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WORKSHOP ON PARTICIPATORY METHODS
FOR MONITORING AND EVALUATION OF
WATER SUPPLY AND SANITATION ACTIVITIES
NOVEMBER 11 - 16, 1990
KIBWEZI, KENYA



BY
NETWAS/AMREF (KENYA) AND PROWESS/UNDP
IN COLLABORATION WITH
HEALTH SCIENCES DIVISION/IDRC
AND
THE REGIONAL WATER AND SANITATION GROUP/EAST AFRICA
OF THE UNDP/WORLD BANK WATER AND SANITATION PROGRAM

June 1991

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ACKNOWLEDGEMENTS

The PROWWESS program of UNDP was created to demonstrate how women's involvement can be achieved in the water and sanitation sector, what benefits it brings, what works and why.

We have found useful a two-pronged strategy focusing on changing overall sector objectives and indicators of success, and on shifting the emphasis to participatory approaches. Both emphasize a greater focus on process and on people with special efforts made to involve women.

The participatory evaluation framework reported in this document has developed over several years. It applies an evolutionary learning process to the attainment of sustainable and effectively utilized water and sanitation systems. The participatory evaluation framework has been included in the *Decade Assessment Report* submitted to the UN General Assembly. It was discussed in the New Delhi Global Consultation and is now being disseminated through regional, country and project workshops.

As a follow-up to the first international workshop on participatory evaluation for the water and sanitation sector held at WHO headquarters in Geneva in June 1990, a regional workshop was held in Kibwezi, Kenya which was a collaborative effort by several agencies.

Mathew Kariyuki, Director NETWAS/AMREF hosted the regional workshop --- intended as the first of a series. He was assisted by Melvin Woodhouse, who also arranged field visits to the Kibwezi water supply improvement project. Thanks go to the project staff and people of Kibwezi for spending time with the workshop participants.

John Blaxall, Manager of the Regional Water and Sanitation Group (Nairobi), and his team played a critical role in organizing the workshop and following up with governments to ensure their participation. Gunnar Schultzberg (WHO) provided greatly appreciated support, and Ron Sawyer (PROWWESS) co-facilitated the workshop.

The workshop also marked another milestone in the PROWWESS/IDRC collaboration led by James Chauvin, formerly of the Health Sciences Division of the International Development Research Centre, Canada. IDRC, with their mandate to support developing country research institutes, will provide follow-up support for action research in some of these countries. Jim participated in the workshop and took on the task of being the rapporteur. Finally, thanks are due to Siri Melchior, PROWWESS Program Manager, for her continued support to the participatory evaluation initiative.

One of the dangers of a workshop approach is that while much enthusiasm and energy is generated during the workshop, spirits and ideas flag in the normal work environment. I am pleased to report that the follow-up has truly been phenomenal due to the partnerships established during the workshop, and due to John Blaxall's commitment to be responsive to government requests to follow through on action plans developed at the end of the workshop.

Ron Sawyer, Gunnar Schultzberg, and staff from NETWAS/AMREF have made trips to Zimbabwe, Tanzania, Ethiopia and Ghana. Ron has worked with government counterparts or ITN centers in helping them set up regional/national workshops or further develop training materials. Work has also been done in Kakamega, Kenya.

IDRC reports that research proposals have been received from Ghana and Egypt. I made a brief trip to Uganda, where follow-up workshops for government and UNICEF staff will take place later this year.

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This report is a brief synopsis of the work we did during a week in November in Kilaguni Lodge. We hope to have more detailed documents on participatory evaluation methodologies to support this effort available later this year.

I thank you all for your participation and support, and I look forward to hearing from you.

A handwritten signature in black ink that reads "Deepa Narayan-Parker". The signature is written in a cursive style with a horizontal line underlining the name.

Deepa Narayan-Parker
PROWWESS Coordinator
UNDP-World Bank Water and Sanitation Program

April 22, 1991

Introduction

One of the challenges of the 1990s for the water supply and sanitation sector is assisting communities and implementing agencies to develop their capacity to design and undertake effective and useful monitoring and evaluation activities of local water supply and sanitation facilities.

This report is a synopsis of the discussions, recommendations and conclusions of the first of a set of regional workshops on participatory and innovative tools and techniques for monitoring and evaluating water supply and sanitation activities. The framework for the Kibwezi workshop is based on the conclusions and recommendations of the consultative meeting held in Geneva in June 1990¹ on participatory approaches to the monitoring and evaluation of water supply and sanitation activities. The overall objective of the workshop was to discuss and experiment with innovative tools and methodologies for community-based monitoring and evaluation. Its specific objectives were:

1. To review and refine the participatory evaluation framework and supporting documents developed by the program for the Promotion of the Role of Women in Water and Environmental Sanitation Services (PROWWESS) at UNDP (see Annex 1 for a bibliography relating to the PROWWESS-developed framework);
2. To explore and develop tools that can be used by community people themselves for monitoring and evaluative purposes; and,
3. To identify subsequent action plans, applied research, and training requirements to promote and implement this approach.

Background to the Kibwezi Workshop

There has been increasing interest over the past few years in what has become known as community-based monitoring and evaluation strategies. The essential elements of this approach are:

1. The community is the focal point;
2. It seeks to build the capacity of the community for self-diagnosis, problem solving, and planning and implementing development activities;
3. The indicators to measure change are first defined in a manner that is relevant, valid and appropriate to the community;

¹ The meeting was sponsored by PROWWESS/UNDP in collaboration with the Health Sciences Division of IDRC, and hosted by the Community Water Supply Division of WHO. It was held June 25-29, 1990. Twenty five people, representing eighteen external support agencies and developing and developed country-based NGOs participated. The meeting recommendations are summarized in the PROWWESS/UNDP publication Taking the Pulse for Community Management in Water and Sanitation, and will be elaborated in a forthcoming PROWWESS/IDRC publication.

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4. The methodologies used are understood and useful to the community to achieve its goals in undertaking a monitoring and evaluation exercise;
5. The information generated is of a format and quality useful to the community and its partners in the planning, operation, maintenance and sustainability of water supply and sanitation services.

Workshop participants represented a range of experience, expertise, organizations and institutions (see Annex 2 for participants list). All were involved directly in rural water supply and sanitation activities working primarily with the improvement of water points and sanitation facilities at national and program/project level. The majority were employed by government ministries, or were attached to foreign-funded development initiatives. Five of the participants were based at universities, and are currently conducting applied research linked to water, sanitation, health and development issues. The remainder were employed by non-governmental organizations. The countries represented were: Ethiopia, Ghana, Kenya, Tanzania, Uganda, Zimbabwe, Cameroon and Egypt. The participants at the workshop were supported financially by DANIDA, IDRC, SIDA, UNDP and UNICEF.

Most participants were familiar with the concept of participatory strategies for community involvement in project planning and implementation. However, the majority had no practical experience with participatory evaluation methods. Several indicated on the workshop registration form that their goal was to learn some participatory techniques to use in the programs with which they are presently involved.

Three resource people familiar with the approach developed by PROWESS served as facilitators, principally to provide guidance about workshop methodologies, to encourage participants to become involved actively in the workshop, and to act as rapporteurs. Two artists from the Kenyan non-governmental organization, Kenya Water for Health Organization (KWAHO) financed by IDRC, assisted at the workshop. Their task was to prepare, in collaboration with the workshop participants and with the facilitators, visual materials to be used by the workshop participants in the field.

The workshop agenda and process were designed to maximize involvement of participants. Participants were encouraged to discuss their perceptions and experiences candidly, and to provide input into the development and design of participatory tools and techniques for use in the field. The workshop agenda is provided in Annex 3.

Participatory Monitoring and Evaluation:
What is it?

The first day of the workshop was spent on gaining an understanding of the concept of participatory evaluation, and the Planning and Evaluation Framework in Partnership with People (PEGESUS). Central to the framework are the concepts of sustainability, effective use, and replicability as the overriding goals for which indicators have been developed. Several country case studies that use innovative approaches to monitoring and evaluation were presented and discussed. Through group analysis, participants shared their experiences and opinions. Participants were assigned randomly to the working groups, the composition of which was changed depending on the activity. This allowed for a maximization of sharing of experiences and expertise among workshop participants.

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At the outset, participants were asked to define what monitoring and evaluation meant to them. This activity was done through a series of illustrations. Participants drew their conceptual idea of monitoring and evaluation individually and then in small groups. While their presentations contained several common elements, the perspectives chosen to define the concept differed among the three groups. One group focused on the benefits to community members and expected changes in a village consequent to a monitoring and evaluation exercise; the second group focused on the process of monitoring and evaluation; and the third group provided a conceptual framework. The principle and common element among the three presentations was the view that monitoring and evaluation must become integral components of community development activity, that the exercise must be community-related and centered, and a continuous and non-threatening process must be followed.

Participants were then introduced to the three primary elements of the evaluation framework: sustainability; effective use; and, replicability. Through group discussions, they debated the relevance and appropriateness of the set of indicators proposed within the participatory evaluation framework. For example during one exercise, the groups were provided with thirty slips of paper representing specific indicators and asked to sort the slips into categories. Based on this, and through the use of several other hands-on participatory techniques, participants defined a set of indicators that they believed would be useful to measure these elements at the community level. These activities served as the basis for the development of tools and indicators for field-testing at the Kibwezi project site.²

Two questions posed at the beginning of the workshop became central to subsequent discussions:

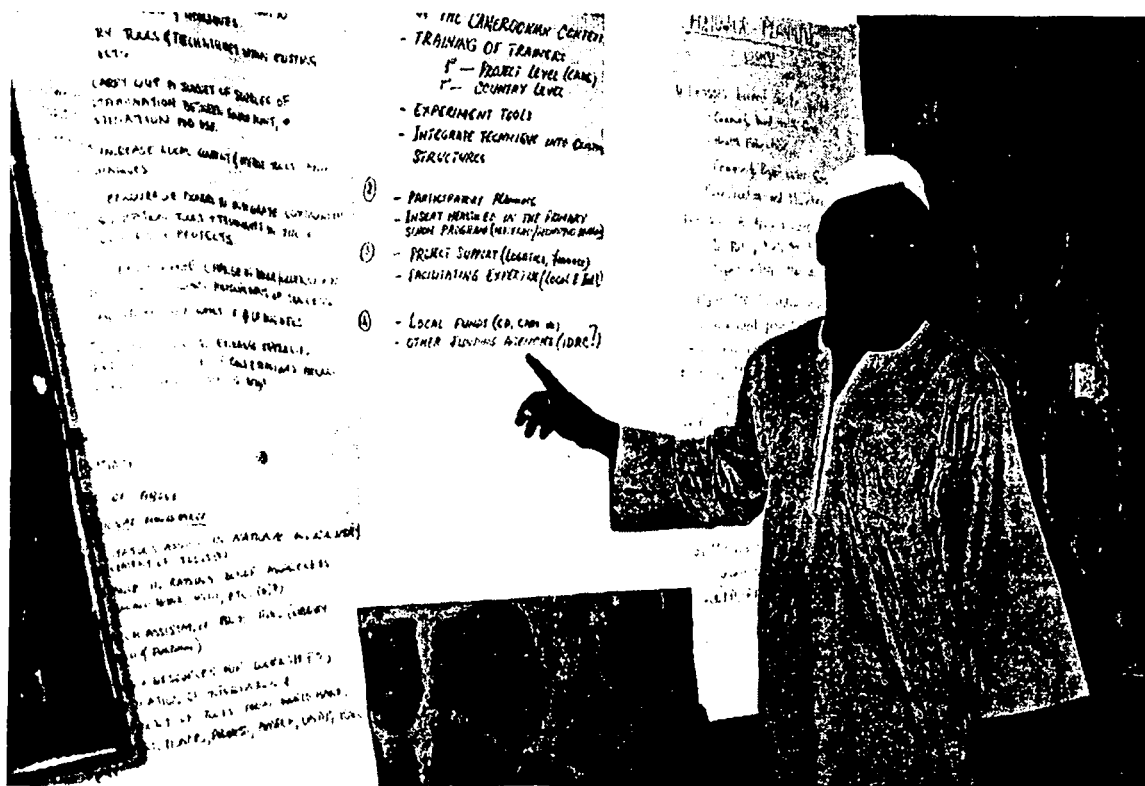
1. How is participation measured?; and,
2. How does participation become a component of measurement?

Case studies presented by some of the workshop participants served to highlight several other issues. One was the desire of many program managers to have at their disposal quick and relatively easy methods of assessing the technical performance and effectiveness of project activities. While this allows the manager to assemble a timely and low-cost review of the project, it may not provide a means by which the community can be involved intimately with the monitoring and evaluation exercise. The chosen indicators, although pertinent to the needs of the funding and/or implementing agency, may have little relevance to the information requirements of the community. Additionally, a project manager may focus only on the quantitative data, whereas the collection of qualitative data might be minimal. The studies underlined the need to determine whether rapid assessment techniques are necessary, under what circumstances are the techniques consistent with the participatory evaluation approach, and how can rapid assessment be made participatory.

² With the assistance of the African Medical and Research Foundation (AMREF), the villages in the Kibwezi district are undertaking a large-scale project of improving local wells.

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The case studies also highlighted the fact that participatory approaches require more interpersonal and communications skills than conventional survey-based, quantitative evaluation exercises. They tend to be more open-ended and require greater patience and tolerance. The group concluded that the most important principle guiding participatory monitoring and evaluation, was to create and strengthen local capacity to identify and solve problems. Unlike externally-driven evaluations, where the role of local people is to serve the needs of "outsiders", the primary goal of participatory monitoring and evaluation is to serve the information needs of "insiders".



Facilitators structured the workshop activities, and participants provided the input. Here, a participant from Cameroon presents the deliberations of his work group.

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Training in Participatory Tools and Techniques

PROWESS facilitators presented several different techniques and tools for participatory monitoring and evaluation. Workshop participants discussed them extensively and received hands-on training in participatory techniques and tools. A summary description of the tools and techniques is provided in Annex 4.³

The utility and relevance of the participatory techniques was illustrated in one case by the use of the pocket charts. Using this technique, workshop participants were requested to assess the programs in their respective institutions, and to identify the degree of participation inherent in the planning, implementation and evaluation processes. The majority of the participants believed that the planning and implementation processes within their respective programs were characterized by a high degree of participation. However, only three people indicated that their organizations supported a participatory style. These opinions were widely shared whether participants were employed by government ministries or were associated with external support agency projects.

Several community members from Kibwezi participated in the session on participatory tools and techniques to demonstrate the use of these tools for community self-diagnosis, problem-solving and data-collection. No one had had previous experience in the use of the techniques and tools. The experience demonstrated to participants that even, in an artificial situation, the techniques can generate excitement and involvement, and serve to increase understanding of a situation.

Based on individual interests, the workshop participants formed four groups for the purposes of the field sessions. Each working group focused on a particular theme within the primary elements of sustainability, effective use and replicability. The groups focused on:

1. Operation and maintenance of water supply and sanitation facilities;
2. Women's involvement in the planning, implementation, operation, and monitoring and evaluation of water supply and sanitation activities;
3. Institutional capacity and decision making; and,
4. Health and hygiene issues relating to water and sanitation-related behavior.

For the remainder of the training session, the groups identified the tools and techniques they would use with the community members. In collaboration with the artists, they developed appropriate visual materials. Participants were encouraged to create and adapt existing tools and techniques for the purposes of the field-trip.

³For more details about some of the participatory techniques and tools used, refer to L. Srinivasan, Tools for Community Participation: A Manual for Training Trainers in Participatory Techniques, PROWESS/UNDP Technical Series Involving Women in Water and Sanitation, Lessons Strategies Tools, (New York: PROWESS/UNDP, 1990)



Participatory approaches draw out individual talents and skills. A participant from Tanzania helps "break the ice" with villagers from Kibwezi.

The Field Trip Experience

The four groups of workshop participants spent several hours with community members at improved water source points. This provided experience in the realities of conducting participatory monitoring and evaluation process, and in the use of participatory tools and techniques.

The reaction to the field experience varied among the working groups. Participants felt the exercise was invaluable, all reporting that once the tools and techniques were used, it provided a superior basis for understanding community perceptions about the issues studied than would have been realized with conventional approaches. Most participants noted the high degree of interaction engendered by the use of tools and techniques, especially among community members themselves. The working groups also identified the importance of involving children in the process. The familiarity of the physical environment to community members in which the exercise took place was identified as one of the factors contributing to the success of the participatory approach as well.

During the debriefing session following the field experience, workshop participants related their experiences. The four working groups were unanimous in their positive reaction to the tools and techniques used. They found them to be a useful and interesting means of promoting community self-diagnosis and problem identification/solving. They also remarked on their utility for collecting information about the self-perception of the community. All were surprised that, despite differences in language and cultural barriers, local people became enthusiastically involved in the process. Some working groups did experience problems that limited their capacity to interact within the communities. In one case where the working group concentrated on institutional capacity and decision-making, few people showed up at the designated meeting place. Many of the participants in this working group were senior government planners. Based on this experience, they concluded that most projects were "over planned" and recommended that the orientation of their own planning exercise be changed from an office-based process to a more field-based process.

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Workshop participants noted several elements as particularly important in facilitating participation:

1. Facilitators must themselves be knowledgeable about the techniques and tools to be used;
2. They must also be flexible in the communications approach to be used, as field conditions may require last-minute changes to the strategy;
3. Participants should be familiar with the social and physical environment in which the exercise is to take place;
4. Separate groups may need to be formed with men, women and children. The same strategy should apply with respect to formal leaders and community members;
5. Small group discussions among those participating should be encouraged and facilitated;
6. A formal attitude between the facilitators/interviewers and the community should be avoided. Attempts should be made to 'break the ice', with all those involved in the exercise introducing themselves.

As many workshop participants related, the process used in the interreaction between facilitator and community is extremely important for the exercise to attain its goals. The facilitators should also be ready for the unexpected. They have to approach the exercise without preconceived attitudes as to how the activity is supposed to work. Participation is a two-way communication process in which all learn. The experiences of the health and hygiene working group are provided in Annex 5 to illustrate the process.

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Who controls which resources?
Women and men from Kibwezi sorted out illustrations of individual, family and communal resources according to ownership and control. Most resources were perceived as jointly held. However, following a divorce, most resources reverted to the former husband.

Men and women work together sequencing illustrations regarding the project activities and identifying those activities in which women were involved.



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Follow-up Action Plans

The final session of the workshop saw the preparation of action plans, research and training requirements to promote and implement the participatory evaluation approach in the projects represented by the participants. Details are provided in Annex 6. The principle common elements are:

1. To adapt and test the participatory tools and techniques to their respective sociocultural context;
2. To disseminate information about them and the experience of the workshop to their superiors and peers;
3. To use the techniques and tools in their projects;
4. To plan and initiate local and national training programs on participatory tools and techniques;
5. To hold special, brief workshops for senior decision makers to gain their support for the participatory approach; and,
6. To establish some type of national and regional communications network to link interested parties in order to facilitate and support the exchange of information on experiences.

All of the participants elaborated work plans to implement these activities, and the external support agencies represented at the workshop agreed to work with the participants to achieve these goals.

The major constraints identified by the workshop participants that would limit their capacity to implement the recommendations relate primarily to: (1) the relative dearth of African trainers; (2) the acute shortage of appropriate and available training materials; and, (3) the lack of a support network that would facilitate an exchange of experiences and provide feedback to developing-country institutions on participatory monitoring and evaluation activities.

As a result of the workshop, the KWAHO artists in collaboration with the PROWWESS facilitators, developed a tool kit of visual materials. The kit consisted of ten participatory activities. Visual materials included in the kit were selected based on the recommendations of the workshop participants. Each participant has been sent a kit following the workshop. It is expected that each of the participants will adapt and experiment with both the participatory process and the materials in their own sociocultural contexts, and relay/report experiences with the kits back to PROWWESS.

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Annex 1

The following publications provide detail about the framework and its elaboration:

D. Narayan-Parker, PEGESUS: A Planning and Evaluation Framework in Partnership with People, (New York: PROWWESS/UNDP, April 1989) 14 pages.

Goals and Indicators for Integrated Water Supply and Sanitation Projects in Partnership with People, (New York: PROWWESS/UNDP, April 1989) 21 pages.

Indonesia: Evaluating Community Management, (New York: PROWWESS/UNDP, August 1989) 47 pages.

Participatory Evaluation: Tools for Managing Change in Water and Sanitation, (New York: PROWWESS/UNDP, May 1990) (draft).

Taking the Pulse for Community Management in Water and Sanitation, (New York: PROWWESS/UNDP, September 1990) 8 pages.

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Annex 2

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Annex 3

WORKSHOP AGENDA

SUNDAY, NOVEMBER 11, 1990:

1730 Arrival at Kilaguni Lodge, Tsavo West National Park

1900 Group Dinner

2000 Welcoming Session

MONDAY, NOVEMBER 12, 1990:

0800 Opening Statements by host and organizing agencies

0820 Review of the week's agenda

0830 Discussion: Workshop expectations

0910 Group work: the concept of monitoring & evaluation

0945 Plenary: Sharing of group concepts

1045 Group discussion: criteria of participation and differences between conventional and participatory approaches to evaluation

1230 Lunch

1400 Presentation: Goals and Indicators: M&E Framework

1600 Presentation: The experience of Kibwezi, Kenya, Cameroon, Egypt and Uganda.

TUESDAY, NOVEMBER 13, 1990:

0800 Presentation: Effective Use

0815 Group work - Effective Use

1100 Hands-on Demonstration: Participatory Tools

1230 Lunch

1400 Presentation: Sustainability

1415 Group work: Sustainability

1600 Hands-on Demonstration: Participatory Tools

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WEDNESDAY, NOVEMBER 14, 1990:

- 0800 Presentation/Discussion: Change Analysis
- 0900 Hands-on Demonstration of Tools with
Community Members from Kibwezi
- 1130 Group Self-selection
- 1145 Group Session: Participatory evaluation activities design
- 1230 Lunch
- 1400 Plenary Session: Presentation and critique of designs
- 1430 Group Session: Design of tools and indicators for field activities
- 2000 Evening Session: rehearsal of group activities for following day's field trip

THURSDAY, NOVEMBER 15, 1990:

- 0800 Departure for Kibwezi and use of tools and techniques in the field with community members
- 1400 Return to Kilaguni Lodge
- 1600 Group Session: Preparation of reports on field experiences
- 2000 Plenary Session: Presentation of group reports

FRIDAY, NOVEMBER 16, 1990:

- 0800 Group Session: Action planning for followup in-country activities
- 1000 Group Session: Presentation of proposals and discussion
- 1130 Plenary Session: Reflection on workshop
- 1200 Closing session of workshop: Manager/RSWG
- 1500 Departure for Nairobi

Annex 4

**SUMMARY DESCRIPTIONS OF PARTICIPATIVE TOOLS AND TECHNIQUES
PRESENTED AND DISCUSSED AT THE KIBWEZI WORKSHOP⁴**

1. FLEXI-FLANS

Flexi-flans consist of paper cutouts of human figures that have flexible arms, legs and torsos to be placed on a flannel-covered board. A number of props are included in the set (houses, trees, animals, etc.) to depict a rural or urban scene. Human figures should be representative of all people found in a society and of different ages, both male and female. They also should be facing in different directions (e.g. front view and left/right profile) so they can be arranged to represent two or more people engaged in a conversation or discussion.

The idea is to promote a discussion with community members using the flex-flans to relate an incident or story about realistic situations, how they are handled, or how they affect life in the community.

2. UNSERIALIZED POSTERS

This technique uses three copies of a set of 10 to 15 pictures, each depicting a dramatic human situation within the community. The pictures can show a dispute between two people, a heated group meeting, a young boy being chased down a street, a family in trouble, an illness, a community festival, or an individual in deep reflection. They are open-ended visual aid materials that can be interpreted in many different ways. Their intent is to promote creative storytelling and discussion among community members with the objective of eliciting key issues and themes. A set of posters is provided to different participant groups within a community. The posters are "un"-serialised, meaning they are not numbered in any set order so that the participants can rearrange them in any sequence they choose. Used in a village setting, the facilitators can learn much about the community from the stories created and the issues discussed.

3. POCKET CHART

In its simplest form, this tool consists of rows of pockets (usually four to six pockets horizontally, and six to ten vertically). A set of pictures is attached above the columns to represent the areas for which data is to be collected. (Pictures can also be placed along the vertical axis depending on the level of complexity desired.) These pictures are to represent different subcategories of the data (eg. age/gender/socioeconomic status of users of handpumps).

The Pocket Chart is designed to be an investigative tool that enables community members to collect, tabulate and analyze data on their own. Through voting (by placing a chip or piece of paper in the appropriate pocket), community members can express their opinion. The facilitator can help the community in counting the 'votes' and in interpreting the results.

⁴ The summary descriptions provided here are adapted from L. Srinivasan, Tools for Community Participation: A Manual for Training Trainers in Participatory Techniques, PROWWESS/UNDP Technical Series Involving Women in Water and Sanitation, Lessons Strategies Tools, (New York: PROWWESS/UNDP, 1990)

4. THREE-PILE SORTING CARDS

This analytic tool is designed to ascertain the extent to which participants are aware of the positive and negative implications of a variety of situations that are shown to them. Using a set of cards that depict human behaviors and practices (washing hands, leaving food uncovered, etc.) that can be interpreted as 'good', 'bad', or 'neutral' with respect to water, sanitation and health, participants are asked to study and sort the cards according to interpretation. (Participants can also be divided into groups according to age, gender or other factors.)

The facilitator requests that the groups explain the rationale behind their decision to sort the cards into specific 'good', 'bad' or 'neutral' categories. Since the notions of 'good', 'bad', and 'neutral' are culturally bound, the exercise helps the participants gain an appreciation of the values within a community.

5. PHOTO PARADE

The purpose of this technique is to gain an understanding of participants' perceptions of what style of training is successful. Depending on the number present, participants are divided into groups. Each group is given a set of photographs representing a wide range of situations depicting varying styles of communication from most directive to most participatory (ie. an informal exchange of views in a village setting; a demonstration where participants look passive; a small group discussion, etc.). Separately, each group is requested to select the two photographs that they believe represent the most didactic style, and the two photographs that depict the most participatory interaction. Each group is then asked to explain their reasons for categorizing their choices. This can be followed by a discussion on the effects of different styles of training on behavioral change. The groups should not be given clarification as to the content of the photographs; they should be encouraged to interpret them as they see fit.

6. STORY WITH A GAP

This is a technique designed to assist community members in planning water, sanitation and health development activities. As with several of the other participatory techniques, the participants are divided into groups. Two large posters, one depicting a 'before' scene (the problem situation), and the other an 'after' scene (a greatly improved situation or solution to the problem) are presented to each group. They are encouraged to discuss the relationship between the 'before' situation poster and their own community. Then the 'after' situation poster is presented and each group again is asked to discuss what the scene represents. Several small pictures that show 'intermediate' steps that can be taken to remedy the 'before' situation can be used as guidance to plan the action steps needed to change the situation.

The critical element of this technique is to promote thought and discussion among participants. The groups meet to exchange their views, and to identify a planning strategy and approach that may be useful to the community to resolve a situation.

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Annex 5

THE DELIBERATION OF THE HEALTH AND HYGIENE WORKING GROUP (prepared by Julia Kunguru)

Introduction

The group had the task of examining the following factors:

- Water at a source, in transit, and at the household level
- Sanitation facilities and behavior
- Community knowledge of health education

The main objectives were to determine the level of understanding of community members of health issues.

The group members had the following objectives:

- To share experiences with community members
- To enable the communities to analyze their own situations

In order to accomplish the above tasks, the group planned to use the following tools/techniques:

- Observation
- Group discussions
- Flexi-flan
- Pocket charts

The following questions were developed by the group so as to guide them during the field visit:

- What type of source is available?
- Is the source protected?
- What is the method used to draw water?
- What containers are used - design, status, number/size, cover?
- Who is handling water at all levels?
- What types of sanitation facilities exist?
- What is their status in terms of structural soundness/cleanliness?
- Who uses/who doesn't use sanitation facilities?
- What time of the day do they use the facilities?
- What taboos are associated with sanitation behavior?

Having laid out the strategies, the group set out to visit the Kyuasini well.

The first task was to find enough members representing men, women and children since health and sanitation issues concern the whole family. Initially the group started with 3 women, 3 men and 2 children.

By the end of the meeting, there was a total of 3 men, 12 women and 11 children.

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The following steps were engaged in carrying out PE:

1. Both the group and the community members found a common site at which to meet.
2. Initially one of the group members, together with a community facilitator, made a brief introduction as to why the two groups had met, and eventually requested each member of the group/community to introduce themselves. At the end of the introduction, the chairperson of the water committee gave a brief history of the well, its successes and problems.
3. The women's leader said a few words to show the involvement of women in WSS.
4. After the community members had talked, the group members asked to be allowed to introduce some games to the community. They explained that since there was a language barrier, the tools most helpful would be pictures. At the end, we all joined in to discuss what had been done.

The members were divided into three groups, one group was children and two groups were adults. The adults were given pictures related to water-drawing habits and hygienic practices, and were asked to sort out the pictures accordingly. At the end of the exercise, the two adult groups met to present and compare the results of the exercise.

The children were given pictures depicting health-related issues and were requested to pick out five pictures which indicated good health, and five pictures that depicted poor health. The children did this exercise with great enthusiasm.

Group findings:

1. On the subject of water sources, the group appreciated the improved water source, but wanted something to be done about the open river that they often crossed (group discussion).
2. On the subject of water-in-transit and at the household, the group recognized that the containers used had to be cleansed with soap (and sand) regularly. In the home, they saw that they should store water in pots with lids (discussion, and the sorting of pictures).
3. On the subject of sanitation, the community knew about latrines and their importance but they did not use them due to the smell. The group members took this opportunity to introduce the idea of a VIP latrine (discussion, questions from community, and some flexi-flan).
4. On the subject of taboos related to health and sanitation, the community wanted to know whether we were aware that the hooves of donkeys cause leprosy. We let the community members discuss it further, and it was agreed that this was a common taboo.
5. On the subject of knowledge about health education, we discovered that the AMREF team had done training which was demonstrated by the community members. They asked us whether we knew about health practices --- ie. the causes of flies in houses and compounds; the importance of fencing wells; and the importance of not washing on well slabs.

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6. By working with children, it was discovered that they had reasonable knowledge about health and hygiene (through sorting out pictures that represented good and bad health measures). However, it was difficult to discuss much with the children because of the language barrier.

In conclusion, communities seemed to have knowledge about health-related issues, and they were willing to discuss them freely.

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Annex 6

FOLLOW UP COUNTRY ACTION PLANS TO THE KIBWEZI WORKSHOP

Participants were requested to draw up action plans specific to their organization and country. These were shared and discussed on the final day of the Kibwezi workshop. The primary criteria used in the development of the action plan framework were:

1. How do you plan to apply what you have acquired through this workshop?
2. What can you initiate yourself?
3. What additional assistance will you need?
4. Where will you obtain it?

The following represent summaries of the country-specific action plans developed by the representatives from each country:

KENYA:

1. APPLICATION

- a. To create interest among government officials.
- b. To organize a national workshop to create awareness of PE methods and to introduce tools and techniques.
- c. To try tools and techniques within existing projects.
- d. To carry out a survey to determine the source of contamination between source point and use.
- e. To increase local content, and improve tools and techniques.
- f. To encourage donors to integrate community participation tools and techniques in their policies and projects.
- g. To encourage change in donor/government attitudes toward measurement of success (eg. counting the number of sustainable wells rather than just counting the number of completed wells).
- h. To continue to exchange experiences relating to use of tools and techniques among workshop participants - Kenya.

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2. INITIATE

- a. All of the above

3. ADDITIONAL ASSISTANCE

- a. Encourage facilitators to assist in a national workshop; tool improvement
- b. Assist in raising donor awareness from World Bank, UNDP, etc.
- c. Assist in research from IDRC (library search and funding)
- d. Increase fund and resources for workshops, dissemination of information and development of tools from World Bank, PROWWESS, AMREF, UNDP, IDRC, government, other donors.

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ZIMBABWE:

1. APPLICATION:

- a. Develop techniques for community mobilization
- b. Improve techniques in health education programs
- c. Improve project management
- d. Evaluate on-going programs

How:

- a. Set up training and programs for trainers
- b. Disseminate information through established structures
- c. Conduct short courses/workshops
- d. Conduct evaluation of current programs

2. INITIATE

- a. Use evaluation methodology handbook for WSS programs
- b. Coordinate training workshops/courses
- c. Modify evaluation methodologies to suit local conditions

3. ASSISTANCE

- a. Training of trainees
- b. Support staff
- c. Financial support
- d. Tools for training

4. EXTERNAL SUPPORT FROM: PROWWESS, UNDP/WB (provision of trainers, support funds, materials)

5. INTERNAL SUPPORT FROM: TCWS/NGOs

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CAMEROON:

1. APPLICATION

- a. Research and develop tools in the Cameroonian context
- b. Train trainers
 - on the project level (CARE)
 - on the country level
- c. Experiment with tools
- d. Integrate technique into existing structure

2. INITIATE

- a. Participatory planning
- b. Insert health education in the primary school program (materials/techniques development)

3. ASSISTANCE

- a. Project support (logistics, finance)
- b. Facilitating expertise (locally and internationally)

4. ORIGIN

- a. Local funds (CD, CARE, etc.)
- b. External funds

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TANZANIA:

1. APPLICATION

- a. Prepare a joint report to be submitted to respective authorities for implementation
- b. Identify inputs for implementation through:
 - national workshop
 - training of trainers
 - workshop for project staff
 - expert/consultant
 - funds

2. INITIATE

- a. Informational meeting at project level
- b. Apply tools learned at the Kilaguni workshop
- c. Send a circular letter at the national level to regional authorities and financial agencies

3. ASSISTANCE

- a. Expertise from: (WB, RWSG, PROWWESS)

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ETHIOPIA:

1. APPLICATION

- a. Report to authorities
 - presentation
 - the indicators and tools/techniques
 - the experience of Kibwezi
 - country plans

2. INITIATE

- a. Inform colleagues at national level and at local level
- b. Approach key persons (decision-makers, NGOs, int'l organizations)

3. ASSISTANCE

- a. Financial
- b. Material
- c. Consultant/advisor
- d. Proposal assistance from: (UNICEF, SIDA, PROWWESS)

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GHANA:

1. APPLICATION

- a. Bolgatonga Project - two years
 - implement technique for monitoring and evaluation of the management system
 - create users preferences of technology (handpumps)
 - train village extension workers
 - train village water committee
 - encourage women's involvement (health education/income-generating activities)
- b. Kumasi Sanitation Program (on-going)
 - evaluate and monitor sanitation project in Kumasi
 - create management system (willingness to pay)
 - user preferences
- c. Volta Rural (as at Bolga)
 - improve techniques for planning of the management system

2. INITIATE

- a. Training of:
 - extension workers
 - water committees
 - womens' groups
 - M&E of Bolga project personnel

3. ASSISTANCE

- provide training of trainers (manuals and materials)
- increase funding for research into community-based management systems

4. EXTERNAL SUPPORT

- from: PROWWESS, UNDP/WB, IDRC

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UGANDA:

1. APPLICATION

- implement community-based health care
- improve health education
- improve community-based water source (construction and maintenance)
- initiate participatory monitoring and evaluation, and then a follow up workshop to evaluate approach, or vice versa (workshop, and then participatory monitoring and evaluation activities)

2. INITIATE

- major tool is advocacy, in alliance with like-minded project officers, counterparts
- introduce PE elements into traditional evaluations, then develop to fully participatory approaches

3. SUPPORT

- from key colleagues and other organizations in Uganda
- external sources