually the information that has been gathered from a number of sources. The Katherine Regional Eye Care workshop combined the data collected at the workshop with survey results that were collected from a range of other stakeholders from across the region who were not able to participate in person. The information was collated and presented back to the group in the form of a visual spider chart that represented the Regional Eye Care Systems Assessment average scores. (10) (13)



Dilly Bag

The 'Dilly Bag' activity is an engaging way to facilitate reflection at the end of a process or project. This activity was undertaken on the final day of a community based worker workshop. Participants were provided with sticky notes, asked to respond to four statements and then place them on a figure of a person with a dilly bag standing next to a garbage bin drawn onto a white board.

Dilly Bag - 'Something I will take away', Head - 'Something I have learnt', Heart - 'Something I felt' and Garbage bin - 'Anything I want to forget or was not good'. (12)



Examples from the field

Participatory Planning, Monitoring and Evaluation approaches



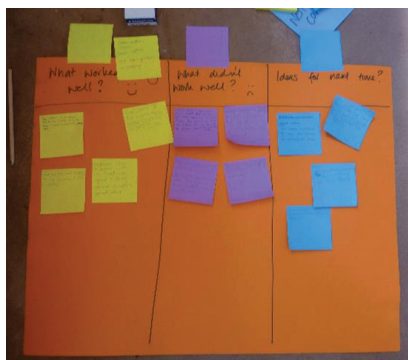
The Bull's eye - hitting the target

Assessing 'satisfaction' with processes using the 'Bull's eye' tool has become a regularly used tool at many of the IAP's forums, camps or end of session assessments outbush. The closer to the centre, the greater the satisfaction. The satisfaction target has been hit!



'What worked well', 'What didn't work well' and 'Ideas for next time'

These questions were routinely used in a reflection actively undertaken with community based workers in the Early Childhood Anaemia Prevention Project to identify the strengths of the work, challenges that needed to be overcome and ideas for how to deal with these challenges. (9)

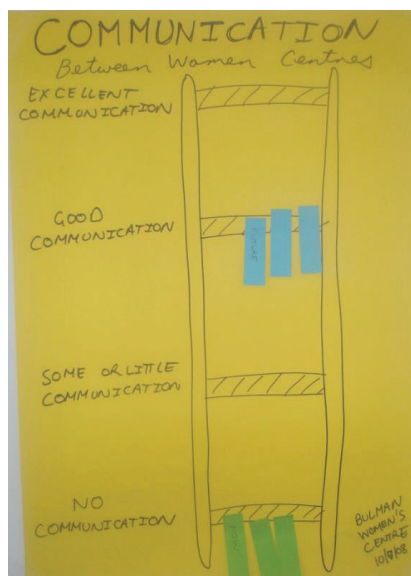


It is not just that representation from the target population ethnicity or culture is 'nice' or 'good to have' on an evaluation team; you are actually going to seriously compromise the evaluation's validity and credibility without it.

Wehipeihana, Davidson, McKegg, & Shanker (2010) p. 184. (13)

Ladders

The IAP has used the ladder tool as a pre and post activity to gauge a sense of how things have changed. Small groups at stakeholder workshops or staff meetings have used the tool to reflect on how things have changed over time. Confidence, decision making and communication have all been the focus of a particular 'ladder'. (4)



Scrap booking

These are simple and fun reflection tools that provide alternatives to a communication log book or reflective diary. Scrap books can store photos, certificates, diary entries or drawings for personal recollection or for sharing with external stakeholders, depending on the purpose. (4)



Examples from the field

Participatory Planning, Monitoring and Evaluation approaches



Links to examples discussed in this information sheet:

- 1) Preskill, H. & Catsambas, T. (2006) *Reframing Evaluation Through Appreciative Inquiry*. SAGE, Thousand Oaks: California.
- 2) The Banatjarl Girl's Culture Camp – Evaluation Report
http://www.healthinonet.ecu.edu.au/uploads/resources/28978_28978.pdf
- 3) Anandnjayasekeram, P., Puskur, R., & Zerfu, E. (2009) *Applying innovation system concept in agricultural research for development*. International Livestock Research Institute: Ethiopia.
- 4) The Women's Development Project: Indigenous Australia Program: evaluation report. Darwin, NT: The Fred Hollows Foundation http://www.healthinonet.ecu.edu.au/uploads/resources/23392_23392.pdf
- 5) <http://www.theworldcafe.com/>
- 6) Donnelly, J. (2010) Maximising participation in international community-level project evaluation: A strength-based approach. *Evaluation Journal of Australasia* 10.2:43
<http://seachangecop.org/sites/default/files/documents/2010%20EJA%20-%20Maximising%20participation%20in%20international%20community-level%20project%20evaluation.pdf>
- 7) Dart, J., & Davies, R. (2003). A dialogical, story-based evaluation tool: The most significant change technique. *American Journal of Evaluation*, 24(2), 137-155.
<https://www.kepa.fi/tiedostot/most-significant-change-guide.pdf>
- 8) Good Food System Project – Menzies School of Health Research
http://www.menzies.edu.au/page/Research/Projects/Nutrition/Good_Food_Systems_Project/
- 9) Early childhood nutrition and anaemia prevention project. Darwin, NT: The Fred Hollows Foundation
<http://www.healthinonet.ecu.edu.au/key-resources/bibliography/?lid=25699>
- 10) Brien Holden Vision (2015) Eye and Vision Care Toolkit
<https://academy.brienholdenvision.org/browse/resources/courses/eye-toolkit>
- 11) Dotmocracy <http://betterevaluation.org/evaluation-options/Dotmocracy>
- 12) The Evaluation Trust and Gloucestershire Children's Fund (Accessed in 2016) *Measuring Outcomes Toolkit*
<https://ccar.wikispaces.com/file/view/GCF%2BMeasuring%2BOutcomes%2BToolkit%2B%5B1%5D.pdf/244254059/GCF%2BMeasuring%2BOutcomes%2BToolkit%2B%5B1%5D.pdf>
- 13) Wehipeihana N, Davidson EJ, McKegg K, Shanker V. What Does it Take to do Evaluation in Communities and Cultural Contexts Other Than Our Own? *Journal of Multidisciplinary Evaluation*. Vol. 6, 2010. 2010. Available from: http://internal-pdf//Wehipeihana_2010-1616978432/Wehipeihana_2010.pdf

Other resources and links:

- Better Evaluation http://betterevaluation.org/plan/approach/participatory_evaluation
http://betterevaluation.org/resources/guide/participatory_approaches
- Srinivasan L. *Tools for Community Participation: A manual for training trainers in participatory techniques*. New York: PROWESS/UNDP-World Bank Water and Sanitation Program, 1993.
- Participation and Social Assessment: Tools and Techniques (a manual)
<http://info.worldbank.org/etools/docs/library/238582/toolkit.pdf>
- Community Toolbox: <http://ctb.ku.edu/en/default.aspx>
- UNDP <http://portals.wi.wur.nl/files/docs/ppme/UNDPCSOPP-EmpoweringPeople-GuidetoParticipation.pdf>
- Participatory Action Research, Planning and Evaluation:
<http://www.fao.org/docrep/003/x5996e/x5996e06.htm>

Examples from the field

Participatory Planning, Monitoring and Evaluation approaches



- Participatory Rural Appraisal:
The Group Promoter's Resource Book: A practical guide to building rural self-help groups, Appendix - 1. Participatory rural appraisal tools that may be useful in an institutional analysis, PRA Tool Box.
- Community Sustainability Engagement Evaluation Toolbox: <http://evaluationtoolbox.net.au/>
- The Kellogg Foundation Evaluation and Logic Model Guide
<http://www.wkcf.org/knowledge-center/resources/2010/W-K-Kellogg-Foundation-Evaluation-Handbook.aspx>
- Planning and Evaluation Wizard: <http://som.flinders.edu.au/FUSA/SACHRU/PEW/>
South Australian Community Health Research Unit, Flinders University
- Robert Chambers, (2002). *Participatory Workshops: a sourcebook of 21 sets of ideas and activities*, Earthscan, London
- Jules Pretty, Irene Guijt, John Thompson & Ian Scoones, (1995). *Participatory Learning & Action: a Trainer's Guide*, IIED Participatory Methodology Series, Sustainable Agriculture Programme, London
- The Engagement Toolkit:
http://www.dse.vic.gov.au/data/assets/pdf_file/0003/105825/Book_3_-_The_Engagement_Toolkit.pdf
- http://www.clearhorizon.com.au/reference-weblinks/participatory-learning-action-websites*
- Fiona Walsh & Paul Mitchell (2002). Planning for country : cross-cultural approaches to decision-making on Aboriginal lands; Alice Springs, N.T. IAD Press <http://catalogue.nla.gov.au/Record/339370>
- Tools together now! <http://www.aidsalliance.org/publicationsdetails.aspx?id=228> <http://www.aidsalliance.org/publicationsdetails.aspx?id=229>
- Resource Centres for Participatory Learning and Action <http://www.rcpla.org>
- The Ten Seed Technique The Centre for Sustainable Development
<http://www.csd-i.org/ten-seed-technique-field-note>
<http://www.csd-i.org/lesson-plan-ten-seed>
<http://www.rcpla.org/pdf%20download/Ten%20seed.pdf>
- Food and health communication across cultures – Menzies School of Health Research
http://www.menzies.edu.au/page/Research/Projects/Nutrition/Food_and_health_communication_across_cultures/
- The Public Health Bush Book. Volume 1: Strategies and Resources
http://www.health.nt.gov.au/Health_Promotion/Resources_for_Good_Practice/index.aspx
- Using a health promotion framework with an 'Aboriginal lens'. Making Two Worlds Work
http://www.ashm.org.au/images/ATSI/MTWW_Health-Promotion-Framework.pdf
- Anne Garrow (1997) Thinking, Listening, Looking, Understanding and Acting as You Go Along. Steps to Evaluating Indigenous Health Promotion Projects <http://trove.nla.gov.au/work/14739801?selectedversion=NBD12523839>
- Feuerstein M (1986). *Partners in Evaluation: Evaluating Development and Community Programmes with Participants*, Macmillan. London.

This publication may contain images of persons that have passed away. The Fred Hollows Foundation would like to acknowledge these persons and pay our respects to them and their families.

Developed by The Fred Hollows Foundation Indigenous Australia Program. Additional information about the development of this project can be found at <http://www.healthinfonet.ecu.edu.au/key-resources/promotion-resources?lid=30884>

Designed by Elizabeth Cook - elizabethjcook@optusnet.com.au