IRC

UNICEF

TRAINING COURSE

EVALUATING WATER SUPPLY AND SANITATION PROJECTS

GUIDE FOR COURSE MODERATORS

Training Series No.2

INTERNATIONAL REFERENCE CENTRE FOR COMMUNITY WATER SUPPLY AND SANITATION

IRC is an internationally operating, non-profit organization dealing with information and technology support for water and sanitation improvement. With its partners in developing countries and with United Nations agencies, donor organizations, and non-governmental organizations, IRC assists in the generation, transfer and application of relevant knowledge. The focus of this co-operation is on the rural and urban fringe areas where the need for technical assistance is greatest.

Support is provided by means of publications, training and education, evaluation and advice, and development and demonstration. IRC's information-oriented programmes include: community participation including the role of women; hygiene education; human resources development; appropriate technology including operation and maintenance; programme evaluation; and community-based financial management.

Requests for information about IRC should be addressed to IRC, P.O. Box 93190, 2509 AD The Hague, The Netherlands.

TRAINING COURSE

EVALUATING WATER SUPPLY AND SANITATION PROJECTS

GUIDE FOR COURSE MODERATORS

AUGUST 1987
UNICEF/IRC

Training Series No.2

Table of contents

Introduction

Moderators' guide

This guide for course moderators provides information and suggestions on how to organize and run a course on Evaluating Water Supply and Sanitation Projects.

The course

The course aims at providing government officials and project staff with knowledge and skills sufficient to conduct practical evaluations for project management and improvement. Participants are taken step by step through the evaluation process from initiation to the implementation of recommendations. To make the course as rewarding as possible, it is based on the active involvement of all participants

Course modules

The course is based on a set of modules which provide basic information on a particular aspect of the evaluation process. These modules may be used by moderators to prepare and guide the training sessions. Participants may use them as reference material, both during the course and afterwards, to organize and conduct their own evaluations.

Structure of the course

This guide for course moderators, which incorporates experience gained in a pilot course held in Nigeria in June 1986, consists of the following:

Chapter 1: course overview
Chapter 2: initial preparation of the course
Chapter 3: final preparation of the course
Chapter 4: specific suggestions for each training session.

Course overview

The first chapter gives an overview of the main components of the course and is intended as a general introduction providing easy reference for the moderator.

Initial preparation

In the second chapter, an outline is given of the necessary planning and organization required. Checklists and examples are given as illustrations which can be easily adapted. It is assumed that initial preparations will begin at least four to six months before the course takes place.

Final preparation

In this chapter, the final preparations needed in the week preceding the evaluation course are outlined. In addition to checklists for course organization, information and suggestions are provided on:

- preparation of a detailed course programme;

- training of future course moderators;
- briefing of key participants and support staff.

Course sessions and content

In chapter four, the course structure and content are outlined. The chapter provides both general suggestions for the programme and specific suggestions for each session. Examples and activity sheets for group work are included.

Remember

Good understanding of the course

To obtain a good understanding of the objectives, structure and content of an evaluation course, it is advisable to read through the course modules and this moderators' guide before planning begins.

Adaptation of the course

Although designed for use in a wide range of contexts, both the course modules and this moderators' guide are fairly detailed. Modifications should be made to the course to meet the particular needs and preferences of participants.

Involvement of course organizers

Where the course organizers are not the course moderators, it is recommended that they receive copies of these training documents as soon as possible and that they be urged to read them, particularly the course overview (Chapter 1), and the initial preparations (Chapter 2) of the moderators' guide.

Chapter 1 Course overview

Course objective

The course aims at improving the knowledge and skills of the participants in organizing and conducting evaluations of water supply and sanitation projects. In the course, evaluation is not dealt with as an academic topic but as an effective management tool to improve the performance of ongoing and new water supply and sanitation projects. Therefore, the course consists mainly of working sessions to allow participants to develop their own evaluation skills through practical experience.

Course participants

The course is intended primarily for government officials and project staff who are responsible for planning, management and evaluation of water supply, sanitation and hygiene education projects and components of projects. Thus, participants may be planners, directors, deputy directors, assistant directors, project managers, and heads of sections.

Course duration

When travel to and from the training centre is included but excluding a free day, the course will last for eight days. In this way, if it is held from Sunday to Sunday or from Friday to Friday, participants will require only one week's leave from their work. The length of the course may be varied to suit local circumstances or the needs and preferences of the participants.

Course structure

The course begins with a general introduction, followed by a discussion on the importance and main features of evaluation. Subsequently, participants are taken step by step through the evaluation process from the initiation of an evaluation to the implementation of recommendations. Throughout the course, attention is given to the close relationship between evaluation and monitoring.

Each day is divided into four sessions, each session dealing with one particular aspect of the evaluation process. A session generally comprises a short introduction to the topic, followed by group activities and plenary discussions. A set of modules has been prepared setting out the basic information to be dealt with in each session.

Group activities have been selected in such a way that participants carry out an evaluation exercise during the course. A one-day field trip has been included in the course to give participants an opportunity to practice data collection methods in a real situation. On the last day of the course, the participants will prepare a basic outline for an evaluation to be conducted within their own work area.

The course has been structured to allow for changes and adaptations to meet the specific needs and interests of participants. A suggested timetable of activities is presented at the end of this chapter (Example 1).

Course achievements	When the course has been completed, the participants should have: - the basic know-how to evaluate water supply and sanitation projects; - confidence to carry out such an evaluation; - a basic outline for an evaluation within their own work area. Achievements of the course will be assessed by: - a written evaluation of the course to be completed individually by each participant; - a group discussion to exchange experiences and to put forward suggestions.
Number of participants	Both in terms of cost and learning opportunities, the total number of participants should be between 22 and 24. This number allows for four working groups of six to seven including key participants and future course moderators.
Key participants	Each course will be supported by one or two outsiders who are experienced in evaluation. These key participants will act as course facilitators. They will aim at maximizing the course output in terms of evaluation skills acquired by the course participants.
Course moderators	The course will be run by two moderators who have overall responsibility for its organization and management. They are responsible for preparation, implementation, and if necessary, the adaptation of the course programme. Their tasks include: - liaison with course organizers - preparation and guidance of course sessions - calling on participants and key participants to provide specific inputs - co-ordination of activities and tasks.

Future course moderators	Two to four people from another region or country could be invited to attend the course so that they may learn to act as moderators in evaluation courses in their own geographical area. These people should preferably have some experience in water supply, sanitation, evaluation and/or training.

EXAMPLE 1 **COURSE TIMETABLE**

Time / Day	MORNING SESSION 1	MORNING SESSION 2	AFTERNOON SESSION 3	AFTERNOON SESSION 4	EVENING
Day 1	Travel	Travel registration of participants	Introduction	Reasons for evaluation (module 1)	Optional programme
Day 2	Main phases of evaluation (module 2)	Initiation of evaluation (module 3)	Evaluation objectives (module 4)	Evaluation criteria (module 5) and Terms of Reference (module 6)	Optional programme
Day 3	Preliminary investigation (module 7)	Group work	Selection of questions (module 8)	Observation method (module 9)	Optional programme
Day 4	Interview method (module 10)	Questionnaire survey (module 11)	Selection of methods and sampling (module 12)	Group work/ Free time	Optional programme
Day 5	Field trip	Field trip	Field trip	Plenary session	Optional programme
Day 6	Analysis of data (module 13)	Analysis of data (module 13)	Formulation of recommendations (module 13)	Report writing (module 14)	Implementation of recommendations (module 15)
Day 7	Preparation of evaluation outline	Preparation of evaluation outline	Preparation of evaluation outline	Plenary session	Farewell party
Day 8	Evaluation of the course	Closing ceremony	Travel	Travel	

Chapter 2 Initial preparation

This chapter aims at providing an overview of the main tasks in planning and organizing the course. Checklists and examples are included for easy reference and adaptation.

Organization

Start early!

It takes time to organize a training course. As a considerable amount of preparatory work is required, the date of the course should be fixed well in advance to allow all those involved to fit the course into their own work schedule. Course preparation should begin, preferably, six months beforehand.

Course organizers

It is assumed that the agency/department requesting the course will also be responsible for organizing it. Therefore course moderators should liaise with the course organizers at an early stage to brief them on the objectives and structure of the course and the preparations required.

It is a good idea to give one person overall responsibility for course organization. This person should have a good knowledge of the government structure and of water supply and sanitation projects. They should also have the authority to make the day-to-day decisions necessary for the organization of the course.

Course dates

One of the first tasks is to fix the dates of the course. The duration of the course will depend on:
- the length of time participants can be released from their work;
- needs and interests of participants;
- religious obligations of participants.

In setting the dates of the course account has to be taken of:
- public and religious holidays;
- important meetings or events that participants are obliged to attend.

Secretarial support

Secretarial support greatly facilitates course organization. A well-ordered file containing all information and correspondence about the planning, running and evaluation of the course is essential.

During the course itself it will be necessary to have the support of two full-time secretaries to type the work produced by the participants and moderators. A general support person will also be needed for activities, such as last minute arrangements, supply of materials, and photocopying during the course.

Location

The course should be held in a place where a one-day field visit can be relatively easily organized. To ensure full-time attendance, the course location should be far enough away from where most of the participants live and work.

Accommodation

The accommodation should include:
- a meeting room large enough for plenary sessions - make sure that this room is not noisy, has adequate ventilation and light, and that there is sufficient space and sufficient power points to use overhead, slides, and film projector. Preferably the meeting room should be available 24 hours a day throughout the course;
- separate rooms for each of the four working groups;
- each group will need a quiet place with a table and chairs. The meeting room may be used to house two or more groups provided it is big enough to allow groups to work without disturbing one another;
- temporary office with room for two typewriters, stencil or photocopying machine, chairs and a work table. The office should be close to the meeting room, but not so close that office activities disturb or interrupt the proceedings;
- food and drinks - coffee and tea will be required between sessions and arrangements have to be made for breakfast, lunch and dinner;
- sufficient number of bedrooms - cost, privacy and other considerations will determine whether the participants are prepared to share a room or not.

Do not forget to check whether there are any rules or regulations that have to be taken into account and what kind of facilities (shopping, telephone, bank) are available in the immediate surroundings.

Field-work

The field-work is an integral part of the course and therefore requires careful preparation (see also Chapter 1: Course overview). It is an opportunity to try out the various data collection methods in the field. During the field trip participants will work in four groups. Each will collect data on a particular problem or issue. Participants may wish to interview regional officers, project workers and health staff. They may also wish to visit a workshop and repair division, a field office, a central store, a health centre, a primary school, a training institute or another organization. In addition, each group will visit at least two communities to see projects in operation and to meet the local people. These requirements should be taken into account in selecting a suitable area for field-work.

A suitable area for the field trip should be selected in close co-operation with project staff and local authorities. A number of project sites should be visited to determine their suitability for field-work. Permission and co-operation of the community leaders and local people should also be obtained.

During field-work preparations a record should be kept of:
- names of people met and of those to be informed and involved at a later stage;
- main characteristics and problems of the project;
- types of project sites.

At the same time, maps, data and relevant project documents should be collected on the area selected. This material may be used for the final preparation of the course and organization of the field visit. In addition it may be used as background information for the participants in their own preparations for the field-work.

Remember:

The area selected for the field visit should provide sufficient opportunities in data collection for all four groups. Therefore, the final decision on the location of the course can only be made after a suitable area has been found for the field-work.

Involvement of government officials

A courtesy visit to the government officials in the area in which the course is to be held would be a good idea. The visit may be used to invite them to be guests of honour at the closing ceremony of the course.

Transport

Transport must be available before, during and after the course. A passenger car is needed for:
- preparation of the course, especially the field visit;
- transport of equipment and materials to and from the training centre;
- messages during the course itself.

A large bus or several passenger cars will be needed to transport participants and their baggage to and from the training centre. A sufficient number of cars will also be needed to transport each of the four groups to their field-work locations. Every effort should be made to ensure that suitable vehicles in good working order are available and that there are sufficient drivers.

Participants and moderators

Selection of participants

The course is designed for professional staff working in water supply, sanitation and/or hygiene education. The group of course participants should comprise preferabbly:
- professional staff from various organizational backgrounds, for example project staff, central, regional, provincial and local government staff, donor/international agency staff, non-goverment agency staff;
- professional staff with various educational and professional backgrounds, for example administrators, hydrologists, sanitary engineers, economists, environmental health engineers, public health educators, sociologists, statisticians, community mobilizers;
- men and women;
- those with and without practical experience in evaluation;
- implementation and policy staff.

All candidates should be presently working in water supply, sanitation and/or hygiene education and have a desire to develop their evaluation skills. They may not necessarily intend to carry out an evaluation themselves but may wish to know more about project evaluation, what it implies, what it costs, what inputs are needed, and what can be expected from the results.

Consideration may need to be given to the general cohesiveness of the group. Therefore, in the selection of participants, attention may need to be given to their background, professional status and proficiency in the course working language.

Remember

The course is intended for national staff. Attendance of expatriate staff should be kept to a minimum.

Invitation of participants

Participants should be invited through the appropriate channels. The invitation should include clear statements of the course objectives, structure and duration, the importance of full-time attendance, accommodation and transport arrangements, and costs/daily subsistence allowance. This information is best set out in a brochure accompanying the invitation letter. An example letter and brochure are included at the end of this chapter (Example 3).

About two weeks before the start of the course the participants will receive the booklet "Evaluation of water supply and sanitation projects; your questions answered". The covering letter may provide additional information on the organization of the course (for example the time the bus will leave from a particular place) and include a request to bring along relevant project reports or other documents from the participants own work, for use during the course.

Selection and invitation of key participants

As stated in the course overview (Chapter 1) one or two people experienced in carrying out evaluations should be invited to provide course back-up. Their main task is to share their knowledge and provide practical information, examples, and suggestions. In the invitation letter to key participants their role should be clearly stated (see examples at the end of this chapter).

Key participants should be invited well in advance of the course to increase the chance of their acceptance. Suitable key participants may be suggested by UNICEF Headquarters, IRC, WHO, and universities with experience in evaluation of water supply and sanitation projects.

Key participants should be provided with the course modules and moderators' guide, preferably two months beforehand in order to prepare themselves for their task. Ideally, they should arrive one or two days before the start of the course so that detailed discussions with the course moderators and organizers can take place.

Selection and invitation of future course moderators

To increase the number of suitable national moderators, two to four people from other regions or countries may be invited to participate in the course. They can be trained as potential future moderators (see Example 6 and Chapter 1: Course overview). The organization intending to hold a similar course in the future may provide names of suitable candidates.

In selecting course moderators, preference should be given to people who:
- have experience in evaluation of water supply and sanitation projects;
- are interested in transfer of know-how. It would be an advantage if they have experience in participatory teaching/learning methods;
- are good communicators;

- are able and willing to free themselves from other duties for a proper preparation, implementation and follow-up of the course.

The professional background of the moderator, whether social, technical or medical, is deemed of less importance for the successful guidance of the course.

Future course moderators will need to receive a full set of the course modules and the moderators' guide, preferably two months beforehand so that they can acquaint themselves with the material. Ideally, they should arrive four days before the actual start of the course for a thorough briefing by the course moderators and organizers.

Material and cost

Course material

A sufficient number of the following documents should be ordered or duplicated well in advance for all participants, key participants and future moderators:
- Training course: Evaluating water supply and sanitation projects: course modules. (1987). UNICEF/IRC, The Hague, The Netherlands.
- Evaluation of water supply and sanitation projects: Your questions answered. (1985). International Drinking Water Supply and Sanitation Decade, Publication no. 6, WHO, Geneva, Switzerland (free of charge).
- Minimum evaluation procedure for water supply and sanitation projects. (1983). WHO, Geneva, Switzerland (available from WHO, Geneva).

For the key participants and future course moderators, the following document should be ordered or duplicated:
- Training course evaluating water supply and sanitation projects: guide for course moderators. (1987). UNICEF/IRC, The Hague, The Netherlands.

A few copies of the following documents may be ordered for consultation during the course:
- Cairncross, Sandy et al. (1984). Evaluation for village water supply planning (Technical Paper No.15). IRC, The Hague, The Netherlands.
- Simpson-Hébart, Mayling (1983). Methods for gathering socio-cultural data for water supply and sanitation projects. USA, UNDP. (TAG Technical note No.1), UNDP, Washington D.C.; USA (free of charge).
- Perrett, Heli E. (1984). Monitoring and evaluation of communication support activities in low-cost sanitation projects. (TAG Technical note no. 11), UNDP, Washington, D.C., USA (free of charge).

The addresses of the various organizations are:

- UNICEF
  Programme Development and Planning Division
  866, United Nations Plaza
  New York, N.Y. 10017
  USA
  (Only course modules and course moderators' guide)

- IRC
  P.O. Box 93190,
  2509 AD The Hague
  The Netherlands

- WHO Geneva
  27, Avenue Appia
  1211 Geneva 27
  Switzerland

- World Bank
  1818 H. Street, N.W.
  Washington, D.C. 20433
  USA

Collection of background material

In addition to the collection of background material from the field work area, relevant background material from the country itself should be collected for use during the course. This material may include evaluation reports, project summaries, monitoring reports, annual reports, feasibility studies, maps, figures, outline of training activities, case studies, plan of activities, and budgets. Some selected material could possibly be provided by the course participants.

Teaching aids, equipment and stationery

All teaching aids, equipment and stationery should be ordered well in advance of the course. This may include: blackboard, flipchart, overhead projector, slide projector, typewriters, photocopy machine/duplicator, and stationery (see checklist at the end of the chapter).

Certificate

A certificate may be prepared to hand out to all participants at the closing ceremony. An example certificate has been included at the end of this chapter. Use of coloured paper would increase the attractiveness of the certificate.

Cost estimate

The total cost of the course may vary considerably depending on such factors as:

- the type of accommodation;
- whether lodging and food have to be paid, or whether a daily subsistence allowance is required;
- whether or not consultancy fees are required;
- the number of documents ordered or duplicated.

A provisional list of cost items has been included as example 8 at the end of this chapter.

CHECKLIST 1

ARRANGEMENTS

- ☐ Secretarial support
  - ☐ two typists
  - ☐ one support person
- ☐ Accommodation (see detailed checklist)
  - ☐ meeting room
  - ☐ work-group rooms
  - ☐ temporary office
  - ☐ tea, coffee, refreshments
  - ☐ meals (breakfast, lunch, dinner)
  - ☐ bedrooms
  - ☐ special facilities
  - ☐ rules or regulations
- ☐ Field-work
  - ☐ suitable area found
  - ☐ project staff and local government officials informed and involved
  - ☐ communities/local leaders informed and involved
  - ☐ detailed lists completed
    - people
    - project characteristics
    - project sites
  - ☐ project material collected
- ☐ Transport
  - ☐ one car for before, during and after the course
  - ☐ a bus or several cars to transport participants and their baggage during the course
  - ☐ sufficient vehicles for the field trip
  - ☐ sufficient drivers

CHECKLIST 2

INVITATIONS

Have participants been selected and invited?

- ☐ list of potential candidates prepared
- ☐ list of selected candidates prepared
- ☐ invitation letter prepared (see example)
- ☐ brochure prepared (see example)
- ☐ participants data form prepared (see example)
- ☐ invitation letter, brochure and participants data form dispatched
- ☐ reactions received and substitute candidates found where necessary
- ☐ participants data form filed
- ☐ two weeks before the course: "Your questions answered" and covering letter dispatched

Have key participants been selected and invited?

- ☐ inquiries made about suitable candidates
- ☐ suitable candidates selected
- ☐ invitation letter prepared (see example)
- ☐ invitation letter and brochure dispatched
- ☐ reactions received and substitute candidates found where necessary
- ☐ course modules, moderators' guide and "Your questions answered" dispatched
- ☐ arrival date fixed
- ☐ travel and accommodation arrangements made

Have future course moderators been selected and invited?

- [ ] inquiries made about possible future course moderators
- [ ] future course moderators selected
- [ ] invitation letter prepared
- [ ] invitation letter and brochure dispatched
- [ ] reaction received and substitute candidates selected where necessary
- [ ] course modules, moderators' guide and "Your questions answered" dispatched
- [ ] arrival date fixed
- [ ] travel and accommodation arrangements made

Have government officials in the area where the course is to be held been informed and invited for the closing ceremony?

- [ ] informed
- [ ] invited
- [ ] reactions received

CHECKLIST 3

MATERIAL AND EQUIPMENT

Is equipment available and in good working order?

Available	Working order	
☐	☐	overhead projector
☐	☐	slide projector
☐	☐	film projector
☐	☐	spare projector lamps
☐	☐	projection screen or white wall
☐	☐	electric extension flex
☐	☐	110/220 V transformer
☐	☐	two typewriters
☐	☐	duplicator or photocopying machine

Have the following documents been ordered and received?

Ordered	Received	
☐	☐	... course modules
☐	☐	... moderators' guide
☐	☐	... "Your questions answered"
☐	☐	... Minimum evaluation procedures
☐	☐	... Evaluation for village water supply planning
☐	☐	... Methods for gathering socio-cultural data ...
☐	☐	... Monitoring and evaluation ...

Has background material been collected?

- ☐ project summaries
- ☐ studies
- ☐ progress reports
- ☐ plan of activities
- ☐ budgets
- ☐ maps, figures, outlines

Have teaching aids been ordered and received?

Ordered	Received	
☐	☐	blackboard or, preferably, large flip-chart
☐	☐	chalk or felt markers
☐	☐	transparent cellulose sheets for overhead projector
☐	☐	marker crayons for overhead projector/board
☐	☐	slides
☐	☐	film(s)

Have writing materials been ordered and received?

Ordered	Received	
☐	☐	... note pads
☐	☐	... pencils/pens
☐	☐	... rubbers/erasers
☐	☐	... pencil sharpeners
☐	☐	... adhesive tape
☐	☐	... staplers

☐ ☐ ... perforators

☐ ☐ ... paper for typing and duplication

☐ ☐ ... coloured paper for examples and activity sheets (see Chapter 3)

☐ ☐ ... stencils (if needed)

☐ ☐ ... correcting fluid

☐ ☐ ... correction tape

Are certificates required and have they been produced?

☐ Yes/No

CHECKLIST 4

DETAILED LIST : ACCOMMODATION

Has accommodation been organized?

- ☐ meeting room
  - ☐ ... chairs
  - ☐ ... tables which can be moved for special arrangements
  - ☐ large enough
  - ☐ no noise
  - ☐ adequate ventilation
  - ☐ adequate light
  - ☐ space for projector/screen facilities
  - ☐ power points
  - ☐ available 24 hours per day

- ☐ group-work rooms
  - ☐ four quiet places
  - ☐ four tables
  - ☐ ... chairs
  - ☐ adequate light
  - ☐ adequate ventilation

- ☐ temporary office
  - ☐ two tables for typists
  - ☐ one table for duplicator or photocopy machine
  - ☐ one work table
  - ☐ ... chairs

- ☐ power points
- ☐ adequate light
- ☐ adequate ventilation

☐ food and drinks

- ☐ coffee and tea between sessions
- ☐ breakfast
- ☐ lunch
- ☐ dinner

☐ bedrooms

- ☐ rooms
- ☐ beds
- ☐ toilets
- ☐ showers/bathrooms

☐ special facilities

- ☐ notice board
- ☐ shops
- ☐ stamps
- ☐ telephone
- ☐ bar
- ☐ bank

☐ special rules or regulations

Course Dates

Location

Food and Lodging

Transportation

Costs / Allowances

Organisation

Full Address

Training Course

Evaluating Water Supply and Sanitation Projects

Dates

Place

Country

Have you ever been involved in evaluation ?

With more and more money and manpower being allocated to water supply and sanitation, it is becoming increasingly important to maximize the benefits of these inputs. Successful technical devices, project procedures and workable solutions to problems are worth replicating and developing further.
Solutions need to be found to problems hampering project output. Evaluation is a management tool which aims to determine what works well in order to replicate, and to find solutions for what does not work.

The course

The course aims to improve knowledge and skills to organize and conduct evaluations of water supply and sanitation projects. It is designed primarily for government officials and project staff responsible for project planning, management and evaluation.

The course will be run by two moderators, supported by two evaluation experts who will share their knowledge and experiences.

High participant involvement is expected on the course. Work will be done together in small groups. During the course an evaluation exercise will be carried out. This will include a one-day field-trip.

Throughout the course the emphasis will be on how to carry out an effective evaluation. A set of modules of the basic information to be dealt with on the course has also been prepared.

Course duration

The duration of the course will be eight working days, including travel to and from the training centre.

EXAMPLE 3 **INVITATION LETTER TO PARTICIPANTS**

Subject: Course on Evaluating of Water Supply and Sanitation Projects

Dear........

Our organization in co-operation with UNICEF Headquarters and the International Reference Centre for Community Water Supply and Sanitation (IRC) is preparing a national training course on evaluating water supply and sanitation projects. The course is intended primarily for government officials and project staff responsible for project planning, implementation and evaluation. It deals with evaluation as a management tool which can improve current activities and direct new activities in water supply and sanitation. A course brochure has been enclosed with this letter.

As you are involved professionally in the water supply and/or sanitation sector, we have pleasure in inviting you to participate in in our course to be held at...... from .... to ....
We would appreciate it if you would let us know as soon as possible whether you will be able to attend the course. Would you please complete the attached form and return it to the above address.

Two weeks before the course begins, you will receive further information on the course organization and programme. Meanwhile, if you require further information, please do not hesitate to contact us.

Yours sincerely,

EXAMPLE 4 **PARTICIPANTS FORM**

Name: Position:

Home address: Office address:

Education and professional background:

State briefly your experience in water supply and sanitation (including evaluation, if any)

Why are you interested in participating in this course?

Do you intend to carry out an evaluation in the near future?

Do you require any special arrangements with regard to your accommodation (e.g., diet, single room)?

EXAMPLE 5 **INVITATION LETTER TO KEY-PARTICIPANTS**

Subject: Course on Evaluating of Water Supply and Sanitation Projects.

Dear .....,

Our organization is preparing a training course on evaluating water supply and sanitation projects. This course has been developed jointly by UNICEF Headquarters and the International Reference Centre for Community Water Supply and Sanitation (IRC). The course is primarily intended for government officials and project staff responsible for planning, management and evaluation. The course deals with evaluation as a management tool to improve current activities and to direct new activities in water supply and sanitation. A course brochure has been enclosed with this letter.

In order to allow participants to develop their own skills in evaluation, the course is based on high participant involvement and includes many working sessions in small groups. The course will be guided by two moderators with support from two key participants, expert in evaluation. The key participants will not lecture. They will participate in the course by providing practical information, examples and suggestions.

Because of your experience in evaluating water supply and sanitation projects, we would like to invite you to be a key participant in our course to be held at ......between ...... and .... It would be necessary for you to arrive two days beforehand to liaise with course moderators about final preparations of the course including a division of tasks. We will be able to pay for your travel from.....to the course location and also to pay a daily allowance of ....

A set of course modules each covering one particular aspect of the evaluation process has been prepared. A moderators' guide has also been prepared which gives suggestions on how to run and organize the course. About two months before the course we will send you copies of these documents.

We hope that you will be able to accept our invitation and we look forward to hearing from you at your earliest convenience but if possible not later than....................

Yours sincerely,

Subject: Course of Evaluating Water Supply and Sanitation Projects

Dear .....,

Our organization is preparing a training course on evaluating water supply and sanitation projects. This course has been developed jointly by UNICEF Headquarters and the International Reference Centre for Community Water Supply and Sanitation (IRC). The course is primarily intended for government officials and project staff responsible for project planning, management and evaluation. The course deals with evaluation as a management tool which can improve work in process and which can be used to direct new activities in water supply and sanitation. A course brochure has been enclosed with this letter.

In order to allow participants to develop their own skills in evaluation, the course is based on high participant involvement and includes several working sessions in small groups. Two course moderators with support from key participants, experts in evaluation of water supply and sanitation projects, will guide the course and be available to give advice.

We understand that your organization is planning a similar course in the foreseeable future. We also understand that you may be interested in attending our course to learn about the role of course moderators with the view to conducting an evaluation course yourself in the future. Therefore we have pleasure in inviting you to attend our course.

The course will be held at ..... between ..... and ...... It would be necessary for you to arrive four days beforehand to be briefed on the course and to contribute to the final preparation of the programme. We will be able to pay for your travel from ..... to the course location and also to pay a daily allowance of ......

A set of course modules each covering one particular aspect of the evaluation process has been prepared. A moderators' guide has also been prepared which gives suggestions on how to run and organize the course. About two months prior to the start of the course we will send you copies of these documents.

We hope that you will be able to accept our invitation and we look forward to hearing from you at your earliest convenience, if possible not later than ....

Yours sincerely,

CERTIFICATE

This is to certify that

....

has completed a special course on

EVALUATING WATER SUPPLY AND SANITATION PROJECTS

held in ....
from .... to ....

This course has been organized by UNICEF, United Nations Children's Fund, in collaboration with IRC, International Reference Centre for Community Water Supply and Sanitation.

Signed and delivered this .... at ....

Representative
UNICEF

Representative
IRC

EXAMPLE 8

ITEMS COST ESTIMATE

Dependent on the decision made in planning and organizing the course, the following items may be considered:

- ☐ fees for course moderators, key participants, and future course moderators
- ☐ travel costs for course moderators, key participants and future course moderators
- ☐ accommodation costs: meeting room, extra rooms and tea and coffee during breaks
- ☐ daily subsistance allowance or food and lodging for participants
- ☐ secretariat expenses
- ☐ communication and telephone costs
- ☐ postage costs
- ☐ transportation costs
- ☐ rental fee for equipment and teaching aids
- ☐ costs course documents
- ☐ costs writing materials

Chapter 3 Final preparation

Final preparation begins one week before the first course day and includes:
- final organization of the course;
- preparation of the final course programme;
- briefing of key participants and support staff.

Check initial arrangements

All arrangements made so far need to be checked and revised where necessary. The checklists included in the previous chapter will be useful for this purpose.

Revisit area of field work

It is strongly recommended that the area for the field trip be revisited; firstly to confirm the selection of villages/communities to be visited by the four evaluation groups. Secondly, it is important to make sure that local government representatives, project staff and community representatives are well informed and will be available for interviews on the day of the field trip. (See checklist for initial preparations).

In meeting government and community representatives, point out that it would be preferable not to make special arrangements for the participants because they will gain far more from the everyday life situation. Also, ask them to inform the course organizer of any last minute changes in the availability of people and the suitability of selected communities. This will allow adaptations to field-trip arrangements if required.

Other issues which may require further attention in preparing the field trip include:
- translation services for participants who do not speak the language of the communities to be visited;
- arrangements for meals for participants during the field trip.

Finalization of course programme

Course moderators and future course moderators will need two to three full working days to finalize the course programme. Decisions need to be made about the time schedule, examples and exercises to be used and the division of tasks. Chapter 4 covers the finalization of the course programme.

Timetable

After the course programme has been finalized, the timetable for participants (see Chapter 1, Example 1) and the time schedule for key participants and moderators (see Chapter 4, Example 9) can be typed and duplicated.

Key participants and course moderators will need to receive their time schedule at least the day before the course begins. The timetable for participants will be distributed during the first session.

Activity sheets	The activity sheets, prepared by the moderators for each group exercise during the course will also have to be typed and duplicated before the course begins. These will be distributed during the relevant sessions.
Briefing key participants	Key participants should be briefed on their specific tasks and inputs using the detailed course schedule and the activity sheets. It is advisable to begin with a meeting of all moderators and key participants in order to go through the programme step by step. Experience indicates that such a meeting may take about three hours. Then the individual tasks and inputs can be worked out in more detail by the course moderator with the relevant key participant (see Chapter 4 for further information).
Briefing support staff	Support staff also need to be briefed on their respective tasks during the course. Both secretaries will have to be available throughout the course for typing and duplicating material. It may even be necessary to do some of this work in the evening. The general support person will also need to be available throughout the course. In addition to looking after all material and equipment, he/she may be called upon for a variety of other tasks.
Background documents	Moderators and key participants together may select the background material for use in the course, notably for the evaluation exercise which will be carried out during the course. This material may then be duplicated and stapled. As participants will only have limited reading time, the number of pages to be duplicated should be limited to 20. This material will be handed out during the course.
List of participants	A full list of participants including name, position, and office address needs to be prepared from the participants forms. The names and addresses of key participants and moderators should also be added to the list. This can then be duplicated and distributed to all participants during the first session.

Name plates/ badges	Name plates and badges will help the participants learn each other's names and the names of key participants and moderators. The name plates should be large enough to be read easily from a distance of five metres.

FINAL PREPARATION

Initial preparations checked and reviewed:

- [ ] secretarial support
- [ ] accommodation
- [ ] field visit
- [ ] transportation
- [ ] invitation of participants
- [ ] invitation of key participants
- [ ] invitation of potential future course moderators
- [ ] invitation of government officials for closing ceremony
- [ ] evaluation of course documents
- [ ] project/background documents
- [ ] equipment
- [ ] teaching aids
- [ ] writing material
- [ ] course certificate
- [ ] financial arrangements

Additional preparations made:

- [ ] course programme finalized
- [ ] key-participants briefed
- [ ] support staff briefed
- [ ] list of participants typed and duplicated
- [ ] timetable for participants typed and duplicated
- [ ] time schedule for moderators and key participants typed and duplicated
- [ ] activity sheets typed and duplicated
- [ ] selected background documents duplicated
- [ ] name plates and badges prepared

Chapter 4

Course sessions and contents

Finalization of course programme

The structure and the content of the course are outlined below. It is suggested that moderators and future moderators read through this outline very carefully before finalizing the course programme. Finalization of the course programme will include:
- preparation of detailed course schedule;
- making adaptations where necessary;
- selection of examples and exercises;
- deciding on a division of tasks.

Training of future course moderators

Finalizing the course programme could run concurrently with a briefing of future course moderators. They may also practice their tasks by role-playing with feedback from the moderators. This will probably take two to three full days.

GENERAL SUGGESTIONS FOR THE SESSIONS

Prepare detailed timetable

It has already be suggested that each day will be made up of four sessions, each of two hours (Chapter 1: Course overview). A suggested daily timetable is as follows:

8.00 - 10.00	first morning session
10.00 - 10.15	coffee/tea break
10.15 - 12.15	second morning session
12.15 - 13.30	lunch break
13.30 - 15.30	first afternoon session
15.30 - 15.45	coffee/tea break
15.45 - 17.45	second afternoon session.

In finalizing the course programme the activities for each session have to be planned down to the last minute. Several of the sessions will take less time than the two hours scheduled. In such cases, it is suggested that a start be made on the following session and that the mid-morning and mid-afternoon breaks as scheduled (see example 9 at the end of this chapter).

Evening events

During the evenings, related activities but not integral parts of the course (project issues, films, slides) can be organized. Attendance at these sessions should be optional. Care should be taken not to organize too many evening events as time will be needed to prepare the next day's programme, have informal discussions, and enjoy some relaxation.

Emphasize aim and learning points	Throughout the course it is particularly important to emphasize its aims, that is the development of knowledge and skills. Otherwise, as the course proceeds, participants may get the wrong impression that the evaluation exercise is an end in itself. At the beginning of each day the learning points of the previous day may be summarized briefly. (You may have the points written down on the flipchart before the participants enter the meeting room). The summary is meant to cover what has been learned about the evaluation process and how these points fit in the scheme of the course. The summary may be used to redress the balance with respect to relevant aspects of the evaluation process, in case the previous day gave more attention to other issues. At the end of each day five minutes may be taken to prepare the way for the following day's activities. Again, you may have the main points written down on the flipchart beforehand.
Stimulate the use of the modules	Invite the participants to read through the relevant modules in the evening for the following day's sessions, and to add their own notes and comments during the sessions. This will stimulate the use of the modules in the preparation of future evaluations.
Adapt examples and exercises	All examples and exercises used during the course will have to be adapted so that participants can relate them to their own situation. The course organizer and the materials collected during the preparation of the course will probably provide valuable information for this.
Prepare activity sheets	Exercises will have to be explained clearly to prevent misunderstandings during working group sessions. Preferably each exercise should be set out on an activity sheet to aid understanding of its objectives and how to carry it out. Activity sheets may be duplicated on coloured paper for easy recognition.
Types of working groups	Three types of groups may be distinguished: - Random groups for general exercises. Although random, these groups may be selected by the moderators to guarantee that each includes participants from various organizational and professional backgrounds and with various levels of experience.

- Groups for exercises related to the participants work. These groups may be composed of participants from the same project and/or same geographical area. Other participants not from a specific region or project need to be dispersed evenly over the various groups.
- Groups for the evaluation exercise. These groups are formed on the basis of a common interest in a particular problem as expressed by the participants in the preparatory session for the evaluation exercise. As these groups will work together for several days, careful consideration should be given to their composition. It is also important to keep an eye on the group dynamics to allow for prompt changes in the group formation if difficulties arise.

Role of key participants and future course moderators in group work

Key participants and future course moderators may be equally divided over the various groups. They have a support role and it is not the intention that they should lead or direct activities. They are responsible for providing clarification and additional information, and they may ask probing questions. They may be particularly helpful in preventing participants from becoming side-tracked during group exercises.

Role of moderators in group work

The moderators should visit each group regularly to ensure that activities are proceeding as intended. They should stay with each group for as short a time as possible to avoid unnecessary interruptions. A warning should be given ten minutes before the group work period is over, so that the group can round off their work and write down the answers on their activity sheet. Five minutes before time is up, the moderator may approach the groups again to ask them to finish up and return to the meeting room for the plenary discussion.

Plenary sessions

The results of group activities will always be presented in a plenary session. To this end each group will appoint a rapporteur on a rotating basis. Preferably the rapporteur will use an overhead sheet or flipchart to make the main points. Take care to rotate the order of group presentations as the first groups usually get the most attention. To prevent presentations becoming lengthy and tedious impose a strict time limit on each group.

At the end of the session the moderator could briefly summarize the points made and relate them to the evaluation process.

Steering committee

A steering committee comprising two or three participants, one key participant and the future course moderators could be formed to deal with day to day matters. At the end of each day, they could meet to discuss:

- the substance of the course day;
- the presentation of the sessions;
- the organization of the day;
- whether the course is on the right track, and what might be improved.

Evaluation of the course

Participants may be invited to evaluate the organization, structure and content of the course and whether the course meets their needs and expectations. A mid-week evaluation will allow the course to be adapted accordingly. An end evaluation will allow assessment of course achievements and provide suggestions to improve subsequent courses. Example evaluations are included at the end of this chapter (Examples 10 and 11).

Follow-up

The long-term achievements of the course can only be assessed six months to one year after it has taken place. One way to do this is to organize a half day workshop of all participants to exchange their views on what they gained from the course, how they used this and what impact it had. Alternatively participants could communicate with one another by mail, for example on the basis of a mail questionnaire prepared by the course organizer.

SUGGESTIONS FOR EACH SESSION

SESSION 1	**INTRODUCTION**
Aim of the session	This session aims to introduce the participants to one another and the moderators, and to acquaint them with the objectives of the course.
Check meeting room and material	Before the participants enter the meeting room, it is important to make sure that tables and chairs are so arranged that everybody can see one another and the screen for the overhead projector or the flipchart. Check also that the name plates, note pads and pencils have been set out and the material to be distributed during the session is within easy reach of the moderator.
	Remember
	The first session will set the tone for the whole course. Therefore, from the very beginning it is important to be precise and to the point, to involve participants as actively as possible, and to stick to the agreed timetable.
Introduction of participants	Begin with a short welcome to participants and state briefly the aim of the course. While the list of participants is being distributed, invite the participants to introduce themselves by giving a short summary of their professional background, their experience in water supply and sanitation, and their expectations of the course. It may be a good idea first to introduce yourself to set the example. When the last person has finished, you should summarize the main expectations expressed and relate these to the objectives of the course. Explain that on the final day, the course will be evaluated in terms of these expectations.
	As an alternative, participants could introduce each other. This can be done by asking participants to interview one of their neighbours for about five minutes on their background, experience and course expectations, and then to introduce the person she/he has interviewed to the whole group.
Timetable	Distribute the course timetable and run through it briefly, at the same time explaining the course approach and the role of moderators and key participants. Explain that the course timetable is

	tight and that the sessions are closely related. Therefore full-time attendance and starting the sessions on time is very important. You may prefer some humorous way to make this point. Ask for questions and comments on the suggested time-table and provide explanation where necessary, but preferable avoid lengthy discussions about changes. Important remarks may be noted and returned to during the meeting of the steering committee.
Steering committee	Explain the purpose of the steering committee and introduce its members. The committee members will have to be invited prior to the first session.
Course modules	Distribute the loose-leaf folders containing the title page, table of contents, acknowledgements, introduction and the list of references and explain the function and use of the modules.
Domestic arrangements	Before closing the session, participants should be informed of all formal and informal arrangements regarding use of group work rooms, typing and duplicating facilities, food and lodging, shopping, transport and social activities.

SESSION 2	**REASONS FOR EVALUATION (Module 1)**
Aim of the session	This session aims to develop a general understanding of what evaluation is, and why evaluation is important. To prevent participants relying too heavily on the module in considering these two issues, it is suggested that the module be distributed at the end of the session.
Presentation	You may wish to start the session with a short presentation relating reasons for evaluation to the programming cycle. Although Module 1 decribes briefly a few commonly used evaluation terms, it is recommended not to discuss these in the presentation as they may distract participants from developing a feeling for the reasons for evaluation. The examples on pages 4 to 7 of the booklet: "Evaluation of water supply and sanitation projects: Your questions answered", may be used to invite the participants to reflect on the reasons for evaluation.
Exercise	After this, distribute the activity sheets (see example) and invite participants to discuss in groups of two, what they regard the purpose of evaluation to be and to set out their answers on the sheet provided. This activity should not take more than about 15 minutes.
Plenary session	When the time is up, ask one or two of the groups to present their answers, and the others to comment and add their own answers. It is a good idea to have the answers written on the flipchart or blackboard. The answers should be compared and related to the programming cycle. You can also discuss the similarities and differences between monitoring and evaluation, and emphasize that this course is concerned with monitoring and evaluation as management tools. If health impact studies are raised, explain that this is a special type of evaluation which will be discussed further in the session on "evaluation objectives".

Alternative approach	In the pilot course, the approach outlined above worked well and took about three-quarters of an hour. As an alternative, the session could start straight away with the exercise followed by a discussion of what an evaluation is and why it is important. This should then be linked to the programming cycle. This alternative approach may work very well, but only when the participants are already feeling relaxed about expressing their views in the group.

SESSION 2

ACTIVITY SHEET
REASONS FOR EVALUATION (Module 1)

Question: What do you consider to be the main purpose(s) of an evaluation?

Answer:

(1)

(2)

(3)

(4)

(5)

(6)

SESSION 3	MAIN PHASES OF AN EVALUATION (Module 2)
Aim of the session	In this session the main phases of an evaluation are outlined to provide participants with an overall picture of the evaluation process and to provide a framework for the following sessions in which the various phases are discussed separately.
Preparation	Probably the session will work best if an evaluation example is presented and followed by a plenary discussion in which the main phases of an evaluation are highlighted. The module provides such an example, but participants will gain more from an example with which they can identify in terms of organizations involved, types of facilities and levels of service. One of the moderators, key participants or participants may be able to present a suitable case from personal experience. Otherwise, the material collected in preparation for the course may contain a suitable example. In that case it would be an advantage if the evaluator could be invited to present the study. As this session provides a first introduction to the evaluation process, this presentation may take more time than others, but not more than approximately three-quarters of an hour. The presentation should include all phases of the process, but without mentioning them as such. The presentation will be more interesting with the inclusion of personal views and experiences. Slides or photographs will increase the attractiveness of the presentation.
Preparation of the presentation	It is suggested that the person who presents the example is not the moderator of the session. However, the presenter and moderator will need to co-operate to prepare the session. This will help to ensure that the presentation is in line with the course, and covers all stages of an evaluation. For the moderator, it will be an advantage to know the content of the presentation in order to guide the plenary discussion and to summarize the session.
Presentation	When introducing the evaluation example it should be explained that the example is meant to acquaint the participants with <u>evaluation as a process</u> and not so much with the content of the particular case. During the presentation it is better to confine yourself to short answers to questions in order not to break the story line. At the end of the presentation, more time can be devoted to further explanation.

Plenary discussion	The plenary discussion should be guided in such a way that all phases of an evaluation are highlighted in relation to the example presented and participants' own experiences and views. As the various phases come up, they can be written down on the blackboard or chart. The moderator should end the session with a short summary.

SESSION 4	**INITIAL STEPS OF AN EVALUATION (Module 3)**
Aim of the session	This session aims to acquaint participants with the decisions that have to be taken as initial steps in an evaluation.
Presentation	The short introduction on the initial steps of an evaluation may best be linked to the evaluation example presented in the previous session, showing the main considerations and consequences of decisions to be taken.
Group work/exercise	For the group work, participants may be divided up into four groups on the basis of project or geographical area. Each group should be invited to reflect on decisions to be taken when an evaluation is initiated in their own project or geographical area. The example exercise, as set out on the activity sheet, needs to be completed with the respective names of the projects and project areas.
Plenary session	After the presentation of the group work, one person who is familiar with the government structure and water supply and sanitation organizations (for example, the course organizor) may question the feasibility of what the groups have decided. Special emphasis may be put on cost implications and how to gain the commitment of higher level officials such as policy makers and directors of departments. The other participants may join with their questions and views. Summarize the discussion, emphasizing the main points before beginning the next session.

SESSION 4

ACTIVITY SHEET

INITIAL STEPS OF AN EVALUATION (Module 3)

If you were to carry out an evaluation of the ...... water supply and sanitation project in.............

1. In your view, who should commission and finance the evaluation?

2. Who should be responsible for carrying out the evaluation?

3. Who should be the evaluator?

4. Who should be involved at this stage?

SESSION 5	**SELECTION AND FORMULATION OF EVALUATION OBJECTIVES (Module 4)**
Aim of the session	The session aims to reflect on the need for clear, practical and realistic evaluation objectives, acceptable to those who have to support the outcome of the evaluation. In addition, the selection and formulation of evaluation objectives is practiced through an example.
Preparation of the exercise	Three brief project descriptions which may be used as basis for the exercise are attached. If possible and feasible, prepare another project description, related to the working situation of the participants.
Presentation	The presentation could start by summarizing the evaluation objectives of the example used in session 3 to show the main phases of an evaluation in relation to the outcome and follow up. Then, the main points of the module could be discussed, including: - need for clear, practical and realistic objectives; - need for agreed objectives; - implications of selected objectives (what will <u>not</u> be included); This presentation could take up to 10 minutes.
Group work/exercise	For the group work, participants are divided in six "random" groups and given the project description(s) and an activity sheet. Group work may take half an hour. Before returning to the plenary session, make sure that each group has written down the selected evaluation objectives.
Plenary session	Ask one group to present their evaluation objectives, and use the four questions presented on the last page of the module to discuss and check these formulated objectives. Invite others to join in with questions and comments. Repeat this with a second group. To prevent the plenary session becoming too lengthy, the work of the remaining groups should be briefly discussed. Summarize the main learning points before turning to the next session.

EXERCISE

Read the project descriptions presented below and develop your own evaluation objectives for one of these projects.

A. Sanitation project

The Water Supply and Sanitation Authority, a department of the Ministry of Health, was created in 1973, to coordinate and implement all water and sanitation activities in the country.

With donor assistance, water supply and sanitation programmes got underway in 1974. Lack of supplies delayed the installation of the planned 100 latrines, and a second plan of action was concluded by the government and donor for 1978-1982 to build 46 latrine units (with five latrines each) in 18 communities. An extra grant in 1980 changed the action plan to complete 126 latrine units in 48 communities by 1982-1983.

Construction of the latrine units began in the mid-1970s. The standard design was a block of five pour-flush squatting toilets built close to the beach, with a pipe discharging the waste directly to the sea.

Maximum use was made of local materials. Flushing water comes from a well at one end of the block. Imported materials such as pipes, seats, and roofing materials were provided free of charge. There was a clear intention that the community would be responsible for construction.

To ease implementation and monitoring it was decided first to build a few toilets. By 1982, just 16 community toilets in eight communities had been built.

It was obvious that the programme had problems. Progress was much slower than expected and a consistent policy for the implementation of latrine units was lacking. Field visits revealed that many of the toilets had broken down, had unacceptable levels of cleanliness, and were not being used. It was decided to call a halt to the programme and to carry out an evaluation first.

B. Piped water supply project

Five years ago the government initiated a nation-wide rural water supply programme. The programme was drastically different from previous programmes as the applied technology now included piped water supply systems with public taps, and community participation would be a central feature of the programme.

At present over 100 communities have been provided with new access to safe water. However, there are also defects, which seem to have been generated in the course of rapid implementation of enormous numbers of projects in a relatively short period. For example, standards of design are often not met and physical breakdowns are not uncommon. Operation and maintenance of the systems which have been left in the hands of the villagers themselves, seem to be the most serious problem.

The financial management of the new water supply systems is also a matter of great concern, for example, few systems have depreciation accounts and reasonable rate structures.

Therefore, a comprehensive study is necessary at this stage in order to assess and appraise the overall programme implementation, and to seek proper alternatives for the operation and maintenance of the completed systems.

C. Rainwater collection project

In the country's fifth plan (1982-1986) provision of safe drinking water supply to poor rural areas is the responsibility of the Department of Health, Ministry of Public Health. The rural poverty area programme seeks to promote self-reliance in drinking water provision through simple technology, backed by training and financial support.

Villagers are encouraged to buy or build storage and filter systems which will enable them to use rainwater throughout the year, as this is seen as involving less risk of contamination than the dug-well water which the majority use now. There are three principal facilities associated with the drinking water programme:
- a cement water tank with a capacity of 3-5000 litres, built using standard moulds;
- a big cement jar (1-2000 litres), which can either be made in the village or purchased from the nearest town;
- family water filter, made locally from cement and based on a pattern or mould from the Ministry of Public Health.

The first step in implementing the programme is training. The subdistrict council committee is trained in the provision of safe drinking water and in the prevention of food- and water-borne diseases. A local mason or a villager with a crafts background receives training in the construction of the three elements of the drinking water programme. The village sanitary craftsman, as the trained person is known, is also taught to build latrines, biogas installations, and other sanitary facilities. Dissemination of knowledge and information about the programme is an important part of the village sanitary craftsman's job.

Financial support for programme implementation comes through the establishment of a village sanitary revolving fund. Administered by the local committee, the fund is intended to provide loans to villagers for the construction of or the purchase of the programme's facilities.

After two years of project implementation, the need was felt to learn more about the performance of the project and the feasibility of the project approach.

SESSION 5

ACTIVITY SHEET
SELECTION AND FORMULATION OF EVALUATION OBJECTIVES
(Module 4)

Read the brief descriptions of the water supply and sanitation projects and develop your own evaluation objective(s) for one of these projects.

Evaluation objective(s) for the .... project

(1)

(2)

(3)

(4)

SESSION 6	**SELECTION OF EVALUATION CRITERIA (Module 5)**
Aim of the session	The aim of the session is to discuss the notion that decisions on project assessment and improvement always involve judgements and thus comparisons. At the end of the session, the participants should have a clear idea which criteria to use, when and for what purpose.
Presentation/ discussion	It is suggested that the selection and use of evaluation criteria be clarified by a brief presentation, followed by questions, comments and suggestions. The evaluation objective formulated in the previous session by the various groups may be taken as a starting point and reference.

SESSION 7	**PREPARATION OF TERMS OF REFERENCE (Module 6)**
Aim of the session	The session is used to recall and review all important steps at the start of an evaluation by having the participants prepare a Terms of Reference. This exercise can be used also to reflect on the need for and use of a Terms of Reference.
Presentation	The presentation should be very short, only outlining the main aspects of a TOR, to introduce the exercise.
Group work/exercise	Invite the participants to work in the same "random" groups as in the session for the formulation of evaluation objectives (see Session 5, Module 4) and to prepare a TOR based on their work in that session. Explain that if not enough information is available to finalize the TOR, the group may use assumptions or include questions. For example, problems may arise in selecting evaluation methods because this is not yet discussed; also it may be difficult to say something about the project area as information on that subject is not given in the examples. The groups will probably need one hour to complete their tasks. Before returning to the plenary session, make sure that each group has prepared a summary of the TOR on a sheet.
Plenary session	Ask each group in turn to present their TOR and then compare and discuss these with the whole group. Alternatively, the six groups may be paired, thus forming three new groups. Each group then compares and discusses the two TORs prepared. This procedure will overcome the need for a lengthy period for the group presentations. End the session with a short plenary to summarize the main learning points.

SESSION 7

ACTIVITY SHEET
PREPARATION OF TERMS OF REFERENCE (Module 6)

Based on the evaluation objectives in Session 5, prepare a Terms of Reference for an evaluation.

Terms of Reference

SESSION 8	**PRELIMINARY INVESTIGATION (Module 7)**
Aim of the session	This session marks the change-over to the example evaluation the participants will carry out during the course. Aim of the session is to show the benefits of a preliminary investigation and to acquaint the participants with the project they are going to evaluate.
Preparation of the session	Preparation includes two activities: 1. The evening before this session, the selected background materials (see Chapter 3, Final preparation of the course) have to be distributed to all participants with the request that they be read carefully before the start of this session. 2. Four persons with an intimate knowledge of the project to be used for the evaluation exercise (whether participants, key-participants and/or outsiders) have to be briefed on their task as interviewer during the session. Their task will be to provide as much relevant information as possible on the project.
Presentation	For the presentation you may take documents that were screened to compile the selected background information on the project, and show what was selected and why. You may use this example to demonstrate the use of readily available materials as an important information source for an evaluation. Then discuss the advantages of preliminary interviews with key-persons and a possible visit to the project area.
Group work/exercise	Ask the participants to form four random groups and allow them 10 minutes to prepare their interview with a key-person. Leave it to the group members how they wish to divide tasks between themselves (for example, one interviewer, one backstopper, one rapporteur). Explain clearly that the purpose of the interview, which may take half an hour, is to come up with evaluation issues. To round off, allow the group 10 minutes to decide what they will present as evaluation issues to the other groups. See that these issues are written down.
Plenary	All groups briefly present their evaluation issues. At this point do not allow long discussions because there will be plenty of time afterwards, within the groups to do so. Summarize the evaluation issues and explain that these issues will be used to carry out

an example evaluation of the project. Then, invite all participants to select two (or three) evaluation issues in order of preference and to write these down on the activity sheet. Explain that on the basis of their preferences, four evaluation groups will be formed according to the four evaluation issues.

SESSION 8

ACTIVITY SHEET (1)
PRELIMINARY INVESTIGATION (Module 7)

Interview your resource person on the current situation of the water supply and sanitation project .... Based on this information, list a number of issues which might be evaluated.

Issues for evaluation:

(1)

(2)

(3)

(4)

(5)

(6)

SESSION 8

ACTIVITY SHEET (2)
SELECTION OF EVALUATION ISSUES

Select two issues in order of preference on the water supply and sanitation project .... which you wish to evaluate.

Issue 1

Issue 2

Name:
Speaks the language of the project area: yes/no.

SESSION 9	FORMULATION OF TOR FOR THE EXAMPLE EVALUATION
Aim of the session	The aim of the session is to get the evaluation groups organized amongst themselves and to practice the first phases of an evaluation in view of the example evaluation.
Preparation	The moderators, with support from the course organizer, compose four evaluation groups based on the preferences of the individual participants. As the members of the groups have to work for several days, the groups should be very carefully composed (see also page ... under the heading: "working groups"). Write down the names of the members and the evaluation issues to be covered by each group for easy reference by everyone.
Presentation	Again briefly discuss the plan to carry out an example evaluation in the four groups. Then invite each group to prepare a TOR for their example evaluation on the selected issues.
Group work	Give the participants ample time to get themselves organized and to prepare a TOR as far as possible. A plenary is not necessary at this stage, but remember to inform participants when they have to come together for the next session. When they have finished, ask the participants to discuss the TOR in their groups. Give them additional support where it is needed.

SESSION 9

ACTIVITY SHEET
FORMULATION OF TOR FOR THE EXAMPLE EVALUATION

Based on the information provided by the background materials and the interviews about the water supply and sanitation project ...., prepare a Terms of Reference to evaluate.................

Terms of Reference

SESSION 10	**SELECTION OF QUESTIONS/POINTS OF ATTENTION (Module 8)**
Aim of the session	The aim of the session is to consider what additional data should be collected to meet the evaluation objectives.
Presentation	The presentation may proceed as follows: Write a specific objective on the blackboard or flipchart, preferably an objective which is discussed in the MEP, for example: "to what extent are water supply facilities functioning". Ask participants to suggest questions/points of attention that may contribute to acquiring the necessary information about the functioning of the system. Then invite them to consider whether the proposed questions and points of attention are realistic and relevant to meet this evaluation objective. The three types of questions distinguished (see module 8) should also be introduced.
Group work/exercise	Invite the evaluation groups to select a list of detailed questions/points of attention they wish to pursue in their respective evaluations. This activity may take three quarters of an hour. Take care that before returning to the plenary, each group has summarized the selected evaluation objectives together with questions on the sheet provided.
Plenary	Ask the first group to present its evaluation objectives together with questions/points of attention. Then invite the other participants to come up with their comments and suggestions. After 10 to 15 minutes, proceed in the same way with the next group. Repeat this procedure with the other groups.

SESSION 10

ACTIVITY SHEET
SELECTION OF QUESTIONS/POINTS OF ATTENTION
(Module 8)

Based on the evaluation objectives you have selected in Session 9, select a list of detailed questions/points of attention you wish to pursue in your evaluation.

Objective 1: ....
Questions/points of attention:

(1)
(2)
(3)
...
...

Objective 2: ....
Questions/points of attention:

(1)
(2)
(3)
...
...

Objective 3: ....
Questions/points of attention:

(1)
(2)
(3)
...
...

Objective ....

SESSION 11	METHODS OF DATA COLLECTION: OBSERVATION (Module 9)
Aim of the session	Aim of the session is to acquaint participants with the use of the observation method for evaluation.
Preparation	Invite several participants and key-participants to prepare a role-play for an observation exercise. For example, they may develop a role-play about the functioning and use of a new water point. It will be necessary to practice the role-play several times before the session to ensure that it contains ample observation items.
Presentation	Keep the presentation very short. Just indicate the main characteristics, including the advantages and limitations of this method.
Plenary/role-play	Invite the participants to look at the performance of their fellow participants and to make their observations. After the role-play, discuss what has been observed. Include in this discussion the difference between seeing what has happened and interpreting what has happened.
Group work	During this and the two following sessions, the evaluation groups will prepare their own checklist and questionnaire to be used during the field trip. In this session the group members will decide jointly which of the questions/points of attention they want to cover using the observation method. The observation items selected will then be worked out and written down on an observation sheet/checklist which will be typed and duplicated for use during the field trip.

SESSION 11

ACTIVITY SHEET
METHODS OF DATA COLLECTION: OBSERVATION (Module 9)

Which of your evaluation questions/points of attention do you want to be answered through observation? How and what do you intend to observe?

Observation checklist/sheet

SESSION 12	**METHODS OF DATA COLLECTION: INTERVIEWS (Module 10)**
Aim of the session	Aim of the session is to acquaint participants with the use of the interview method for evaluation.
Presentation	Keep the presentation as short as possible by highlighting the main aspects of the interview method only. Make the presentation more lively by including examples from personal experience.
Group work	In the evaluation groups the members will decide which questions/points of attention can best be covered by using the interview method. Based on this decision they will prepare a checklist for an interview with a key person. Before returning to the plenary they have also to decide who will act as interviewer and who as interviewee in the following role-play.
Plenary/role-play	The interview will be practiced through role-play. For this purpose, invite the interviewer of group I and the interviewee of group II to come forward. First let the interviewer explain which role the interviewee has to play, for example, the interviewer may tell the interviewee to act as a teacher, governor, or a mother. Then the interview may start, while the other participants carefully listen. Interrupt the interview after five to seven minutes when enough learning points have come to the fore. Then discuss what the interviewer and interviewee felt about the interview, what the participants noticed, and what has to be kept in mind for good interviewing. Repeat the same procedure for the other groups. Before ending the session, summarize the main learning points and remind the groups to have the interview checklists typed for the field trip.

SESSION 12

ACTIVITY SHEET
METHODS OF DATA COLLECTION: INTERVIEWS (Module 10)

Which of your evaluation questions/points of attention do you want to be answered through interviewing? Whom do you want to interview and what do you want to ask?

Whom to interview:

Interview checklist:

Name of the group member
who will act as interviewer:

Name of the group member
who will act as interviewee:

SESSION 13	**METHODS OF DATA COLLECTION: QUESTIONNAIRE SURVEY (Module 11)**
Aim of the session	The aim of the session is to acquaint participants with the use of a questionnaire survey for evaluation.
Presentation	Keep the presentation very short. Just indicate the main characteristics, including the advantages and limitations of this method of data collection.
Group work	The evaluation groups will continue their work by deciding which of the evaluation questions they want to cover through a questionnaire survey, after which they should select the survey population and prepare a questionnaire. Because of the short period of time available for the survey, including tabulation, analysis and interpretation, the questionnaire should not contain more than 10 to 15 questions.
Testing of the questionnaire	Two evaluation groups are matched to enable the developed questionnaire to be tested, and depending on the results, it may need to be adapted or changed. The questionnaire is then typed and duplicated for use during the field trip.

SESSION 13

ACTIVITY SHEET

METHODS OF DATA COLLECTION: QUESTIONNAIRE SURVEY (Module 11)

Which of your questions/points of attention do you want to be answered through a questionnaire survey? Who will be surveyed? Design your questionnaire.

Survey population:

Questionnaire:
(not more than 10 questions).

SESSION 14	**SELECTION AND USE OF DATA COLLECTION METHODS (Module 12)**
Aim of the session	The aim of the session is to consider the selection and use of evaluation methods, and to discuss the advantages and disadvantages of these methods.
Presentation/ discussion	Through discussion, the selection and use of various evaluation methods will be summarized, and where necessary, clarified. The experience gained during the last three sessions, in which the various evaluation methods were tried out, will provide many examples. Allow participants plenty of time to come up with their questions, comments and suggestions before beginning the next session.

SESSION 15	**SAMPLING (Module 12)**
Aim of the session	The session aims to clarify the principle of representative samples and to suggest ways of preparing a representative sample.
Presentation	An effective way to explain the sampling principle is to throw a dice several times and to discuss the chance that a certain number will be thrown. Alternatively, from a map of a village you could discuss how many households would have to be visited to represent the whole village. During the presentation, the various sampling methods should be discussed briefly.
Group work	After this discussion, the evaluation groups may withdraw to prepare for the field-trip the following day. During their group work they are expected to: - review, and if necessary adapt, their observation checklist, interview checklist and questionnaire; - draw a sample; - organize their field-trip, including who is going to be responsible for what; who will be met; and the order of activities. Before the groups finish their work they should make sure that they have enough copies of the checklists and questionnaire and that they have provided the field-trip organizer with all relevant information for a successful field-trip.

SESSION 16	**PREPARATION OF THE FIELD-TRIP**
Aim of the session	The session is designed to inform participants of the arrangements made for the field-trip and of the organizations and villages to be visited.
Presentation	The session should be very short, with the main arrangements preferably set out on paper. A map of the project area may be duplicated and distributed to everyone. Information should include: - travel arrangements - time of departure and return - meals and refreshments - organization(s) to be visited - persons to be met - villages to be visited (two per group) - introduction and thank-you procedures to individuals, villages and organizations. Make sure that arrangements made are clear to everyone and stress the importance of departing on time in the morning in order to keep to the schedule. Do not forget to remind participants of the session after the field visit.

SESSION 17	**EXCHANGE OF FIELD-TRIP EXPERIENCES**
Aim of the session	The aim of the session is to exchange experience on the use of various evaluation methods.
Organization of the session	It might be a good idea to schedule this session at the end of the field-trip day. Care should be taken, that the emphasis of the discussion is not on the information collected, but on experience gained using the various evaluation methods: what worked out well, what did not work, what difficulties were met, what could be done in a different way, what unexpected aspects came up. The way data collection was organized and tasks divided up may be also topic for discussion. The session should not take more than one and a half hours. As it will not be an easy task to guide this session, an experienced person should be appointed to chair it.

SESSION 18	**DATA ANALYSIS OF QUANTITATIVE DATA (Module 13)**
Aim of the session	The aim of the session is to acquaint participants with the tabulation, analysis and interpretation of quantitative data.
Presentation	The presentation covers a short introduction of how to tabulate, analyze and interpret quantitative data.
Group work	In the evaluation groups the questionnaire and the observation sheet used during the field-trip can be used to practice tabulation, analysis and interpretation of quantitative data. Invite the group to summarize their findings on a sheet.
Plenary	Ask the first group to present their findings and results, and invite the other participants to voice their comments, questions and suggestions. Be careful to avoid lengthy discussions on the findings.The aim is to discuss this phase of the evaluation process, and therefore the example evaluation should not became the end in itself. Repeat the same procedure with the other groups.

SESSION 18

ACTIVITY SHEET
DATA ANALYSIS OF QUANTITATIVE DATA (Module 13)

What are the main quantitative findings of your evaluation? How would you interpret these findings?

Findings

Interpretation

SESSION 19	**DATA ANALYSIS OF QUALITATIVE DATA (Module 13)**
Aim of the session	The aim of the session is to acquaint participants with the analysis and interpretation of qualitative data.
Presentation	The presentation covers a short introduction of how to analyze and interpret qualitative data.
Group work	In the evaluation groups qualitative data collected during the field-trip will be analysed and interpreted. Invite the groups to summarize their findings on a sheet.
Plenary	Ask the first group to present their findings and results. Invite the other participants to give their comments, questions and suggestions. Again be careful to avoid lengthy discussions on the findings, and also to prevent participants becoming side-tracked from the learning experience of the evaluation process. Repeat the same procedure for the other groups. Do not forget to change the order of the group presentations. Also remind the groups, if necessary, to change the rapporteur representing the group.

SESSION 19

ACTIVITY SHEET
DATA ANALYSIS OF QUALITATIVE DATA (Module 13)

What are the main qualitative findings of your evaluation? How would you interpret these findings?

Findings

Interpretation

SESSION 20	**FORMULATION OF CONCLUSION AND RECOMMENDATIONS (Module 13)**
Aim of the session	The aim of the session is to acquaint participants with the formulation of evaluation conclusions and recommendations.
Group work	Start with group work by inviting the four evaluation groups to formulate conclusions and recommendations on the basis of the analysis and interpretation of the collected data. Ensure that the main conclusions and recommendations are written down on a sheet before the groups return to the plenary.
Plenary	Ask the first group to present their conclusions and recommendations, and then discuss their work with inputs from the other participants. Points of attention are: - Do the conclusions and recommendations flow from the collected data? - Are they too narrow or too wide? - Is the wording clear and to the point? - Are they practical and can they be implemented? - Is it indicated to whom they are to be directed? - Are they ordered according to importance? Repeat the same procedure for the other groups.

SESSION 20

ACTIVITY SHEET
CONCLUSIONS AND RECOMMENDATIONS (Module 13)

Based on the data analysis and interpretation, what conclusions may be drawn?
What would be your recommendations and to whom would these recommendations be directed?

Conclusions

(1)

(2)

(3)

(..)

Recommendations	To whom
(1)	
(2)	
(3)	
(..)	

SESSION 21	**REPORT WRITING (Module 14)**
Aim of the session	The session aims to discuss how audiences are selected and the structure and content of an evaluation report. Report writing will be practiced by the preparation of an executive summary.
Presentation	The presentation will emphasize how to organize and structure report writing. It will probably work best if illustrated with examples from personal experience. An important aspect to cover is how to handle sensitive points, such as negative findings.
Group work	As time will be too short to write a full evaluation report, the groups are invited to prepare an executive summary of their example evaluation (500 to 600 words, or one to two pages). Leave it to thegroup members to organize how they will carry out this task. The sheets prepared in the previous sessions (TOR, checklists, questionnaires, findings, conclusions, recommendations) may be added as annexes. The executive summary will be typed, duplicated and distributed to all participants.

SESSION 21

ACTIVITY SHEET
REPORT WRITING (Module 14)

Prepare an executive summary of your evaluation of the water supply and sanitation project .... Do not use more than 500-600 words (one to two pages).

Executive summary

SESSION 22	**IMPLEMENTATION AND DISSEMINATION OF RECOMMENDATIONS (Module 15)**
Aim of the session	The aim of the session is to consider ways to have recommendations implemented and disseminated to a wider audience.
Plenary	The plenary may start with a discussion of how to have recommendations implemented and also on the importance of having those who are responsible for the implementation involved in the evaluation process. Then you may discuss the executive summaries presented by the four groups. Are they clear and to the point? Do they reflect the evaluation process and outcome? Do they invite action? You may proceed by discussing the importance of an executive summary and the evaluation report for the dissemination of the evaluation results and recommendations. The session may end with a discussion of ways to disseminate the outcome of the evaluation.

SESSION 23	**PREPARATION OF A BASIC OUTLINE FOR AN EVALUATION WITHIN THE PARTICIPANTS' OWN WORK AREA**
Aim	The aim of preparing an evaluation outline is twofold: a. to have a starting point to organize an evaluation for the participants' own projects; b. to have an indication of the achievements gained by the course (to apply what has been learned during the course).
Presentation	Explain the purpose of the following work-group session. Have the participants divide into groups related to their work (as in Session 4) and invite them to prepare a basic outline for an evaluation within their own work area.
Group work	Group work may take up to four hours. As the preparation of a basic evaluation outline is far from easy, the groups may need some guidance to get started. If need arises, you may conduct a short plenary after one or two hours to discuss general problems and ideas.
Plenary	All groups summarize their action plan. These are then briefly discussed, primarily with respect to their feasibility and opportunities. One of the key participants may be invited to ask probing questions.

SESSION 23

ACTIVITY SHEET
PREPARATION OF AN EVALUATION PLAN

Prepare a basic outline for an evaluation within your own work area. Questions you may wish to cover include:

- Are monitoring and evaluation activities presently included in our project?
- How can we strengthen monitoring and evaluation in our own sphere of work?
- What are key issues for evaluation in our own work area?
- How can we start an evaluation?
- What requirements will have to be met to initiate an evaluation?
- Who should be involved in initiating the evaluation?
- What should be our plan of action?

Basic evaluation outline

SESSION 24	EVALUATION OF THE COURSE AND CLOSING CEREMONY
Individual evaluation	To assess the achievements of the course, each participant is requested to complete a short evaluation questionnaire prepared by the course moderators (see example 11).
Group evaluation	The individual evaluation is followed by a group evaluation. This will begin with one of the key participants summarizing what in his opinion are the main achievements of the course. The other participants may join in with opinions and comments. Make sure that all participants get a chance to contribute to the discussion. Remember the application form the participants completed before the start of the course and compare the content with the situation now, at the end of the course.
Closing ceremony	End the session with a brief closing ceremony including: - summary of the main achievements of the course; - thank you to all who contributed to the success of the course; - farewell and good luck to all participants; - presentation of the certificates.

EXAMPLE 9 DETAILED COURSE PROGRAMME (EXTENDED TIMETABLE)

Day	Time	Subject	Moderator*	Contributors*
Monday	9.00	Travel to training centre	-	CF: transport participants GD: transport equipment and material
	15.00	Welcome to participants	SW	
	15.05	Self-introduction participants		
	16.00	Introduction to the course	SW	HT: course timetable GB: administrative arrangements
	16.15	Coffee/tea break		
	16.30	Reasons for evaluation (Module 1)	SW	
	16.45	Group work in pairs		
	17.00	Plenary discussion of group work		
	17.50	Introduction to the following days' subjects		
	17.55	Distribution MEP and modules 2, 3, 4, 5, and 6		
	18.00	End of session		
	Evening	Homework: reading modules		
Tuesday	8.00	Summary of previous day	AM	
	8.10	Main phases of evaluation (Module 2)	AM	HT: sample evaluation presentation
	8.40	Discussion on sample evaluation		
	9.00	Summary evaluation phases		
	9.10	Initiation of evaluation (Module 3)	AM	
	9.30	Group work in area groups		
	10.00	Coffee/tea break		
	10.15	Plenary presentation of group work		EP: question feasibility
	10.45	Summary of discussion		
	10.55	Evaluation objectives (Module 4)	AM	
	11.10	Group work in random groups		
	11.50	Plenary presentation group work		LN: probing questions

	12.15	Lunch break		
	13.30	Summary evaluation objectives	SW	
	13.35	Evaluation criteria (Module 5)	SW	VO: answers questions
	14.00	Plenary discussion		
	14.25	Summary of discussion		
	14.30	Implications health impact studies		
	14.45	Plenary discussion		
	15.10	Summary of discussion		
	15.15	Terms of Reference (Module 7)	SW	RQ: presentation
	15.30	Coffee/tea break		
	15.45	Group work in random groups		
	16.45	Plenary presentation of group work		
	17.15	Summary discussion		
	17.30	Introduction to next day's subjects	GB	
	17.40	Distribution reading on project and modules 7, 8, and 9		
	17.45	End of session		
	evening	Homework: reading on project and modules		
Wednes-day	8.00	Summary of previous day	AM	
	8.10	....		

* Initials indicate the names of the responsible persons.

EXAMPLE 10

HALF-WAY COURSE EVALUATION

Your view will help to plan the following sessions and future evaluation courses. Please complete the questionaire by underlining one answer to each question. Feel free to make any comments you think necessary. Space has been reserved for this purpose on the last page of the questionnaire.

1.	Presentation	
1.1	Do you think enough time is given to clarifying the various evaluation aspects covered in the course?	too much enough too little
1.2	Do you think the presentations provide sufficient information about the various evaluation aspects?	too much enough too little
1.3	Do you think the way the information is presented is adequate?	too much enough too little
2.	Discussion	
2.1	Do you think enough time is given for discussion?	too much enough too little
2.2	Do you think the discussions are useful for a better understanding of how to organize and conduct an evaluation?	yes partly no
2.3	What is your view on the guidance of the discussions?	adequate inadequate
3.	Group work	
3.1	Do you think enough time is given to group work?	too much enough too little
3.2	Does the group work help you to put into practice the information acquired?	yes no
4.	Course modules	
4.1	What do you think about the amount of detail presented in the course modules?	too much enough too little

4.2	Do the course modules provide sufficient information?	too much enough too little
4.3	Is the written material clearly presented?	yes no
5.	<u>Course guidance</u>	
5.1	What do you think of the guidance given by moderators?	too much enough too little
5.2	What do you think of the contribution from the resource persons?	too much enough too little
5.3	Are the various sessions linked sufficiently?	yes no
6.	<u>Level of the course</u>	
	Do you find the course in general........	too easy just right difficult

7. Comments/Suggestions:

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

EXAMPLE 11

END EVALUATION: COURSE ON EVALUATING WATER SUPPLY AND SANITATION PROJECTS

1. How did the course differ from your initial expectation, specifically with regard to:

   a. content
   b. workshop methodology

2. What did the course not cover which you would have liked it to cover?

3. What do you feel about the group dynamics in:

   a. plenary sessions
   b. evaluation groups
   c. other groups

   Specifically, did you feel dominated by certain participants or resource persons?

4. Please suggest ways to improve the overall structure of the course, especially with regard to:

   a. the balance between presentations and group work
   b. the length of the course
   c. the number and type of moderators
   d. the number and type of resource persons

5. Please suggest ways to improve the modules with regard to:

   a. content
   b. sequence
   c. layout

6. Please comment on administrative arrangements for the course, for example, food, accommodation, transport.

7. How are you going to use the skills and knowledge acquired during this course in your work?

Notes