

SUB-REGIONAL WORKSHOP ON COMMUNICATION FOR BASIC SERVICES

A SESSION ON EVALUATION

BY R. I. MOLETSANE

The term evaluation has been used to almost every learning situation irrespective of whether the process was formal, informal or non-formal. Furthermore, several educationists, researchers, sociologists and other professionals have gone to the extent of defining evaluation in a variety of ways. Phrases or/and words - statements inclusive - which are often used when discussing evaluation, include:

Measuring change and development
choosing best alternatives
determining abilities
determining outcomes
appraising and scaling the process
finding and the worth of measuring the performance
determining degree of progress identify the course of
trends establishing the accountability gathering
base for reformulation of objectives setting base for
improvements.

The above list all of a sudden indicates the scope of the task with regard to evaluation. The list of phrases is far from being complete. It is inexhaustive. You may wish to add more from your own experiences. One thing sure, evaluation is a process which is as old as man is himself. The reason is quite simple and obvious. Almost everybody, each and every individual is engaged in a series of evaluation activities. There are as many as those as there are decisions made by one person throughout the day. If this were not the case, life would be extremely chaotic. But the fact that we have to weigh our alternatives to choose the best one before we take a decision and act, is a sign that we are engaged in evaluation processes daily - and throughout our lives for that matter.

To make this workshop a reality and less boring, let us use learner-centred approaches to this concept of evaluation, by quoting a few simple examples in our daily lives. Wherever possible role-playing will be employed to reduce monotony and passiveness.

SPECIMEN

1. (a) Activities or actions of a lady who goes shopping. What does she do before she leaves her house?

(b) Activities or actions of a lady who leaves to attend a church service within ten minutes.
2. (a) A gentleman or a lady who will be receiving a month-end salary the following day: What thoughts engage the mind?

(b) A young man who is awaiting her beloved maiden behind a rock or a bush: What does he do before the young lady comes?
3. What about during festives such as (a) Christmas and Newyear?
(b) National Days?
(c) Family Ceremonies?

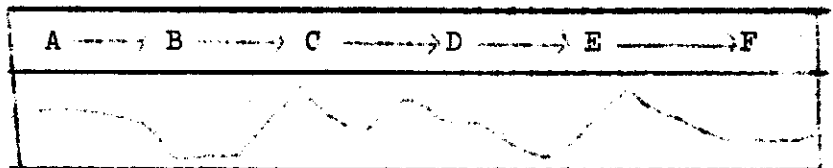
Evaluation may be (a) In-formal - (i) Casual
(ii) Observations
(b) Formal - (i) Formative
& Structured (ii) Summative

SCENARIO ON DAY-TO-DAY EVALUATION

(MOLETSANE LIFE MODEL)

<u>INDICES</u>	<u>DETAILS</u>	<u>WEIGHTING</u>
1. Boyhood or Girlhood	1. In the family 2. With Friends 3. In the Village/ Town 4. Love Affairs 5. At school 6. Church	<u>Role played</u> <u>Relationships</u> <u>How perceived-Society</u> <u>Easy come, easy go!</u> <u>Successes and Failures</u> <u>Influence</u>
2. Manhood or womanhood	1. Family leadership 2. Partnership 3. Occupation 4. Citizenship 5. Self-perception 6. Resources 7. Other Categories	Role and decision Strength and Competition (pack deal) Benefits versus Exploitation Conflicts and contribution What is your aim in life Budgeting Resources: Material, finance, time, skills, leisure. Life long projections
3. The aged	Those old good Days! ! * * * LOOKING BACK	(a) Meditations (b) What were the worst moments. (c) Which were the best times (d) What have you achieved in life

LIFE - CONTINUUM VS EDUCATION



GRAPH OF UPS AND DOWNS

WHY DO WE EVALUATE

Several reasons are presented for carrying out evaluation. Stocks of books by a variety of authors are available as to why evaluate. Nevertheless, for the sake of recapitulation and reinforcement in this our workshop, we need to revise a couple of those reasons which may be of interest to us all in this great task of social development.

1. Achievement:

Objectives have been set and the program/project has begun. One is keen to know how much has been achieved this far. And how much is left?

2. Proficiency:

This relates to the amount of knowledge or range of skills reflected by those involved. The change is measured between point A and B.

3. Diagnosis:

In order to correct mistakes, it is just necessary to identify the wrongs and the loopholes. Remedial work is based on systematic discoveries of these handicaps.

4. Fact-Finding:

Some educationists talk of pre-test activity as an attempt to find out the level of the group or the stage at which a program is. With individuals this implies sizing their capability and their knowledge before you start any exercise with them.

All in all, decisions have to be made and this decision-making process is made bearing in mind past experiences of oneself or other people. Several factors come forward for analysis before a course is taken and implemented. This was a simplistic way of illustrating how evaluation affects our day to day activities as well as our individual or group behaviour. At the end of this postulation we may summarise by using questions:

- How well are we doing?
- How far are we?
- Where are we?
- Where do we go from here?
- What else?
- What improvement?
- Why this behaviour?

The questions above form the true solid foundation for evaluation process in any setting.

Perhaps it is at this juncture that we may wish to theorize for a while about different types of Evaluation as per Blaine Worthen; James Sanders and other researchers.

It should be noted that there are many other models that can be used and applied to different situations. This awareness is vital. No model is THE MODEL. Secondly we should attempt to divorce ourselves from western imposed models and try to be innovative to meet our own needs.

1. <u>Type</u>	
1. Context Evaluation	<p>(a) <u>Objective:</u> Defines the operating context; NEEDS get identified and assessed. Problems diagnosed</p> <p>(b) <u>Method:</u> (i) Mainly by comparative study of the intended and the actual inputs and outputs.</p> <p>(ii) Discrepancies between actualities and intensions are analysed.</p>

Comment: This kind of evaluation is basic and its main purpose is to determine what why objectives were set. It goes further to deliniate between the needs as assessed and the set objectives. Actualities and intensions are analysed thoroughly and conclusions drawn accordingly.

2. Input Evaluation

(a) Objective: Identifying and assessing system capabilities as well as the designs set out to implement the strategy.

(b) Method: This includes deliberations of committees and the contribution of individuals.

Analysis of human,
financial and material
resources assessed.

Comment: It should be noted that it is at this stage that the amount of inputs towards the programme or project is assessed in relation to the expected change projected outcome. Note that some strategies have failed because inputs were not enough to carry out the set objectives. The available resources should be analysed so as to cross-check the validity of the suggested implementation strategies.

3. Process Evaluation

(a) Objective: Identifying some defects in the design or its implementation. Recording procedural events.

(b) Method: Literally monitoring the activity. Barriers recorded and specific information gathered for analysis and decision making.

Comments: During the process of the implementation stage, events have to be monitored throughout. At this stage some researchers talk of formative evaluation which means that assessment carried out as the program progresses. It is this type which provides information for decision-makers to remedy experienced difficulties. It also provides data for determining ahead what outcomes are likely to be.

4. Product Evaluation
- (a) Objective: Relating outcomes to objectives set as well as to context, inputs and process activity itself.
 - (b) Method: Defining and also measuring criteria associated work objectives. Outcomes measured against inputs. justification and accountability.
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Comments: This kind of evaluation measures the final product to account for the set objectives and the resources used throughout the whole process of the activity. Was it worth it? Is the product worth it? This justification and accountability. Has the objective been achieved? Some evaluators would refer to this as sumonative evaluation - that is right at the end. It may be the basis for future programmes as well.

This section may be summarised by considering a theoretical logical structure of an evaluation design. It will be factors on parts to be born in mind when designing an evaluation chart, as we will soon do on some hypothetical projects. All types of Evaluation may use this structure.

FACTORS TO CONSIDER IN EVALUATION PROCESS

A. Focus of the Evaluation:

It helps and saves time to know exactly what one is looking for during one's evaluation. More so, it should be established as to whom the evaluation will be given and levels that will utilize it.

B. Collection of Data:

It should be clear as to what kind of information that is analyticable could be collected. This should be decided before evaluation is carried out.

C. Organisation of Material:

Instruments should be available which will be used for coding classifying the material. This makes the analysis process simpler. Hence stage 1 & 2 are vital in evaluation.

D. Analysis:

Selected relevant procedures are applied and designed instruments actually used in the process. The actual measurement value weighting are carried out.

E. Report of Results:

Conclusions have been made based on the findings during the analysis. Information is now fed to relevant units - whether decision makers, designers or operational sections. Specific audiences are selected and addressed on the issues stated in the objectives of the evaluation itself.

F. Follow-up:

Strategies are outlined and alternatives postulated regarding the findings and results of the analysis. Some reports go further to suggest possible remedies and possible solutions or alternatives. It is at the stage that programmes get re-aligned and objectives reformulated if possible - if necessary. Validity and Reliability of the survey gets tested at this juncture.

Conclusion:

It is evident that evaluation is a vital component of any project, programme, learning experience or an institutional structure itself. It should be inbuilt in any form of endeavour. Failure to do so leads to other failures which have been so common in our countries. What we need to be careful of is that there are numerous models and approaches in the area of evaluation. We should be free to choose any model one finds simple enough to understand and above all, an adaptable model to one's own situation. This is very important. Lastly, a communicator should feel free to design his or her own model as the need may arise. Nevertheless, evaluation should and must be part and parcel of a programme or a project and it should be done.



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Notes

Workshop paper by RI Moletsane. Basic lecture directed at trainees to draw their attention to purposes of project evaluation, phrases used, and factors to consider in the evaluation process (focus of evaluation, data collection, organisation of material, analysis, report of results, follow-up).

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