

Urban River Basin Enhancement Methods

Social Appraisal Tool: Provelt! Work Package 7

NEF

December 2003

EVK-CT-2002-00082

Deliverable 7.1

Prove It! Evaluation Toolkit

1. Project Storyboard

Introduction

Prove It! is about making evaluation simpler and more manageable so that it becomes part of the culture of an organization, not an add-on at the end of a project. This is particularly important where there is little resource set aside for measurement and evaluation.

Evaluation guides and handbooks will tell you that for the evaluation of a project to be effective it needs to be planned before the project itself begins. Prove It! is no exception. This is important because in order to track the impact that your work has had, you first need to have a hypothesis, or theory about how the activities (the inputs) produce particular results (outputs) that in turn help to bring about a change (the outcomes).

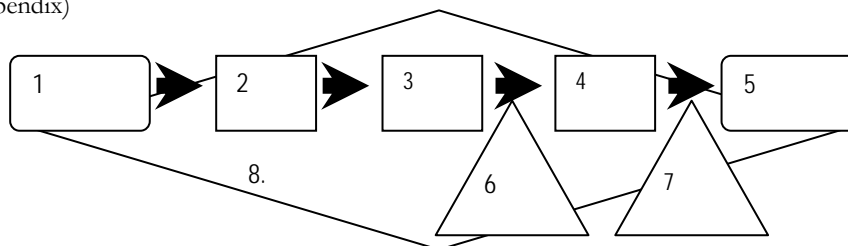
For example, a common hypothesis is that activities and resources employed to build a fresh-water well (the inputs of a project) result in the provision of a clean source of water (an output of a project) which will lead to reduced incidence of water-borne diseases (an outcome). How this change comes about is what we call the “story” of the project.

The first stage of developing any project is about understanding the “story” about how particular activities address an identified need and lead to a particular outcome. The first part of the **Prove It!** Toolkit involves a simple two-part exercise for project managers to use on their own or with project workers and key people involved in the project.

Once you have completed this short exercise you will have a Project Storyboard against which the final evaluation can be compared. It will be especially useful for the retrospective Poster Session in the Toolkit that takes place at the end of the project.

1. Theories of Change Template

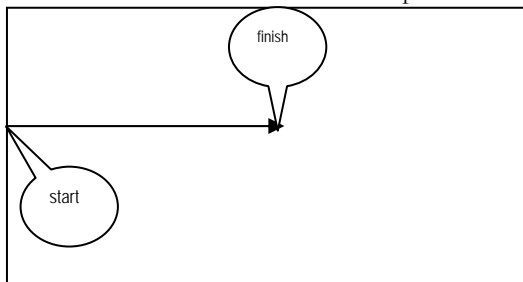
- At NEF, we recommend a process called ‘Theories of Change’ to develop “the story”. This process is most useful if it is conducted during the planning stage. At its heart are eight key questions that enable people to tell a logical story
 1. What is the context in which you are working that has made you see the value of setting up this project?
 2. What activities are you doing or planning to do within the project?
 3. What initial results do you expect from the project?
 4. What medium-term outcomes do you expect from the project?
 5. What long-term outcomes do you expect from the project?
 6. How will the initial results lead to the medium-term outcomes?
 7. How do the medium-term outcomes lead to the long-term outcomes?
 8. What barriers do you foresee in implementing the actions or activities?
- On a large sheet of paper (E.g. A3 or A1 flipchart size) draw a copy of the blank template like the one below. (see also Appendix)



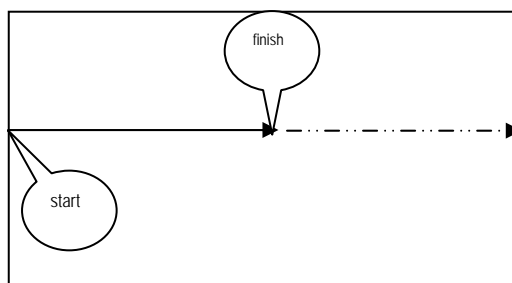
- Now fill in the answers to the questions 1 to 8. Notice that by answering these 8 questions, you have set up the framework to think in terms of implementation, context, output and outcomes.

2. Project Planning Timeline

- Draw a horizontal line half way across the middle of a large sheet of paper (E.g. A3 or A1 Flipchart size) and fill in the project's start date on the left hand end and the intended completion date of the project at the centre of the sheet.



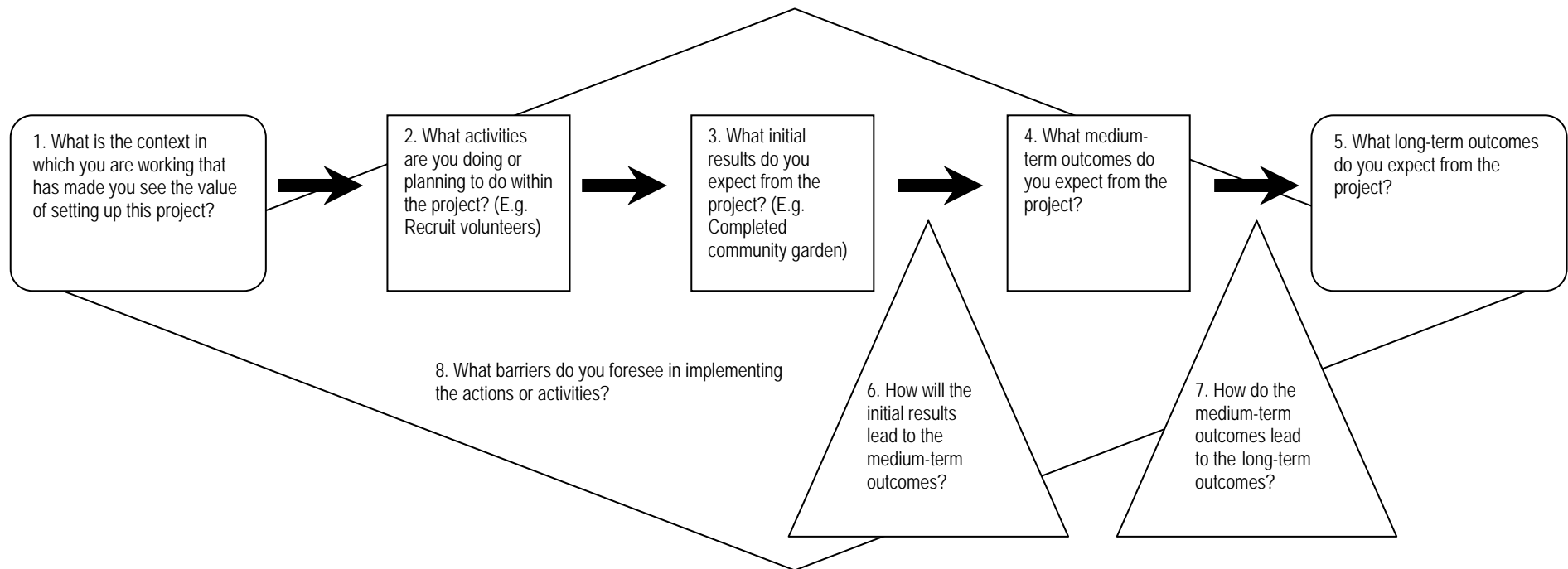
- Divide the timeline into weeks or months by marking points along the horizontal line.
- Plot any key dates that are fixed along the timeline, including holidays or specific deadlines that may have an effect on how the project will progress.
- Have a look at your completed Theories of Change template and decide when the activities or outcomes in boxes 2 to 4 will happen between the start and finish date of the project. Enter them at the appropriate date along the timeline.
- Now draw a horizontal dotted line from the centre of the sheet to the far right hand side. This represents the future beyond the completion of the project.



- Look again at the Theories of Change template and decide where to enter the outcomes from boxes 4 and 5 along the dotted timeline.
- These two sheets can now be used to help plan at what stage(s) it would be best for you to carry out an evaluation of the impacts of your project, i.e. when you would expect to see some discernable change.

Appendix

Theories of Change Model for Prove It!



Script Code:.....(Data Input Only)

Name of Researcher:.....

PROVE IT! Questionnaire for URBEM

(enter Name of Project here)

Read out the following statement, and ask respondents to choose **one** of the responses.

1. I think the river contributes to the economic wellbeing of this area.

<i>Strongly Agree</i>	<i>Agree</i>	<i>Not sure</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. I think the river improves the quality of life of this area.

<i>Strongly Agree</i>	<i>Agree</i>	<i>Not sure</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. I think the river provides a way to connect with this area's history.

<i>Strongly Agree</i>	<i>Agree</i>	<i>Not sure</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. I think this community needs the river because of its wildlife.

<i>Strongly Agree</i>	<i>Agree</i>	<i>Not sure</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. I think the river area is attractive.

<i>Strongly Agree</i>	<i>Agree</i>	<i>Not Sure</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. How often do you use the local river for

	Frequently	Sometimes	Never
6a: Relaxation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6b: Water Sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6c: Nature Watching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6d: Exercising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6e: Socialising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Script Code:.....(Data Input Only)

Name of Researcher:.....

PROVE IT! Questionnaire for URBEM

(enter Name of Project here)

Read out the following statement, and ask respondents to choose **one** of the responses.

7. When I use the local river,

	Yes	No	
7a: I think the river area is well lit	<input type="checkbox"/>	<input type="checkbox"/>	
7b: I think the pathways are accessible.	<input type="checkbox"/>	<input type="checkbox"/>	
7c: I feel safe from crime.	<input type="checkbox"/>	<input type="checkbox"/>	
7d: I feel safe from falling in.	<input type="checkbox"/>	<input type="checkbox"/>	

8: Do you feel able to help improve your river environment?

YES	NO
<input type="checkbox"/>	<input type="checkbox"/>

9. If you wanted to change your river environment, do you know who to contact to help you in the following groups...?

	Yes	NO
9a: Local Community Groups	<input type="checkbox"/>	<input type="checkbox"/>
9b: Local Authorities	<input type="checkbox"/>	<input type="checkbox"/>
9c: Among local residents	<input type="checkbox"/>	<input type="checkbox"/>
9d: National Water Agencies or Organisations	<input type="checkbox"/>	<input type="checkbox"/>

Script Code:.....(Data Input Only)

Name of Researcher:.....

PROVE IT! Questionnaire for URBEM

(enter Name of Project here)

Read out the following statement, and ask respondents to choose **one** of the responses.

10. While using the local river, I have had the opportunity to meet:

	Frequently	Sometimes	Never
10a. People I did not know before	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.b. Members of the Local Authorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.c: People from other communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	YES	NO	
11. Would you say that most of your friends live in this area?	<input type="checkbox"/>	<input type="checkbox"/>	
12. Do you think that people who live in this area act in your best interests?	<input type="checkbox"/>	<input type="checkbox"/>	
13. Do you trust your local authority to act in your best interest?	<input type="checkbox"/>	<input type="checkbox"/>	
14. Are people in this area willing to help each other out?	<input type="checkbox"/>	<input type="checkbox"/>	
15. Have you been involved in a river restoration project before?	<input type="checkbox"/>	<input type="checkbox"/>	
16. Would you like to be involved in a river restoration project in your area?	<input type="checkbox"/>	<input type="checkbox"/>	

Script Code:.....(Data Input Only)

Name of Researcher:.....

PROVE IT! Questionnaire for URBEM

(enter Name of Project here)

Read out the following statement, and ask respondents to choose **one** of the responses.

17a: I prefer to use a language other than		17b: Employment Status		17c: Age		17d: Gender	
YES	<input type="checkbox"/>	Employed	<input type="checkbox"/>	0-15	<input type="checkbox"/>	Male	<input type="checkbox"/>
NO	<input type="checkbox"/>	Self-employed	<input type="checkbox"/>	16-24	<input type="checkbox"/>	Female	<input type="checkbox"/>
		Retired	<input type="checkbox"/>	25-44	<input type="checkbox"/>		
		Un-employed	<input type="checkbox"/>	45-59	<input type="checkbox"/>		
		Housewife/ House-husband	<input type="checkbox"/>	60-74	<input type="checkbox"/>		
		Student	<input type="checkbox"/>	75+	<input type="checkbox"/>		

17e: I own a house in this community		17.f. Do you suffer any disability			
YES	<input type="checkbox"/>	YES	<input type="checkbox"/>		
NO	<input type="checkbox"/>	NO	<input type="checkbox"/>		

Prove It! Evaluation Toolkit

8. Project Reporting Template

This template consists of a series of headings and notes to help you describe what you've learnt from your evaluation.

A report need not be long and involved, but can be a good way of clarifying the learning from a project in your own mind as well as, of course, telling other people what happened. Be clear what you are able to say with the data you have collected. And remember, evaluation is not always just about measuring inputs and outputs; celebrating and acknowledging the lessons learnt are sometimes as important.

Report Headings

1) What's the Story?: Background and Description of the Project.

Under this heading you are trying to tell the rest of the world the story behind the project:

- Where, when and why did the project take place?
- How was it funded?
- Who was involved? Make sure you highlight how the community contributed to the project.
- What were the project activities, expected outcomes and objectives? How did these activities help reach the project's objectives? (You can refer to the *Project Story Board* completed at the start of the project)

2) Evaluation Methodology

Under this heading you are telling the world why and how you evaluated the project:

- What method did you use to collect information? (Surveys, etc.)
- For your baseline data:
 - Whom did you speak to and how did you choose and reach them?
- For the data collected after the project finished:
 - Whom did you speak to and how did you choose and reach them?
 - Did you select and speak to people the same way you did for the baseline survey?
 - How have you ensured that you are able to make meaningful comparisons between your baseline and final data? Were you able to reach the same people? If you were not able to speak to the same people, do they belong to the same stakeholder group? Do they at least have the same demographic characteristics?
- Provide a summary of which questions you used and how you used them **(Include the full list of questions as part of an Appendix.)**
- Are your results representative of the entire community or only of those surveyed? (E.g. If you only surveyed users of the “canal”, you can only say your data refers to them and not the whole community. If you surveyed the community in a non-random fashion, you can only say that your results apply to those surveyed and not to the entire community.)

3) Findings and Conclusions

- State the results of the survey using tables, graphs, and any other appropriate visual materials. Remember to include demographic information (ethnicity, etc.)
- Based on your results, were the objectives of the project met?
- Based on your results, can you tell what activities helped you achieve your objectives? Describe how this happened.
- As you look at the results of your final survey, what are the most significant changes from your baseline data?
 - What do these changes tell you about the effectiveness of the project?
 - What is the “one major” change? Why is this important?
 - If there wasn't any change, what does it tell you about the community and the project?
- Were there any surprises?
- What have you learnt from the project? What worked? What didn't? What would you do differently next time?

4) Appendix, to include:

- Copy of the completed Poster Session Recording Form
- Copy of the Questionnaire(s) used
- Full print out of graphs showing the results