

C.12 Evaluations

This section brings the workshop or training course to a close. It includes activities designed to evaluate the workshop, on the spot, and to finish the event in a positive and entertaining way. This is particularly useful when the workshop has been a long and intense one.

The 'on-the-spot' evaluation is more of a spontaneous reaction to the workshop than an evaluation as such: a true evaluation would have to measure the results of the workshop against the original objectives, and set criteria for the measurement of these. The value of the 'on-the-spot' responses lies in their immediacy and in the information they yield for you, the facilitators and planners, for the purposes of future training courses. This kind of activity gives you some indications of aspects of the training methods and content you may need to change, to reinforce or to even to remove. Of course, it is important to assess all the responses in the context of the culture and experience of the participants, and taking into account the way the dynamic of the group evolved throughout the workshop.

The sample evaluation form we have enclosed is one used frequently by Oxfam for gender workshops, and is only given as a guide. You would need to adapt it to suit your particular needs. Please refer also to **Section B: Trainer's Guidelines** for further discussion of evaluation.

It is always a good idea to end the workshop on an 'upbeat' note: the **Activity 100 Creative Evaluation** is designed to provide entertainment and fun as well as the opportunity for participants to act out their responses rather than verbalise them, on a group rather than an individual level.

C.12 Activities

99	Individual responses (<i>Handout 114 Sample evaluation form</i>)	30 mins	591 593
100	Creative evaluation	3 hrs	595
101	Mountain monitoring and evaluation (<i>Handout 115 Mountain evaluation</i>)		597 599
102	Trio evaluation (<i>Handout 116 Questions for trio evaluation</i>)	1 hr	601 603
103	Evaluation questionnaire (<i>Handout 117 Evaluation questionnaire</i>)	2 hrs	605 609

Individual responses

Objectives

1 To evaluate the workshop and collect information for future workshops.

Method

1 Hand out the evaluation forms, ask all the participants to complete them and hand them in. (This is to make sure that you get all evaluation sheets in.)

(15 mins)

2 Ask all the participants to go round saying one word, phrase or sentence (depending on time available) to summarise the workshop.

Materials

Evaluation forms (**Handout 114**)

Facilitator's Notes

*1 We have provided a sample form in **Handout 114**, as a guide to the kinds of questions it is useful to ask. Please adapt this for your particular group, according to the nature of the group, the kind of workshop and what you want to find out.*

2 Remember an important aspect of this is to obtain reactions and ideas which may help you to improve your training methods and course content.

Sample evaluation form

Please write your comments below to assist us in finding out how useful the workshop has been, and how we might carry the issue forward. Thank you.

1 What did you find most useful about the workshop?

2 What did you find least helpful about the workshop?

3 Was the content of the workshop (please tick the appropriate word/s)

Not useful About right Very useful

Comments:

4 Was the style of the workshop (please tick the appropriate word/s)

Unhelpful About right Useful

5 What do you think you have learned in the workshop?

6 How will you use what you have learned, in your job?

7 What might stop you using what you have learned?(Include your own attitudes and fears.)

8 How would you like to see this taken forward?

9 Any other comments.

Creative evaluation

Objectives

- 1 To encourage creativity and solidarity amongst participants.
- 2 To have fun.
- 3 To end the workshop with a positive feeling.

Method

- 1 Explain to the group the purpose of creative evaluation. (5 mins)
- 2 Divide the participants into three mixed groups and give them 1 hours to prepare for the creative evaluation. (1 hr)

Ask them to use theatre, other media, poems, music, etc. to evaluate the following:

- a. Highlights of the workshop (worst and best moments).
- b. Key lessons learned.
- c. Dynamics and environment.

- 3 Ask the groups to come back and present their acts. (1 hr)
- 4 Sum up the session by drawing out some of the issues raised.

Facilitator's Notes

This session works well with a natural break in the middle. For example, on the last evening of the workshop, give the participants the instructions and time to prepare their presentations before supper, so they can present them afterwards in a relaxing and entertaining way.

Mountain monitoring and evaluation sheet

Objectives

- 1 To enable participants and facilitators to monitor progress on the main aims of the course.
- 2 To provide a visual method of evaluation.

Method

Preparation

- 1 Prepare a list of the main aims of the course, based on pre-course questionnaires and other data (see Facilitator's Guidelines: 5. What For?: Learning Needs Analysis). There should be between five and ten aims.
- 2 Draw a mountain range, with each mountain representing one course aim. Each mountain should have a path going from the bottom to the top. The bottom of each path represents 'Where I was at the beginning of the workshop' on that aim. The top of the mountain represents 'Where I want to be at the workshop end' on that aim. (See **Handout 115**.)
- 3 Either have one large mountain range on newsprint; or draw the mountain range on A4 paper and photocopy one per person.
- 4 At the end of each day ask each person to fill in where they have got to on each of the main course aims. They imagine they are walking up the path towards the top of the mountain. Their position on the path indicates how close they have got to their goal. They fill in the name of the day to indicate where they have got to that day. If you have enough different coloured pens they can use a different coloured pen for each day. Alternatively symbols or words can be used.

5 If individual sheets are used: participants should each mark their sheets on the back with their own symbol, initial or number — which they have to remember. This enables the evaluations to remain anonymous. Collect in the sheets at the end of each day and report back to the group the following day on what the average progress was. Hand out the same sheets every day to each person to record the next day's progress.

If the group flipchart is used: make it big enough for the whole group to mark their positions. Stress that it is not a competition, but that it is useful to both you and them to know what is being learned and where there are still difficulties.

6 Use the information gained to change the programme if necessary.

Materials

Either one flipchart with mountain range drawn on or one copy per participant of a mountain range on A4 size paper.

In each case the mountain range should contain one mountain peak for each course aim (see sample diagram **Handout 115**).

(Source: this mountain evaluation exercise was developed by Charles Harris and Jan Northrop described in *Tools for Community Participation*, Lyra Srinivasan, PROWESS/UNDP, adapted.)

Facilitator's Notes

This can be used both as a monitoring and as an evaluation tool. It can provide a quick visual check on progress.

Mountain evaluation



Where I want to be at the end of the workshop

Almost there

Halfway there

A little progress

Where I was at the beginning of the workshop

Example:
Knowledge about using participatory methods

Trio evaluation

Objectives

- 1 To evaluate the content of the training.
- 2 To identify areas of the training that need further work.
- 3 To refresh participants' minds on what has been covered in the training.

Method

- 1 Ask participants to get into groups of three.
- 2 Give each group a handout based on the sample questions or put the questions on a newsprint.
- 3 Each person in each small group takes a turn in answering one question in less than one minute.
- 4 After she or he has answered the question, other people in the group can add what they think has been left out.
(20-30 mins)
- 5 After each group has finished discussing all the questions, ask them to identify questions related to areas that need more clarification. You can write this on the newsprint.
(10 mins)
- 6 In the plenary discuss the areas they identified for more clarification.
(20-30 mins)

Materials

Handout with questions based on course content
Flipchart
Marker pens

Facilitator's Notes

1 This is a good activity for assessing what participants have learned, in a non-threatening way. It is a good activity for people to practise explaining gender to others.

2 The questions must be based on the content of your training course, setting one question for each activity you did. In a very long course, extending over several days, you may want to use this at the end of each day as a stocktaking activity.

List of sample questions for trio evaluation

(one question per activity)

- 1 What is the difference between gender and sex?
- 2 Why is it important to consider gender?
- 3 What are the childhood influences on gender roles?
- 4 How might our own gender stereotypes affect our work?
- 5 Why is 'all heads of household are men' a dangerous myth for development planning?
- 6 Why do we need to have sex-disaggregated data in all development and emergency situations?
- 7 What are gender roles?
- 8 What is the difference between practical and strategic gender needs?
- 9 Why do we need to consider strategic gender needs in projects?
- 10 Why do we need to consider class, caste, race, and age at the same time as gender?
- 11 What are the five policy approaches listed by Moser?
- 12 How could you start raising gender issues with women?
- 13 How could you start raising gender issues with men?



Evaluation questionnaire

Objectives

- 1 To evaluate individual and group changes during the training in attitudes, knowledge, skills and behaviour, as a result of the training.
- 2 To enable participants to reflect on their learning.
- 3 To enable facilitators to identify the effectiveness of different sessions.

Method

Part 1

- 1 At the beginning of the training hand out one copy of the evaluation questionnaire to each participant. Each questionnaire should have a number; eg. from 1 to 20 if there are 20 participants, and should be marked A.
- 2 Ask them to answer all the questions by circling a number from 1 to 5. The number represents how much they agree with the statement, how much it is true for them, with 1 representing 'not at all', 3 representing 'moderately', 5 representing 'completely'. Stress that it is confidential and encourage them to reply honestly. Ask them also to fill in whether they are male or female. *(5 mins)*
- 3 When they have finished, ask them to add up the circled numbers under each heading i.e. all the A, K, S and B numbers; so that there is a total figure for A; for K; for S; and for B. Finally ask them to add all these to make a grand total. *(20 mins)*
- 4 Ask each participant to write down the reference number written on their questionnaire (not their score) and keep it in a safe place.
- 5 Gather in the questionnaires and at the end of the day check the additions. *(10 mins)*

Part 2

- 1 At the end of the training, ask people to collect one of the second copies of the questionnaire, marked B, which has the same reference number as their first copy.
- 2 Ask them to complete the questionnaire in the same way as they did before (see point 2. in Part 1).
(5 mins)
- 3 Ask them to add the scores in the same way (see point 3 in Part 1).
(20 mins)
- 4 Hand out copies of the first questionnaire to people according to their numbers. Only do this after all completion and scoring of second questionnaire, **not** before.
- 5 Ask them to compare the scores of the first questionnaire with the second. What are the differences in A: attitudes, K: knowledge, S: skills and B: Behaviour? Are there any particularly large differences? Or no difference when one was expected?
(10 mins)
- 6 Discuss these reflections in pairs.
(20 mins)
- 7 In the large group ask:
 - a. How did you find that exercise?
 - b. Do you think you have changed?
 - c. What have been the biggest changes?
 - d. What has not changed?
 - e. Any surprises?
 - f. Other comments*(30 mins)*
- 8 Collect in all copies of the questionnaire (both sets). Later check the additions of the second copy. To analyse group changes you can use the information and lack of change. You can also look at sex differences to see if men's attitudes change less or more than women's.

Materials

Two copies of the evaluation questionnaire per person. Each should be numbered so that there are two copies of no. 1, two copies of no. 2 etc. The copies should be marked A and B.

Facilitator's Notes

1 This questionnaire is adapted and simplified from one used in a training of Gender Trainers Workshop in India. This activity requires a basic familiarity with numbers but if people are likely to be embarrassed by their inability to add up, you can do the adding up yourself.

2 The questionnaire will need to be adapted to include questions based on your training objectives. For example, in the section on Knowledge, include questions relevant to the methods of analysis you have used in the training, which may not be the Moser or Harvard methods.

Evaluation questionnaire A/B

I am* Male/Female My Reference Number

This questionnaire is confidential so please do not write your name, but please record your number for future use.

Please answer the questionnaire by circling the number to show how much you agree or disagree with each statement. The points 1 to 5 represent degrees of agreement with the statement, from 1 — ‘not at all’, through 3 — ‘moderately’, to 5 — ‘completely’. Use all the numbers as appropriate.

* Delete where inapplicable

Questionnaire No.:
Sheet 1

		Not at all			Completely	
A.1	I don't think that women and men behave differently because they are biologically different.	1	2	3	4	5
A.2	I think all jobs can be done by women.	1	2	3	4	5
A.3	Gender needs to be thought of together with caste, class and race.	1	2	3	4	5
A.4	I feel sympathy with people who experience discrimination.	1	2	3	4	5
A.5	I look forward to a time when men and women would be equals.	1	2	3	4	5
A.6	I think that one needs a gender analysis in all development and emergency work.	1	2	3	4	5
A.7	Raising gender issues does not cause conflict between men and women.	1	2	3	4	5
Total A						

		Not at all			completely	
K.1	I understand what gender is.	1	2	3	4	5
K.2	I know methods of finding out what men and women do in a day.	1	2	3	4	5
K.3	I know three roles of women.	1	2	3	4	5
K.4	I know the difference between practical and strategic gender needs.	1	2	3	4	5
K.5	I know facts about the position of women in the world.	1	2	3	4	5
K.6	I understand the process of discrimination.	1	2	3	4	5
K.7	I know the gender policy of my organisation.	1	2	3	4	5
Total K						

Questionnaire no:**Sheet 2**

		Not at all			Completely	
S.1	I find it easy to listen to others.	1	2	3	4	5
S.2	I find it easy to express my feelings to others.	1	2	3	4	5
S.3	I can analyse an organisational structure for gender imbalance.	1	2	3	4	5
S.4	I can analyse projects using the Moser Gender Planning Method.	1	2	3	4	5
S.5	I can analyse projects using the Harvard Case Study Method.	1	2	3	4	5
S.6	I know one way of collecting gender-sensitive data in a village.	1	2	3	4	5
S.7	I can explain what gender is to others.	1	2	3	4	5
Total S						

		Not at all			Completely	
B.1	I feel totally confident in groups.	1	2	3	4	5
B.2	I participate actively in a group.	1	2	3	4	5
B.3	If I hear someone making a discriminatory comment, I challenge them.	1	2	3	4	5
B.4	I feel confident to raise gender issues with men.	1	2	3	4	5
B.5	I feel confident to raise gender issues with women.	1	2	3	4	5
B.6	I have a strategy for incorporating gender into policy and practice.	1	2	3	4	5
B.7	I will get support to carry out my gender work effectively.	1	2	3	4	5
Total B						
Grand Total (A+K+S+B)						

