

Participatory Impact Assessment

Report on a series of introductory training courses for FARM Africa, Ethiopia

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About this report

FARM Africa in Ethiopia is reviewing its approach to monitoring and evaluation, and looking at ways to enhance community involvement in the assessment of project impact. In September 2005 a series of three short training courses were organized to examine current monitoring and evaluation systems in FARM projects, and introduce participatory approaches to impact assessment. It was hoped that by the end of the training, project staff would be better able to design and plan participatory impact assessment (PIA) in their projects.

Part One of the report describes some of the key issues which arose from the training, and the need to test PIA approaches within the current workloads and commitments of project staff.

Three introductory training courses on PIA were designed and implemented as follows:

Training 1: For the FARM Ethiopia Pastoral Programme (EPP), 13th to 14th September 2005.

Training 2: For the FARM Women's Enterprise Development Project (WEDP), Wereda Capacity-Building Project (WCBP), the Afar Food Security Project (AFSP) and the FARM/SOS Sahel Participatory Forestry Management Programme (PFMP), 16th to 17th September 2005.

Training 3: For the WCBP, 20th to 21st September 2005.

Part Two of the report describes Training 2 in detail. In common with the other two courses, Training 2 took participants through a process of reviewing the types of indicators used in their current monitoring and evaluation systems, and clarifying the difference between the measurement of project implementation (process monitoring), and the measurement of impact. Approaches to working with communities to define impact indicators, the use of participatory methods to measure change, and the need to understand attribution and triangulate information were also discussed. A final issue was the use of PIA to inform policy.

A CD-ROM with the training handouts, Powerpoint presentations and a collection of reading materials on PIA were left with FARM Africa in Addis Ababa.

Part One. Developing Participatory Impact Assessment in FARM Africa Programmes in Ethiopia

FARM Africa implements a diverse set of programmes and projects in Ethiopia, ranging from direct implementation of technical activities through to local capacity-building and policy reform. Technical activities include community-based forestry, provision of goats and community-based animal healthcare. A common theme in all projects is community participation and FARM Africa is well-known for its experience with community-based approaches and participatory research. Yet in common with many other NGOs, FARM is grappling with the issue of “participatory monitoring and evaluation” and how to track the progress and impact of projects according to local perceptions of change.

1.1 Some issues affecting participatory monitoring and assessment

The three introductory training courses on participatory impact assessment (PIA) summarized in this report provided insights from FARM staff on some important misperceptions about monitoring and impact assessment, which the training helped to address.

Process equals impact?

During a typical project, people are very busy at field level. The design and implementation of activities takes a lot of time and effort, particularly in more remote areas of operation. In this situation there is tendency for people to feel that *“If we have activities, we have impact”*. Assumptions are made about the links between doing things and the real changes in people’s lives which result from these activities. The possible disconnects between the delivery of inputs (e.g. training courses, veterinary medicines) and the actual benefits provided by these inputs are easily overlooked.

Part of the training required participants to review their existing projects by reference to the indicators which are currently used (e.g. see pages 8-10). A simple categorization of these indicators as process indicators (things being done) and impact indicators (the result of things being done) quickly showed that the measurement of project implementation accounted for up to 80% or more of the indicators. In other words, there was a focus on measuring activities rather than impact. This analysis led to discussion on why the current pre-occupation with the measurement of process has arisen. Reasons included the relative ease of measuring process indicators, the need to adhere to financial reporting and administrative procedures (including those of donors), and a feeling that impact was something to be measured by outsiders, experts or consultants not by project staff or communities. In part, this last point related to a view of impact as highly complex and difficult to measure. All three trainings emphasized impact at a fundamental level, being the impact on people’s livelihoods in terms of their health and nutrition, income, education, security and political voice. Indicators of organizational impact were also discussed, but were seen as secondary to “household level” or livelihoods impact.

Who defines impact?

Having clarified that all projects had some impact indicators, a second point of discussion was the way in which these impact indicators were identified. Clearly, most if not all impact indicators in FARM projects are identified by project staff (particularly those who write proposals) or by local partners in planning meetings. Therefore, a section of the training was dedicated to “community-defined impact indicators” and the principle that local people have their own ways of describing and measuring change, and their own priorities in terms of

benefits. The process of working with communities to identify these indicators was highlighted during the training, especially in relation to the basic principles of participatory learning and action such as rural people's knowledge, and facilitation (rather than control) of development by outsiders (see pages 10-12).

Who uses the information?

The development of participatory approaches to monitoring and impact assessment requires careful attention to the end-users of information. At present, the main user of monitoring information is FARM itself and this use focuses on the tracking of project activities. When deciding if and how to support participatory monitoring and assessment, it is sometimes useful to recognize that local people are already monitoring and evaluating projects. This informal and often hidden process can be based on the observations, conversations and experiences which are part of people's daily lives - livestock keepers will discuss the health of their animals and the performance of animal health workers; women will talk to each other about how their goats are growing. Given this situation, what are the incentives for local people to invest their time and effort in a new monitoring system which is perceived by outsiders to be more structured and useful, and even participatory? Many projects assume that local people will act as data collectors, and design monitoring according to the needs of NGOs. This easily becomes an extractive way of working and is rarely maintained when a project ends. It follows that the decision to support participatory monitoring requires meetings with local partners and community members to define why such a system would be useful, and to whom.

Given the diversity of FARM activities, it is likely that users of impact information will vary between projects. For example, the EPP is a complex programme comprising direct implementation of some activities by FARM (e.g. community-based animal healthcare, provision of goats) plus local capacity-building and policy work. The programme also includes conflict management and natural resource management. Within the programme, potential users of impact information include:

- Pastoralists
- Traditional pastoralist institutions
- Kebele and woreda cabinets
- Community organizations and associations
- Regional and federal policy makers in sectors such as land use, natural resource management, animal production, animal health, livestock marketing, conflict management
- Members of Parliament, including members of sectoral or technical committees
- FARM Africa and other international NGOs
- Ethiopian NGOs e.g. the Pastoralist Forum of Ethiopia
- UN agencies
- Donors
- Research centres and academia

When impact assessment is linked to a policy process, it is likely that different actors will prefer different kinds of information. Involving policy makers in both defining areas of concern for a particular policy issue and actually conducting an assessment, helps to ensure that they trust the findings. However, it also can mean less community involvement in the process of setting agendas. Somehow a compromise has to be reached - some policy actors, particularly academics, will look for "methodological rigor" and may require repetition of standardized methods within representative sampling frames. Although the methods and indicators used in this process might be participatory, standardization and random sampling has both strengths and drawbacks which need to be understood. Again, compromise will be needed (see pages 18-21 for an example of the use of PIA to inform policy).

Negative perceptions of “evaluation” in the Ethiopian context

For government workers in Ethiopia, the English word “evaluation” is strongly associated with the government *gimgema* system of evaluating staff performance, and government workers who move into the non governmental sector tend carry their experiences with them. The *gimgema* process focuses on staff weaknesses, and is viewed as a politically-orientated assessment rather than an objective review of performance based on job descriptions or clear targets. As such *gimgema* is disliked, often feared and contradicts Ethiopian culture (in which criticism of others is done privately and respectfully).

When developing participatory approaches to impact assessment, FARM may need to translate “Participatory Impact Assessment” into a clear and positive local terminology which avoids confusion with the word *gimgema*.

1.2 Towards a strategy for strengthening PIA in FARM Africa projects

As FARM starts planning PIA, the following points can be considered:

- Increasingly, FARM is working with local partners and building local capacity. In the case of PIA, a general finding from these initial trainings was that FARM first needs to further develop its in-house capacity in PIA before training and supporting others. In addition to the introductory training detailed in this report, further training and/or field support will probably be required during the design stage of each PIA, testing of methods in the field, and data handling and write-up. After a number of PIAs have been conducted, a workshop to review experiences would be useful before trying to transfer the approach to local partners. The process of PIA testing and review will probably take around 12-18 months.
- Testing PIA in different projects should focus on types of intervention which are well-known by FARM staff, rather than relatively new areas of work. Therefore, it may be better to assess forestry or goat projects, or community-based animal healthcare, rather than conflict resolution work.
- FARM staff are already busy implementing projects and reporting on process indicators, and so additional monitoring tasks may prove to be too much of a burden. Also, monthly monitoring of some indicators can be inefficient if only small or no changes are expected between months. Assuming that process monitoring data can be used to triangulate impact assessment, and that this data has to be collected for tracking progress of activities and administrative reasons, one approach is to conduct annual PIAs which are complemented/triangulated with process monitoring data. This overcomes the tedium of regular monitoring, and assumes that as a one-off yearly event an annual PIA will generate some enthusiasm and commitment from both FARM staff and local partners.
- For programmes with policy change objectives, FARM may need assistance in defining specific policy concerns and deciding if and how PIA can contribute towards policy dialogue. Trade-offs between very flexible but ad hoc participatory assessment – which is often perceived by policy makers as anecdotal – and more systematic approaches need to be understood.

Part Two. Introductory Training Course on Participatory Impact Assessment

2.1 Introduction

Three introductory training courses on PIA were designed and implemented as follows:

Training 1: For the FARM Ethiopia Pastoral Programme (EPP), 13th to 14th September 2005.

Training 2: For the FARM Women's Enterprise Development Project (WEDP), Wereda Capacity-Building Project (WCBP) and Afar Food Security Project (AFSP), and the FARM/SOS Sahel Participatory Forestry Management Programme (PFMP), 16th to 17th September 2005.

Training 3: For the WCBP, 20th to 21st September 2005.

A list of participants for each course is provided in Annex 1.

The courses varied slightly in terms of objectives and content, and according to the prior experience of the participants. Training objectives and methods by course are listed in section 2.2.

2.2 Training objectives and methods

Objective	Review understanding of community participation and describe levels of participation at different stages of FARM project cycles (Trainings 1 and 2)
Methods	Brainstorming, whole group, around the question "What do we mean by the term community participation" Presentation (see Slides): Seven types of community participation Group exercise: Categorize the project cycle by type of participation
Objective	Review current information collected during M&E and reach a common understanding of "process indicators" and "impact indicators" (Trainings 1, 2 and 3)
Methods	Presentation (see Slides): What is an indicator? Group exercise: List 10 important M&E indicators used in your project Presentation (see Slides): The two types of indicator Group exercise: Categorise your indicators as "process" or "impact" Presentation: (see Slides): Why do projects focus on the measurement of process? Who identifies the impact indicators?
Objective	Introduce the concept of "community-defined impact indicators" (Trainings 1, 2 and 3)
Methods	Presentation (see Slides) Group exercise or role play: Community-defined impact indicators
Objective	Understand the difference between qualitative and quantitative data, and approaches to express qualitative data numerically (Trainings 1, 2 and 3)
Methods	Presentation (see Slides): Quantitative and qualitative data

Demonstration: Assessing our lunch
Group exercise: Develop a participatory method to measure 5 of the impact indicators identified in the previous exercise.

Objective **Understand the meaning and importance of triangulation and the value of process monitoring data to cross-check findings**

Method Question and Answer, whole group (see Slides) – using an example of real results, ask people to think of ways to cross-check results. Provide a definition of triangulation.

Objective **Understand the meaning and importance of attribution**

Method Question and Answer, whole (see slides). Provide a definition of attribution.

Objective **Expose participants to the use of PIA to inform policy in Ethiopia (Trainings 1 and 2)**

Method Presentation (see Slides) and group discussion

Objective **Improve understanding of sampling issues in PIA, particularly in relation to perceptions of “scientific approaches” and the need to inform policy debate (Trainings 1 and 3)**

Method Presentation (see Slides) and group discussion

Objective **Expose participants to experience with PIA in other countries and re-enforce their knowledge on specific PIA issues viz. community-defined indicators, triangulation and attribution (Trainings 1, 2 and 3)**

Methods Homework – individual review of articles describing PIA (see CD-ROM); feedback in whole group session

Objective Introduce participants to a step-by-step

2.3 Example of the training course

This section provides an example of the entire training course (Training 2 for the WEDP, WCBP, AFSP and PFMP).

Objectives

1. Review FARM Africa’s current approach to monitoring and impact assessment, with emphasis on community involvement.
2. Ensure a common understanding among FARM staff on the difference between the monitoring of project implementation and the assessment of project impact.
3. Produce work plans for FARM programs for strengthening systems of participatory impact assessment, supported by project monitoring.

Note - the training used a combination of Powerpoint presentations and group exercises. In the following notes, the sub-heading “Slide” provides the Powerpoint slides used in the training. The same slides are available on the CD-ROM left with FARM, as Powerpoint files.

Session: Thinking about participation

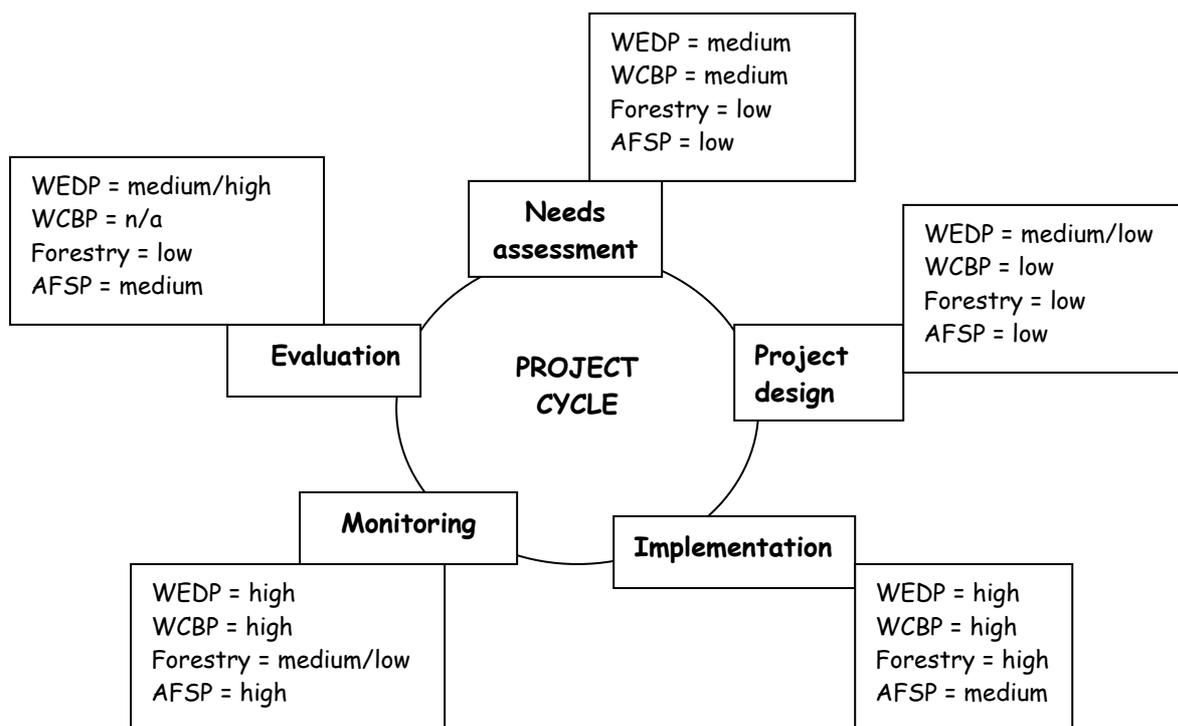
Objective	Review understanding of community participation and describe levels of participation at different stages of FARM project cycles
Methods	Brainstorming, whole group, around the question “What do we mean by the term community participation” Presentation (see Slides): Seven types of community participation Group exercise: Categorize the project cycle by type of participation

The training starts by placing participatory impact assessment within the overall concept of community participation. An initial brainstorming can be used to elicit trainees’ perceptions of community participation – what does it mean?

What do we mean by community participation?	
Active involvement in all stages	Shared decision-making
Self mobilization	Contribution of resources
	Ownership
	Right to participate (rights-based approaches)

Using these aspects of participation, participants were divided into groups by project and asked to categorise each stage of a typical project cycle in terms of level of participation.

Community participation in the project cycle: where are we now?



These results indicated that communities are already involved in monitoring and evaluation, and in some projects this involvement is perceived as “high” by project staff. However, the questions arise concerning the type of information which is collected during monitoring and evaluation and in particular, the relevance of this information to the assessment of impact.

Session: Understanding indicators

Objective	Review current information collected during M&E and reach a common understanding of “process indicators” and “impact indicators”
Methods	Presentation (see Slides): What is an indicator? Group exercise: List 10 important M&E indicators used in your project Presentation (see Slides): The two types of indicator Group exercise: Categorise your indicators as “process” or “impact” Presentation: (see Slides): Why do projects focus on the measurement of process? Who identifies the impact indicators?

An understanding of information gathered by projects in relation to impact can begin by looking at the indicators used in the project.

Slide

When we monitor or evaluate project, what is an “indicator”?

- Indicators are things which we measure during a project

For example:

Number of people trained
Number of goats distributed
Establishment of a CBO

Slide

Group exercise

- In your project, list 10 important indicators which you measure during project monitoring.
- In your project, list 10 important indicators which you measure during project evaluation
- Note that some indicators can be used in both monitoring and evaluation

You have 30 minutes to do this.

Here, a group exercise is used to prompt thinking on indicators. First, project staff were asked to list the indicators which they use for monitoring and evaluation on flip chart. This process produced a list of indicators. The difference between process indicators and impact indicators was then explained.

Slide

There are two types of indicators.

Process indicators measure “things being done” and help us to know whether project activities are being implemented as planned.

e.g. Procurement of medicines
Distribution of seed to community

Impact indicators measure the end result on people at community level of “things being done”. They assess the fundamental aspects of people’s livelihoods such as their nutrition, income, health, security and political voice.

Trainees’ understanding was then tested by asking them to categorise their lists as “process” or “impact” indicators.

Slide

Group exercise

- Look at your list of indicators
- Categorise each indicator as either a process indicator or an impact indicator

You have 15 minutes to do this.

Group exercise: Indicators in FARM projects

<p>AFSP # trainees P # goat groups established P Training events P Community days P # goats distributed P Savings amount I Established petty trading groups P # co-operatives P # livestock marketing groups P # irrigation groups P # beneficiaries P Vaccination campaigns P Repayment and expansion I</p>	<p>WEDP <u>Monitoring</u> # of meetings P # women receiving goats P # women who are saving P # new groups formed P Formation of group committees P Amount of dispersed money P Monthly financial reports P # members trained P Goat birth and death record P I Credit recovery rate P I <u>Evaluation</u> # beneficiaries? Increase in hh income I Improved group management I Improved hh nutrition I Empowerment of women I Sense of ownership feeling & responsible I Improved hh management/group management I Reduction of HT P/HIV I Improved family planning practice I</p>
<p>WCBP <u>Monitoring indicators</u> Financial & hh assets increments P Annual work plan & budget produced P #, range & quality of proposals produced P # operational CBM&E systems managed by the community P # trained managers P # meetings conducted with WDAs P # EGS and Pas involved in each wereda P <u>Evaluation indicators</u> Reduced poverty, build HH assets I Strong & accountable WDAs & institutions established I Resource drawn into wereda for locally initiated development endeavors I</p>	<p>Forestry group # PFM plans prepared & implemented P # PFM agreements signed P # forestry users groups organized P # farmers adopting new techniques ? # PFM monthly reflection meetings held P # trainings conducted P # workshops P # publications produced and distributed P # RH youth clubs established and functional P % women who know pregnancy-related risks? P = process indicator I = impact indicator ? = not sure, don't know</p>

There are two learning points in the lists of indicators:

- Have the trainees categorized the indicators correctly? Have process and impact indicators been confused?
- For most projects, there will probably be far more process indicators than impact indicators. Sometimes, there are no clear impact indicators in a project. This reflects the perception that NGO staff sometimes expect impact to be assessed by outsiders, experts or consultants rather than by communities themselves.

These issues are illustrated in the lists of indicators in FARM and SOS Sahel projects shown above. A total of 55 indicators are listed for the four projects; 15 of these indicators were regarded as impact indicators but of these, four were indicators of impact at organizational level rather than impact on the livelihoods of community members.

Further slides were used to discuss the reasons why so many development projects focus on process monitoring rather than impact assessment.

Slide

Most aid projects focus on the measurement of process. Why?

Slide

Projects tend to focus on process indicators for reasons such as:

- it is easier
- donor reporting systems
- impact is complex
- impact assessment methods are not well understood
- organizational incentives
- a belief that “the more indicators we have, the more we know”
- a belief that impact is something which is measured by outsider, consultants, experts

Slide

- Many development projects have far too many indicators, particularly at the level of Outputs (or Objectives).
- Indicator are reflections of reality – no group of indicators tells you the whole truth
- A key aspect of M&E is careful selection of a limited number of useful indicators
- It is always better to measure a small number of indicators well, rather than measure a large number of indicators badly.

Session: Community-defined impact indicators

Objective	Introduce the concept of “community-defined impact indicators”
Methods	Presentation (see Slides) Group exercise or role play: Community-defined impact indicators

The following slides look specifically at the impact indicators identified by the trainees in their projects, and looks at the issue of who should identify impact indicators.

Slide

Who identifies the impact indicators?

Participatory impact assessment uses, as far as possible, community-defined indicators of impact.

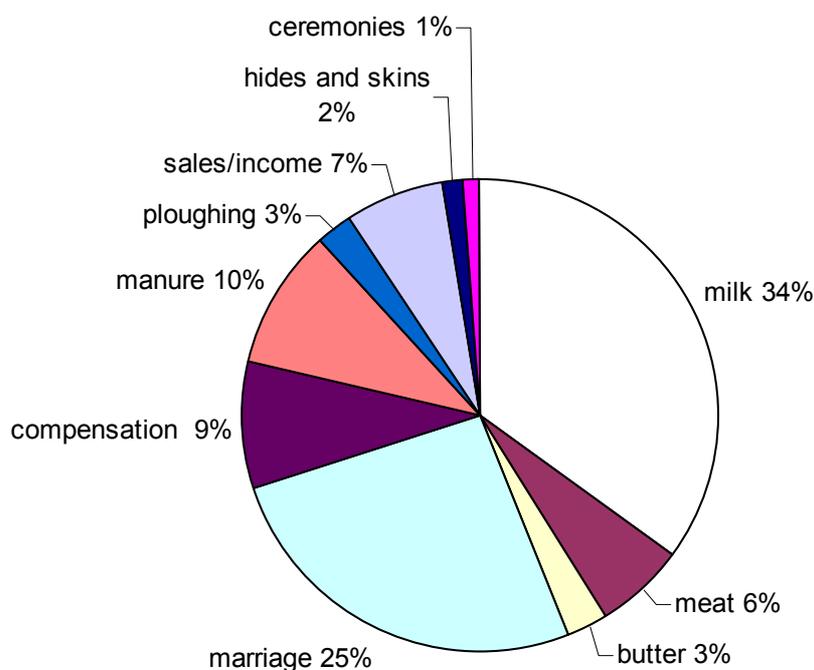
Whose reality counts?

Slide

Community-defined indicators

- **Local people have their own ways of describing change, and their own priorities for improving their lives**
- **Participatory impact assessment (PIA) works with communities to identify locally-defined impact indicators**

Slide



Example: Benefits derived from livestock

Benefits derived from cattle, Dinka Rek communities: CAHW project, Tonj County, South Sudan 1999.

Method: standardized proportional piling with 10 community groups

Slide

Group exercise: Imagine you are community members in your project area. How would you like to benefit from the project? Identify up to five ways in which you'd like to see the project improve your livelihood. Time = 20 minutes.

Group exercise: Thinking about community-defined impact indicators

AFSP Income diversification Improve market proximity Improve animal health Restocking Agricultural experience	WCBP We would like to see food is available to the family all year round (3 meals/day) We would like to be healthy all year round (free from malaria) We would like to see healthy livestock (free from tryps) We would like to have safe drinking water We would like to see our children in school
Forestry Secured income from forest resources Credit scheme from the project to increase income Improve water supply from the forest Improved fodder 2 oxen and 1 cow	WEDP Control of increased income & assets Group solidarity Access to education both for women and their children Seek knowledge in women's legal rights Access to increased investment in small business

Note that some of these proposed indicators are not very specific and therefore, may be difficult to measure.

Session: Measurement

Objective	Understand the difference between qualitative and quantitative data, and approaches to express qualitative data numerically
Methods	Presentation (see Slides): Quantitative and qualitative data Demonstration: Assessing our lunch Group exercise: Develop a participatory method to measure 5 of the impact indicators identified in the previous exercise.

One reason why people don't measure impact is because they perceive it as something which is very difficult to measure. In part, this perception relates to the qualitative nature of many aspects of impact, and problems with the measurement of qualitative data.

This session began with asking participants to explain their understanding of quantitative and qualitative data.

Slide

Measurement

- **Quantitative indicators are usually easy to measure – this simply involves counting things (e.g. number of people trained, amount of seed delivered)**
- **Qualitative indicators are often perceived as more difficult to measure, because these indicators often represent people's feelings or opinions. Yet people's views provide crucial insights into project impact.**

Key point: virtually any qualitative indicator, opinion or feeling can be expressed numerically.

This enables systematic assessment of indicators such as trust, confidence, motivation, participation and "voice"

The trainees had just had their lunch and an assessment of their meal was used as an example of how to express opinion numerically. Using the indicators “taste was good”, “I feel full up”, “it was affordable” and “it was nutritious”, everyone was asked to score each indicator using a scale of 0 (low score) to 5 (high score).

How was your lunch?

I ate: fish pasta steak (mark one of these)

Taste was good	0	1	2	3	4	5
I feel full up	0	1	2	3	4	5
It was affordable	0	1	2	3	4	5
It was nutritious	0	1	2	3	4	5

Using this exercise, the concept of capturing opinion using numbers was easily understood.

Examples were provided from development projects.

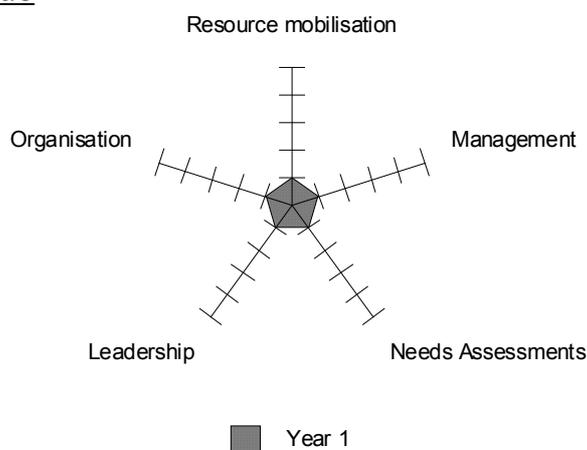
Slide

A community health project wanted to look at people’s participation in the project. They decided to focus on five aspects of project implementation, in which people might participate.

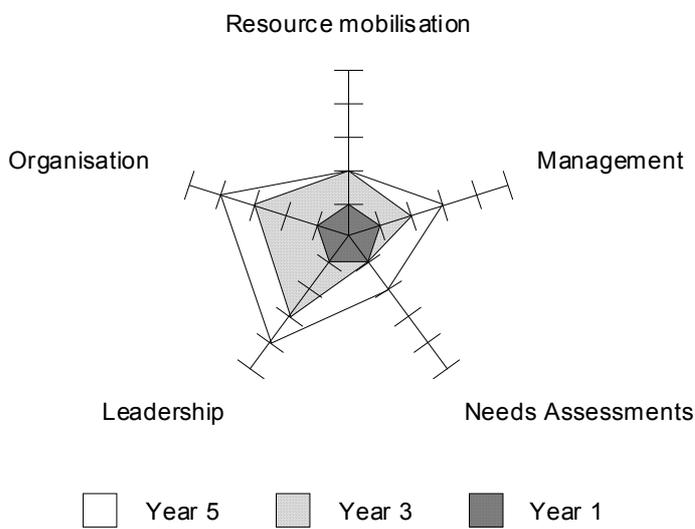
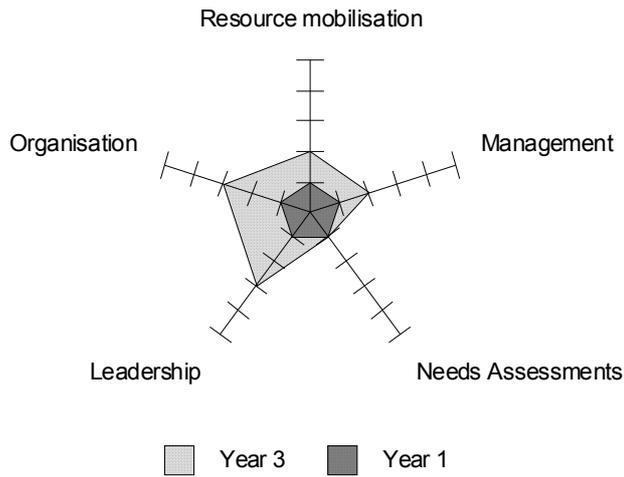
Needs assessment Leadership Project organisation
Resource mobilisation Management (decision-making)

The project developed a series of questions to help people analyse their involvement in each aspect (see handout). The information was summarised using radar diagrams¹.

Slide



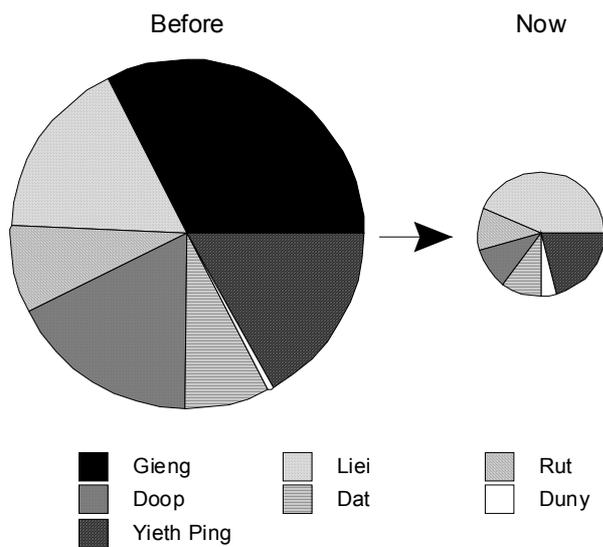
¹ From: Rifkin, S.B., Muller, F. and Bichmann, W. Primary Healthcare: On measuring participation, *Social Science and Medicine*, 26 (9), 1988, pp. 931–40.



Slide

Relative incidence of cattle diseases before a CAHW project and “now”, Western Upper Nile, South Sudan²

Method: proportional piling with 6 community groups



² From Catley, A. (1999) *Monitoring and Impact Assessment of Community-based Animal Health Projects in Southern Sudan: Towards participatory approaches and methods*, Report for Vétérinaires sans Frontières Belgium and Vétérinaires sans Frontières Switzerland, Vetwork UK, Musselburgh.

Slide

Group exercise

Select one of your community-defined impact indicators from the previous exercise

- Assume that the project has been running for 3 years, and you are planning a PIA. You want to know how this indicator has changed during the project. Describe a participatory method you could use to measure the change.
- Time = 15 minutes

The results from this exercise are shown below.

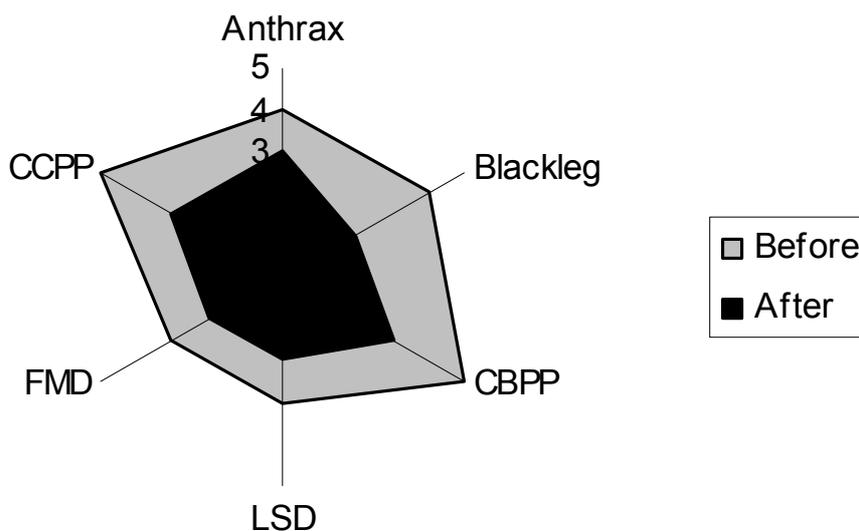
Forestry group: Simple scoring method

Livelihood improved through legal sale of forest products

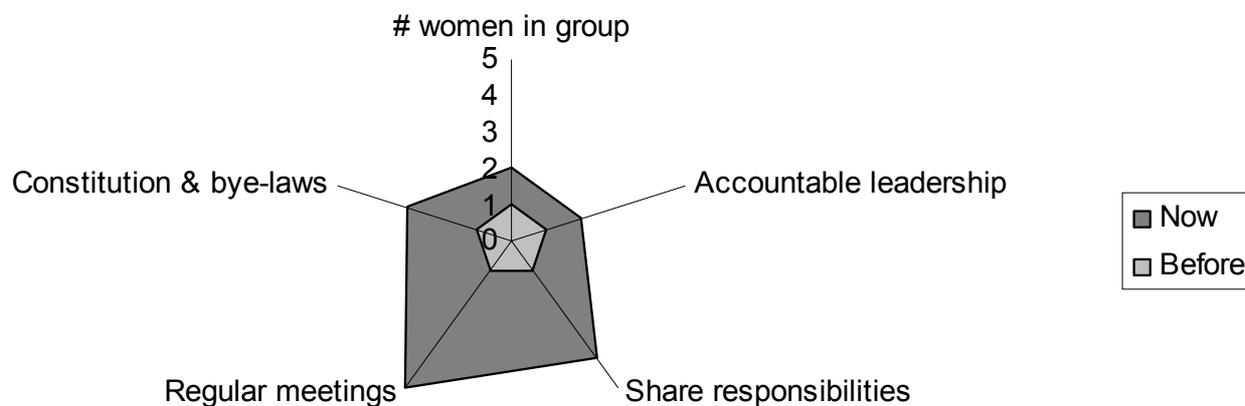
	Before	Now
Able to buy clothes for children	00 0	000 0000
Health (personal)	0	0000 00000
Able to buy medicine	00	0000 0000
Food secure	00 00	000 000

AFSP Group: Radar diagram

Changing animal health by disease



WEDP Group: group solidarity



WCBP

Impact indicator		Rank			
		Very good (4)	Good (3)	Medium (2)	Poor (1)
Food is available to the family all year round (3 meals/day)	Yr 1				X
	Yr 2			X	
	Yr 3		X		
	Yr 4	X			
Healthy all year round	Yr 1				X
	Yr 2			X	
	Yr 3		X		
	Yr 4	X			
Safe drinking water	Yr 1				X
	Yr 2			X	
	Yr 3		X		
	Yr 4	X			
Children in school	Yr 1				X
	Yr 2			X	
	Yr 3		X		
	Yr 4	X			

Session: Understanding attribution and triangulation

Objective	Understand the meaning and importance of triangulation and the value of process monitoring data to cross-check findings
Method	Question and Answer, whole group (see Slides) – using an example of real results, ask people to think of ways to cross-check results. Provide a definition of triangulation.
Objective	Understand the meaning and importance of attribution
Method	Question and Answer, whole (see slides). Provide a definition of attribution.

The following slide was used to test trainees pre-existing understanding of attribution.

Slide

Group exercise: Attribution

In the highlands of Ethiopia, an NGO implements a community-based animal health project in which new CAHWs provide vaccination and treatments for livestock. The project objective is to improve animal health.

The project impact assessment includes interviews with livestock keepers, who all say that animal health improved during the project. The impact assessment team concludes that the project objective was achieved. Is this a correct conclusion?

The slide was used to prompt a discussion. The following slide gave trainees an explanation of attribution. There is also a brief handout on this topic.

Slide

Attribution

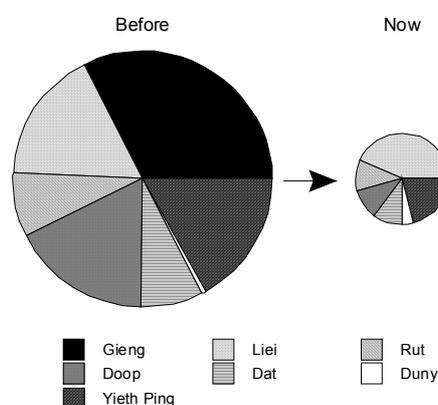
- In a project area, a change in a person's life can arise because of the project.
- A change can also occur due to "non project" factors.
- For any given impact indicator, attribution describes the relative importance of project and non-project factors in causing that change.

Slide

Triangulation: Look at the following results. What information could you use to cross-check the findings?

Before and after scoring of cattle diseases, CAHW project, Southern Sudan

The idea here is to highlight the value of process monitoring to cross-check the results. For example, did the project provide medicines or vaccines for the disease called gieng? Did the project supply sufficient volumes of vaccine or medicine to cause such a dramatic reduction in this disease?



Session: Using participatory impact assessment to inform policy

Objective	Expose participants to the use of PIA to inform policy in Ethiopia
Method	Presentation (see Slides) and group discussion

Slide

Using Participatory Impact Assessment to Influence Policy: Community-based Animal Health in Ethiopia³

Slide

National PIA Team, Ethiopia

- Federal government, vet school, NGOs, NAHRC, EVA, AU/IBAR
- Opted for participatory approach but also wanted rigorous assessment, not “only a few interviews”
- Development and repetition of standardized participatory methods
- Assessed SC US project, Dollo Ado and Dollo Bay
- Focused on key questions such as:
 - What was the impact of CAHWs on important livestock diseases?
 - How did the services of CAHWs compare with other service providers?
 - Was there evidence of project attribution?

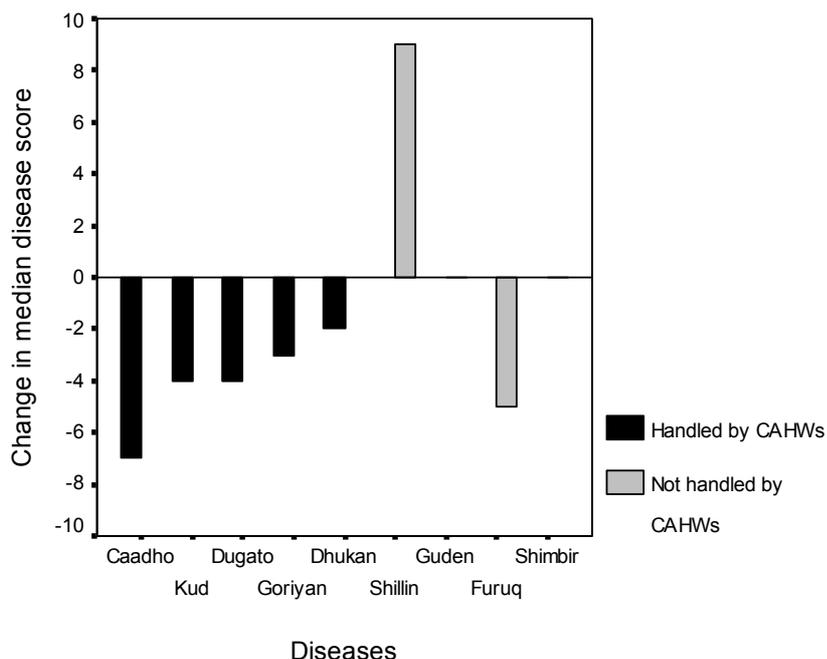
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- Did CAHWs reduce the impact of important livestock diseases?
Method - simple “before and after” scoring of disease impact (using local generic definition of “impact”)
- How did CAHWs compare with other animal health service providers? Method – matrix scoring
- How did livestock-derived benefits change during the project? Method – simple scoring of benefits
- What was the attribution of CAHWs to the livestock-derived benefits? Method – ranking of factors contributing to livestock health

Each method repeated in 10 communities where CAHWs were present.

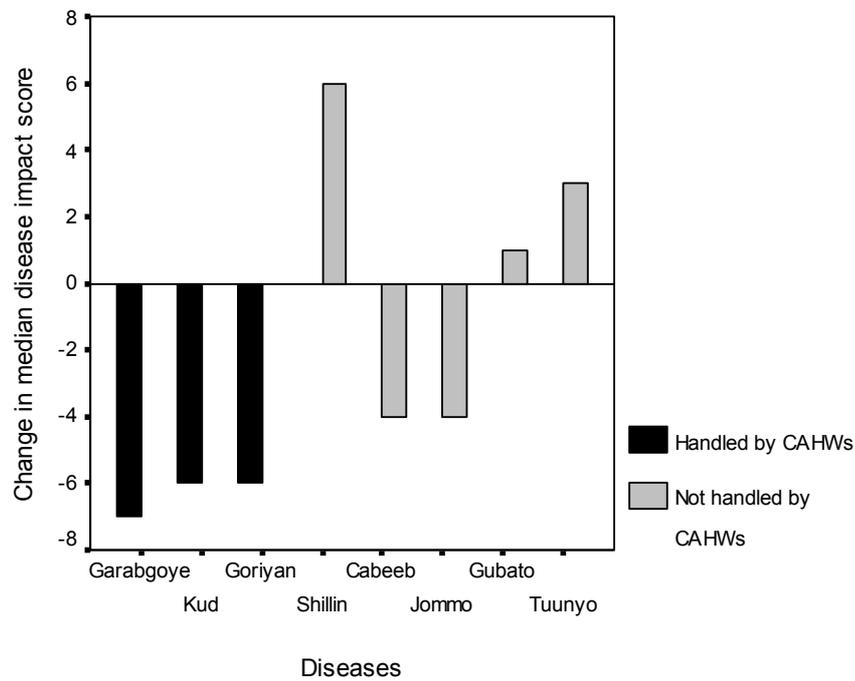
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Impact of CAHWs on camel diseases

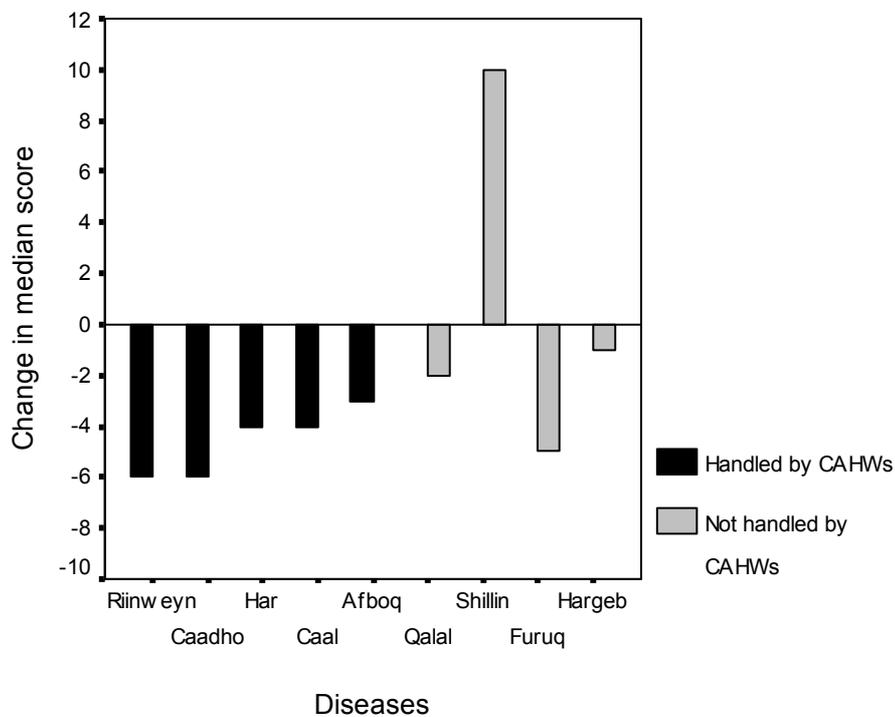


³ From Admassu et al., 2005, *Tropical Animal Health and Production*, 37/1, 33-48.

Slide
Impact of CAHWs cattle diseases



Slide
Impact of CAHWs on sheep and goat diseases



Slide

Comparison of reduction in disease impact for diseases handled and not handled by CAHWs in Dollo Ado and Dollo Bay districts

Species	Disease handled by CAHWs	Diseases not handled by CAHWs
Camels	Number of diseases = 5 Za = -3.95; p < 0.001	Number of diseases = 3 Z = -0.46; p = 0.64
Cattle	Number of diseases = 3 Z = -3.62; p < 0.001	Number of diseases = 4 Z = -1.33; p = 0.18
Sheep and goats	Number of diseases = 5 Z = -4.31; p < 0.001	Number of diseases = 4 Z = -0.49; p = 0.69

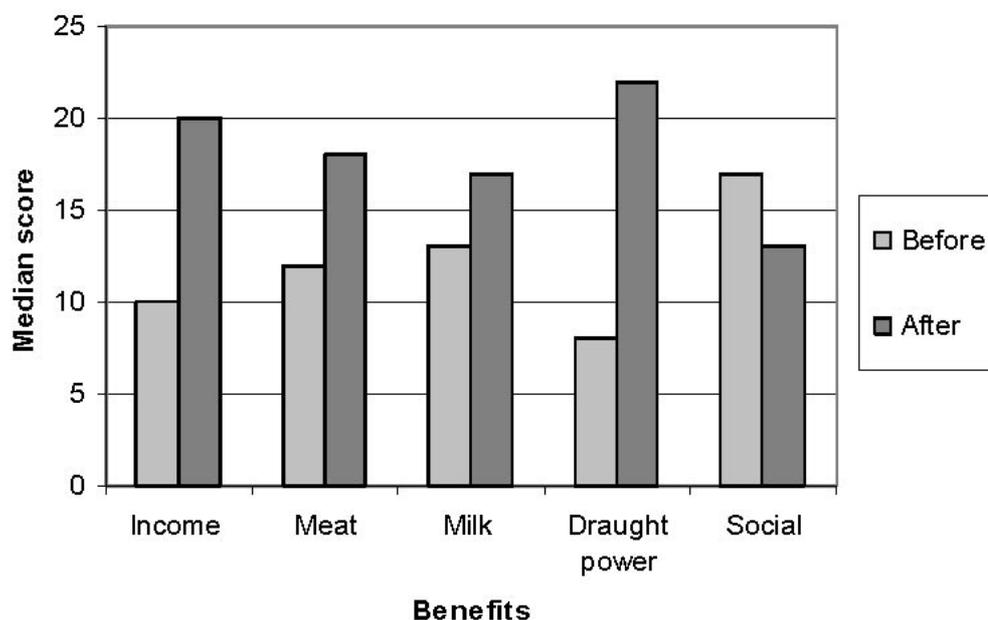
There was a significant reduction in disease impact for those diseases handled by CAHWs compared with diseases not handled by CAHWs

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Comparison of animal health service providers

Indicator	Median score (range) for animal health service provider				
	Government veterinary service	Drug dealers (black market)	Traditional medicine	CAHWs	Others
'Service is near to us'	11(6-15)	0 (0-16)	0 (0-2)	15 (7-22)	0 (0-0)
'Service always has medicines available'	2 (2-6)	8 (4-10)	4 (2-6)	14 (10-20)	1 (0-4)
'The quality of medicines is good'	7 (1-10)	4 (2-13)	4 (3-9)	12 (7-19)	0 (0-2)
'Our animals usually recover if we use this service'	1 (1-3)	5 (1-17)	4 (2-8)	19 (6-23)	2 (1-3)
'We get good advice from the service provider'	1 (0-4)	7 (1-10)	7 (3-9)	12 (5-15)	4 (2-14)
'This service can treat all our animal health problems'	5 (3-12)	4 (0-15)	9 (0-18)	11 (5-23)	0 (0-0)
'This service is affordable'	0 (0-6)	6 (0-19)	4 (2-10)	18 (4-24)	2 (0-2)
'We trust this service provider'	0 (0-11)	7 (0-11)	4 (2-7)	16 (5-18)	2 (1-5)
'The community supports this service'	0 (0-0)	3 (0-16)	7 (4-12)	15 (4-23)	0 (0-9)
Increase in service usage	3 (0-11)	0 (0-3)	3 (0-9)	20 (5-24)	2 (0-5)

Slide
Benefits derived from livestock



Slide
Ranking of attribution factors

Factor	Median rank
Increased usage of modern veterinary drugs due to attitudinal change of the community for modern veterinary services.	1st
Biannual vaccination for communicable diseases by CAHWs and public AHTs	2nd
Good rain and better availability of pasture (during 2002)	3rd
Reduced herd mobility and herd mixing due to increasing settlement.	4th

N=10 informant groups; there was a high level of agreement between the groups (W=0.75; p<0.001).

Slide
Final points:

- It is easy to adapt participatory methods for use in systematic impact assessment to inform policy (“policy research”)
- Policy makers often want more than anecdote and professional opinion
- Participatory impact assessment with multi-stakeholder policy teams puts policy makers face-to-face with pastoralists *and* creates information of scientific credibility.

Session: Reinforcing the key ideas and principles

Objective	Expose participants to experience with PIA in other countries and re-enforce their knowledge on specific PIA issues viz. community-defined indicators, triangulation and attribution
Methods	Homework – individual review of articles describing PIA (see CD-ROM); feedback in whole group session

Homework was used to reinforce the important principles and issues discussed during Day 1. It also provided an opportunity for trainees to work individually and apply some of the training issues (indicators, measurement, attribution, triangulation etc.) to assess a real-life evaluation or assessment.

Participants were given two short articles from PLA Notes⁴ to read on participatory evaluation or impact assessment:

Nalitolela, S. and Allport, R. (2002). A participatory approach to assessing the impact of a community-based animal health project with Maasai communities in Tanzania. *PLA Notes* 45, 17-22.

Forrester Kibuga, K. and Power, S. (1999). "Say it with pictures": an account of a self assessment process in a dairy sector support project in Tanzania. *PLA Notes* 36, 24-28.

Participants were split into two groups. Each group was asked to read both papers at homework, but then given one paper to focus on. They were then given the following task:

Read the paper you've been given and try to answer the following questions:

1. Do you think that the work described in the paper can be described as "participatory" or not? Explain your answer, particularly in terms of local people's involvement in defining the indicators and methods used in the work, and the ownership and use of information.
2. What type of data is presented in the paper – is it quantitative or qualitative? Does the type of data affect your belief in the paper's conclusions and if so, why?
3. Do you think that the paper provides evidence of the real impact of the project on the livelihoods of local people and if so, why?
4. Identify up to three lessons from this paper which you might apply to your project.

Discuss these questions in your group and prepare to brief the other group on your findings.

About 30 minutes was allocated for feedback on the two groups on the beginning of Day 2.

⁴ <http://www.planotes.org> A CD-ROM is available with back issues of PLA Notes, including special issues on livestock (issue 20), monitoring and evaluation, and community-based animal healthcare (issue 45).

Session: Feedback on homework

The feedback from the two groups is summarized below.

Review of the paper "A participatory approach to assessing the impact of a community-based animal health project with Maasai communities in Tanzania."

Question 1

It is participatory

It has used PRA tools and principles (SSI, PP, ranking)

It is gender sensitive

Used local measuring units (e.g. calabash) and materials (stones)

Question 2

Both qualitative (community sensitization) and quantitative data (increase in livestock population) is presented.

The type of data does affect our confidence in the findings because:

- it used both quantitative and qualitative data
- triangulation was used
- made an assessment against baseline data
- considered other attributes

Question 3

They have presented evidence in Table 2

Question 4

The lessons learned for our projects were:

- gender sensitive
- indicators were defined by the community
- consider PRA tools and principles (sensitive issues, language etc.)

Review of the paper "Say it with pictures": an account of a self assessment process in a dairy sector support project in Tanzania.

Question 1

The participation was medium.

Question 2

The data is qualitative.

The data and conclusions are totally different.

The data is not presented properly (in the problems section).

Question 3

No, evidence of impact not provided.

The paper is more on methodology than impact.

Question 4

Lessons for us are:

- use of gender-based discussion groups
- use of pictures (include all members)
- appropriate size, "small is beautiful"
- assessment days - adopted as communication day for discussion
- we'd improve the assessment - focus on livelihood impact

Session: How to design a participatory impact assessment

This session aimed to provide trainees with a step-by-step approach to designing a PIA, and involved two main methods:

- A presentation outlining seven steps to PIA design
- A group exercise to allow participants to apply these stages to their own project, and think in detail about design issues in terms of both methodology and practicalities.

Slide

Stage 1: Identify the key questions to be answered

- The most important, and often the most difficult stage of a PIA is deciding which questions you want to answer.
- Many projects try to answer too many questions!
- It is always better to answer a few questions well, rather than many questions poorly.
- Limit the PIA to a maximum of 6 key questions

Slide

Example: provision of sheep and goats to female-headed households

Assume that a project provides sheep or goats to poor female headed-households. For a PIA, such a project may have only three questions which need to be answered:

1. How has the project impacted, if at all, on the livelihoods of the women involved in the project
2. How has the project impacted, if at all, on the nutritional status of the women's children?
3. How might the project be changed to improve impact in the future?

If you want to influence policy makers, you'll need to involve them in defining the questions for the PIA.

Slide

Stage 2: Define the boundaries of the project

- Define **geographical boundaries** of the project (mapping)

This aims to ensure that everyone understand the limits of the area in which impact is supposed to take place.

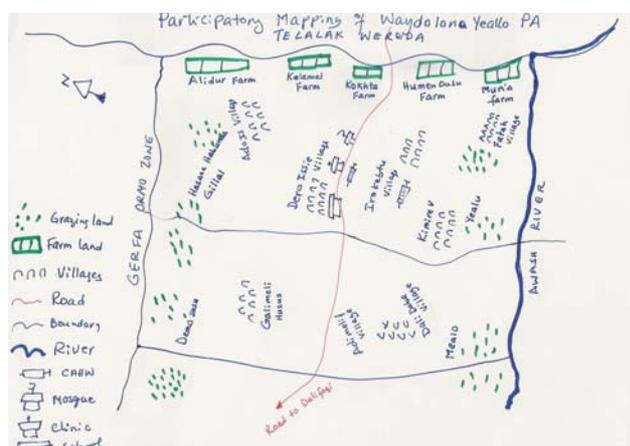
- Define **temporal boundaries** of the project (timelines)

When did the project start, how long has it been running?

Aims to ensure that everyone is clear about the time period which is being assessed.

Slide

Define the project boundary geographically



Slide

Define the project period - timelines

NGO project started	1986	Prosopis introduced by Natural Resource and Wildlife Protection Organization of the former government
	1991	Downfall of Derg
	1992	Livestock deaths due to disease called <i>sole</i> and drought
	1993	Boya-hagay in which a large number of livestock deaths remembered
	1994	Massive camel deaths occurred due to <i>goson</i> or <i>kahu</i>
	1995	Woder-Temere Gillal in which massive death of goats has occurred in which the kraal was left empty due to <i>gublo</i> and <i>korboda</i> diseases
NGO project ended	1996	Good rain and milk, life was good; <i>waybo</i> comes for the first time in Afar and killed many cattle
	1998	School, clinic and water reservoir construction started by SATCON and people were being employed as daily labourer and get a lot of money Lahibiak (swelling) around the neck (Anthrax?) has occurred and killed over 100 people
	1999	Some of their herders were selected to be trained as CAHWs
	2000	Human health clinic started functioning
	2001	Second round CAHWs selection occurred
	1992	Extensive farming initiated by private investors and government

Slide

Stage 3: Identify community-defined indicators of project impact

As far as possible, the PIA should use impact indicators which are identified by the community or intended beneficiaries of the project.

Using the example of the sheep and goat project, simply ask the women the ways in which they benefit from having livestock. Probe deeply. Look for economic, social, nutritional and other benefits. These benefits are impact indicators.

Slide

- When identifying the impact indicators, be specific not general. For example, *“The goats give me milk”* is not very specific. A better and more specific indicator is *“The children drink the goats milk”* or *“I use the income from selling milk to pay school fees”*. Similarly, the indicator *“I have more status in the community”* is not very specific. A better indicator might be *“I can now join the local savings and credit group in the village”*.
- If the community or beneficiaries produce many impact indicators, prioritize the indicators using ranking. Try to identify the five most important impact indicators.

Slide

Stage 4: Measure changes in the impact indicators which occurred during the project

- If possible, use community-defined indicators of impact

- **“Before and after” scoring methods are useful. For each indicator,**
 - **What was the situation (score) at the start of the project?**
 - **What is the situation (score) now?**
 - **If there is a difference, why?**

Slide

Stage 5: Assess project attribution

- **This stage aims to understand all the project and non-project factors which contributed to the changes in the impact indicators – these factors should be listed.**
- **Also, it aims to understand the relative importance of these project and non-project factors – methods include simple ranking or scoring methods, and causal diagrams with scoring of causes.**

Slide

Stage 6: Triangulate

- **This is a crucial stage of the assessment**
- **It uses “secondary data” to cross-check the results of the participatory methods**
- **The key source of secondary data is the project’s monitoring of process indicators (implementation of activities)**
- **Other secondary data may be government reports, or studies by other agencies**

Slide

Stage 7: Present results back to the community

- **This final stage involves presentation of the PIA findings back to the community**
- **If a CBO or local group is involved in the project, they should receive a copy of the results (and the final report).**
- **This stage is a final opportunity for local people to verify that the results are correct.**
- **A “feedback” workshop can also be an opportunity to plan further work to improve the project.**

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Summary

- **Stage 1: Define the questions to be answered**
- **Stage 2: Define the geographical and time limits of the project**
- **Stage 3: Identify and prioritize locally-defined impact indicators**
- **Stage 4: Measure changes in the impact indicators during the project**
- **Stage 5: Assess project attribution**
- **Stage 6: Triangulate**
- **Stage 7: Feedback and verify the results with the community**

Note in the third training an extra stage was added ...

Group exercise

Annex 1: Participants attending the three workshops on participatory impact assessment

First training: Ethiopia Pastoralist Programme

13th -14th September 2005

Mesfin Ayele, Programme Coordinator, FARM Africa
Ahmed Jemal, EPP Coordinator
Temesgen Berisso, Community Development Officer, EPP Afar
Dawit Daricha
Richard Ewbank, DPME, FARM Africa London office
Jemberu Eshetu, Marketing Specialist
Mulunesh Tegen, EPP South Omo
Abayneh, Team Leader, EPP South Omo
Alemayehu Gashaw, Team Leader, EPP Afar

Second training: Women's Enterprise Development Project, Wereda Capacity-building Project, Participatory Forestry Management Programme, Afar Food Security Project

16th-17th September 2005

Wondu Tsegaye, Training and Advisory Unit Coordinator
Samson Shiferaw, Animal Health Officer
Yeshi Beyene, Community Development Officer
Etreau Lemu, Community Participation Officer
Ben Irwin, Technical Manager, FARM/SOS PFMP
Michael Assefa, Coordinator WCBP
Sally Crafter, Country Director
Arsema Andargatechew, Communication and Information Officer, FARM/SOS PFMP
Gebeyehu Gizaw, Forester, FARM
Olika Belachew, Community Development Officer
Seble Worku, Enterprise and Finance Training Officer, WCBP
Theodros Mikle, Natural Resource Management Training Officer, WCBP
Furgassa Bedada, Technical Trainer and Advisor
Tesfayesus Yimenu, Natural resource Management Training Officer
Sintayehu Tsegaye, Enterprise and Finance Training Officer
Richard Ewbank, DPME, FARM Africa London office.

Third training: Wereda Capacity-Building Project

20th-21st September 2005

Takito Ganshole, Field Co-ordinator, KDA-Konso
Birhanu Aschalew, Field Officer, BDA-Basketo
Solomon Behaylu, Filed Officer, DPDA-Derashe
Samuel Karro, Filed Officer, KDA-Konso
Mekonnen Emale, Field Coordinator, BDA-Burji
Awolu Ali, Office of Agriculture, Burgi
Kanno Zarko, Field Officer, BDA-Burji
Shimelis Girma, Field Coordinator, DPDA-Derashe
Degefu Demissie, Field Coordinator, KDA-Amaro
Alemayehu Ture, Field Officer, KDA-Amaro
Karale Kassaso, Office of Agriculture, Konso
Amam Eneyeu, Derashe Government
Newaye H/Meskel, Field Coordinator, BDA-Basketo
Alemu Girma, Office of Agriculture, Amaro.