

**PARTICIPATORY MONITORING AND EVALUATION IN LATIN  
AMERICA:**

**OVERVIEW OF THE LITERATURE WITH ANNOTATED  
BIBLIOGRAPHY**

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## Preface

This paper is one part of the current initiative on PM&E and Institutional Learning by the Participation Group of the Institute of Development Studies (IDS), University of Sussex, England. It complements other outputs from IDS including an English language literature review on PM&E (Estrella and Gaventa, 1998<sup>1</sup>) and a book resulting from an international workshop on PM&E held in the Philippines in 1997 (Estrella, Blauert and Gaventa, 2000<sup>2</sup>).

This paper, based on a scan of literature available to us by mid 1999, includes an overview of the literature, discussion and reflection on the wider issues relating to PM&E in Latin America, and an annotated bibliography. The overview is intended to provide a broad scan of the types of literature that were found, and groups them according to their focus. References within each section are cited or tabulated so that the reader can look up the abstracts of those that are of interest to him or her. The second section discusses the literature with reference to broader themes and issues such as timing, financing, and responsibility for M&E. The final section consists of bibliographic references with abstracts.

We hope that this document may serve to contribute to discussion of PM&E practice amongst Latin American colleagues and those in northern organisations and to feed into training and practice. We anticipate that it will also provide a useful input into a regional workshop on PM&E planned by organisations in Ecuador as a follow up to the 1997 workshop in the Philippines.

Finally, we would like to thank all those in Latin America and beyond who generously sent us materials or recommended other sources. Any feedback or comments would be greatly appreciated and can be sent to us at [k.pasteur@ids.ac.uk](mailto:k.pasteur@ids.ac.uk) or [j.blauert@ids.ac.uk](mailto:j.blauert@ids.ac.uk).

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<sup>1</sup> Estrella, Marisol and John Gaventa (1998) Who counts reality? Participatory monitoring and evaluation: a literature review. IDS Working Paper No. 70. Brighton: IDS.

<sup>2</sup> Estrella, Marisol; Jutta Blauert. and John Gaventa (2000) *Learning from Change: Experiences and Lessons in Participatory Monitoring and Evaluation*, London: IT Books

## List of Acronyms

CBO	Community Based Organisation
CC	Companheiro Critico
CGIAR	Centre for Global International Agricultural Research
CIAT	Centro Internacional de Agricultura Tropical (International Centre for Tropical Agriculture)
CIMMYT	Centro Internacional de Mejoramiento de Maiz y Trigo (International Centre for Improvement of Maize and Wheat)
CIP	Centro Internacional de la Papa (International Potato Centre)
DAC	Development Assistance Committee
DFID	Department for International Development
FAO	Food and Agriculture Organisation
GTZ	Gesellschaft fur Technische Zusammenarbeit (German National Development Agency)
IAF	InterAmerican Foundation
IFAD	International Fund for Agricultural Development
ILO	International Labour Organisation
LFA	Log Frame Analysis
M&E	Monitoring and Evaluation
NGO	Non-governmental Organisation
OECD	Organisation for Economic Co-operation and Development
PM&E	Participatory Monitoring and Evaluation
PME	Planning, Monitoring and Evaluation
PRA	Participatory Rural Appraisal
PRAM	Participatory and Reflective Analytical Mapping
PREVAL	Programme for the Strengthening of Regional Capacity for Evaluation for Rural Poverty
	Reduction in Latin America and the Caribbean
PRGA	
PTD	Participatory Technology Development
SANE	Systematic Analysis of Experience
SARAR	Self esteem, Associative strengths, Resourcefulness, Action planning and Responsibility
SCF	Save the Children Fund (a UK NGO)
SISDEL	Sistema de Desarrollo Rural (Rural Development System)
SWOT	Strengths, Weaknesses, Opportunities and Threats
UNDP	United Nations Development Programme
WWF	World Wide Fund for Nature
ZOPP	Objectives Oriented Project Planning

## Introduction

Increased discussion on the merits and methods of Participatory Monitoring and Evaluation (PM&E) has emerged as a result of various trends in academic and practical fields of development thought and policy. In Latin America, as elsewhere, the inclusion of primary stakeholders in monitoring and evaluation (M&E) activities is being insisted upon by donors, and increasingly sought by NGOs. But concerns over costs, timing and quality as well as use of information thus gathered are also raised. PM&E is often still considered to be mostly an issue of method and timing, as well as of information management and effective systems, but with the addition of involving beneficiaries in a consultative process. Furthermore PM&E is mostly considered to be relevant only as an activity at a particular stage of the project cycle (e.g. mid-term evaluation, local population as monitoring agents, or evaluation at the end of project or policy cycle); less commitment and experience can be observed at the point of making effective and transparent the adaptations in planning, implementation and institutional behaviour that can result from a process of PM&E. The phase of taking PM&E beyond the realm of methodology, into that of organisational change and institutional learning for a transformative development and research agenda is only slowly being initiated. In Latin America, this new phase has its roots in various trends:

- Donor pressure

Firstly there has been increasing pressure for accountability both from donors in terms of assuring efficient and effective use of their investment, but also from the development sector in general for signs of progress towards reduced poverty at a global scale.

- Participation discourse

Secondly there has been a huge shift in emphasis over the past two to three decades towards a more participatory approach to development, promoting ideas such as empowerment, development from the grassroots, strengthening of civil society and “conscientisation” of the poor as to the causes of their situation. This has led to the development of new methods for planning and implementing development activities, including those drawing on long-standing traditions in the region, such as participatory action research and popular education, but also those known as PRA (participatory rural appraisal) or PLA (participatory learning and action).

- Demands for transparency and accountability

Finally, as NGOs have grown in number and in size, there has been increasing reflection around power relations between donors and recipients relating to control over the various stages of the project cycle. Insistence on transparency in financial and operational terms to funders and governments (upward accountability) are now, however, coupled also with demands for accountability to beneficiaries and civil society more generally (downward accountability). Accountability and the practice of good governance is demanded, though, not only of NGOs and micro-finance institutions but also of local and national governments and multilateral institutions such as the World Bank. Less notable, so far, in the region is an explicit demand for the accountability of community-based enterprises, or indeed private sector businesses.

Participatory Monitoring and Evaluation is therefore not simply a new set of techniques for employing at a different stage of the project cycle. Rather, it is the outcome of a whole new environment within which development thinking and planning is taking place, in which many

norms are being questioned such as who initiates M&E, who undertakes it, how and who benefits from the results, and how most efficiently to use the information gathered.

A brief note should be made here on terms and their translation. The term Participatory Monitoring and Evaluation does not have a single translation into Spanish and therefore a range of search terms were used when looking for literature. The most common translation of PM&E is *Seguimiento y Evaluación Participativo*, but alternatives are *Monitoreo y Evaluación Participativo*, *Diagnóstico Participativo* (meaning participatory appraisal but often used more broadly to include M&E), *Sistematización* (used to mean the systematisation of information which may be used for planning, monitoring or evaluation), or *Auto-evaluación* (meaning self-evaluation).

In Part One of this paper we provide an overview describing the types of documents reviewed and their approaches. This is followed in Part Two by discussion of the more important issues as they relate to Latin America, the trends in PM&E work currently observed and some reflections on the methodologies employed. Part Three comprises the annotated bibliography on which the overview and discussions are based.

## Part One: Overview of the Literature

This paper aims to contribute to the work in the area of Participatory Monitoring and Evaluation (PM&E) in the Latin American region. It is hoped that the use made of literature sought through direct contacts as well as internet and library searches will contribute to a first identification of the current state of praxis and visions in terms of PM&E in Latin America, and serve as a first level of identification of the gaps in the work in the region. The objective in gathering the literature, and presenting these short comments, is to prepare the way for a joint reflection on how and where the current practice of PM&E in Latin America is strongest, has most impact, and where it could be strengthened through innovation or adaptation of other approaches. Concepts and approaches are thus summarised, and gaps briefly identified.

The literature on participatory monitoring and evaluation (PM&E) in Latin America can be grouped and analysed according to various different aspects of its content and approach. Firstly, we provide a broad outline of the existing literature dividing it into references looking at the practical aspects of PM&E, i.e. tools and methodologies, or case study examples, and conceptual issues, e.g. definitions of PM&E, or the need for more participation in M&E.

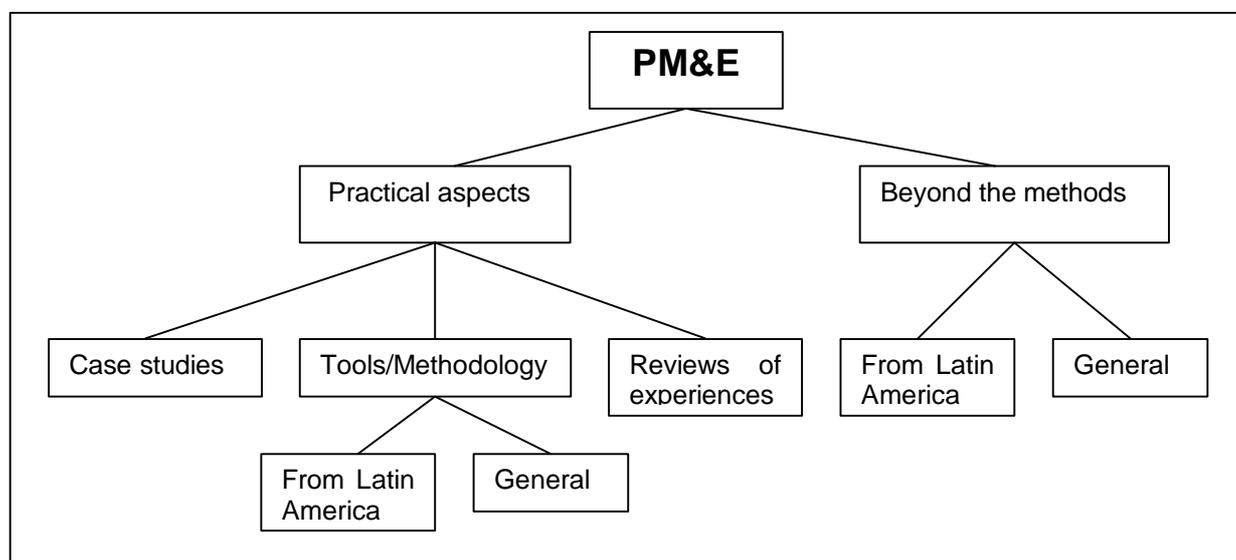
The paper then outlines the gaps in the literature with reference to four approaches to interpreting it:

- in terms of the sources of the literature
- the approaches taken to the issue of PM&E
- the types of methodologies used
- the areas of discussion around issues relating to PM&E

Figures 1 and 2 visualise how the literature was categorised for analysis. Of course there is some overlap between the groupings, for instance many articles discuss the concepts of PM&E

and then go on to outline or suggest some methods for carrying it out; others discuss methods but loosely framed within a case study.

**Figure 1. Aspects of the Literature on Participatory Monitoring and Evaluation**



## Case Studies

The literature discussing tools and methodologies and that presenting case studies or experiences often overlap. The following section focuses only on those documents in which the case study is the primary focus.

Some case studies illustrate the use of a particular method in a specific case such as Does and Arce (1994) and Fanego (1987), using narratives for the evaluation of an irrigation project in Ecuador and a housing project in Argentina respectively; and Garaycochea's (1989) case study from Peru which involved structured interviews and problem solving exercises. Rietbergen-McCracken and Narayan (1997) illustrate the SARAR methodology and self evaluation via group discussion and informal interviews, whereas Salmen uses participant observation and unstructured interviews in Bolivia and Ecuador (1987); CARE Ecuador use PRA techniques in a sanitation and water programme (Visscher *et al.*, 1996); IUCN (1998) in Colombia use various methods including Participatory and Reflective Analytical Mapping (PRAM) and a Project Assessment method based on the Log Frame Analysis (LFA); and Espinosa (2000) describes an evaluation method that has evolved from the traditional "Assembly" system of administration and organisation of an indigenous association in the Northern Cauca, Colombia.

Questionnaires and interviews were used in the evaluation of a conflict resolution project in El Salvador (Goodin, 1999); Noreña and Flores (1998) mention the use of brainstorming and groups discussions amongst the methods used in the annual evaluation of a rural development programme in Honduras; and highly visual techniques were employed to trace the history of important events in a co-operative housing project in Argentina.

Examples of the design and use of indicators for relevant data collection for purposes of monitoring or evaluation *and* institutional learning are illustrated in the case studies of Guijt and Sidersky (1996); Lawrence *et al.* (2000); Blauert and Quintanar (2000); and Sidersky and Guijt

(2000), all of these dealing with the field of agriculture or sustainable natural resource management. Nimnicht *et al.* (1994) describe more general methods of open-ended interviews and some qualitative methods for PM&E in their example. Some case studies are directed mainly towards conveying their results, and methods are only mentioned in passing, as in the cases of Bunch and López (no date) and Nimnicht *et al.* (1994).

The case studies of Coupal (1995) and Engelkes (1990) both use their case studies to broadly illustrate an approach to, rather than methods for evaluation: that of including participation at every stage of the project cycle in the case of Coupal; and taking a process oriented view of evaluation in the case of Engelkes. The case study of CARE Peru (1996) recounts the organisation's experience in setting up a monitoring and evaluation system and presents a range of results from different sectors. Finally a project appraisal from the World Bank Latin America Regional Office (World Bank, 1998) puts forward its proposal for a participatory monitoring, evaluation and learning system for a programme involving capacity building and sub-projects in the area of market-based negotiated land reform programmes. It outlines the overall organisation of the monitoring and evaluation (M&E) system rather than detailing particular methods to be employed.

Whereas there is ample literature from further countries on conventional M&E systems and methodologies, fewer cases are documented for *participatory* M&E. The case studies found in this search are geographically broadly spread across the region: five are from Colombia; three each are from Bolivia and Ecuador; two each are from Brazil, El Salvador, Argentina, Honduras, and Peru; and one each from Mexico, Guatemala and Venezuela.

## Tools and Methodologies

Toolkits or manuals developed by "northern" institutions have been included if they have some relevance to Latin America. Usually this is because they are translated into Spanish, or because they have a minor focus on Latin American case studies, and they are grouped under the heading "general". Some of the methods propounded are fairly general and show little innovation on conventional qualitative or quantitative methods, e.g. individual interviews, group interviews, discussions, questionnaires etc., however some interesting and unusual methods are presented: SARAR and self evaluation by Rietbergen-McCracken and Narayan (1997); and a range of methods from the IUCN (1998) including Participatory and Reflective Analytical Mapping (PRAM), and Systematic Analysis of Experience (SANE). It is notable that an increasing variety of methods are being used in any one given trial or application of a new PM&E process, pointing to the greater ease with which project staff and applied researchers are experimenting at present with both quantitative and qualitative approaches. A number of tools and methodologies being promoted within Latin America itself are reviewed. A large proportion of these involve the use and adaptation of PRA-type techniques, and many look at the development of indicators (see table 1). Other methods mentioned include descriptive narrative methods; discussion groups; interviews; and participant observation (see table 1). More innovative ideas include the *Companheiro Critico* monitoring approach (Save the Children, 1998); and Espinosa's (2000) account of the traditional 'Asamblea' for monitoring and evaluation in Colombia. Comunidec's System of Local Development or SISDEL (Torres, 1998 and 2000) is based on the IAF Grassroots Development Framework also detailed in Zaffaroni (1997) which is based around the use of indicators measuring both tangible and intangible impacts at the individual/family, organisational, and societal levels.

### **Box 1: The Companheiro Crítico Approach of Save the Children (SCF)**

The Companheiro Crítico (CC) system involves the inclusion, with SCF and its partner, of an expert with experience in the area of greatest need to the partner, and who maintains a close, long-term participation in the management, monitoring and evaluation of the funded project. This promotes a new dynamic in the relationship, changing the roles normally imposed by the fact that one party is the donor, the other a recipient. Furthermore CCs are local and are thus familiar with local contexts.

### **Box 2: The “Asamblea” Approach from Colombia (ACIN)**

This system for monitoring and evaluation works through a body known as the Assembly which is a large gathering of men and women, including the authorities. The Assembly makes important decisions and decides upon goals and indicators for measuring their achievement within the context of local development. Information is collected from and shared with the communities through their Assembly representatives, and their analysis of their own situation is fed back into the Assembly. Evaluation workshops are held for the design of indicators, design of surveys and the production of maps and models.

### **Box 3: SISDEL in Ecuador**

SISDEL (System of Local Development) is a participatory methodology for self-evaluation that guides members of municipalities, communities, neighbourhoods or grassroots organisation in the dynamic incorporation of evaluation into development projects. The methodology takes the form of a systematisation of past and present experiences of a locality and is based on the IAF Grassroots Development Framework.

#### Box 4: Grassroots Development Framework, or “Cone”

The Grassroots Development Framework consists of a framework of indicators taking into account impacts at the individual, community and regional levels, and addressing impacts that are tangible, and those that are intangible. Indicators and methods for measurement are described in some detail for InterAmerican Foundation Grantees to evaluate their projects and programmes in such a manner that results can be regionally compared.

**Table 1. Methods Detailed in Literature on Methodology**

<b>Author</b>	<b>Methodology/Tools</b>
Abbot & Guijt, 1998	Visualisation techniques of PRA; oral testimony; adapting methods of ecological assessment
Abya Yala Fund, 1999	Questionnaire
Andrade <i>et al.</i> , 1987	Individual and group interviews; observation; case studies
Ashby, 1990	Individual and group interviews; ranking; pairwise comparison; group discussion
Blauert & Quintanar, 1999	Visualisation techniques of PRA; oral history; Grassroots Development Framework (the Cone); Social Audit Approach; Organisational Ethnography
CIAT, 1993	Interviews with open ended questions.
Davis-Case, 1992	23 tools – PRA type tools
Does & Arce, 1992	Development Narratives
Espinosa, 2000	Village assembly, indicators, questionnaires and adaptation of the Cone
Fanego, 1987	Narrative and reflection
Garaycochea, 1989	Structured interviews, with illustrations. Problem solving exercises.
Gohl & Germann, 1993	Joint reflection workshop; periodical reflection; indicators; observation; group analysis
Guerrero <i>et al.</i> 1993	Preference ranking
Guijt, 1988	20 participatory monitoring methods, incl. Diaries, photographs, maps, matrix, calendars, etc.
Guilfus, no date	80 tools including PRA tools, dialogue and observation
Hernández <i>et al.</i> , 1994	Observation, individual interviews, focus groups, affinity diagram, fish-skeleton diagram, drama, drawing
IUCN, 1998	Participatory and Reflective Analytical Mapping/PRAM; Systematic Analysis of Experience/SANE (narrative/discussion); Log Frame Analysis using ZOPP
Joseph, no date	Direct measurement, participant observation, role playing, case studies and surveys.

Joseph, 1996	Indicators
Lawrence <i>et al.</i> , 2000	Indicators
Mayfield, 1998	Questionnaires, indicators
Nimnicht, 1994	Reporting and recording, survey/questionnaire, group discussion, key informants, workshops
Noreña <i>et al.</i> , 1998	Questionnaire, group meetings, brainstorming, workshops
Otero, 1989	Indicators
PODION, 1996	Indicators
Quiros <i>et al.</i> , 1991	Ranking, matrices.
Rietbergen-McCracken <i>et al.</i> , 1997	PRA, SARAR
Ritchey-Vance, 1998	Grassroots Development Framework (the Cone)
Rodríguez <i>et al.</i> , no date	Matrices, diagrams, prioritisation.
Save the Children, 1998	Critical companion.
Schwarz <i>et al.</i> , 1996	Indicators, joint reflection meetings.
Selener, 1996	Systematisation, brainstorming, dialogue, discussion.
Sidersky & Guijt, 2000	Indicators, monitoring calendar.
Torres, no date & 2000	Indicators, Grassroots Development Framework (the Cone)
Viñas, 1999	Discussion groups
Zaffaroni, 1997	Indicators, Grassroots Development Framework (the Cone)

## Reviews of Experiences

From the practical point of view there are as yet few reported reviews of experiences with PM&E e.g. within a country, a region, a sector, that would allow the reader to get a broader picture of the extent of, and variations in its application. Some cases, however, do exist. For the international workshop on PM&E in the Philippines in November 1997<sup>3</sup>, Alcocer *et al.* (1997) reviewed the use of participatory methods by governmental, non-governmental, private and research organisations since the laws of Administrative Decentralisation and of Popular Participation were introduced in Bolivia in 1994; many but not all of the situations reported on refer to participatory M&E. Although there is some evidence of commitment for ongoing institutional learning through systematic and repeated PM&E, in most cases it is still fairly superficial and thinly spread. Feinstein (1993) has edited a collection of six papers reviewing

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<sup>3</sup> This workshop was organised by the Institute of Development Studies and the International Institute for Rural Reconstruction in the Philippines and was attended by participants from x countries. Case studies from the workshop have been published in PLA Notes 31 (February 1998) London: IIED, and Estrella, Marisol; Jutta Blauert. and John Gaventa (2000) *Learning from Change: Experiences and Lessons in Participatory Monitoring and Evaluation*, London: IT Books

experiences in monitoring and evaluation of IFAD (International Fund for Agricultural Development) supported projects in various Latin American countries.

An NGO synthesis study prepared for the OECD/DAC Expert Group on Evaluation called *Searching for Impact and Method reviews* evaluation approaches and methods of a range of donor and other institutions (Kruse *et al.*, 1997). Two of the appendices are case studies of NGO evaluation experiences in Brazil (Ojanperu, 1997) and Chile (Bebbington and Humphries, 1997), and these include some reference to participatory methods.

Reviews of evaluation experiences within particular institutions are scarce, but there are studies by SCF (Mansfield, 1997) and by Oxfam (Neefjes, 1998), neither of which focus particularly on participation, or on Latin America, though they draw on experience in the region, and aim to strengthen learning by the agency and its partner organisations from their own project experience. The International Labour Office web site has a section on the participation elements of its technical co-operation programmes and projects, and mentions several instances of the development participatory evaluation systems.

An annotated bibliography on project evaluation produced by PREVAL (Viñas, 1997) reviews over 100 texts, many of which are from Latin America. However it does not focus on participation as a central theme.

## Looking beyond the methods

This section includes documents that look at PM&E in a broader sense, for example referring to conceptual, epistemological or definitional issues, or those describing achievements and future directions in this field. Little of the broader PM&E literature has been included in this review unless it refers quite specifically to Latin America. It is notable from observations of the wider literature (i.e. by non-Latin American authors or organisations) on PM&E not cited here, that publications on this subject include surprisingly few case studies from Latin America given the size of the region. One of the reasons for this may be that "PM&E" is a donor instituted concept, and not one traditionally used by public sector or development institutions.

The books resulting from three international conferences on evaluating social development projects (Marsden and Oakley, 1989; Marsden *et al.*, 1994; Oakley *et al.*, 1998) have been included since they all discuss issues relevant to Latin America and include short case studies from the region (Colombia, Peru, El Salvador). Abbot and Guijt (1998) discuss participatory approaches to monitoring the environment and also include a brief case example from Brazil.

A 1990 issue of the Peruvian journal of alternative rural development, *Ruralter*, is dedicated to monitoring and evaluation of rural development projects, and although participation is not a principal theme in the issue, it is mentioned as being of growing interest and importance by several authors (López, 1990; Salazar, 1990; Villafuerte, 1990), and is the primary topic of one paper (Lanao and Arce, 1990). The papers of the PREVAL (1996) evaluation conference similarly focus more heavily on evaluation, and very little on the topic of participation, though this has changed now as exemplified by the Second PREVAL workshop in 1998 which included far more discussion of this issue (PREVAL 1999). A conference on Planning, Monitoring and Evaluation (PME) held in Colombia (Misereor & AG-KED, 1993) includes much reference to issues of participation, e.g. the need for increased sharing of experiences with participatory PME, training, and developing relevant qualitative indicators. Similarly the First Seminar on Evaluation in Central America, Panama and the Dominican Republic (Asociación Centroamericano de Evaluación *et al.*, 1994) highlighted the importance of decentralisation of central power and democratisation of local power in public and private sector organisations to promote participation in evaluation.

Other literature included in this section refers to general issues: definitions of participatory evaluation and stages at which it can be conducted (Sardon 1994; Llanos & Orozco, 1987), or of democratic evaluation in the case of Segone (1998). Other examples address different aspects to be evaluated such as process, impact and outcome (Caceres, 1993; Engelkes, 1990); critique of traditional evaluation methods and overcoming their problems (Sulbrandt, 1993); the importance of participatory evaluation within a changing (increasingly decentralised) political environment (Enet, 1998); ideas and learning on impact monitoring and assessment by Oxfam and partner organisations (Neefjes, 1998); issues of measurement and finding a common framework without it becoming a blueprint (Andersson, 1985) and general reflections on how participatory evaluation can or should be a learning process (Vargas, 1991).

A website and a discussion list with participants from 13 Latin American organisations and three International Foundations raise many issues relating to the need for improved methods for monitoring and evaluation of conservation projects (Race to Save, 1999).

## Sources of the Literature

In terms of publications for the dissemination of monitoring and evaluation discussion and experiences, the majority of literature encountered takes the form of books, working papers, discussion papers or training manuals published by Northern and Southern institutions. This constitutes nearly half of the literature. Around a quarter of the literature is published in proceedings or books from conferences, and the rest is from journals or magazines (of a varied nature), internal documents sent by organisations or information on organisations' web pages. Locating and being permitted access to unpublished documents is often difficult, and probably more case studies exist in this form, but are not disseminated. Few academic and development journals are publishing articles on PM&E, particularly from Latin America, though the lack of literature from this source may be due to difficulties of communication between practitioners and editors.

**Manuals:** It is notable that few manuals or toolkits on PM&E were found authored within the region, and that those produced by international development agencies such as the World Bank, UNDP, DFID, or the larger NGOs (Oxfam, SCF etc.) are generally not translated into Spanish for Latin American partners. Only two are referenced here: one from GTZ (Gohl and Germann, 1993), and one from the FAO and their Trees, Forests and People Programme (Davis-Case, 1992), which also publishes a Latin American version of its participatory community forest development journal.

**Innovation:** Also less work than expected was encountered on innovative methodologies for PM&E from within Latin America. Most of the examples and case studies draw on generally accepted PRA methods such as individual and group interviews or ranking exercises. Few refer to examples or methods for development of specific culturally appropriate tools, apart from Espinosa (2000) and Save the Children (1998). This is not to say that work on the ground is not taking place. Considerable practical work is being undertaken across the region, using innovative methods but is not being documented, or at least this particular search may not yet have encountered it.

**Opportunities for Exchange and Discussion:** With respect to the growth and spread of ideas about monitoring and evaluation, it is interesting to note the increasing opportunities and fora for exchange of experience around this topic. There have been several conferences and workshops on M&E in the region over the past ten years (for example ACE, 1994; Misereor / AG-KED, 1993; PREVAL, 1996, 1997, 1998) and although participation was not a principal

theme of these, it is being increasingly discussed as an important element of M&E, largely due to donors introducing the issue (e.g. Oxfam, SCF, World Bank, GTZ).

There are increasing numbers of electronic and “real-time” conferences on monitoring and/or evaluation promoting discussion of issues and sharing of experiences, and although none are dealing specifically with participatory M&E, the issue of participation is increasingly being raised. Mostly, these meetings are for evaluation professionals and the donor community. On the other hand, as more and more NGOs are gaining access to computer technology, increasingly exchange of information and experiences is taking place via web pages of organisations and institutions, internet communication and discussion lists. There are two listservers concerned with monitoring and evaluation in Latin America: PREVAL (hosted by PREVAL in Costa Rica and funded by IFAD) and AELA (hosted by Western Michigan University). Two years ago a discussion list began on monitoring and evaluation exclusively of conservation projects called R2S (part of a project Race to Save the Neotropics, hosted by the Rainforest Alliance in Costa Rica).

In addition to these, issues of participation and monitoring and evaluation are common themes of other Northern based discussion lists such as XC-EVAL (evaluation discussion list also based at Western Michigan University), the PRA list (participation discussion list based at the University of Guelph, Canada); GPnet (on global participation, hosted by USAID); and PRGA (on participatory research and gender analysis hosted by the CGIAR). PREVAL organised an on-line conference on monitoring and evaluation in 1998 with 318 participants from 32 countries. These are all highly valuable opportunities for the fast international exchange of ideas and information, although these exchanges have as participants almost exclusively evaluation and development professionals from research, NGO and public sector agencies. The only constraint is often the language barrier mainly between English, Spanish and Portuguese speakers that limits a wider exchange on this topic between and within Latin American countries.

Demands for more opportunities for exchange of information and ideas, methods and contacts for training have been expressed from several sources, and many of the internet listservers (particularly PREVAL) have an ever increasing readership illustrating that there is a demand for such services.

NGOs as well as larger institutions are increasingly creating their own web pages and these are becoming an ever more accessible source of information and open up greater opportunities for contact and exchange. Most of the multilateral agencies have sections of their web sites devoted to monitoring and/or evaluation, and participatory activities (e.g. USAID, ILO, World Bank etc.), but even some small NGO pages make mention of PM&E activities such as Abya Yala Fund (1999) and CEVE (1999).

## **Part Two: Discussion and Reflection**

### **Approaches to PM&E**

There are three basic approaches to viewing participatory monitoring and evaluation identifiable from the literature, depending on the institutional perspective from which the author is coming:

- utilisation of PM&E for improving beneficiary involvement in research (e.g. evaluation of technological innovations, or participatory technology development - PTD);

- focussing on improving the efficiency and appropriateness of traditional donor-initiated M&E through increased beneficiary participation;
- conceptualisation of PM&E as a form of self-reflection, or an action-reflection-action process for operational NGOs and the communities themselves so as to contribute to the improvement of the development intervention or initiative.

The first approach is now becoming more widely accepted in research centres, having been taken up in most of the national and international agricultural research centres in the region, lead by CIAT in Colombia, the CIP in Peru, and groups within the CIMMyT in Mexico. The perception, however, of the extended time and costing required by using participatory approaches to primary stakeholder evaluation of policy and development interventions has so far not allowed for an uptake of participatory methods in appraisal of the advisory, policy making and operational institutions in the area of agricultural technology or other policy arenas.

Improving the effectiveness of traditional donor led M&E through increased participation of beneficiaries as an information source is valuable, and is more widely documented, but cannot be considered as participatory in its strictest interpretation, i.e. that it is initiated by, devised by, and wholly relevant to those most affected by the project actions.

It is the third of these approaches, in which the beneficiaries or primary stakeholders themselves are the evaluators that is – together with multiple stakeholder evaluations - one of the most interesting and challenging approaches, and the one on which this literature review has tried to focus. It is possible that more examples exist of locally developed and culturally relevant methods for self-evaluation and reflection devised by grassroots organisations and NGOs in areas of Latin America, but that they are simply not being communicated to a wider audience. Funding for trials of initially complex processes of multiple stakeholder learning systems, such as the social auditing approach, is as yet rarely forthcoming, given that this approach cannot be instigated by the donor agency itself.

The majority of discussion around evaluation refers to project or programme evaluation, focussing either on the fulfilment of project objectives, or on the evaluation of impact. Few of the documents tackle other types of evaluations such as institutional evaluation, or the evaluation of an organisation’s development focus or approach, although Zaffaroni’s work on the Cone is an exception, and Blauert and Quintanar describe a first attempt at “learning-by-doing” and systematising reflection on personal relationships and institutional issues within a project.

There is also little discussion of the relationship between a development focus and the monitoring and evaluation design, although some authors do mention the importance of a participatory approach at all stages of the project cycle if participation at the monitoring and evaluation stage is to be achieved.

Figure 3 conceptualises some of the factors that vary in the differing approaches to PM&E that will be discussed in this section.

**Figure 3: A Continuum of Participatory Monitoring and Evaluation**

	→ ----- → ----- CONTINUUM ----- → ----- →				
<b>WHO INITIATES</b>	External donor		NGO		Beneficiaries
<b>WHO PARTICIPATES</b>	External consultant	Consultant with NGO staff	NGO staff with beneficiaries	Beneficiary self-assessment	
<b>PURPOSE</b>	Ascertain cost effectiveness, justify funding to donors		Improve project activities and management.		Learning from errors and redirecting activities

<b>PLANNING STAGE</b>	Often only post project assessment planned at end	Periodic assessments and final evaluation planned from outset	Indicators decided and base line data collected from outset and regularly monitored	
<b>WHAT IS MEASURED</b>	Direct quantitative outputs, fulfilment of process objectives.	Wider qualitative and quantitative impacts	Broad and long term, expected and unexpected impacts and outcomes	
<b>METHODS</b>	Extractive. Observation and documents.	Consultative. Interviews with staff.	Collaborative. Use of PRA techniques	Empowering. Training for self-evaluation. Concientisation.

## Methodology

In terms of methods, these can range from extractive methods where minimal necessary information is collected by an external agent for the analysis of an externally devised hypothesis, to the other extreme of internal agents, or beneficiaries, being empowered to analyse their own activities to judge their success or the need for changes. In between these two approaches are consultative and collaborative approaches. The majority of cases reviewed fall into these two approaches, and refer to traditional PRA techniques such as semi-structured interviews, workshops, ranking exercises or drama for information collection, analysed by the implementing organisation (e.g. NGO). There are few highly innovative methods presented, and little discussion of training beneficiaries in the use of PRA techniques for themselves, or other self-evaluation or empowering methodologies.

An approach that is growing in popularity in the M&E process is the design and use of indicators. Some authors detail ways of deciding relevant indicators for the attainment of goals from the planning stage (Joseph, 1996; Lawrence *et al*, 2000; PODION, 1996; Zaffaroni, 1997), whilst others also refer to participatory methods of data collection using these indicators (Guijt, 1998; Guijt and Sidersky, 1996; Torres, 2000; Espinosa, 2000; Blauert and Quintanar, 1997 and 2000). This has brought up the importance of using qualitative as well as quantitative indicators, and the difficulties of measuring these. Some literature on indicators does imply that they should be designed and relevant data collected in a participatory way (e.g. through workshops etc), however much of it refers only to the usefulness of indicators, or suggests possible indicators, without detailing methods for their use.

There is, however interest demonstrated in the participatory use of information gathered, of managing the adjustment in a programme in response to that learning, and on changes adopted in the running of the organisation or the project to hold in place the change in operational and human resources agreed to through the participatory evaluation.

Computer programmes have been developed for entering results data (often based on indicators) allowing for more complex analysis and weighting of certain indicators (Zaffaroni, 1997). Whether this aids or detracts from a participatory process has not received much attention, though they are fairly recent developments. Possibly relying on a computer to undertake analysis detracts attention from the benefits of reflecting on, and analysing results in a more participatory manner, permitting greater direct learning.

Many authors raise the issue of how to define "success", for example if indicators are used with scores and weightings, does the attainment of a certain score signify success. This would appear to be a rather rigid approach to goal setting and results in this case might be misleading. Participatory evaluation often also allows more for the discovery of unanticipated results or benefits of a project, that should then also be taken into account. Perhaps it is not necessary to define "success" at all, but simply to view evaluation as a search for lessons, rather than a test of efficiency or effectiveness.

The use of tools from Participatory Rural Appraisal (PRA) is relatively restricted in Latin America in comparison to Asia and Africa, where this methodological approach for situational analysis, planning and evaluation has been widely developed and use been made of it for PM&E activities. The use of participatory community methodologies for use with the Log-Frame adopted by many NGOs due to donor pressure is, on the other hand, more widely reported in the region, as is SWOT analysis. The use of video, widespread in Latin America in development projects, is not being used in many cases for visualisation of PM&E of programme and institutional work. The use of transformational theatre approaches, widely used in the region, on the other hand, can be expected to be widespread in terms of assessing public sector

interventions but simply be documented less given the explicitly flexible, adhoc and visual base of this method.

Methods are thus being reported on and used mostly in terms of data collection and involving primary stakeholders, and sometimes secondary stakeholders, in the M&E process. Reporting on the findings, and commitment to continuous evaluation, such as are central to the approach of Social Auditing as explored in its initial stages by a Mexican NGO (see Blauert and Quintanar, 1999), is not found to be expanded on in the literature accessed so far. Concerns regarding transparency and accountability by civil society, public and private sector institutions to different stakeholders are thus not widely addressed or at least reported on.

## Institutions

The types of organisations that are involved in undertaking, and writing about PM&E in Latin America are naturally mostly based in that region (around 60% of the organisations we have information about via email contact or through publications). Of these two thirds are NGOs and the rest are governmental organisations or networks. The 40% that are Northern based represent NGOs, research organisations and international institutions or foundations.

With regard to the sectors about which the authors are writing, of the 94 documents included here, just over half are written in general terms, such that they are relevant to all sectors. The vast majority of sector specific literature comes from the sectors of agriculture and natural resource management, but also represented are the health, urban, social, children and water/sanitation sectors. Education and other social policy arenas are hardly addressed, particularly not in terms of public sector accountability (Comunidec's work on community monitoring with local authorities is an exception). The sectors of relief work and health are poorly represented, and no examples have been found referring to various sectors, such as gender, finance and micro-enterprise, or regional development planning.

Institutions promoting and carrying out PM&E are also largely the most predictable ones: development NGOs needing to report on their operational work; research institutions and donor agencies. There is less work ongoing as yet of grassroots organisations undertaking PM&E work of their own performance and behaviour or indeed operational work, such as social or community enterprises, artisan groups, micro-finance institutions or sectoral representative bodies, such as regional farmers or indigenous organisations. The emerging practice of using "traditional" evaluative processes (assembly based approaches) that have been used to ensure a certain degree of transparency in community relations, such as those reported from Argentina and Colombia for both urban and rural sectors, and the new institutional arrangements in Bolivia under the laws of Participation and Decentralisation are encouraging endeavours to move toward civil society monitoring and evaluation. A workshop in Mexico in 1998 (Blauert and Sesia, 1998<sup>4</sup>) also showed the slowly increasing interest by social enterprises in self-reflection and systematic learning beyond the basics of reporting to donors, but equally highlighted the reluctance by grassroots organisations to have sufficient trust to publicly explore their shortcomings and successes. Trust in donor responses is still weak, just as the strength of mistrust in political regimes demanding increasing control over NGOs and CBOs alike feeds into reluctance to practice participatory M&E on oneself.

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<sup>4</sup> Blauert, Jutta and Paola Sesia (1998) Medio Ambiente, Economía Campesina y Desarrollo Sustentable: Exitos, Fracasos y Perspectivas. Workshop Report. 5-7 March, 1998, Oaxaca, Mexico. British Council, WWF, SEMARNAP.

## When to M&E

With regard to timing, many authors outline the various stages at which participatory monitoring or evaluation activities may take place within the project cycle, from diagnostic activities at the planning stage, through collection of base line data, regular monitoring, mid term evaluation, ex-post evaluation, etc. and the function of each of these stages. There is often overlap in the interpretations of monitoring, evaluation and assessment. Apart from the papers on research based evaluation of technological innovations in agriculture (CIAT, various), most of the literature examines either monitoring and evaluation together, or it interprets evaluation in a broad way to include continuous evaluation throughout the project cycle, or stages of evaluation that feed back into planning, rather than a single final stage of the cycle. Similar tools are therefore offered for both these activities in most cases. Only in the cases of the *Companheiro Critico* monitoring system of SCF partners (1998), and the paper by Abbot and Guijt (1998) on monitoring of the environment, is reference made separately to the monitoring stage.

The question of the time horizon of traditional ex-post evaluations that produce reports or analysis too late for feedback into projects has been raised, and the value of continuous monitoring or various mid-term evaluations is recognised for the redirection of activities or correction of errors.

The planning of the M&E from an early stage is essential to ensure that it is gradually built into the project cycle and not tacked on at the end. This also has important implications for baseline data collection, which will need to take place before activities begin, or at least in the early stages of project implementation.

## What to M&E

In terms of what is monitored, distinction is often made between process or output, impact and outcome monitoring or evaluation (Engelkes, 1990; Oakley, Pratt and Clayton, 1998).

- Process or output M&E generally measures fulfilment of planned activities that make up a development project or programme such as the establishment of a plant nursery or training courses organised.
- Impact M&E studies the direct effects of these actions such as increased tree or crop planting or number of people using new techniques learned in courses. The effectiveness of activities in achieving impacts is also considered, e.g. in terms of cost or other inputs.
- Outcome M&E tries to ascertain the overall (perhaps more long term, or less direct) effects of the intervention e.g. in improving nutrition, reducing erosion, increasing self-reliance or self-esteem. These are often much harder to measure and to directly attribute to the actions taken.

Many authors are now recognising these distinctions between types of M&E but practical evidence of progression beyond output and impact monitoring is much less common. Several limitations and obstacles to achieving this type of evaluation are identified:

- Evaluations are often conducted within a short time-scale due to time and resource limitations or demands from funders for a quick idea of the results of their investment.
- Baseline studies often have not been carried out for purposes of comparison.

- It is hard to determine a direct relation between the activities and the outcomes.
- Many outcomes are only seen over a long time-scale and are often intangible and hard to measure.

It is increasingly acknowledged that the relevance of the information generated is improved through a participatory approach to M&E, and that this can be fed more directly back into making changes or adjustments to a project process or activities in response to the findings. Bringing all stakeholders (including beneficiaries) together to undertake the process of analysis aids the search for practical and mutually acceptable solutions, which can then be adopted at a faster rate than if there is distance (physical, and in time and approach) between the information givers and the analysts or decision makers. Unfortunately there is relatively little documentation of case studies about this stage of analysis and feedback of information into the planning process, or making adjustments to activities in process.

In terms of which sectors are employing PM&E methods, there is a scarcity of documented experience in the following: finance and small enterprise development, planning, gender, relief and institutional evaluations. The community development, agricultural and natural resource sectors are, by contrast, very well covered in practice and reporting, though most of the PM&E work here is being undertaken by NGOs and research centres, not governmental institutions. The education, health, governance and micro-finance and community enterprise sectors are relatively under-represented in the innovation of methods and analytical writing to be found by a first scanning.

## Time, Costs and Training

In any type of monitoring and evaluation activity time, technical capacity and cost constraints are commonly identified as limiting factors. Particularly for NGOs wishing to set up their own M&E systems, the investment in training, designing an M&E system, collecting baseline data and later the monitoring and the evaluation data is often seen as excessive, and they perceive their priorities to be more pressing in other project implementation and administration activities. No studies reviewed attempt to show whether participatory monitoring and evaluation is more cost or time effective than traditional methods, and this could be an interesting area for investigation. Many NGOs call for quick and easy methods, such as a limited number of sector specific indicators, whilst others condone such blanket remedies as too simplistic (Race to Save, 1999).

The increasingly problematic issue of time requirements for marginalised social groups to be able to participate in M&E of any kind, and hence who can *afford* to become involved in a PM&E process is also not being tackled by the literature, and presumably by the practice that it aims to document. This is of special concern to participatory M&E which by principle does not wish to offer payment so as to ensure a maximum of legitimacy for the judgement obtained at the end of the process.

Although designing an M&E system and training can initially be costly and time consuming, it does not necessarily have to use vast time and financial resources in the long run. If beneficiary community members are trained in self-monitoring or indicator measurement then the job and the (time) costs can be distributed. Also, as several commentators have noted, there are costs to *not* evaluating, in terms of failure to adjust projects and programmes with early signs of problems, and wasting resources on unnecessary or unproductive activities (Race to Save, 1999; PREVAL, 1998; Oakley, Pratt and Clayton, 1998).

Field/training manuals are another means of raising awareness about PM&E and communicating methods. Although many of the documents reviewed give reference to methods and field experience, there are few comprehensive manuals available in Spanish for example that might be used for training. Furthermore, donors tend to produce manuals or guide books for their staff (such as UNDP or WWF), and so few of these are in a language appropriate for field workers, and do not move beyond the information and systems need of the donors themselves.

## Who does M&E and for Whose Benefit?

Questions of who *initiates* and who *carries out* the evaluation are related issues that are also commonly highlighted. Traditionally evaluations have been demanded by donor agencies and conducted by consultants that they send in for short visits. Participatory evaluation can be seen to have various interpretations or conceptualisations, varying according to who initiates the evaluation, who conducts it, the stage at which it is planned, what is measured and how it is measured (see Figure 3). External consultants may consider that they are conducting a participatory evaluation if they consult with NGO staff and some beneficiaries and use PRA techniques, although they are merely extracting information for their own analysis and presentation at Head Office. However, an outside consultant can facilitate a highly participatory evaluation, promoting institutional learning and self-reflection and adjustment of activities on the part of beneficiaries. Equally, evaluations conducted at the grassroots level are not necessarily participatory if unequal power relations are restricting the expression of certain groups. This leads us to the idea that is emerging that what is required is a “culture of evaluation” – in which organisations are committed to self learning and reflection for the improvement of planning – rather than concentrating on rules and techniques to define participatory evaluation.

## Towards Organisational Learning?

Whether the evaluation itself should be part of the “process” of learning and developing rather than an end in itself is another point for consideration, particularly in social development projects, since these often do not necessarily have specific physical outputs or readily measurable results (Garaycochea, 1989; Hernández *et al.*, 1994; Marsden *et al.*, 1994). The process consultancy approach of GTZ and other European donors, however, might well involve an ongoing reflection process through mentoring and group reflections. Reports of such processes are, however, usually only produced in the form of internal reports, and are difficult or impossible to access. It is unclear how the process consultancy approach incorporates certain participatory methodologies beyond applying strategic planning tools and relying on the particular skills and character of the accompanying facilitator, e.g. in counselling or conflict management. Organisational learning, or how to change in response to lessons learned from a PM&E process, and how to guide an organisation, be it from civil society or the public sector, is rarely expanded on.

So far, PM&E is still largely perceived to be a more inclusive process useful for reporting, and for adjustments in planning. Organisational or institutional change and policy adjustments have thus far rarely been addressed in detail.

## Learning and Sharing

The differing interpretations or degrees of PM&E depending on the type of institution, and thus interpretations of who the information is generated for, is another common theme (Bejar and Oakley, 1995; Guijt and Sidersky, 1996; Lanao and Arce, 1990; Lawrence *et al.*, 2000; López, 1990; Salazar, 1990; and Sardon, 1994). The literature found points clearly to the focus on information for research, farmers, public service user groups, and above all donors and their grantee institutions. How primary stakeholders other than farmers involved in PTD work are to use the information they helped generate, for empowering action is in most cases not yet addressed, but usually implicit.

It is also notable that at least judging by the literature, there is little interest to be observed by donors to be learning from each other in terms of the methodologies developed. This reluctance appears to feed into the lack of sharing in participatory M&E between NGOs. An example is the Grassroots Development Framework, or the Cone, developed by the Inter-American Foundation (IAF), and extensively adapted and innovated with by IAF grantees. Other donors have not taken this methodology up as yet, and are expressing interest only now that NGOs from the region are starting to work with it on their own terms.

Common amongst this literature is that there is relatively little cross-referencing from experiences in other countries in the region, or from similar sectoral backgrounds. Adaptation of methodologies has been strong, therefore, and the long-standing experience of practitioners in the region with participatory action research approaches has clearly influenced the way that PM&E is being engaged with. This practice is not, however, yet seen to be leading to sharing across the region particularly in areas of NGO accountability or across sectoral networks. Interpretations of what constitutes participation in M&E, and the politics of the purpose of a participatory M&E process also appear to differ considerably. The work of the M&E network of PREVAL, in this context, is an encouraging shift towards sharing and collaborative learning amongst practitioners in the region, though the contacts and sectoral concerns relate primarily still to those programmes and organisations that have received some IFAD funding.

## A Final Note: Work for the Future

It is, of course, very easy to find gaps in the documented work, and to suggest a broad new agenda for action, particularly when expressing an opinion from a certain distance. However, work in the PM&E arena in Latin America is getting exciting in its diversity and range of scale and innovations. For policies and development programmes to become effective more quickly now, and to respond to the call for transformative evaluation practice, a careful documentation of such activities and institutional realities will be needed.

In Latin America, the parallel process of take-up of participatory approaches at policy level, particularly in the area of sustainable development, and the strengthening of civil society initiatives in areas of demanding public sector and donor transparency now needs to be extended to the social sectors and worked through systematically, if the scaling up of participation is to be accompanied by the necessary institutional change. Equally, the impact of participatory development approaches on marginal communities as well as on public and private sector policy needs to be assessed with urgency.

It is hoped that this document will contribute to further discussion and sharing of ideas, documented or otherwise, relating to PM&E activities in Latin America. It will be encouraging to see if future work evolves which moves beyond M&E for impact assessment only, and develops

approaches that encourage wider institutional learning and organisational strengthening. Methods aimed at increasing public accountability are also to be encouraged.

## References:

See attached Annotated Bibliography

## Useful contacts

The following table contains a number of contacts for organisations that disseminate information and carry out training relating to participatory monitoring and evaluation. These organisations have been selected as they are large enough to have the capacity to respond to enquiries and as some of them have resource centres or focus on networking.

Institution/Organisation	Contact details	Activities
CIAT (Centro Internacional de Agricultura Tropical)	Jesús Cisneros CIAT, Apartado Aereo 6713, Cali, Colombia Tel: +57 2-445-0000 Fax: +57 2-445-0273 Email: <a href="mailto:ciat@cgn.net">ciat@cgn.net</a> Website: <a href="http://www.ciat.cgiar.org/">http://www.ciat.cgiar.org/</a>	Agricultural research centre with strong participatory focus. Research on production of beans, cassava, tropical forages, and rice for Latin America; and resource management in humid ecosystems in tropical America. Programme includes CIAT-UNEP Environmental and Sustainability Indicators project.
DPID / Uni Nur (Directorate of Research and Development Programmes, University of Nur)	Fernando Dick, Av. Cristo Redentor No 100., Casilla 3273, Santa Cruz, Bolivia. Tel: +591 - 03 - 363939 Fax: +591 - 02 - 331850 E-mail: <a href="mailto:fdick@tabarsi.nur.edu">fdick@tabarsi.nur.edu</a> Website : <a href="http://www.nur.edu">http://www.nur.edu</a>	University Nur and the Bolivian National Working Group on Participatory Methodology and Perspectives (GNT) study of participatory practices illustrates that there are substantial gaps in the area of PM&E (information/training/definition/clarity of concepts etc). Also module produced for course in Training of Rural Community Development in the Higher Institute for Rural Education (ISER).
GEA Pasos (Grupo de Estudios Ambientales)	Gerardo Alatorres, Allende 7, Sta Ursula Coapa, CP 04650 Mexico DF, Mexico. Tel: +52-5-617-9027 Fax: +52-5-617-1657 E-mail: <a href="mailto:geapasos@laneta.apc.org">geapasos@laneta.apc.org</a> Website: <a href="http://www.laneta.apc.org/pasos/">http://www.laneta.apc.org/pasos/</a>	Grupo de Estudios Ambientales AC PASOS is a space created by a group of Mexican NGOs working with campesino organisations for the exchange of experiences. GEA carries out research, education, and diffusion of alternatives for the improvement of socio-environmental conditions and natural resource management.
GTZ/GATE (German Agency for Technical Co-operation/ German Appropriate Technology Exchange)	Reiner Forster Post Box 5180, Dag-Hammarskjöld-Weg 1-5, D-65726 Eschborn, Germany. Tel: +49 6196-793185 Fax: +49 6196-797352 E-mail: <a href="mailto:gate-isat@gtz.de">gate-isat@gtz.de</a> Website: <a href="http://gate.gtz.de/isat/">http://gate.gtz.de/isat/</a>	GATE defines "appropriate technologies" as those which appear particularly apposite in the light of economic, social and cultural criteria. They should contribute to socio-economic development whilst ensuring optimal utilisation of resources and minimal detriment to the environment. It forms part of ISAT – the Information and Advisory Service on Appropriate Technology

IDS (Institute of Development Studies)	Jutta Blauert, IDS, University of Sussex, Brighton, BN1 9RE, U.K. Tel: +44 (0) 1273 606261 Fax: +44 (0) 1273 621202 E-mail: j.blauert@ids.ac.uk WWW: <a href="http://www.ids.ac.uk/ids/particip/">http://www.ids.ac.uk/ids/particip/</a>	The Participation Group at IDS conducts research and training on various aspects of participatory development, including PM&E. They also disseminate information through the Reading Room based at IDS, through networks and contacts in various countries, and through their website.
IIED (International Institute for Environment and Development) SARL (Sustainable Agriculture and Rural Livelihoods)	Michel Pimbert 3, Endsleigh Street, London, WC1H 0DD, UK Tel: +44 (0)207 388 2117 Fax: +44 (0)207 388 2826 E-mail: <a href="mailto:mailbox@iied.org">mailbox@iied.org</a> Website: <a href="http://www.iied.org/agri/index.html">http://www.iied.org/agri/index.html</a>	IIED is an independent, non-profit organisation with a mission to promote sustainable patterns of world development through collaborative research, policy studies, consensus building and public information. It has a resource centre accessible online, and the SARL Group produce the series PLA Notes which enables practitioners of participatory methodologies worldwide to share field experiences, conceptual reflections and methodological innovations.
IIRR (International Institute for Rural Reconstruction)	Daniel Selener, Pasaje Muirriagui Donoso 4451 y Av., America, Casilla Postal 17-08-8494, Quito, Ecuador. Tel: +593-2-458263 Fax: +593-2-443763 E-mail: <a href="mailto:daniel@iirr.ecx.ec">daniel@iirr.ecx.ec</a> Website: <a href="http://narra.cav.pworld.net.ph/~iirr/rola.html">http://narra.cav.pworld.net.ph/~iirr/rola.html</a>	IIRR in Latin America focuses its work in training and technical assistance on participatory methodologies for rural development. They developed the system of documenting lessons and processes derived from field projects known as systemisation. They conduct training and workshop activities focusing on enhancing partner skills in the use of participatory methodologies for project identification, planning and systemisation
IUCN (The World Conservation Union)	Alejandro Imbach IUCN M&E Initiative, Rue Mauverney, 28, 1196 Gland, Switzerland. Tel: 41 22 999 0001 Fax: 41 22 999 0025 Email: 'a.imbach@cgiar.org' Website: <a href="http://iucn.org/themes/eval/index.html">http://iucn.org/themes/eval/index.html</a>	The IUCN's mission is to influence, encourage and assist societies throughout the world to conserve the integrity and diversity of nature and to ensure that any use of natural resources is equitable and ecologically sustainable. Its Monitoring and Evaluation Initiative website reviews a range of tools, activities and experiences
PREVAL (Programme for the Strengthening of Regional Capacity for Evaluation for Rural Poverty Reduction in Latin America and the Caribbean)	Ada Ocampo, León de la Fuente 110, Magdalena, Lima 17, Perú. Tel.: +51-1 264-1316 Fax: +51-1 264-0128 E-mail: <a href="mailto:aocampo@desco.org.pe">aocampo@desco.org.pe</a> Website: <a href="http://www.fidamerica.cl/preval/">http://www.fidamerica.cl/preval/</a>	Strengthening institutional capabilities in Latin America and Caribbean for the evaluation of projects aimed at rural poverty alleviation. Has network of trained evaluation professionals; produces documents and training materials; organises conferences and workshops. Works in applied research, training and dissemination. It has a database of Institutions and Professionals involved in Project Evaluations.

## Part Three: Annotated Bibliography

The following bibliography sources and abstracts literature relating to Participatory Monitoring and Evaluation in Latin America obtained through library searches, website searches and from organisation and institutions contacted via the internet and discussion lists. Some abstracts were copied from the document or websites, and sources are given in such cases. Where no source is given, the abstract was written by the author.

1. Abbot, Joanne and Irene Guijt (1998) *Changing Views on Change: participatory approaches to monitoring the environment*. SARL Discussion Paper 2, London: IIED.

**Keywords:** Participatory Monitoring / Environment / Brazil

**Abstract:** This Discussion Paper reviews participatory approaches to monitoring of environmental change. The key steps in conducting a participatory monitoring exercise are outlined (the monitoring calendar), the degrees of participation in monitoring are discussed and questions of who participates and the development of indicators. The review describes in greater detail three categories of participatory monitoring by means of 10 case study examples: 1) methods based on the visualisation techniques of Participatory Rural Appraisal; 2) those that use oral testimony to uncover patterns of environmental and social change; and 3) those that adapt methods of ecological assessment to make them more accessible to local people. One short case study is from Brazil.

Areas for future research and improved practice in participatory monitoring are outlined. These include more debate on the trade-offs inherent in participatory monitoring; greater discussion and documentation of the negotiations that occur within and between stakeholders during the monitoring process; the development of mechanisms for feedback between the monitoring and the feedback process; improved understanding of the real costs, financial and otherwise, for all stakeholders; and the development of approaches that maintain the long term interest of all stakeholders.

Abstract taken in part from executive summary.

**Notes:** Available online at: <http://www.iied.org/pdf/sarl2.pdf>

2. Abbot, Joanne and Irene Guijt (1998) *Cambiando Perspectivas para Observar el Cambio: Enfoques Participativos para Monitoreo del Medio Ambiente*, London: IIED / Universidad Nur.

**Abstract:** See English version "Changing views on change: participatory approaches to monitoring the environment"

**Notes:** Available for purchase at: <http://www.iied.org/agri/pubs.html>, or at Universidad Nur, Bolivia (see Useful Contacts for details).

3. Abya Yala Fund (1999) Cuestionario Sobre el Desarrollo, Progreso y Resultados de su Proyecto. Abya Yala Fund. WWW: <http://ayf.nativeweb.org/cuestion.htm>.

**Keywords:** auto-evaluation

**Abstract:** This questionnaire appears to be designed by Abya Yala for the use of its member organisations for the evaluation of their projects. A brief introduction to the questionnaire states that it is not an exam but that results may serve those same organisations. It is recommended that the questions be completed as a group and that the evaluation is honest and critical. There follow three sections: self-appraisal, self-monitoring and self-evaluation. Each section consists of a list of questions relating for example, to participation, motivation, problems and achievements.

In the evaluation section many of the questions require a ranked response from 0 to 10 e.g. were decisions democratic? not at all 0 - - 5 - - 10 very. This represents a simple form of evaluation questionnaire that could be used for projects.

4. Alcocer, Joel; Pilar Lizarraga; Jhonny Delgadillo; Alvaro Rivero; *et al.* (1997) *Sondeo Sobre Utilización de Métodos Participativos de Monitoreo y Evaluación en Bolivia*. Presented at the International Workshop on Participatory Monitoring and Evaluation: Experiences and Lessons, Cavite, Philippines, November 1997.

**Keywords:** Participatory Evaluation / Participatory Monitoring / Bolivia

**Abstract:** This study was undertaken by the University Nur with the National Working Group in Participatory Methodology and Perspectives (GNT) in Bolivia. It consists of reports compiled by representatives of GNT based on interviews relating to participatory practices with representatives of organisations in four of Bolivia's nine regional departments, and the PDQR (a State agency based in La Paz). Given the recent laws of Administrative Decentralisation and of Popular Participation (1994) an increase in community participation should be expected. A wide selection of organisations within each of the departments is reviewed in terms of their sector and activities, and their use of participatory methods e.g. concept of participation, training and principal methodologies. Tabulated results are followed comments and conclusions in each case.

5. Andersson, Neil (1985) *Impact, Coverage and Costs: An Operational Framework for Monitoring Child Survival, Emerging from Two UNICEF Projects in Central America*. UNICEF Area Office for Central America and Panama, September 1985. Mimeo

**Keywords:** health / child survival / monitoring / Central America

**Abstract:** This report outlines four guiding principals for monitoring and evaluation that the author describes as "categories for organising thoughts about measurement". These are:

- 1) that measurement should lead to better child survival and development;
- 2) that a common framework should be found that can be used for sectoral and inter-sectoral measurement;
- 3) that the overall measurement system should not add work for already overburdened service workers and planners;
- 4) that no blueprint exists for developing national health information systems.

In the report the author expands on these four points. Participation is not a major theme, but its significance is noted. He suggests that measurement can contribute to health not only through its impact in improving planning and management, but also through sparking people's broader participation through their interaction around health related data collection. He notes the advantages of working closely and flexibly with, for example, village health workers, both in terms of improved information flows (both up and down), and improved resource use. He also notes the importance of designing a health information system that "allows us to step outside the confines of the health facilities and into the community" in order to really understand that linkages between the health sector and others (e.g. education, housing etc).

The use of simple indicators is promoted, particularly combined with the system of sentinel sites (selective representative areas where more detailed studies are carried out). It is hoped that increasing opportunities for participation in the measurement process will in turn lead to wider participation in planning as well.

6. Andrade, Sally; Michele Sheldin; and Elssy Bonilla (1987) *Métodos Cualitativos para la Evaluación de Programas. Un Manual para Programas de Salud, Planificación Familiar y Servicios Sociales*, Watertown, MA.: The Pathfinder Fund.

**Keywords:** Participatory Evaluation / Health

**Abstract:** This manual reviews the theoretical concepts important to qualitative evaluation,

including the importance of community participation and training in evaluation. It reviews the use of methods including individual interviews, group interviews, observation and case studies, as well as discussing collection, documentation, analysis and presentation of qualitative data.

7. Ashby, Jacqueline (1990) *Evaluating Technology with Farmers: A Handbook*, Cali: IPRA Projects, CIAT.

**Keywords:** Participatory evaluation / farming systems research / methods

**Abstract:** This is a handbook for on-farm agricultural researchers providing techniques for enlisting farmers as active participants in evaluating new technology. It describes ways of building relationships with farmers, and improving communication through choice of body language and words. It covers the selection of farmers for the evaluation, and reviews a number of methodologies that can be employed in individual and group interviews, including ranking, pairwise comparison, and group discussions. It also discusses feedback and interpretation of results, and recording and reporting group evaluations. Finally ten guidelines for effective evaluations of technology with farmers are offered.

**Notes:** Available for purchase at:

<http://www.ciat.cgiar.org/communications/catalogo/publications.htm>

8. Asociación Centroamericana de Evaluación; Banco Interamericano de Desarrollo; and Fondo Internacional de Desarrollo Agrícola (1994) *Primer Seminario de Evaluación de Centroamerica, Panama y República Dominicana*. Presented at the, San José, Costa Rica.

**Keywords:** Evaluation / Conference / Central America / Panama / Dominican Republic

**Abstract:** This First Seminar of Evaluation in Central America, Panama and the Dominican Republic brought together 70 professional evaluators from the public and private sectors and international organisations with responsibilities for evaluation in the ministries of health, agriculture, education and planning in various countries. Two principal objectives were: 1) the identification of strategies and actions to strengthen and consolidate systems for the monitoring and evaluation of policies, projects and programmes in order to optimise public investment; and 2) to establish a body of professional evaluators.

The first section of the Proceedings gives three presentations on evaluation and the reform of the state highlighting the importance of decentralisation of central power, the democratisation of local power, and citizen participation. The second section deals with focus and methods, including logframes, indicators and the IAF Grassroots Development Framework. The third section outlines some actions already underway in various countries, or the needs that have been highlighted. Finally conclusions, strategies and a plan of action are proposed. In the regional context the following goals are identified:

- Achieve the application and legitimisation of evaluation as soon as possible.
- Establish National Systems of Evaluation
- Develop criteria and indicators
- Develop a "culture of evaluation"
- Stimulate academic and non-academic training of professionals for carrying out evaluations
- Promote co-operation between countries in the region
- Define needs for support from international organisations
- Recognise and define potential of the Central America Evaluation Association as an evaluation resource

**Notes:** Available free from: [http://www.ifad.org/ifadeval/public\\_html/pub/index.html](http://www.ifad.org/ifadeval/public_html/pub/index.html)

9. Beaudoux, Etienne; Francis Douxchamps; Genevieve de Crombrughe; Marie-Christine Gueneau; *et al.* (1993) *Guía Metodológica de Apoyo a Proyectos y Acciones para el Desarrollo: De la Identificación a la Evaluación*, La Paz, Bolivia: CEP/CIPCA/IEPALA/RURALTA.

**Keywords:** participatory methods / methodological guide

**Abstract:** This book is a translation of an original version in French, based on development experiences of organisations from across the world, including two Latin American countries. It does not aim to provide a list of recipes for the various stages of the project cycle, but rather an analysis of the principal problems that might be encountered by the different agents involved. The following aspects are covered: the identification of actions (including relevant actors, beneficiaries, collection of information for appraisal); programming the actions (stages and tools); monitoring the actions (definition, actors involved and indicators); and the evaluation of action (criteria, stages, collection and treatment of information).

In terms of monitoring, indicators are recommended, and some table of indicators are suggested as a guide. For evaluation, indicators are also suggested as well as matrices, interviews, meetings, questionnaires.

The book contains an annotated bibliography including other relevant references from Latin America.

10. Bebbington, Anthony and Denise Humphries (1997) Appendix 11. The Chile Case Study: NGO Evaluation Policies and Practices. In: *Searching for Impact and Methods: NGO Evaluation Synthesis Study*, edited by S. Kruse; T. Kyllonen; *et al.* Helsinki, Finland: DAC.

**Keywords:** Evaluation / NGO / Chile

**Abstract:** This appendix is a brief review of some of the dimensions of NGO evaluation in Chile. The first section is an introduction. The second section discusses the nature of the NGO enterprise in Pinochet's Chile, and related nature of, and attitudes towards evaluation in that political context. This section also highlights the types of results that emerged from the dramatic changes that NGOs have had to address in the period since 1990. It links these changes to shifts in the culture of evaluation within Chile, and of NGO evaluation in particular. It then discusses a number of innovative lines of evaluation methodology and action that have been developed in response to the new context facing NGOs and development work in general in Chile. The fourth section summarises lessons about the impacts of NGOs in Chile deriving from these different experiences and sources of impact assessment. The final section summarises the argument of the Appendix and draws some conclusions.

The Appendix is part of a larger study commissioned by the DAC and executed by ODI in London and the University of Helsinki. The study aims to synthesise the status, principal trends and interesting innovations in the world of NGO evaluation.

Abstract taken from introduction of appendix.

**Notes:** Available online at: <http://www.valt.helsinki.fi/ids/ngo/app11C.htm#APPENDIX 11>

11. Bejar, Hector and Peter Oakley (1995) From Accountability to Shared Responsibility: NGO Evaluation in Latin America. In: *Non Governmental Organisations: Performance and Accountability*, edited by M. Edwards and D. Hulme. London: Earthscan.

**Keywords:** Evaluation / Latin America / NGO

**Abstract:** This chapter begins by noting the growth in the number of NGOs working in Latin America, and the increasing expectations and concerns of NGOs with regard to assessment and evaluation of their impact. Lessons and conclusion concerning NGO evaluation and accountability are drawn from various evaluation studies in which the authors have been involved in Latin America, including workshops and seminars. The observations they make as a result of these experiences include the following. The aspects of NGO work in Latin America being evaluated often only considers small scale isolated projects, and often it is the NGOs themselves that are evaluated under the assumption that if the institution is on track, then their project work will be sound. There is an increasingly technocratic approach to the promotion of evaluation, focussing on cost-effectiveness, strategic thinking and the use of Log Frame Analysis. It is noted that NGOs tend to lean towards exhaustive situational analysis (diagnóstico) and sequential interpretation of the activities and actions (sistematización).

**Notes:** Available for purchase at: <http://www.earthscan.co.uk/>

12. Blauert, Jutta and Eduardo Quintanar (1997) Seeking Local Indicators - Participatory Self-evaluation. *Appropriate Technology* 24(2):21-23.

**Keywords:** Mexico / methods / indicators

**Abstract:** An applied research programme in Mexico is testing evaluation methods to determine which are most effective for farmers to use in self-evaluation. This short article describes the background to the project and the way in which various methods were combined for evaluation including PRA tools, social auditing concepts and indicators. A number of specific tools are described and some problems and lessons outlined. Finally, gaps in the methodology are discussed.

13. Blauert, Jutta and Eduardo Quintanar (2000) Seeking Local Indicators: Participatory Stakeholder Evaluation of Farmer-to-Farmer Projects. In: *Learning from Change: Experiences and Lessons in Participatory Monitoring and Evaluation*, edited by M. Estrella; J. Blauert; *et al.* London: IT Books.

**Keywords:** Stakeholder Evaluation / Participatory Evaluation / Social Audit / Mexico / Agriculture

**Abstract:** This paper reports on research and training work undertaken over several months in 1995 and 1996, and first activities of the second phase in 1996 and 1997. Work was carried out with a farmer-to-farmer programme in southern Mexico.

The key search is for practical methods that allow for the eliciting of local indicators of project impact and process, and an understanding of local criteria for sustainability, and its specific relevance for farming communities in fragile lands. The methodology development work aimed less to facilitate learning about the technical side of the project, although this is included. Rather, the aim was to respond to the need to identify bottlenecks and opportunities in the form of extension and human relations, including forms of participation, amongst the project team and between extensionists, their neighbours and "beneficiaries".

The training and research programme for development of a method for participatory self-evaluation was designed to be a trial methodology that would feed into the ongoing work and issues facing the NGO and village participants as research and training continued. The approach combines participatory methods of analysis and consultations with farmers and different stakeholders. These consultations take place in parallel with the use of Participatory Rural Appraisal (PRA) methodologies, and with an Social Auditing approach. The objectives of the study are:

1. To contribute to the development of a practical, participatory evaluation methodology that can be applied in the context of rural development and sustainable agriculture projects.

2. To incorporate within that methodology of indicator development the social auditing approach, appraising whether it can be applicable during project implementation, providing a practical participatory orientation to the project's monitoring and evaluation system.

**Notes:** Ordering information available at: <http://www.oneworld.org/itdg/itpubs/orders.html>

14. Bunch, Roland and Gabino López (1999) Soil Recuperation in Central America: sustaining innovation after intervention. In: *Fertile Ground: The Impacts of Participatory Watershed Management*, edited by F. Hinchcliffe; J. Thompson; *et al.* London: IT Books.

**Keywords:** Soil Conservation / Honduras / Guatemala / Participatory Evaluation / agriculture

**Abstract:** This document reports on a rare example of a long term impact study in which locations in Honduras and Guatemala were returned to up to 15 years after project activities had ceased, in order to assess the long term impacts of the interventions.

To select villages for the study COSECHA personnel listed all the 121 villages that had been involved and divided them roughly into those where they felt impact had been best, moderate and relatively poor. Villages were then selected from each category whilst also baring in mind

their geographic spread and the need to avoid the effects of subsequent work by other development agencies.

The methodology employed in the impact studies included the observation of plots in study villages, including visual productivity estimates and the use of a checklist of questions about easily observed factors in the field; individual open-ended interviews; open ended informal conversations held with people known to the study team; PRA methods with groups of villagers (e.g. participatory mapping, priority exercises and participatory economic analyses of specific crops); and a review of programme documents, including evaluations made of programme impact.

The study showed that considerable increase in productivity had taken place after intervention and indicated that whilst specific technologies do not generally have long term sustainability, the process of agricultural innovation does. This highlights the need for future agricultural development programmes to design their work in such a way that villagers are given strong motivation to innovate.

**Notes:** Ordering information available at: <http://www.oneworld.org/itdg/itpubs/orders.html>

15. Caceres, Carlos (1993) Methodologies to Evaluate HIV/AIDS Programmes. *AIDS Health Promotion Exchange* 4:16.

**Keywords:** Participatory Evaluation / HIV/AIDS

**Abstract:** This short conceptual article starts by making the distinction between various aspects of evaluation: process or output, outcome, and impact, as well as formative and summative. He also distinguishes between the two broad types of enquiry: qualitative and quantitative. Finally he considers three specific situations in which qualitative methods can be used in evaluating HIV / AIDS programmes for example, in evaluating the implementation process observation of sessions, or brief interviews with participants is suggested, and in evaluating programme outcomes again observation and in-depth interviews are suggested.

16. CARE Peru (1996) *Evaluating for Sustainable Impact: CARE Peru's experience*, Lima: CARE Peru.

**Keywords:** Participatory Evaluation / Sustainable Development / Peru

**Abstract:** This booklet tells of CARE Peru's experience of setting up a system for the evaluation of their projects. The process took place between 1989 and 1992, and by the date of publication had completed 10 evaluations covering four sectors: primary health care; agriculture and natural resources; small enterprise activity development; and food assistance.

They aimed to evaluate effectiveness rather than simply activities; to encourage staff participation; to promote an internalisation of the concept of sustainable impact; and to view the whole process as a learning experience.

Workshops were held to train project staff in Impact Evaluation, by promoting the concept of sustainable development, teaching a variety of methods of data collection (interview techniques, questionnaires, observation guides, focus groups etc), and reviewing literature on evaluation. The evaluation teams were made up of staff of different levels involved in the projects. Although referral to another document is recommended for further details on training in methodology ("Evaluating for Sustainable Impact: Facilitator's Guide"), the main thrust was on learning how to ask questions, and to ask the relevant questions.

Three case studies of evaluations are outlined but only giving the results and conclusions from the evaluation rather than the methods employed.

The final section considers institutional changes made at CARE Peru as a result of the Impact Initiative. These are that:

\* Sector managers, project co-ordinators, and regional and field staff share a common vision of their projects and have a better knowledge of the project areas.

\* Project staff are more sensitive to project quality and have improved their research and

evaluation skills.

\* A shared and decentralised methodology for developing impact studies has been institutionalised at CARE Peru.

\* A change in emphasis from goals to quality and impact has been promoted in the mission's work perspective.

\* CARE Peru has improved its capacity to develop new project proposals.

17. CEVE (1999) Area evaluación: Centro Experimental de la Vivienda Económica (CEVE). CEVE. WWW: <http://dns.uncor.edu/usr/mherrero/evaluaci.htm>.

**Keywords:** Argentina / housing

**Abstract:** This short web page states that CEVE started working in the area of evaluation in 1980 and have developed methods of evaluation involving different types of stakeholders with different degrees of participation. They list 15 types of evaluation methods they have applied including institutional evaluation, cost-benefit, participatory evaluation etc. training courses provided since 1990 are listed as are some of the organisations with which they have worked.

18. CIAT (1993) *La Evaluación del Ensayo*. Cartillas para CIAT. Vol. 6, Cali: CIAT.

**Keywords:** participatory evaluation / agricultural research

**Abstract:** This is the sixth in a series of nine very basic, illustrated booklets for Agricultural Research Committees on experimenting with new ways for improving agriculture and nature conservation. The series comprises the titles: the experiment; the local agricultural research committees; the appraisal; the objective of the experiment; the planning of the experiment; the evaluation of the experiment; things that can happen; lets share the results of our experiment; and a real case.

The booklet on evaluation explains in extremely simple terms the purpose of evaluating activities; techniques of observation, comparison or measurement; how to record results; and how to make simple calculations.

**Notes:** Available for purchase at: <http://www.ciat.cgiar.org/communications/catalogo/publications.htm>

19. CICDA (1990) *Ruralter: Revista de Desarrollo Rural Alternativa*. *Ruralter* 6(1):282.

**Keywords:** Rural Development / Monitoring and Evaluation

**Abstract:** This whole number is dedicated to monitoring and evaluation in rural development. Because of the requirements of institutions to improve and complement monitoring and evaluation in projects, CICDA (International Centre for Co-operation for Agricultural Development, a French NGO), together with INP-PEPDMEES (National Institute of Planning, Peru, Special project: programme for development of micro-regions in social and economic emergency) organised a seminar on M&E in Rural Development Projects in Lima. For similar reasons, another seminar was organised in Cusco by PRODERM (Rural Development Projects in Micro-regions, Peru/Holland/EU) and BAP (Agricultural Bank of Peru) in 1989. The present volume results from these gatherings of around 200 Latin American professionals and technical staff, and captures the principal contributions of both meetings.

It is organised in three sections

1) Conceptual approximations: three articles by the organising committee providing historical, definitional and conceptual outlines.

2) Contributions on M&E: conceptual, methodological/instruments; case studies

3) Annotated bibliography.

20. Coupal, Françoise (1995) *Participatory Project Design: Its Implications for Evaluation. A Case Study from El Salvador*. Presented at the Evaluation 1995 Better Knowledge, Better Results; Participatory Evaluation in Development Co-operation, Vancouver, Canada: Mosaic

International.

**Keywords:** El Salvador / Participatory Evaluation / Participatory Approaches / Project Planning / Children

**Abstract:** This article draws lessons about the use of participatory approaches in the evaluation of a project designed to accommodate marginalised children in government nurseries throughout various regions of El Salvador. The article begins by giving a brief historical outline of the programme contents. This is followed by a detailed list of the steps taken to design the project in a participatory manner which are listed under a number of headings including; collecting the data, visiting the field, defining the LF analysis, involving NGO's in project design, involving the private sector etc. This is followed by a brief discussion of the benefits of a participatory approach to design and an analysis of how these benefits can feed into undertaking participatory evaluation. A number of key steps were identified for comparing the participatory evaluation against more formal and traditional approaches. The article concludes by asserting that participatory approaches reap far more effective results largely because they incorporate the view of those that are central to the development process.

Abstract from article

**Notes:** Available online at: <http://www.mosaic-net-intl.ca/elsalvador.html>

21. Davis-Case, D'Arcy (1992) *The Community Toolbox. Ideas, Methods and Tools for Participatory Assessment, Monitoring and Evaluation in Community Forestry*. Rome: FAO.

**Keywords:** Participatory Monitoring / Participatory Evaluation / Methods / Manual / Forestry

**Abstract:** This manual is arranged in two sections: the concepts and the methods of PAME. It looks at community selection, problem analysis, baselines, monitoring and ongoing evaluation, evaluation and information analysis and communication. It describes 23 tools and includes an annotated bibliography.

**Notes:** Available for purchase at: <http://www.fao.org/icatalog/inter-e.htm>

22. Davis-Case, D'Arcy (1992) *Herramientas para la Comunidad: Conceptos, Métodos y Herramientas para el Diagnóstico, Seguimiento y la Evaluación Participativos en el Desarrollo Forestal Comunitario*. Rome: FAO.

**Abstract:** See English version "The community toolbox. Ideas, methods and tools for participatory assessment, monitoring and evaluation in community forestry" above.

23. Does, Marcel van der and Alberto Arce (1999) *La Importancia de la Narrativa en los Proyectos de Desarrollo Rural: Un Caso en Ecuador*. In: *Mediación para la Sustentabilidad: Construyendo Políticas desde las Bases*, edited by J. Blauert and S. Zadek London: Kumarian Press Inc.

**Keywords:** Evaluation / Ecuador / Irrigation / Narratives

**Abstract:** This chapter describes the use of narratives for the evaluation of development projects. Narratives are 'stories' from the viewpoint of the various actors related to the project, thus giving a wider interpretation of the undertaking rather than merely reflecting results relevant to the project blueprint.

The narratives relating to an irrigation project in the Central Andes of Ecuador are related, these include the blueprint narrative of INERHI (Ecuador's Institute of Hydraulic Resources); the development narrative of CESA (an agricultural NGO); the contesting narrative within the NGO; the alternative operational narrative; the donor narrative; and the farmers' narratives.

The benefits of the narrative approach include the inclusion of a variety of different relevant perspectives, often complex and contradictory; the reflection of issues relating to power and authority amongst the actors; the acknowledgement of different knowledge systems and interests; and the recognition of processes of negotiation or conflict in the project.

24. Edgecombe, Elaine and Carter Garber (1998) Practitioner-led impact assessment: a test in Honduras. Assessing the Impact of Micro-enterprise Services (AIMS).

**Keywords:** Honduras / impact assessment / small enterprise

**Abstract:** In September 1997 representatives of the SEEP Network led a team of NGO practitioners from two organisations, the Katalysis North/South Development Partnership and Organización de Desarrollo Empresarial Femenino (ODEF), in an impact assessment of ODEF's micro-enterprise programmes. Implemented over a three week period the assessment had two objectives:

1) To test a process of training, data collection, and analysis conducted by and for practitioners, and

2) To assess whether the tools developed for this practitioner-led process were simple, credible, useful, and cost-effective. In all, five data collection instruments were tested

This test is part of a project of tools development responding to the growing interest of NGO practitioners in evaluating the social and economic impacts of their micro-enterprise programs on clients, their businesses, and households.

ODEF implements a variety of loan programmes. This study focussed on their village bank and individual loan programmes, both of which incorporate some business development training into the services provided. The study involved several key aspects:

1) A cross sectional comparison of clients to non-clients using a survey instrument addressing all key hypotheses;

2) In-depth interviewing of a small sample of clients on either empowerment or loan use and business development issues;

3) A survey of ex-clients on their assessment of programme impact and programme services; and

4) Focus group interviews with village bank members on client satisfaction issues.

The findings were interesting in terms of household level impacts, individual impacts and client satisfaction issues.

Lessons were learned about practitioner-led impact assessment including:

1) That NGO staff can evaluate with objectivity and rigour, but it requires substantial skill, interest, and time commitment

2) Outside assistance should serve to support rather than overstep NGO management of the process

3) Suitable tools can be developed and tailored to an organisation's particular goals and issues

4) More effort needs to be devoted to training NGO staff in quantitative analysis techniques and in qualitative data gathering and analysis.

**Notes:** Available online at: <http://www.mip.org/componen/aims.htm>

25. Edgecombe, Elaine and Carter Garber (1998) Evaluación de impacto dirigido por practicantes: un ensayo en Honduras.

**Abstract:** See English version "Practitioner-led assessment: a test in Honduras".

26. Enet, Mariana (1998) Evaluación de Programas Socio Habitacionales como Herramienta para Propiciar Participación y Concertación Efectiva entre Actores. AVE / CEDE, November 1998. Mimeo

**Keywords:** Participatory Evaluation / Housing / Argentina

**Abstract:** This document is a draft of a paper that was presented at the International Seminar of the network CYTED (Science and technology for development) about participation in the planning and design of popular housing. It is entitled "Evaluation of social housing programmes as a tool for gaining effective participation and communication between actors". The author analyses the contradictory political processes of globalisation and localisation that have taken place over recent years and how these have influenced the need to find new methods to take

advantage of the decentralisation of power. She analyses the problems and effects of decentralised policies and participation without the existence of new methods for evaluation. A methodological focus that combines qualitative and quantitative methods is proposed, but which aims to "collectively discover the knowledge necessary for the modification of actions". A case study is described and discussed, including the method and variables used, and the results of the experience. Finally some broad conclusions are drawn.

27. Engelkes, Elly (1990) Process Evaluation in a Colombian Primary Health Care Programme. *Health Policy and Planning* 5(4):327-335.

**Keywords:** Health Care / Participatory Evaluation / Colombia

**Abstract:** In a comprehensive primary health care (PHC) project, evaluation was carried out for decision-making purposes during a five-year period. All information gathered by different methods was afterwards analysed and ordered, using a systems approach: the system of the project, with its inputs, process, output and outcome was defined and data arranged and analysed accordingly. Criteria for the analysis were reliability, and validity, relevance, cost of obtaining the data, and use of the data. For decision making purposes the information on the process - the interaction between project activities and the community - with all its different components was the most relevant. It was obtained by the use of adapted World Health Organisation (WHO) protocols, by external evaluations and from participatory evaluation. Output data (mainly on coverage) were quite easily obtained, but only when combined with information on the process could it be known whether such data gave an indication of effective coverage. Methods used for process evaluation are described and it is suggested that process evaluation should always be built into PHC projects and programmes. WHO protocols, adapted to suit local situations, and used in a participatory manner, are good instruments for evaluation of the processes at service and community level.

28. Espinosa, Ruben Dario (2000) Association of Indigenous Cabildos of Northern Cauca: an experience in monitoring and evaluating territorial development plans and projects, with broad community participation. In: *Learning from Change: Experiences and Lessons in Participatory Monitoring and Evaluation*, edited by M. Estrella; J. Blauert; *et al.* London: IT Books.

**Keywords:** Participatory Monitoring / Participatory Evaluation / Colombia / Cone

**Abstract:** This report is a case study of the Association of Indigenous Cabildos of Northern Cauca (ACIN) in Colombia, in which a grassroots organisation of indigenous and small farmers have assumed responsibility for managing developments through community organisation. They have gained the recognition and respect of the social and political actors, as well as government approval for its actions.

The system for monitoring and evaluation works through a body known as the Assembly which is a large gathering of men and women from villages members of the ACIN, including the local authorities. The Assembly makes important decisions and goals and indicators are decided upon within this context. Information is collected from and shared with the communities through their Assembly representatives, and their analysis of their own situation is fed back into the Assembly. Evaluation workshops are held for the formation of indicators, design of surveys and the production of maps and models etc. The IAF Grassroots Development Framework has been taken into account and adapted in the development of this system. Steps of the Assembly-based process for the planning and evaluation processes are described.

**Notes:** Ordering information available at: <http://www.oneworld.org/itdg/itpubs/orders.html>

29. Fanego, Juan (1987) Participatory Evaluation in Argentina: The Players Take the Stage. *Ideas and Action* 174(3):12-15.

**Keywords:** participatory evaluation / Argentina

**Abstract:** This short article discusses issues relating to participatory evaluation and describes a

methodological example developed by the Asociación de Vivienda Económica (Low cost housing association) and a housing co-operative called "20 Junio" in Cordoba. It is based on a document published by AVE called "Some ideas on participatory evaluation" in which the authors set out a number of broad guidelines for participatory evaluation. These include: that the beneficiaries should be the protagonists of the evaluation; that the expert should be a facilitator rather than an evaluator; and that a reflective attitude, a climate of freedom and cordiality, and appropriate technologies are recommended. In this way the authors point out that participatory evaluation produces results throughout the process, and not just at the summing up stage.

The experiment conducted by AVE and "20 Junio" involved undertaking various participatory evaluation exercises. One is recounted in this paper: that of a reconstruction of the history of the co-operative in a visual and narrative form. This permitted identification of and reflection on the significant decisions taken in the co-operative's history, an analysis of the alternative options that could have been taken, and a reflection and dialogue concluding with a new set of proposals for the future.

30. Feinstein, Osvaldo (1993) *Experiencias Latinoamericanas en Seguimiento y Evaluación*. Monitoring and Evaluation Division, IFAD.

**Abstract:** This study comprises seven chapters recounting experiences with monitoring and evaluation in Latin America. Osvaldo Feinstein gives an introduction posing the question: what have we learned from our experiences in evaluation since the 1970s? He notes that we do not learn from our experiences unless they are processed, distilled and synthesised through reflection. He tabulated two types of focus in evaluations: one that simply involves fulfilment of requirements of financing institutions, carried out by technical staff, collecting data via questionnaires once a project is terminated; and one that involves analysing, synthesising and communicating experiences for the benefit of beneficiaries as well as funders, in which beneficiaries assist in the evaluation, and a variety of methods are used.

The following five case studies discuss various aspects of their evaluation experiences including problems of design, attitudes of directors, base-line studies, and the issues of participation and gender. In terms of participation, issues raised are the importance of transferring skills, the involvement of beneficiaries at all stages, and taking qualitative aspects into account.

The final chapter draws together the experiences offering some analysis and synthesis of the lessons learned. The following are some of the points made in this section:

- That the M&E system should be designed from the start
- That the objectives of the M&E should be clarified
- That the participation of beneficiaries does not seem to have advanced much in the projects outlined, nor was it identified as a weak point. Sometimes there is intention, but not much success. Participation can mean many things to many people. Obstacles include a lack of experience and methods, and the difficulties that social stratification in communities can cause.

**Notes:** Available for purchase at: [http://www.ifad.org/ifadeval/public\\_html/pub/index.html](http://www.ifad.org/ifadeval/public_html/pub/index.html)

31. Garaycochea, Ignacio (1989) *The Methodology of Social Development Evaluation: Thematic Paper*. In: *Evaluating Social Development Projects*, edited by D. Marsden and P. Oakley Oxford: Oxfam.

**Keywords:** Participatory Evaluation / Social Development / Peru / Social Forestry

**Abstract:** This chapter opens with a discussion of the theoretical and practical issues of social development evaluation. Issues such as how social development is interpreted, and whether it is seen as a "process" rather than an end are highlighted. As the "product" of social development is not usually specific and virtually always qualitative in its objective, traditional evaluation (e.g. cost benefit evaluation) is not considered appropriate despite donor preferences. Therefore the author emphasises the need to recognise the process perspective, the qualitative nature of indicators and the learning experience of the evaluation itself.

A case study on evaluating social forestry in Peru looks at an NGO "Arbol Andino" which works

in the southern Andes and seeks to generate environmental consciousness amongst peasants via action-reflection techniques. They used a descriptive-analytical and interpretative approach to evaluation involving structured interviews using illustrations for context; systematisation and analysis of interview results by assigning attitudinal scales; problem solving exercises; and the contrasting of 'with' and 'without' project scenarios.

**Notes:** Available for purchase at: <http://194.200.59.236/publish/resourcat.htm>

32. García, María Christina (1998) The Evaluation of an Ongoing Educational Programme. In: *Outcomes and Impact: Evaluating Change in Social Development*, edited by P. Oakley; B. Pratt; *et al.* Oxford: INTRAC.

**Keywords:** Evaluation / Social Development / Education / Colombia

**Abstract:** This article is based on a paper presented at the Third International Workshop on Evaluating Social Development. Based on the example of a National Educational Programme in Colombia, the author highlights two common problems faced by external evaluators: that many ongoing programmes do not have baseline data; and many such programmes are multidimensional, making a multifaceted evaluation necessary. She points out that different stakeholders should be involved to provide different perspectives about the programme, but she accepts that if the evaluation is externally conceived then the extent to which it can be called participatory is limited. Evaluation methods included surveys, interviews, direct observation and tests for the children.

Amongst the lessons learned from the evaluation experience were several points relating to the necessity for, and the right of stakeholders to participate. Evaluation should be a learning process rather than an academic exercise. External evaluation is not the best alternative, but if it is necessary, it should be oriented towards developing capacity for future continuous evaluation.

**Notes:** Available for purchase at: <http://www.intrac.org/pubcat.htm>

33. Gohl, Eberhard and Dorsi Germann (1993) *Pequeña Guía al Seguimiento Participativo del Impacto "PIM". Borrador Preliminar*. Eschborn: GATE/ISAT - GTZ.

**Keywords:** Participatory Impact Monitoring / Bolivia / Argentina / Indicators

**Abstract:** This guide to Participatory Impact Monitoring is based on a conceptual project of the Information and Technology Training Service of GTZ (ISAT), developed through dialogue with counterparts in Kenya, Philippines, Bolivia and Argentina. It begins with sections on conventional monitoring, impact monitoring and participatory monitoring. These concepts are then brought together in the second part on Participatory Impact Monitoring. The importance of an action-reflection-action process is highlighted, and the value of indicator development for measuring and recording change. However, few practical methods are described for data collection apart from farmer's own measurement, observation, or group discussion. Some emphasis is put on the presentation and use of results.

34. Goodin, Joan (1999) Participatory evaluation of a conflict resolution project in El Salvador. [http://www.info.usaid.gov/about/part\\_devel/docs/pdiwksp2.htm](http://www.info.usaid.gov/about/part_devel/docs/pdiwksp2.htm).

**Keywords:** El Salvador / conflict resolution / USAID

**Abstract:** This is a section of a site on the USAID Participation Forum Workshop Notes on Participatory Evaluation. It is a brief summary of the evaluation of a Center for Conflict Resolution that gave courses on world affairs etc. The evaluation was carried out by a consulting firm Management Systems Inc. The evaluation involved two phases. First was a design of the scope of the work, in which stakeholders reviewed the efforts to date, identified key informants, and chose methods for gathering relevant information. The second phase was execution of the scope of work: a review of the organisation's documents; the design of a questionnaire for alumni; interviews with graduates; interviews with key informants from the military, civil society and government. Some comments are made on the benefits of the participatory process and

also difficulties resulting from budgetary and time limits. In this case some conflict was felt between the contractors obligation to produce a conventional evaluation report within the given time period, and the organisations needs for a planning workshop as a result of the evaluation rather than such a report. The author finishes by saying "It is a shame that the rigid contractual structure militates against maximising the benefits of a successful participatory evaluation process such as this." This short report is followed by a discussion of issues raised.

35. Guerrero, María del Pilar; Jacqueline Ashby; and Teresa Gracia (1993) *Farmer Evaluations of Technology: Preference Ranking. Instructional Unit No. 2.*, ed. C. IPRA Project, Cali: CIAT.

**Keywords:** Participatory evaluation, farming systems research

**Abstract:** Preference ranking of technology with farmers is a method which facilitates farmer participation in agricultural research. The technique makes it possible to identify the different concepts or criteria that farmers use in assessing the usefulness of new technology components. Information about farmers' criteria is valuable for researchers doing applied agricultural research and can help them to orient the design of technology, so that farmers are more likely to adopt it.

The Unit has nine chapters, each with its learning objectives and practical exercises for developing the skills needed to achieve the overall objective: to enable the reader to conduct a preference ranking and obtain the reasons for the preferences so expressed in an interview with farmers to evaluate agricultural technologies.

Abstract taken from introduction to the book.

**Notes:** Available for purchase at:  
<http://www.ciat.cgiar.org/communications/catalogo/publications.htm>

36. Guijt, Irene and Pablo Sidersky (1996) Agreeing on Indicators. *ILEIA Newsletter* 12(3):9-11.

**Keywords:** Participatory Monitoring / Brazil / Agriculture / Indicators

**Abstract:** This article documents the experience of AS-PTA (a Brazilian NGO working in partnership with farmers associations, and rural trade unions) in trying to find indicators for monitoring the impacts of agricultural development that are meaningful to both farmers and NGOs. The project in Paraiba (Northeast Brazil) is outlined and the need for monitoring summarised. Through workshops objectives and priorities for monitoring were identified, as well as useful indicators, and the best methods for collecting and recording information.

Some lessons became clear: that sufficient time should be spent on the objectives; that there should be a definite end use for the data; that it is more effective to work collectively, slowly and realistically; that there should be allowance for change; and finally there should be allowance for different levels of farmer participation. There still remain unresolved queries such as from whom is the data intended, and how can external influences be dealt with. The indicators and data collection methods are not presented in this article, but many important conceptual issues are raised.

**Notes:** Available online at: <http://www.oneworld.org/ileia/newslett.htm>

37. Guijt, Irene (1998) *Participatory Monitoring and Impact Assessment of Sustainable Agriculture Initiatives: An Introduction to the Key Elements*. SARL Discussion Paper 1, London: IIED.

**Keywords:** Participatory Monitoring / Sustainable Agriculture / Brazil

**Abstract:** This document is a practical methodological introduction to setting up a participatory monitoring process for sustainable agriculture initiatives, based on experience at the first stage of a research project on monitoring and impact assessment with small scale producers, rural workers union, and NGOs engaged in sustainable agriculture in Brazil.

The document introduces several central concepts and identifies key steps in developing a monitoring system. This is followed by a discussion on the complexity of indicator selection and choosing methods, showing a range of possible methods with examples from the agricultural sector. The paper ends by reflection on common pitfalls and specific difficulties faced in Brazil starting up a participatory monitoring system for sustainable agriculture. Annex 1 provides a description and visual examples of 20 participatory methods that can and/or have been used for monitoring change.

Abstract taken from Chapter 1.

**Notes:** Available for purchase at: <http://www.iied.org/bookshop/index.html>

38. Guilfus, Frans (no date) *80 Herramientas para el Desarrollo Participativo: Diagnóstico, Planificación, Monitoreo, Evaluación*, San Salvador: Prochamate, IICA.

**Keywords:** PRA Methods / Indicators / Participatory Monitoring / Participatory Evaluation

**Abstract:** This is a clear and comprehensive manual describing the whys and wherefores of participation. It reviews 80 participatory tools starting with techniques of dialogue and observation; covering participatory appraisal of communities in general, on NRM, of production systems, of animal systems, of gender and of communication and extension aspects. There are also methods for problem analysis and solving, planning, and monitoring and evaluation. Those for monitoring and evaluation include matrices for planning M&E and for choosing indicators, and forms for monitoring qualitative and quantitative indicators.

39. Hernández, Juanita de; Eloy Anello; and Cindy Hanks (1994) *Evaluación para el Aprendizaje Colectivo (Modulo 12)*. Instituto Superior de Educación Rural. Vol. 12, Santa Cruz: Universidad Nur - Instituto Superior de Educación Rural.

**Keywords:** Participatory Evaluation / Monitoring and Evaluation / Bolivia

**Abstract:** This is the final module of the series Training in Community Development. After designing and carrying out a project, the final step is the evaluation, with the purpose of consolidating the knowledge that this process can offer. Learning can stem from errors as well as successes, and this should not be limited only to the project executors.

The module begins at a conceptual level, presenting the various foci that an evaluation can take, and outlining the basic ideas relating to evaluation. It then moves on to the actual design of an evaluation, which is decided through group discussion and question raising amongst the users and the evaluation group. The questions raised as to what they want to evaluate then form the basis for the evaluation. Techniques for the collection of data include documentary research, questionnaires (though their limitations are noted), observation, individual interviews, focus groups, the "affinity diagram" (in which ideas are written on pieces of paper, brought together and discussed), fish skeleton diagram (similar to previous), and creative methods such as drama, drawing etc. The final chapters relate to the compilation and interpretation of data, and their feedback through reflective sessions.

40. International Labour Office (1997) *Participation Elements of Technical Co-operation Programmes and Projects: An Assessment*. ILO website: [ilo.org/public/english/20gb/docs/gb264/tc-2.htm](http://ilo.org/public/english/20gb/docs/gb264/tc-2.htm).

**Keywords:** ILO / participation / Nicaragua

**Abstract:** This web page reports on an item presented to the ILO Governing Body relating to participation in technical co-operation programmes and projects. It talks about participation at all stages of the project cycle and as a means and as an end. However much emphasis is made of a technical co-operation programme in Nicaragua called INATEC and a highly successful participatory approach to monitoring and evaluation that it developed. Specific details are not however given.

41. IUCN (1998) *Assessing Progress Towards Sustainability*. IUCN web site: <http://iucn.org/themes/ssp/index.html>.

**Keywords:** Sustainable Development / Participatory Assessment / Monitoring and Evaluation / Colombia

**Abstract:** This website outlines the IUCN project *Assessing Progress Towards Sustainability*, which focuses on the development and application of methods and tools for system, project and institutional assessment, including a participatory approach to engaging stakeholders in defining the key sustainability issues affecting their lives, and practical ways of measuring change in human and ecosystem conditions related to these issues. The site discusses the need for assessment, including definitions, purpose and aims. The pages on methods and tools for assessing sustainability document methods and tools developed for this project which include LFA based project assessment, participatory and reflective analytical mapping, systematic analysis of experience etc. Finally field experiences are shared from Colombia, Zimbabwe and India.

42. Joseph, Steven. (no date) *Guías para la Planificación, Seguimiento y Evaluación de Programas de Fogones Mejorados*. Rome: FAO.

**Keywords:** Monitoring and Evaluation / Guatemala / Kenya / Nepal

**Abstract:** This publication was produced in response to requests for a methodology which encouraged more local participation than conventional programmes and was based on actual field experiences. The objective of the manual is to provide a concise set of participatory guidelines for planning, monitoring and evaluation both pilot and national cookstove programmes. These guidelines can help people to prepare their own M&E manuals. This manual provides concise definitions of M&E and criteria and indicators to be used; it describes simple methods for data collection including direct measurement, participant and non-participant observation, role playing, case studies and surveys; and offers guidelines for training monitors who will collect data and communicate it to users and producers. The work is based on three case studies from Guatemala, Kenya and Nepal, though they are not referred to in the text.

43. Joseph, Jaime (1996) *Indicadores de Desarrollo Integral: Construcción y Uso*, Lima: Centro de Investigación Social y Educación Popular - ALTERNATIVA.

**Keywords:** Indicators / Peru / Evaluation

**Abstract:** This short and simple booklet looks at some newer and more alternative areas of focus for development that are human and social rather than purely economic. Guidance is given for the development of indicators to measure quantitatively and qualitatively levels of wellbeing in order to be able to compare levels of development and measure advancement or improvement in standards of living.

The tools and methods for indicator development are simple and explained in a clear and accessible manner. However the context given and some of the language is specific to Peru and requires considerable explanation if used in rural settings.

44. Kruse, Sten-Eric; Timo Kyllonen; Satu Ojanpera; Roger C. Riddell; *et al.* 1997. *Searching for Impact and Methods: NGO Evaluation Synthesis Study*. A Report prepared for the OECD/DAC Expert Group on Evaluation.

**Keywords:** Evaluation / NGOs / Review / Chile / Brazil

**Abstract:** This Study was commissioned by the OECD/DAC Expert Group on Aid Evaluation in October 1996 and completed in early April 1997. The agreed purpose was to undertake a synthesis study of NGO evaluations, supplemented where easily accessible with related data and information, in order to provide an analysis and assessment of the impact, including efficiency and effectiveness, of NGO development interventions, and to provide an analysis and assessment of evaluation methods and approaches used. Though NGOs are involved in a range

of different activities, the major focus is on the impact of discrete projects, supplemented by some discussion of institutional and capacity-building initiatives.

The Report has been compiled from two types of data sources: evaluation and related reports, dominated by donor-commissioned studies, and information gathered (through reports and interviews) from 13 country/donor case studies, which widened sources to include data from southern and northern NGOs and some community-based organisations (CBOs). Some discussion is made about participatory evaluation (section 7.3: Participatory evaluation and who evaluates), and two appendices comprise reviews of evaluation experiences in Brazil and Chile.

**Notes:** Available online at: <http://www.valt.helsinki.fi/ids/ngo/>

45. Lanao, Rocio and Juan Arce (1990) Alcances en Evaluación Participativa de Proyectos de Desarrollo Rural. *Ruralter* 6(1):94-104.

**Keywords:** Participatory Evaluation / Rural Development / Peru / Argentina / Ecuador / Panama

**Abstract:** This article is divided into three parts. The first deals with what is understood by participation, why an interest in participation arose, and the dimensions of participation in rural development. The second describes the dominant paradigm of evaluation which overemphasises quantification, seeks objectivity and rationality, measures products and results, and makes value judgements. The final part presents participatory evaluation as a viable alternative. It is noted that this requires a complete reorientation of thinking and a redistribution of resources, power and knowledge. No simple methodologies are offered since these should be endogenous in their development in order to ensure a complete process of learning and reflection. The necessary conditions for effective participatory evaluation are defined as: a process of learning, relations with the macrostructure, representation of excluded groups, relations of solidarity and an integrated focus, these being supported by short case examples from Peru, Argentina, Ecuador and Panama.

46. Lawrence, Anna; Graham Haylor; Carlos Barahona; and Eric Meusch (2000) Participatory Indicators to Understand Systems Change through Farmer Managed Trials in Bolivia and Laos. In: *Learning from Change: Experiences and Lessons in Participatory Monitoring and Evaluation*, edited by M. Estrella; J. Blauert; et al. London: IT books.

**Keywords:** Monitoring and Evaluation / Farming Systems Research / Indicators / Matrix Scoring / Bolivia

**Abstract:** The paper documents the process of monitoring and evaluating the impact of new technology on farmer-managed systems in Bolivia and Laos. It discusses how farmers and researchers have worked together in identifying indicators and developing tools for monitoring and evaluating systems changes. In particular, the paper describes how matrix scoring and other methods are used to select farmer evaluation criteria and to record information. By comparing two projects from different cultures and institutional contexts, the paper demonstrates how such evaluation tools are adjusted to local conditions and assessed their usefulness to different groups of stakeholders. Finally, challenges are highlighted, regarding who benefits from the process, the potential for generalising results and comparatively assessing impacts over time, the appropriateness of participatory methods within government research institutions, and the role of indicators in measuring systems level changes as a result of technology development.

This is the article's original abstract

**Notes:** Ordering information available at: <http://www.oneworld.org/itdg/itpubs/orders.html>

47. Llanos, Raimundo Abello and Camilo Madariaga Orozco (1987) *Estrategias de Evaluación de Programas Sociales: Un Modelo de Evaluación para Programas Socio-educativos con Base en la Experiencia Evaluativa del Proyecto Costa Atlantica*, Barranquilla, Colombia: Ediciones Uninorte.

**Keywords:** Participatory Evaluation / Social Development / Colombia / Children

**Abstract:** This book was produced by the Universidad del Norte, in collaboration with the Bernard van Leer Foundation, Holland and the Colombian Institute of Family Wellbeing, and describes a variety of strategies for evaluation of socio-educational projects. Conceptual issues such as epistemological issues relating to evaluation (qualitative versus quantitative paradigms); the range of different types of evaluation (intermediary, final, formative, summative, descriptive, external vs. internal etc), including their advantages and disadvantages; qualitative and quantitative techniques for data collection; and areas of evaluation (i.e. programmes, social impact, costs, dissemination etc.) including methods, resources and functions.

This book is a thorough exploration of the literature on evaluation, including epistemological and practical design approaches. Although the participation of beneficiaries is recognised as important in qualitative approaches, evaluation is generally conceived of as an externally induced activity, and little mention is made of its potential for learning at the beneficiary level.

48. López, Jaime (1990) Seguimiento en Acciones de Desarrollo Rural. *Ruralter* 6(1):26-44.

**Keywords:** Rural Development / Monitoring and Evaluation

**Abstract:** This paper begins by asking if monitoring and evaluation as two different activities are complementary or successive. He defines monitoring in comparison with evaluation as a permanent attitude of critical observation. It is the systematic collection of information pertinent to the orientation and results analysis of the project that allows for a self critical view and facilitates the reformulation of activities during their course. He further questions why we should monitor, who should monitor, and how to put it into progress, which will depend on the size and type of organisation, whether the monitoring is conducted by internal or external personnel, and the phase or level of project or programme activities to be examined.

49. Mansfield, David (1997) *Evaluation: Tried and Tested? A Review of SCF Evaluation Reports*. Working Paper No 17, London: SCF.

**Keywords:** Monitoring and Evaluation / SCF

**Abstract:** This working paper reviews a sample of SCF evaluation reports, examining the quality of project and programme evaluations conducted over the last 5 years with the aim of identifying areas where evaluation practice, and the measurement of impact in particular, can be improved. The paper analyses the strengths, weaknesses and constraint of past evaluation practice in SCF, and puts these in the context of the monitoring and evaluation experience of other agencies. It reviews some of the innovative methodologies currently being piloted in SCF and other agencies. It makes recommendations for improved policy and practice in SCF, focusing on the conceptual and institutional approaches that need to be adopted to improve the evaluation process and product. Most significantly, it calls for a redefinition of evaluation, which emphasises a decentralised process of judgement, and strengthened project monitoring, as the keys to assessing impact.

Abstract from document.

**Notes:** Available for ordering at: [http://193.129.255.93/functions/indx\\_wedo.html](http://193.129.255.93/functions/indx_wedo.html)

50. Marsden, David and Peter Oakley (1989) *Evaluating Social Development Projects*. Oxfam Development Guidelines Series No 5, Oxford: Oxfam.

**Keywords:** Participatory Evaluation / Social Development / Indicators

**Abstract:** This book is based on the proceedings of an International Conference on Evaluating Social Development Projects in the Third World held at the Centre for Development Studies, University College, Swansea, 19-22 September 1989. The book brings together the main papers and workshop discussions covering four major themes:

- 1) Qualitative indicators to be used in evaluation;
- 2) Methodologies for social development evaluation;
- 3) Partnership in evaluation and the changing nature of relationships between funders/donors

and recipients;

4) The role and position of the evaluator.

Important issues raised in discussion sessions were

- evaluations as learning experiences
- realignment between donor and beneficiary (in terms of accountability, objectives setting etc.)
- cultural contexts of projects (not accounted for in traditional approaches)
- questions of accountability (i.e. broader political / economic)
- types and styles of evaluation
- relationship between projects and development

**Notes:** Available for purchase at: <http://194.200.59.236/publish/resourcat.htm>

51. Marsden, David; Peter Oakley; and Brian Pratt (1994) *Measuring the Process: Guidelines for Evaluating Social Development*, Oxford: INTRAC.

**Keywords:** Participatory Evaluation / Social Development / Colombia / India / Zimbabwe

**Abstract:** Based on an international workshop which brought together both practitioners and academics, this book is a unique attempt to set out guidelines for evaluating social development processes. It is intended primarily as a practical guide for undertaking the evaluation of social development projects and combines a theoretical overview of the concepts involved with insights into planning and implementation of evaluation. Three substantial case studies of evaluations are provided from Colombia, India and Zimbabwe.

**Notes:** Available for purchase at: <http://www.intrac.org/pubcat.htm>

52. Mayfield, James (1998) 20 Points of Progress Program. ChoiceHUMANITARIAN. Website: <http://www.info@choice.humanitarian.org/20pp.htm>.

**Keywords:** Participatory Evaluation / Questionnaire

**Abstract:** ChoiceHUMANITARIAN, the Centre for Humanitarian Outreach and InterCultural Exchange, a US based non-profit, volunteer organisation has developed a 20 Points of Progress Program (20PPP) for measuring and assessing the impact of village development programmes throughout the world. This web site first outlines the purpose of the 20PPP: to develop some base-line indicators to help villagers and donor agencies to monitor more easily and in a systematic way. It provides the worksheet of 20 points together with the scoring system, and asks for feedback once it has been used. The 20 points are divided between basic education/literacy; primary health care; income / poverty alleviation; community environment; and local leadership/social cultural enhancement, and can be measured on a scale of 1 to 5 depending on the percentage of people fulfilling criteria such as attendance in village schools. The indicators and their measurement may evolve over time as goals are being achieved, and villagers can develop their own indicators relevant to their individual circumstances. Results data is used for feed back and village discussion, and can also be collated for regional comparison. A final section describes some more conceptual issues relating to the 20PPP such as its aim to stimulate village participation and awareness, the importance of the conceptualisation of 20PPP as a long term and evolutionary process, and the variety of purposes that 20PPP can serve.

53. Mebrahtu, Esther (1997) *Participatory Monitoring and Evaluation (PM&E): An Introductory Pack*. Brighton: IDS

**Abstract:** This "topic pack" is a collection of articles with an introductory chapter outlining the most important points relating to Participatory Monitoring and Evaluation. The papers are drawn from a wide variety of sources, and though none are from Latin America, many of them are internationally relevant.

**Notes:** Available from: [participation@ids.ac.uk](mailto:participation@ids.ac.uk)

54. Ministerio de Cultura y Educación de la Nación República Argentina (1998) *Propuestas*

para una evaluación diagnóstica grupal. *Zona Educativa* 21.

**Keywords:** Argentina / education / group evaluation

**Abstract:** This article states that planning and evaluation are two sides of the same coin, and that it is important to view evaluation as a learning instrument that can be applied to obtain information to aid decisions about the achievements of the primary education system. The author says that students should be involved in the evaluation of their education, including summative (how much they learn), formative (what they learn) and valorative (whether they enjoyed it) aspects. The educator needs to reflect on methods that allow children to reflect on and express their views.

55. Misereor and AG-KED (1993) Seminario sobre Planeación, Monitoreo y Evaluación. Presented at the Seminario sobre Planeación, Monitoreo y Evaluación, Villa de Leyva, Colombia.

**Keywords:** Planning, monitoring and evaluation / Participatory Monitoring / Participatory Evaluation

**Abstract:** This Conference on Planning, Monitoring and Evaluation (PME) aimed to promote reflection and exchange of experiences, and strengthen commitment towards the process of Planning, Monitoring and Evaluation. The proceedings begin with a section reflecting on approaches to evaluation that have been predominantly focussed on economic aspects of project impact. A need for evaluation that is integrated with the planning and monitoring stages of the project cycle is highlighted.

Six groups were charged with investigating aspects of PME (concepts, methodology etc) and presenting their ideas. The findings of each group are presented and the general conclusions drawn together. The issues of participation is frequently highlighted, and the following are the main points of interest in relation to this topic:

A participatory process requires organisations that facilitate a flow and exchange of information

\* There is a need for the development of, and training in appropriate methods for participatory PME.

\* The problems of designing qualitative indicators

\* The relationship between NGOs and Donor Agencies in terms of demands and requirements.

\* Participation is too often conceived of as referring only to the relation between NGOs and CBOs.

Future agendas are suggested by the groups, including a continuing exchange of experiences between NGOs on issues such as indicators, training and participation. Furthermore agendas for action by country are proposed by Chile, Colombia, Bolivia, Venezuela, Peru and Ecuador

56. Neefjes, Koos (1998) Learning on Impact Assessment in 'Micro Regions' of Central America and the Caribbean. Oxfam, March 1998. Mimeo

**Keywords:** Impact Assessment / Nicaragua / Honduras / Oxfam

**Abstract:** This paper aims to communicate some of the learning, and plans for further learning, on impact monitoring and assessment (IMA) in Oxfam's Central America & Mexico and Caribbean Regions. It stresses the importance for IMA of processes of joint planning with counterpart organisations that have been developed in these regions over the past years. The paper outlines a number of steps for learning on IMA, as they were pursued in 3 workshops in January and February 1998 with Oxfam and counterpart staff. The steps include the setting of indicators with different stakeholders; setting up monitoring systems that make use of qualitative data that are manageable for relatively small organisations; and the development of inclusive evaluation processes. IMA is seen as essentially participatory, and the paper explores the use of some tools from Participatory Learning and Action (PLA) for indicator development and monitoring purposes. It shows some initial plans for IMA in 'micro regions' in Central America, a collaborative effort of Oxfam with its local counterparts.

Abstract taken from report.

57. Nimnicht, Glen; Lydia Hearn; and Alejandro Acosta (1994) The International Centre for Education and Human Development, CINDE, Colombia and the Evaluation of the Programme to Improve Education, Health and the Environment (PROMESA). In: *Measuring the Process: Guidelines for Evaluating Social Development*, edited by D. Marsden; P. Oakley; et al. Oxford: INTRAC.

**Keywords:** Monitoring and Evaluation / Colombia / Education / Health / Environment

**Abstract:** This case study of a community development project in Colombia recognises that evaluation is a part of the social development process since it is inherent in the educational process implied therein. The project background is described and the concept of evaluation as an ongoing strategy for reflection and motivation is clarified. The various approaches to self-evaluation include: Reporting and Recording; Survey/Diagnosis/Questionnaire; Group Discussions; Key Informants; and Workshops. There is two way accountability via the evaluation of community groups by the *promotoras* and of the *promotoras* by the community groups. There is continuous record keeping, and quantitative as well as qualitative data is sought for donor reporting purposes. Some results of evaluations are described. Finally notes from the group discussion of the workshop at which the paper was presented are given.

**Notes:** Available for purchase at: <http://www.intrac.org/pubcat.htm>

58. Noreña, Gloria and German Flores (1998) Informe de Sistematización y Análisis del Proceso de Evaluación Anual del Proyecto Lempira Sur / año 1997. Lempira Sur, January 1998. Mimeo

**Keywords:** Honduras / agriculture / adoption of technology

**Abstract:** This report relates to a Dutch funded, FAO executed rural development programme in the south of Lempira a remote area of Honduras. The population of 100,00 is 90% subsistence hillside farming. They work with 84 communities and annually the work is evaluated with them and a new plan of action designed for the following agricultural cycle on which they base the project planning cycle.

The report presents the objectives, conceptual methodology, and results of an annual evaluation of the project Lempira Sur. The evaluation process involved producers from 79 communities and 48 technical staff from 16 extension agencies involved in the project. There were two evaluations: a field evaluation and an internal technical/operative evaluation, and an analysis of action plans.

The objectives of the evaluations were to evaluate the level of adoption of the technologies being promoted in the project, and to promote the necessary conditions: technical and operative, so that the target population could autonomously evaluate their 1997 work plan.

The evaluation methodology is described as participatory, though only in the annex relating to the internal evaluation are some methods described. These include brainstorming, work groups, and plenary sessions.

The results of the evaluation are presented in extensive annexes.

59. Noreña, Gloria; Ian Cherrett; and German Flores (1998) Metodología para la Evaluación del Proyecto Lempira Sur. Año 1998. Proyecto Lempira Sur, September 1998. Mimeo

**Keywords:** Honduras / methodology / agriculture

**Abstract:** This report relates to a Dutch funded FAO executed rural development programme in the south of Lempira a remote area of Honduras. The population of 100,00 is 90% subsistence hillside farming. They work with 84 communities and annually the work is evaluated with them and a new plan of action designed for the following agricultural cycle on which they base the project planning cycle.

The objectives of the study which this report describes were to evaluate in the field the adoption

and impact of the technology that had been transferred in the project; to agree on operation plans for the communities for the year 1999; and to evaluate the methodological, technical and operational aspects of the different aspects of the project to feed into plans for 1999. The methodology for the evaluation is broadly described as participatory. The methods used include the following: some form of questionnaire (boleta); group evaluation meetings using a variety of matrices for analysis; brainstorming around a guide list of questions; workshops, etc.. Matrix examples are given for each particular area of evaluation e.g. irrigation project, theatre group or small business.

An internal technical/operational evaluation was based on a cause and effect analysis of problems based around a given framework. In order to systematise the information there agency reports were produced by the extension teams and these were consolidated by the Operational Centres. These were presented at a workshop and an annual report was compiled analysing activities and achievements and identifying priorities for the following year.

60. Ojanpera, Satu (1997) Appendix 10: The Brazilian Case Study, NGO Evaluation Policies and Practices. In: *Searching for Impact and Methods: NGO Evaluation Synthesis Study*, edited by S. Kruse; T. Kyllonen; *et al.* Helsinki.

**Keywords:** Evaluation / NGO / Brazil

**Abstract:** This appendix reviews the experiences and opinions of a selection of Brazilian NGOs with regard to evaluation. The author distinguishes between two conceptions of evaluation: as it being one more means of imposition and dominance; or as a good opportunity for developing partnerships. Many of the NGOs interviewed had positive experiences of Northern initiated evaluations. However, some issues that were raised in relation to Northern initiated evaluations were: questions of control over methodologies, and over information generated; the tendency to standardise methodologies; the reductionist approach that looks only for quantifiable results; and the need for a cumulative, continuous process of evaluation.

Many NGOs are developing their own sets of more relevant indicators and methodologies, and strengthening and reorganising their planning departments, and the need for legitimisation, reflection and learning are recognised as important.

**Notes:** Available online at: <http://www.valt.helsinki.fi/ids/ngo/>

61. Ortecho, Cristina (1991) Participatory Evaluation for Community Development. *Journal of Extension* 29(2).

**Keywords:** Argentina / Housing

**Abstract:** This short article relates of how an Argentine organisation (CEVE: Centro de Investigación de la Vivienda Económica) that works with housing co-operatives made the shift from conventional evaluation methods to participatory ones. An example is given of an evaluation using highly visual techniques in which the community traced the important events in their community's history through drawing pictures, arranging them on the wall and reflecting on them to draw out the critical events. CEVE also trained community groups in different types of survey methods including brainstorming, ranking exercises, and quantitative interviews, as well as how to analyse the data obtained.

62. Ossandon, C. Javier (1985) Permanent Self-evaluation: The Latin American Experience. *Ideas and Action* 6(165):19-24.

**Keywords:** Participatory Evaluation / Self-evaluation / Education

**Abstract:** In this article Ossandon proposes that quantitative measures are not applicable in the fields of development, popular education and rural promotion projects. They should be discarded and an alternative method devised involving the populations concerned and taking the level of peasant participation and organisation as a primary point of reference.

Having explained the main objections to the use of quantitative evaluation methods, he defines a

more appropriate method as "self-evaluation" by peasants and NGO teams in an action-reflection-action process characterised as being a) educational; b) participatory; and c) permanent / continuous.

The extent or level of participation passes through phases as a project develops, from passive participation of peasants at the start to peasant self-organisation with NGO assistance as a goal. The author offers no methods as these should be endogenous, but five points are summarised for aiding the evaluation of two critical relationships: that between theory and practice (or ideas and action); and between the NGO and the peasants.

63. Otero, María (1989) *A Question of Impact: Solidarity Group Programs and their Approach to Evaluation*, Tegucigalpa: ASEP/PADE/PACT.

**Keywords:** credit / Colombia / Dominican Republic

**Abstract:** Solidarity Group Programs (SGPs) emerged in the 1970s when several development organisations attempted to support the economic activities of the urban and rural poor by devising a strategy of group formation as a means of channelling small loans, training and other services to these populations. The framework for evaluation of such programs was devised by representatives of organisations involved in SGPs from 22 Latin American and Caribbean countries who came together in 1987 to formulate an evaluation strategy.

The workshop participants identified four levels at which programmes should measure their impact: the beneficiary, the programme, the institution, and the local community. To measure each of these areas a variety of tools may be used, to obtain both qualitative and quantitative data. Some of these tools may be formal, i.e. traditional structured tools and instruments such as closed questionnaires; and others may be informal, usually for the more human and social dimensions of impact, such as group discussions.

The author identifies four different groups each with their own set of priorities and perspectives, who might be possible users of an impact evaluation: the implementing institution, the beneficiary, the donor community and the development community more broadly. It is important to identify the target audience from the outset, and to frame the presentation and analysis of the information with those readers in mind.

Four chapters cover the types of impacts that might be relevant and the types of tools that could be used to measure them for each of the four levels of impact identified. For example, at the beneficiary level impact could be seen in economic terms (improvements in income, in the enterprise, in credit management, in savings and in family well-being); in social terms (beneficial changes in participation, attitudes, solidarity and family wellbeing); and in the impact on employment. For each of these areas, indicators of impact are devised e.g. use of credit, regularity of savings deposits, perceptions of self-esteem, or new jobs created. Tools suggested in this instance are structured and open-ended questionnaires, open-ended interview and base line data from beneficiaries' files.

Having covered the issues and areas impact relevant to the four levels, a chapter is dedicated to the discussion of some factors that affect impact evaluation in SGPs: the reliability of data, the costs of an evaluation, the integration of the evaluation into the project cycle, the depth of analysis obtained, and timing. A final chapter outlines some experiences to date of the impact of SGPs in Colombia and the Dominican Republic.

64. PODION (1996) *Planificación de Proyectos y Diseño de Indicadores*. 3rd. ed, Santafé de Bogotá: Fundación Social / Universidad Pedagógica Nacional / Corporación Viva Ciudadanía.

**Keywords:** Project Planning / Participation / Indicators / Monitoring and Evaluation / Colombia

**Abstract:** This publication is a module of the School of Democratic Leadership. It explains the concepts of planning, monitoring and evaluation, the important elements of these activities, their purpose and methods. It details numerous types of evaluation, according to function, and according to method. The largest section of the book deals with the design of indicators:

technical, economic and organisational, in an attempt embrace all types of project. Although it outlines the various actors that can be involved depending on the purpose of the activity, actual methods for indicator data collection are not specified. It includes a short bibliography of literature relating to monitoring and evaluation from Latin America

65. PREVAL (1996) *Memórias: Encuentro de Evaluadores de Proyectos de Desarrollo Rural*, Lima: PREVAL.

**Keywords:** Evaluation / Poverty Reduction

**Abstract:** The Programme for the strengthening of Regional Capacity for Evaluation of Projects for the Reduction of Rural Poverty (PREVAL) was started in September 1996, under an agreement with IFAD/IICA. Amongst its objectives are the development of a network of professionals and institutions specialising in rural development evaluation; the production of reference documents and training materials; and strengthening the evaluation capacity of IICA. The meeting of Evaluators of Rural Development Projects aimed towards meeting these objectives. It included the following:

\* Presentation and discussion of PREVAL

\* Round Table: the evaluation of rural development projects and programmes: perspectives, opportunities and challenges, including a number of presentations from participants from across Latin America.

\* Network of Rural Development Project Evaluators: conclusions and recommendations of the workgroups.

In the brief presentations one presenter mentions the importance of beneficiary participation in evaluation, and the development of appropriate methodologies.

**Notes:** Available from: <http://www.fidamerica.cl/preval/#publicaciones>

66. PREVAL (1999) *Sintesis del Taller*, in *Boletín Informativo*, Lima: PREVAL

**Abstract:** This issue of PREVAL's bulletin contains summaries of the papers presented at the Second Electronic Conference on Evaluation of Projects for the Reduction of Rural Poverty (2 November to 10 December) and synthesises the main themes of discussion. There were 8 presentations from different parts of Latin America relating to both participatory methods and aspects of evaluation. The main themes outlined in the synthesis include: participatory evaluation, planning the evaluation, cost-benefit of monitoring and evaluation, methods of evaluation, institutional evaluation, base line studies and the role of the evaluator.

**Notes:** Available from: <http://www.fidamerica.cl/preval/#publicaciones>

67. PREVAL / RUTA / FIDA (1997) *Memórias del III Taller sobre Seguimiento y Evaluación. Proyectos de FIDA en Centroamérica, Panamá y México*, Antigua, Guatemala: IICA, PREVAL.

**Keywords:** Monitoring and Evaluation

**Abstract:** The proceedings of this 3rd conference on Monitoring and Evaluation is organised in 9 parts. An introduction to the objectives, participants and organisers of the conference is followed by a presentation on supply, demand and gaps within monitoring and evaluation by Osvaldo Feinstein. Presentations are given by each of the three regional programmes of IFAD (RITA III, FIDA-CIARA and PREVAL). Some experiences in IFAD projects in the area of planning, monitoring and evaluation are discussed in section 4. Three case studies follow, and the proceedings conclude with a synthesis of the problems identified and proposed solutions, and an identification of offers and demands for training and technical assistance.

**Notes:** Available from: <http://www.fidamerica.cl/preval/#publicaciones>

68. PROCLADE - ENPO (1997) *Evaluación Participativa. Hacia una participación y reforzamiento comunitario*. PROCLADE – ENPO.

**Keywords:** Bolivia /agriculture / participatory evaluation /

**Abstract:** PROCLADE-ENPO undertook a participatory evaluation of its Agricultural Project North Potosi (PANP) in order to reflect on the phases through which it had passed and plan for future years. Dissatisfied with the traditional "top down" model, they looked for a more participatory methodology that would involve all beneficiaries, but in particular, the campesino farmers.

The methodology consisted of a three day workshop: Day 1 Here and Now during which the present situation was discussed; Day 2 The Path to Follow during which the main problems were isolated; and Day 3 developing a Plan of Action. The participants divided into various groups for example: campesino farmers, women, voluntary promoters, technical personnel from other institutions, etc. Tools used were mainly based on PRA methods, such as matrix scoring, Venn diagrams, prioritisation and group discussions.

In the concluding section of the report the authors comment that the first day of the evaluation was hard going, however they began with a game on the second day and goals and issues began to become clearer. The main problems identified included: the lack of inter-institutional co-ordination; a lack of training, and need to change the training methodology; and a lack of organisation within communities. Little comment was made on the actual evaluation methodology.

69. Quiros, Carlos; Teresa Gracia; and Jacqueline Ashby (1991) *Farmer Evaluations of Technology: Methodology for Open-ended Evaluation. Instructional Unit No. 1.*, Cali: IPRA, CIAT.

**Keywords:** Participatory Evaluation, farming systems research

**Abstract:** Open-ended evaluation of technology with farmers is a method which facilitates their participation in agricultural research. This technique makes it possible to identify the concepts or criteria farmers use in assessing the usefulness of new technology components. Information about farmers' criteria is valuable for researchers doing applied agricultural research and can help them to reorient the design of technology.

The methodology for conducting open-ended evaluations is developed in a series of six topics, organised around reading material, and written or practical exercises. The Unit is intended for use by trainers who want materials with which to teach the interview method, or for study by readers who can do the written exercises on their own, referring to the answers given at the end of the Unit. Practical exercises for skill formation are designed for small groups: aids for self-evaluation and feedback within a group are also given.

Abstract from introduction to book.

**Notes:** Available for purchase at:

<http://www.ciat.cgiar.org/communications/catalogo/publications.htm>

70. Rainforest Alliance (1998) Race to Save the Neotropics. Rainforest Alliance. Website: <http://www.rainforest-alliance.org/programs/cmc/race.html>.

**Keywords:** Monitoring and Evaluation / network / discussion list

**Abstract:** This website of the Conservation Media centre of the Rainforest Alliance, Costa Rica, gives a brief explanation of the background to the project "Race to Save the Neotropics" and presents the Consensus Statement of the 13 Latin American non-profit organisations and three conservation foundations that have been in dialogue on the Internet on the topic of monitoring and evaluation of conservation projects and programmes over 18 months in 1997 and 1998. The Consensus Statement offers a summary of the most important lessons that have been learned about M&E rather than an explanation of how to do M&E. It encourages the sharing of information and experiences in order to develop a common M&E language, and consistent and standard approaches.

Also available via email are copies of the dialogue messages. The main points under discussion are the following:

- Many participants are looking for a quick and easy "recipe" for M&E for example some universally applicable indicators
- Others see this as too simplistic. Prefer approach of changing attitudes and self-learning.
- Who is M&E for: funders to ensure best returns, or project staff and beneficiaries, for learning
- Who pays for M&E. Depends on above point. Also costs of failing to M&E - i.e. not adjusting or righting problems.
- Difficulties of time horizon of monitoring environmental change, and how to detect causal relations between actions and outcomes. Also, the main stakeholder, i.e. the environment, has no voice in the evaluation.
- How to define "success".
- Inaccuracy or lack of objectivity of external evaluations.
- Importance of base-line studies.

71. Rietbergen-McCracken, Jennifer and Deepa Narayan (1997) *Participatory Tools and Techniques: A Resource Kit for Participation and Social Assessment*, Washington D.C.: World Bank.

**Keywords:** Participatory Methodologies / PRA / Participatory Monitoring / Participatory Evaluation / Training

**Abstract:** This pack consists of 7 booklets and a video. The booklets are entitled: User Notes; Social Assessment; Stakeholder Analysis; PRA; SARAR; Beneficiary Assessment; and PM&E. It aims to share information and experiences of participatory methods in order to support the adoption of participatory approaches in Bank supported projects and studies. The materials included in the kit have been selected to provide the core essential information about different methods and applications with the primary focus on providing practical guidance and case examples.

Case studies:

1) SARAR module: A participatory methodology for empowering stakeholders at different levels to assess, prioritise, plan, create and evaluate initiatives. Based on Self-esteem; Associative strength; Resourcefulness; Action planning; and Responsibility. Pages 37-40 describe a Bolivian Water Supply and Sanitation Project using SARAR in all stages including M&E. The project involved training in SARAR, use of tools such as mapping, and group discussions and interviews to determine sources and uses of water.

2) PM&E Module describes stages in the PM&E cycle. Methods include stakeholder workshops, PRA, SARAR, Beneficiary Assessment and Self-assessment. Pages 27-39 describe Heifer Project International's case of a self-evaluation by implementing organisation in a livestock development program in Bolivia.

**Notes:** Available for purchase from: <http://www.worldbank.org/html/extpb/index.htm>

72. Rodríguez, Iokiñe and Christopher Sharpe (No date) *Contribución a una Metodología Participativa para Evaluar Amenazas en Areas Protegidas en Conjunto con Comunidades Rurales y/o Indígenas*. Mimeo. Econatura.

**Keywords:** Participatory Evaluation / Conflict Resolution / Venezuela

**Abstract:** This report explains a methodology developed for Econatura in their Programme for the Conflict Resolution in National Parks, to evaluate, together with the park guards, staff of INPARQUES (National Institute of National Parks in Venezuela), and the local communities, the principle threats to two National Parks: Canaima and Aguaro-Guariquito. The methodology is based on participatory evaluation workshops and six techniques are described including matrices, diagrams and prioritisation exercises. The techniques have been employed in five participatory evaluation workshops. The methods are simple activities, easy to carry out in rural and indigenous communities and do not require large financial investment.

73. Roper, Laura (1998) *Evaluation as a platform for creative programming for social change: the experience from Oxfam America's Regional Offices*. Draft. Learning and Technical Support, Oxfam America, October 1998. Mimeo

**Keywords:** learning organisation / El Salvador / Amazon

**Abstract:** This report outlines a recent shift in the approach to evaluation within Oxfam America that recognises the vital importance of partnership and organisational learning. They are undergoing what they call an "organisational transformation process" to become more mission driven, more flexible and adaptive, and to work more closely with partners and other allies. In terms of evaluation it is now recognised as an iterative process that is embedded in the planning cycle, and a collaborative process strengthening relations among partners. In order to articulate this new approach, the Regional Offices of Oxfam began to develop their own evaluation practices.

This report traces the development and impact of three evaluation studies carried out in the Amazon (1992/3), El Salvador (1993/4) and West Africa (1995). The Amazon study was initiated by a regional representative and involved working with a local confederation of indigenous organisations and indigenous researchers. The findings found that many of the project results had been disappointing and led to a definite shift in strategy as a result. The El Salvador evaluation was also more partner driven than donor driven and as a result "the evaluation was one of the most detailed and frank that we had ever seen submitted from a region, due in large part, we believe, to the trust and confidence we showed in our partners' motivations and abilities". Furthermore, since the evaluation acted so strongly as a learning mechanism, several of the partners linked the evaluations to strategic planning exercises they were undertaking.

The author concludes that one of the characteristics of a learning organisation is a culture or environment that allows people to take risks and to open themselves up to challenges and criticisms, there is a problem solving orientation, and there is a high level of trust.

74. Salazar, Carlos (1990) *La Evaluación en el Quéhacer de Promoción y Desarrollo No-gubernamental*. *Ruralter* 6(1):45-71.

**Keywords:** Rural Development / Evaluation / Participation

**Abstract:** In this paper the author notes the need for conceptual discussion of evaluation to recognise different context, of which he identifies four dimensions: of country / region / historical / social / economic etc; the range of related actors (beneficiaries / funders etc); the internal dynamic of the NGO, its style, growth etc; and the projects, programmes, goals and activities. He goes on to define the components of a process of evaluation, and different types of evaluation e.g. according to stage at which evaluation is conducted.

There is a section on the participation of beneficiaries and co-operating agencies in evaluation.

75. Salmen, Lawrence (1987) *Listen to the people: participant observer evaluation of development projects*, New York: Oxford University Press.

**Abstract:** Listen to the poor is an account of the author's experience living among the poor inhabitants of World Bank urban development projects in La Paz, Bolivia and Guayaquil, Ecuador. By viewing slum upgrading and new housing through the eyes of the people who lived there, he was able to explain some of the projects' failings and to identify some of their unexpected benefits. By sharing the lives of slum dwellers he came to understand the frustrations and hard economic realities of their existence and gained insight into the needs that were not apparent to an outsider.

The advantages of participant-observation as an evaluation methodology are explained, and precepts for its successful employment are outlined. The extent to which it may be considered a participatory technique is debatable. Beneficiaries are encouraged to express their views of projects and programmes through informal interactions and interviews with the evaluator, however interpretation of their views is entirely in the hand of the observer and the informants

are not involved in any analysis or reflection with regard to their situation, or in influencing any future adaptations to the programme being evaluated.

76. Sardon, Marco Antonio Medina (1994) *Evaluación y Desarrollo Participativo*, La Paz: ACDI.

**Keywords:** Participatory Evaluation

**Abstract:** This book emerges from practical work and will be useful above all to those working in the field in development work. Amongst the ideas presented are the results of around five years of experience of the author as consultant to the Canadian Fund for Local Initiatives. The first section of the book discusses the conceptual framework: the phases at which evaluation should be conducted; issues of institutional capacity, participation, democracy; the importance of self-sustainability, self-management and self-financing. The second part deals with the application of the process of evaluation throughout the project cycle, from the presentation of the project through to its conclusion. Evaluation is very broadly defined to include ex-ante, monitoring and ex-post evaluation. The annexes offer some outlines for evaluation questionnaires.

77. Save the Children Fund (1998) Untitled (Companheiro Critico analysis document). Save the Children Fund, September 1998. Mimeo

**Keywords:** Brazil / Companheiro Critico / Critical Companion / SCF / Participatory Monitoring

**Abstract:** This document analyses a monitoring and partnership practice as developed by SCF/UK Brazil Office between 1991 and 1997. The analysis is based on 'Monitoring System' by Isa Ferreira, July 1996, and two evaluation reports: 'Evaluation of the Practice of Project Monitoring - Final Report' - TGI, December 1996, and 'Monitoring with the help of a Critical Friend - a guide to Tri-Partite Project Monitoring - Final Draft', by Aidan Timlin, February 1997.

The Companheiro Critico (CC) system involves the inclusion, with SCF and its partner, of an expert individual with experience in the area of greatest need to the partner, and who maintains a close, long-term participation in the management, monitoring and evaluation of the funded project. This promotes a new dynamic in the relationship, changing the roles normally imposed by the fact that one party is the donor, the other a recipient. Furthermore CCs are local and are thus familiar with local contexts.

This report outlines the aims and rationale of the CC system, and the advantages, value and impact that have been experienced by the funding agency, the partner and the CC. It details how to select a CC, and how to implement the CC system (eight stages), and an appendix outlines the costs of having a CC.

78. Schwarz, Burkhard; Eberhard Gohl; and Dorsi Germann (1996) *Participatory Impact Monitoring. Booklet 3: Application Examples*. Participatory Impact Monitoring, ed. GATE/GTZ. Vol. 3, Braunschweig/Wiesbaden: Vieweg.

**Keywords:** Impact Monitoring / Participatory Monitoring / Manual / Bolivia

**Abstract:** Part of a set of four booklets, this contains case studies from India, Bolivia, Philippines and Argentina where the system of participatory impact monitoring was used by community groups and/or NGOs. Two cases studies from Bolivia: one about the monitoring of impacts of improvements made at a community store for members of the Federation of Mining Co-operatives of the Department of La Paz (FEDECOMIN); and the other about assessing the impact of improvements in equipment and machinery at a mining co-operative, Kantuta Ltd.. A third case study reviews the monitoring experience of a self-help women's organisation set up by a rural development grassroots organisation, INDES, in Misiones, Argentina. In all three cases expectations and fears relating to the projects were defined, and based on the expectations, indicators of improvement were identified and ways of measuring them. Formal and informal group meetings were organised, and observation teams chosen. The introduction of PIM has improved feedback mechanisms, introduced new dynamics, and increased self-reflection within

the organisations, and improved administrative procedures and the decision making structure. The final chapter of this booklet summarises lessons learned from the field, including the following:

Preconditions and requirements for implementation:

- NGO motivation
- Participatory and intercultural approach
- Continuous flow of information
- Autonomous and stable structure of self-help groups

Recommendations:

- Maintain continuity
- Avoid overly scientific indicators, or an excessive number of indicators
- Good preparation and management of joint reflection workshops is crucial.

79. Segone, Marco (1998) *Democratic Evaluation*. Working Paper No.3, ed. Unicef Regional Office for Latin America and the Caribbean, Santafé de Bogota: UNICEF.

**Keywords:** Democratic Evaluation / Participatory Evaluation

**Abstract:** Democratic evaluation is an approach based both on the real utilisation of evaluation findings, recommendations and lessons learned, and on the participatory process to empower stakeholders: the goal is to transform evaluation from an old management perspective, where the objective is for managers to control employees pushing them to be more efficient, to a new democratic management tool available to all organisation members to better understand the organisation's environment and learn from past experience, to be more self-accountable and efficient.

This paper is divided into three parts. The first part presents the evolution of evaluation thinking and practices; the relationship among monitoring, evaluation, research, audit, performance measurement and quality assurance; and the scope of evaluation. The second part proposes a strategy for improving the evaluation function through strengthening pro-evaluation culture and a new democratic evaluative process. The third part proposes a Regional M&E Framework and strategy for UNICEF Latin America and the Caribbean, starting from the data available on evaluation practices.

80. Selener (1996) *Documentando, Evaluando y Aprendiendo de Nuestros Experiencias*. Quito: Instituto Internacional de Reconstrucción Rural.

**Abstract:** Despite growing interest and need, there is a lack of techniques for the design, monitoring and evaluation of development in a participatory manner. In general, formal evaluations of development projects have focused exclusively on the measurement of results, without the participation of the beneficiaries.

Systematisation is a continuous process of participatory reflection on the processes and results of a project, and it is carried out by the project's facilitators and participants. This systematic analysis highlights lessons that can be fed back into the project for its improvement. It is a process that strengthens organisational capacity and learning within NGOs and POs; that promotes increased effectiveness in the development of projects; and that facilitates the sharing of information with other organisations.

The book describes the objectives of the systematisation process, how to plan it, what areas to analyse, and how to share the lessons. Four areas of analysis are suggested: conceptual; contextual; characteristics of the actors and nature of the project; and execution, results and impact, and key questions are presented for their investigation. Participatory techniques described are brainstorming, dialogue and discussion.

81. Seligman, Ruth (1997) Hacerlo mejor. Evaluación participativa: asociados en el progreso. *Revista Shalom* 3.

**Keywords:** Israel Ministry of Foreign Affairs / training

**Abstract:** The article in a magazine produced by the Ministry of Foreign Affairs of Israel relates how MASHAV (the Centre for International Co-operation of Israel's Ministry of Foreign Affairs) evaluates the impact of its extensive network of courses, seminars, workshops and its long- and the short-term missions. The author describes some of the evaluation activities of MASHAV and the training courses they have provided, and discusses the importance of carrying out some sort of evaluation. She highlights some of the difficulties of evaluating the success of their courses using methods such as questionnaires.

82. Sidersky, Pablo and Irene Guijt (2000) Experimenting with Participatory Monitoring in Northeast Brazil: The case of AS-PTA's Projeto Paraiba. In: *Learning from Change: Experiences and Lessons in Participatory Monitoring and Evaluation*, edited by M. Estrella; J. Blauert; *et al.* London: IT Books.

**Keywords:** Participatory Monitoring / Sustainable Agriculture / Brazil / Indicators

**Abstract:** Since 1996, a Brazilian and an international NGO have been working with two rural trade unions in northeast Brazil to develop a participatory monitoring and impact assessment system for assessing changes resulting from their work in developing more sustainable agricultural alternatives. This action research process has involved a series of workshops to identify, step by step, what activities were to be monitored, what indicators would be relevant, and what methods would be viable. The process of designing the monitoring calendar, and its continual refinement, is described in detail. Problems encountered on the way and the solutions found are shared. Finally the article discusses key principles that are emerging from this experience: the question of for whom the information is useful, and the uncertainty of sustainability of the monitoring process.

This is the article's original abstract

**Notes:** Ordering information available at: <http://www.oneworld.org/itdg/itpubs/orders.html>

83. Stutzman, Ronald (1996) Ha Sido Una Escuela Para Mi: Lessons for Evaluation Practice Learned Through Collaboration with a Community-development Oriented NGO in Central America. American Evaluation Association, 7 November 1996. Mimeo

**Keywords:** Participatory Evaluation / Honduras

**Abstract:** The author share lessons learned from experiences in evaluation practice as a consultant for World Vision in Honduras, Costa Rica and the Dominican Republic. In terms of the nature of evaluation he notes that evaluation is a form of experiential learning, that it should take an holistic approach, and that all parties should be involved. However in terms of participation his lessons include the observations that "participatory" does not mean that all parties are equally involved; and that experts still tend to maintain control of evaluation practice.

84. Sulbrandt, Jose (1993) La Evaluación de los Programas Sociales. In: *Pobreza: Un Tema Impostergable. Nuevas Respuestas a Nivel Mundial*, edited by B. Kliksberg. Mexico City: Fondo de Cultura Económica.

**Keywords:** Global Evaluation / methodology / critique

**Abstract:** The author is critical of traditional evaluations that have emphasised activities. By failing to focus on project impacts and outcomes, the evaluations have not had meaningful impacts on the implementation of social projects. The chapter covers the contributions and difficulties of classical evaluation methods. Sulbrandt then proposes a different evaluation approach that produces rational tools based on available information and experiences and contributes to a public

discourse that includes all stakeholders including beneficiaries and decision-makers.

The proposed approach, known as Global Evaluation, starts with a participatory process to define the criteria on which the evaluation will be based. The study covers the social and

administrative contexts in which the program operates, as well as institutional structures, legal norms and operations, and population affected by the program. The program processes are used to define the direct beneficiaries, public employees responsible for the program, and other members of society who have a stake in the program. The evaluation requires an understanding of the technology used in the program and the logical framework that defines the cause and effect of the program activities and results that may clarify the reasons why the interventions succeed or fail.

85. Torres, Victor Hugo (1998) *Sistema de Desarrollo Local, SISDEL: La Participación Comunitaria y Vecinal en la Formulación, Seguimiento y Evaluación de Proyectos*. Quito, Ecuador: Comunidec / IAF / Abya-Yala.

**Keywords:** Participatory Evaluation / Self-evaluation / Ecuador

**Abstract:** SISDEL (System of Local Development) is a participatory methodology for self-evaluation that guides members of municipalities, communities, neighbourhoods or grassroots organisations in the dynamic incorporation of evaluation into the development project cycle. It is an collaborative exercise between people within a locality, based on group reflection on their problems and possible solutions, leading to shared action, carrying out the monitoring of the agreements, and measuring the expected impacts.

The methodology takes the form of a systematisation of past and present experiences of a locality as a basis for the orientation of the course of action of a project. It makes use of simple techniques for consulting the local population such as interviews, questionnaires and the use of indicators.

86. Torres, Victor Hugo (2000) *Monitoring Local Development with Communities: The SISDEL Approach in Ecuador*. In: *Learning from Change: Experiences and Lessons in Participatory Monitoring and Evaluation*, edited by M. Estrella; J. Blauert; et al. London: IT Publications.

This chapter describes the background to, and the use of SISDEL as a methodology for planning, monitoring and evaluating development projects in Ecuador. SISDEL is described as "a collaborative process of self-reflection between organisation and institutions in one locality". An essential step in this process is the identification of indicators. The indicator framework closely resembles the Grassroots Development Framework, or Cone methodology promoted by the InterAmerican Foundation (see Zaffaroni, below).

**Notes:** Ordering information available at: <http://www.oneworld.org/itdg/itpubs/orders.html>

87. Vargas, Laura Vargas (1991) *Reflections on Methodology of Evaluation*. *Community Development Journal* 26(4):266-270.

**Keywords:** Participatory Evaluation / Central America

**Abstract:** This paper shares some reflections on participatory evaluation as part of an educational process in the context of Central America. The author firstly outlines some factors to be considered in evaluation and social development in Central America given its history of domination, poor distribution of economic growth benefits and resulting civil strife. These include the importance of organisational strengthening and networks; the development of critical thought and collective action; and a need to move from economic growth models towards a notion of "integral" or holistic development (i.e. of cultural identity, mutual concern, security, creativity, etc.).

The author defines two elements of better evaluation: 1) its consideration as a participatory process; and 2) its need to be viewed in an educational sense. As such it is part of the basic dynamic of the project, planned, initiated and controlled by the project promoters and beneficiaries. External help may be useful and donors may be involved on an equal standing as participants.

88. Villafuerte, Ana María (1990) El Enfoque de Desarrollo Rural en el Peru. *Ruralter* 6(1):13-25.

**Keywords:** Rural Development / Monitoring and Evaluation / Peru

**Abstract:** This paper talks generally of the change in focus with respect to rural development in Peru. Monitoring and evaluation first entered the dialogue in the 1970s due to demands of international organisations, though they were not homogenous in approach, and the question of who M&E is for soon began to be questioned. It is recognised that M&E does lead to improved administration, feedback and decision-making if it is not seen as a system of control and supervision.

89. Viñas, Veronica (1997) *Annotated Bibliography on Project Evaluation*, San Jose, Costa Rica: PREVAL.

**Keywords:** bibliography / evaluation

**Abstract:** This bibliography abstracts around 100 documents on evaluation, relating mainly to Latin America, though some are general manuals coming from the USA or international institutions. It organises them under alphabetical classification by author, then classification by subject and type of publication.

**Notes:** Available from: <http://www.fidamerica.cl/preval/#publicaciones>

90. Viñas, Veronica (1999) Utilización de Grupos de Discusión en Evaluaciones de Programas o Proyectos, in *Boletín Informativa PREVAL/FIDA/IICA*.

**Keywords:** methodology / discussion groups

**Abstract:** The author mentions the value of using a variety of methods for collecting data and information for evaluations including both quantitative and qualitative methods. One qualitative method is the group discussion. This permits the interviewees to express their ideas in a spontaneous way, and allows topics to surface that were perhaps unforeseen. The group dynamic encourages the participants to respond to the opinions and comments of the others. This short article outlines further advantages to this method as well as its limitations.

**Notes:** Available from: <http://www.fidamerica.cl/preval/#publicaciones>

91. Visscher, Jan Tuen; Edgar Quiroga; Mariela García; Carlos Madera; *et al.* (1996) *En la Búsqueda de un Mejor Nivel de Servicio: Evaluación Participativa de 40 Sistemas de Agua y Saneamiento en la República del Ecuador*. Cali: IRC-CINARA-CARE.

**Keywords:** Participatory Evaluation / Water and Sanitation / Ecuador

**Abstract:** This document report on a collaborative project between Ecuador's Sub-secretary for Environmental Sanitation and CARE-Ecuador, developed with the assistance of the ICR (International Water and Sanitation Centre) and the Institute CINARA of the University of Valle de Cali, to evaluate Water and Sewerage systems constructed between 1978 and 1993.

These actors were aware that the State had focussed only on the construction and provision of utilities, and had not sought to create a sustainable service at an accessible and equitable cost to the users. The participatory evaluation aimed to involve communities in the evaluation of the functioning and utilisation of 40 water and sewerage systems, revise strategies used for the participation of the community and institutions in water and sewerage projects; identify key indicators of sustainability for the realisation of future projects; and suggest specific strategies to promote a new focus oriented towards the search for sustainable solutions in the sector.

The methodology used was based on Participatory Rural Appraisal, and involved the use of historic profiles, mapping, venn diagrams, matrices, sanitary inspection and home visits.

The results of the evaluation are documented, and some conclusions with respect to some priority action plans are outlined.

92. World Bank (1998) Project Appraisal Document on a Proposed Learning and Innovation Loan in the amount of US\$5 Million to the Republic of Colombia for a Magdalena Medio Regional Development Project. Latin America and the Caribbean Office, 19 June 1998. Mimeo  
**Keywords:** Participatory Monitoring and Evaluation / Colombia / Capacity Building / Peace Initiatives

**Abstract:** This document is a project proposal for a Learning and Innovation Loan for an initiative to be undertaken in a region that experiences extreme levels violence in Colombia. The government strategy in the region is to reduce violence/promote peace, reduce rural poverty and promote a process of decentralisation. The project aims to assist in achieving these goals through capacity building for programme management (through a Consortium and a Citizen's Network), and funding and technical assistance for sub-projects. The project was designed and planned using a participatory methodology, and a substantial annex refers to plans for a Project Monitoring, Evaluation and Learning System. It comprises three sections:

\* Formative Evaluation: carried out by the Consortium for identifying problems and difficulties so that adjustments can be made during the course of the project. Carried out at 3 month intervals by the Regional M&E team.

\* Periodic External Assessment: At 8 month intervals by an independent evaluator, with a broader scope.

\* Baseline for Evaluation of Programme Impact; Collection of qualitative and quantitative baseline data in order to assess the long term impact of the programme.

Indicators have been developed for the measurement of global and specific outcomes, intended and unexpected results, and endogenous and exogenous variables. A regional group will undertake development of tools and models and training, whilst community members will evaluate the local sub projects.

93. Zaffaroni, Cecilia (1997) *El Marco de Desarrollo de Base: La Construcción de un Sistema Participativo para Analizar Resultados de Proyectos Sociales*, Montevideo: TRILCE / IAF / SADES.

**Keywords:** Cone / Participatory Evaluation / Indicators

**Abstract:** After more than two decades supporting the grassroots development programmes of non-governmental organisation in Latin America and the Caribbean, the InterAmerican Foundation has proposed the definition and implementation of a system for the evaluation of the results that have been achieved.

This publication recounts the experience of constructing and testing a system for the evaluation of IAF funded programmes that attempts to take into account not only quantifiable results, but also the generation of "social capital"; and that is flexible, reliable, useful and sustainable within the limited financial and time resources available for such an activity.

The book presents the principal definitions that have been adopted, the advances that have been achieved, the problems not yet resolved, and the goals that are planned. It illustrates the means by which the active involvement and participation of diverse actors is stimulated in the development process.

Its focus is principally methodological with the aim of sharing experiences and lessons learned with other organisations interested in this topic, of stimulating the exchange of information that will stimulate new advances.