MEASURING CHANGE

Monitoring and Evaluating Leadership Programs

A GUIDE FOR ORGANIZATIONS

WLP

Women's Learning Partnership

MEASURING CHANGE: Monitoring and Evaluating Leadership Programs

A Guide for Organizations

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PREFACE

Who We Are

A partnership of 20 autonomous organizations, **Women's Learning Partnership (WLP)** trains and supports women in the Global South, primarily in Muslim-majority countries, to become leaders and advocates for a just, peaceful world. WLP creates culture-specific leadership trainings on democratic participation, and it partners with local organizations to help women gain the skills they need to fulfill greater leadership roles at the family, community, and national levels. Over the past decade, WLP's programs and training materials, which have been published in 20 languages, have reached tens of thousands of women in over 40 countries, strengthening local organizations to become self-sustaining and to power women's movements around the globe.

In 2001, WLP published ***Leading to Choices,*** a leadership training manual with a special focus on women. By 2004, ***Leading to Choices*** had been translated into 11 languages, and adapted for dozens of different cultural contexts. Over 6,000 women (and men, as well) in the Global South had participated in workshops based on the leadership manual. Organizations in the WLP Partnership, who had been regularly assessing the impact of the leadership trainings, felt the need to take a deeper look at the effects of the trainings in women's lives and their communities. They decided to invest in a systematic monitoring and evaluation program, piloted in Morocco during 2005 to 2007. ***Measuring Change: Monitoring and Evaluating Leadership Programs*** was developed following the pilot program and early drafts were reviewed and tested by WLP partners. This publication is the result of that co-production. www.learningpartnership.org

About the WLP Partner Organizations

Afghan Institute of Learning (AIL): AIL is a women-led non-governmental organization that uses a creative, responsive, and dedicated approach to meet the health and education needs of Afghan women, children, and communities. AIL trains and works with health and education professionals and organizations through programs in teacher training, health professional training and health education, and leadership and human rights training. Programs support home schools, community-based organizations, women's learning centers, and a pre-school education program. www.afghaninstituteoflearning.org

All Women's Action Society (AWAM): Founded in 1985, AWAM is an independent feminist organization committed to improving the lives of women in Malaysia. Its vision is to create a just, democratic, and equitable society where women are treated with respect, and are free from all forms of violence and discrimination. To reach this goal, AWAM informs, connects, and mobilizes those interested in securing women's rights, bringing about equality between men and women, and supporting women in crisis. AWAM's activities include advocacy, training and education, and direct services to victims of violence, including counseling and legal aid. www.awam.org.my

Association Démocratique des Femmes du Maroc (ADFM): ADFM is an independent association established in 1985 to defend and promote the human rights of women, and to foster equitable policies and social practices. As one of the largest non-governmental organizations in Morocco focused on the rights of women, ADFM has been successful in forming networks with civil society and governmental institutions regionally and internationally. The organization guarantees and reinforces the rights of women through advocacy, awareness raising, literacy campaigns, direct assistance, and education, among other activities. www.adfm.ma

Association des Femmes Chefs de Famille (AFCF): AFCF is a non-governmental organization in Mauritania whose primary mission is to promote human rights and to defend the rights of women and children. AFCF strives to bring support to women in precarious situations (particularly female heads of households), create a network of associations working to improve living conditions for women and children, and contribute to fostering gender equality and building active solidarity among women of different social classes. www.afcf.asso.st

Aurat Foundation: Aurat Foundation was established as a non-governmental organization in 1986. The Aurat Foundation is committed to working for women's rights and empowering citizens to participate in good governance for the purpose of creating a just, democratic, and humane society in Pakistan. The organization works in partnership with over 1,200 non-governmental and community-based organizations on activities related to advocacy, activism, and knowledge- and information-building for women's rights and gender equality in Pakistan. www.af.org.pk

BAOBAB for Women's Human Rights (BAOBAB): BAOBAB is a non-profit organization working for women's human rights and legal rights under religious laws, statutory laws, and customary laws, with a particular focus on Muslim women. BAOBAB works with legal professionals and paralegals, policymakers, women's and human rights groups, other non-governmental organizations, and members of the general public. Its programs promote human rights education, particularly women's human rights. BAOBAB sponsors women's rights training and education projects, and programs that enhance understanding of women's rights to influence social and government policies. www.baobabwomen.org

Be-Free Center/Bahrain Women's Association (BFC/BWA): BFC/BWA is a women's rights and child empowerment organization in Bahrain. The organization strives to increase awareness of women's legal rights, as well as other issues that affect women, such as globalization, information technology, the environment, health care, culture, and the family. The Be-Free Center focuses on eliminating child abuse and neglect and empowering children to be powerful and productive citizens. Through activities including training workshops and seminars, radio and television programs, advocacy campaigns, and networking, BWA promotes active citizen participation among women. Officially established in 2001, the vision of BWA is "to empower leaders for the human development era." www.bahrainws.org

Cidadania, Estudo, Pesquisa, Informaçao e Açao (Cepia): Cepia is a non-governmental, non-profit organization dedicated to developing projects that promote human and citizenship rights, especially among groups historically excluded from exercising their full citizenship in Brazil. Cepia conducts studies and educational and social intervention projects focusing on health, sexual and reproductive rights, violence, and access to justice, poverty, and employment. Cepia's advocacy strategy includes monitoring and evaluating public policies, and maintaining an open dialogue with different social groups and civic organizations. www.cepia.org.br

Collective for Research & Training on Development-Action (CRTD-A): CRTD-A provides technical support and training in Lebanon to non-governmental organizations, governmental partners, researchers, and international agencies on areas of social and community development, with a particular emphasis on gender equality and equity. CRTD-A focuses on the theory and practice of qualitative, participatory, and action-oriented social research, and produces original literature on gender and development, gender mainstreaming, gender training, social development, civil society, and poverty. The CRTD-A team provides consultancy services for non-governmental organizations and other development actors in gender-related areas. www.crtda.org.lb/en

Fondo de Desarrollo para la Mujer (Fodem): Fodem is a non-governmental organization in Nicaragua that supports the economic and political empowerment of women with scarce resources through financial, business, and citizenship programs. Its programs have earned Fodem the Central American award for Best Practices from Grupo Intercambio. www.fodem.org.ni

Forum for Women in Development (FWID): FWID is a network of Egyptian non-governmental organizations working for the emancipation of women and elimination of all aspects of discrimination against women. Launched in 1997 by 15 civil society organizations, FWID advocates for the reform of policies and legislation that discriminate against women. It is made up of groups of activists, both male and female, from different social and professional backgrounds, who work together to build a democratic, just, and egalitarian society.

Foundation for the Support of Women's Work (FSWW): FSWW is a non-governmental organization in Turkey seeking to ensure women's equal participation in social, economic, and political decision-making by drawing on the expertise and potential of local women. Established in 1986, it supports low-income women's groups to improve the quality of their lives, their communities, and their leadership. KEDV/FSWW works in Istanbul, the Marmara earthquake region, and southeastern Turkey. The organization also provides consultancy, training, and monitoring support to those local governments, non-governmental organizations, and other organizations that want to integrate FSWW programs into their activities. www.kedv.org.tr

Human Rights Center/Citizens against Corruption (CAC): CAC in Kyrgyzstan focuses on the rights of women and refugees, provides legal consultation, conducts and disseminates research, convenes civic forums, participates in public hearings, and trains human rights defenders. CAC advocates against corruption in the government through monitoring elections and supporting election reform, supporting women in Parliament, and advocating against the use of torture and the death penalty. www.anticorruption.kg/index.php/en/about-

Iran: WLP works in partnership with activists and scholars from Iran to develop Persian training manuals and multimedia curriculum. In 2005, WLP convened a National Learning Institute for Women's Leadership and Training of Trainers with a group of Iranian activists, non-governmental organization leaders, journalists, and academics to enable participants to develop skills in participatory leadership and to strengthen women's networks in Iran.

Shymkent Women's Resource Center (SWRC): SWRC is a non-profit organization in Kazakhstan whose programs combat trafficking and violence against women and promote the rights of women and women's leadership. SWRC organizes campaigns to combat trafficking, creates self-help support groups for women, provides psychological and legal counseling, and manages a shelter for victims of trafficking. www.swrc.kz/eng

Sisterhood Is Global Institute/Jordan (SIGI/J): SIGI/J is a non-governmental organization established in 1998. Its founders include lawyers, jurists, and human rights activists working to support and promote women's rights through education, skills training, and modern technology. Its programs include human rights education, initiatives for combating violence against women and girls, and a knowledge partnership program that provides ICT training. SIGI/J also sponsors cultural and educational events that highlight the experiences of women leaders. www.sigi-jordan.org/pages

Women's Affairs Technical Committee (WATC): WATC is a coalition in Palestine established in 1992 to eliminate discrimination against women, and to pursue a democratic society that respects human rights. The aims and objectives of WATC include developing young women's leadership skills, increasing women's political participation at all levels, and empowering and supporting existing women's rights organizations. WATC achieves its objectives through training, networking, advocacy, campaigning, and maintaining an educational media presence. www.watcpal.org

Women's Self-Promotion Movement (WSPM): WSPM is a grassroots organization created in 2001 in Zimbabwe. WSPM implements women's economic empowerment programs and women's capacity-building programs that seek to improve the lives of disadvantaged women through education, economic development, and women's leadership. The organization primarily works with refugees, women, and girls in the southern Africa region.

The WLP Partnership has developed into a network that is recognized for outstanding leadership training for women in the Global South. Below are excerpts from WLP's Charter:

WLP's Vision

Objective: To strengthen a feminist movement in order to transform power relations and promote justice, equality, peace, and sustainable development.

Resource: To achieve these objectives, the WLP Partnership will build capacity through the sharing of vision, mechanisms, and concepts; the exchange of experiences, strategies, and skills; and the mobilization of resources.

Approach: To promote and sustain leadership that is participatory, inclusive, horizontal, and replicable.

Values: The Partnership shares values of gender equality, human rights, collective and consensus-based action, and respect for diversity.

WLP's Principles

The following principles guide WLP's work:

- We live our core values and beliefs. We are committed to the creation of tolerant, egalitarian, and democratic communities developed through partnerships based on cooperation, trust, and respect. We sustain our partnerships through open, ongoing, and in-depth communication.
- We are learning organizations that are flexible, evolving, and responsive to the changes in our environments.
- We honor the collective nature of the Partnership and believe in the importance of a shared vision.
- We promote and sustain leadership that is horizontal, participatory, and inclusive.
- We use new information and communication technologies to facilitate communication and sharing of knowledge and skills.
- We recognize that giving Women's Learning Partnership visibility is integral to the success of our individual and collective work.

INTRODUCTION:
Strengthening our Programs through Evaluation

The Context

Since 2001, grassroots women's organizations in more than 40 countries in Africa, Asia, Latin America, and the Middle East have carried out participatory leadership trainings using Women's Learning Partnership's (WLP's) *Leading to Choices: A Leadership Training Handbook for Women.* The curriculum articulates a vision of effective **participatory leadership:** leadership that is inclusive and horizontal; that serves both women and men, poor and rich, and the powerless and powerful. This innovative style of leadership is founded on effective communication and fosters collective action for social justice.

The leadership curriculum, created and adapted by the Women's Learning Partnership (WLP), is currently available in 20 languages. WLP is made up of WLP International and 20 autonomous national and regional WLP partners in the Global South, primarily in Muslim-majority societies, each dedicated to empowering women and advancing women's leadership. Through grassroots leadership workshops with diverse groups of women, WLP partners have pioneered the *Leading to Choices* (LTC) participatory leadership model in their communities and societies. Successes have spread beyond WLP; women's organizations across the globe are now using LTC to enrich their own training programs and empower their constituents.

Each year, WLP comes together to discuss strategies for strengthening the implementation of LTC workshops in its partners' countries. In 2004, after four years of program implementation, many partners felt the need to take a deeper look at the effects of the LTC workshops in women's lives and their communities. In order to do this, partners decided to invest in **program monitoring and evaluation.** This monitoring and evaluation manual was developed as a resource and training guide for the WLP Partnership and for the NGO community more broadly, particularly those organizations with an interest in participatory leadership and women's empowerment. *Measuring Change: Monitoring and Evaluating Leadership Programs* presents a system for monitoring and evaluation of social programs based on the participatory and democratic philosophy expressed in *Leading to Choices: A Leadership Training Handbook for Women,* which can be adapted to the needs of individual organizations.

Defining Monitoring and Evaluation

Program monitoring is the ongoing tracking and assessment of program implementation and performance, usually tracking key inputs, activities, and outputs on a regular basis. Monitoring data should inform program management and planning.

Program evaluation is a periodic, systematic, and in-depth assessment of whether a program has achieved its objectives and whether unintended outcomes have also occurred. Evaluation also provides insight into *how* and *why* a program works.

WLP promotes a participatory approach to monitoring and evaluation, which engages diverse stakeholders, not just external experts or program staff, in the monitoring and evaluation process. In developing the approach outlined in this manual, WLP drew on the literatures addressing participatory evaluation and Theory of Change evaluation models.[1]

Benefits of Monitoring and Evaluation

Learning

How do we know if participation in our programs is really contributing to changes in women's lives? Program monitoring and evaluation are our most powerful tools for exploring whether we are really contributing to the change that we would like to see in the world. Because our programs are dynamic, we monitor program implementation closely to obtain continuous feedback about our work. Because our programs are intended to create social change, we use evaluation to understand how our programs work and systematically investigate what is and is not working. In the process, we deepen our understanding of *whether, how,* and *why* our programs achieve their intended results. Taken together, monitoring and evaluation stimulate a continuous *assessment-reflection-action cycle* which leads to programmatic and organizational learning.

Strengthening

Once we understand the specific contributions made by our programs, we can make strategic decisions about the steps we need to take to strengthen them. For example, if we find that participants are grasping the new leadership concepts they explore in workshops, but are struggling to develop a concrete plan of action for implementing leadership skills in their lives, facilitators can develop new facilitation strategies which focus on developing participants' planning skills. If evaluation results show us that participants gained valuable skills in effective communication, facilitators can feel confident in continuing their strong

1 Models of evaluation drawn from to create this manual include among others the Theory of Change method of evaluation, developed by Carol Weiss (1998) and modified for the NGO community by ACTKNOWLEDGE and Aspen Institute http://www.theoryofchange.org, and Earl et al.'s (2001) work on outcome mapping at http://www.idrc.ca/en/ev-9330-201-1-DO_TOPIC.html.

work in this area. By sharing evaluation results within our organizations, we can encourage collective ownership of program outcomes, motivating each member to strengthen her role within the program. By sharing our work with the broader NGO community, particularly within our own geographic region, we may have the opportunity to build the organizational capacities of other NGOs working in the same field.

Persuading

As organizations committed to women's leadership and empowerment, it is vital that we share the outcomes we have achieved with others. We have many audiences that we wish to persuade of the value of our work, from the participants in our programs and members of our local communities, to policymakers and financial supporters. Evaluation can increase our confidence in our programs and provide us with sound evidence to support our claim that we are really making a difference in women's lives. Equipped with statistics demonstrating how many participants in our workshops have embraced our methodology of participatory leadership, or case studies of individual participants who have transformed their families, communities, or societies, we are prepared to persuade others that women working in partnership can learn the skills and implement the strategies needed to secure human rights, contribute to the development of their communities, and create a more peaceful world.

Structure of the Manual

Measuring Change: Monitoring and Evaluating Leadership Programs focuses on building individual and organizational skills for monitoring and evaluation through interactive learning sessions. The step-by-step guide leads users through the main steps required for program monitoring and evaluation, with particular reference to WLP's *Leading to Choices* program. The case studies used throughout the manual feature the monitoring and evaluation experiences of WLP partners in Jordan (SIGI/J), Morocco (ADFM), and Nigeria (BAOBAB). While the case studies are drawn from the field of women's leadership, they highlight common issues, decisions, and best practices relevant to organizations working in other fields.

The manual is made up of five sections:

- I: Developing a Framework for Monitoring and Evaluation;
- II: Designing Strategies for Evaluation Workshops;
- III: Reviewing the Progress of our Workshops;
- IV: Sharing our Learning; and
- V: Evaluating Ourselves.

Each section has a series of learning sessions that highlight different aspects of monitoring and evaluation. Each session includes objectives, definitions of key terms, case studies, reflection questions, practical exercises, and a review. The sessions can be reviewed in sequence or selectively, depending on organizational needs.

Sessions have two types of practical exercises to support distinct uses of the manual:

Design exercises: These exercises are intended to guide an evaluation team through the process of designing a monitoring and evaluation system.

Training exercises: These exercises are intended to support facilitators providing training in monitoring and evaluation.

Sample training agendas for conducting half day, 1, or 2 day evaluation trainings are provided at the end of the manual.

WORKSHOP SESSIONS

1

SECTION I:

Developing A Framework For Monitoring And Evaluation

In this section, we establish a process to guide systematic monitoring and evaluation of our programs.

Session 1: *"How Do Our Programs Create Change?"* introduces the Model of Change—a visual map of outcomes of our programs—that serves as a conceptual framework to guide the monitoring and evaluation process. This session also addresses strategies for adapting a Model of Change to reflect the varied contexts of different organizations.

Session 2: *"How Do We Assess Our Programs?"* introduces three approaches to assessing programs: monitoring, process evaluation, and outcome evaluation. This session outlines the purpose and applications of each type of program assessment.

Session 3: *"How Do We Develop a Monitoring and Evaluation Plan?"* introduces the critical components of a monitoring and evaluation plan: goal, objectives, and indicators. This session also introduces a basic template which can be used to prepare a customized plan.

SESSION 1

How Do Our Programs Create Change?

Learning Objectives:

- To articulate a shared understanding of how and why our program works.
- To develop a conceptual model for measuring change.
- To learn how to adapt a Model of Change.

1A. Developing a Model of Change

To evaluate any program, first an organization needs to develop a **shared understanding** about *how* and *why* its program creates change. We can develop this shared understanding by brainstorming and collectively mapping the desired **outcomes** of our programs. A **program outcome** is a change or result that can be clearly linked to a program.

This process of mapping program outcomes is commonly referred to as building a **Model of Change.** The Model of Change serves as the **conceptual framework** which guides our monitoring and evaluation efforts. Based on the Model of Change, we develop objectives which capture the most important desired outcomes of our programs; create indicators that help us measure whether or not we have achieved our objectives; carry out collection and analysis of information that enables us to describe the outcomes of our programs; and report our findings. This conceptual framework also enables us to clearly **communicate the logic of our program** to participants, partners, supporters, and others, which in turn enables us to **obtain feedback** on program design and implementation processes.

It is important to remain aware that the program may not be solely responsible for *causing* all of the outcomes we identify—it may only be one contributing factor among others.

Building a Model of Change:

- Facilitates the development of a shared understanding of *how* and *why* our program creates change.
- Serves as a conceptual framework for monitoring and evaluating *whether* our program works.
- Serves as a powerful communication tool to explain our program to stakeholders.
- Enables constructive feedback on program design and implementation processes.

Case Study 1A: Women's Learning Partnership's Model of Change

The Women's Learning Partnership (WLP) took a collective decision to develop a new monitoring and evaluation system for the Leading to Choices *(LTC) participatory leadership program.*

President and CEO of WLP Mahnaz Afkhami believed that creating a Model of Change at the outset of the evaluation process was crucial. Since the LTC program's creation five years previously, program staff had not gathered together to explicitly outline a shared vision of how and why the program should work for participants. Mahnaz thought that it would be valuable for the team to make their implicit assumptions about women's leadership more explicit. Once the team had developed their Model of Change, it would guide them in testing their theories about how the LTC program helped develop women's conceptualizations of leadership. Mahnaz also felt that the process of developing a Model of Change created opportunities for seeing where the program succeeded or broke down, providing valuable feedback for program improvement.

Mahnaz carefully assembled an evaluation team for this purpose, consisting of herself, the Executive Director, Rakhee Goyal, and two Program Associates, Anne Bwomezi and Anna Workman. Each member of the team brought specific knowledge that would contribute to the creation of a comprehensive conceptual framework, based on in-depth understanding of participatory leadership and its potential for creating change, and detailed knowledge about implementation of the program in 20 countries in Africa, Asia, Latin America, and the Middle East. An external evaluation consultant, Alexandra Pittman, was also brought in to facilitate the development of the Model of Change. Alexandra's expertise in evaluation methodologies and her field experience during WLP's pilot three-year evaluation program in Morocco brought added-value to the discussions.

The team started by outlining the fundamental question that would guide the development of the Model of Change. After considerable discussion, the team settled on the following question: How has participation in the Leading to Choices *leadership program contributed to changes in participants' family, professional, community, and political lives?*

The WLP evaluation team began to brainstorm the main desired outcomes (changes or results) which they considered to be clearly linked to the LTC program. They organized outcomes into specific outcome statements that described the actors and the action or change involved, according to the following timeline: short-term outcomes occurring directly after LTC program participation; intermediate outcomes occurring between six months to three years after LTC participation; and long-term outcomes occurring more than three years after LTC participation (see Chart 1).

Next they outlined the connections between the short-term, intermediate, and long-term outcomes identified. To develop the Model of Change, they needed to outline a pathway that highlighted the interim steps between implementation and the short-term, intermediate, and long-term outcomes.

The team began drafting their Model of Change (see Model 1) by outlining the key activities that should take place during a leadership workshop. The team highlighted the following activities: facilitators use the LTC participatory training methodology themselves; participants and facilitators explore together the new participatory leadership concept; and participants practice new leadership skills.

The team described the short-term outcomes of leadership training—those occurring immediately after a workshop. The most important and complex outcome was participants' internalization of the new leadership concept. The team described this as an ongoing process for participants, consisting of multiple steps reflected in a feedback loop. The internalization process involves a change in perception of leadership; increase in self-esteem; increase in confidence to exercise leadership skills; and identification as an agent of change. The team drew a circle around these steps to indicate that internalization of the new leadership concept is an ongoing process that does not take place in strict chronological order. Following the internalization process, participants make plans to apply the skills they learn at the workshop and form relationships, groups, or networks to implement collective plans.

Based on their experience with the LTC program, the evaluation team made the assumption that participants would need time after a workshop to integrate the new participatory leadership concept in their lives. They shifted the timeframe of the Model of Change to look at the period six months to three years after a workshop in order to map intermediate outcomes of the LTC program. The team anticipated a deepening of participants' understanding of leadership over time, leading to more active engagement in their families, workplaces, communities, or societies. They also noted that some participants may begin to mobilize others to pursue a shared vision for change. In these instances a participant can gradually challenge norms and begin to initiate change in her family, workplace, or community.

The team identified a similar deepening and transformation process taking place at the organizational level. One intermediate organizational outcome identified was that individuals within organizations apply participatory leadership skills in their operations and experience, initiating a learning process. Another outcome was that organizational culture begins to change to reflect principles of participatory leadership, encouraging the development of shared visions and plans of action; the formation or strengthening of networks and coalitions; and mobilization of communities and societies for change. These processes pursued over time produce a learning organization.

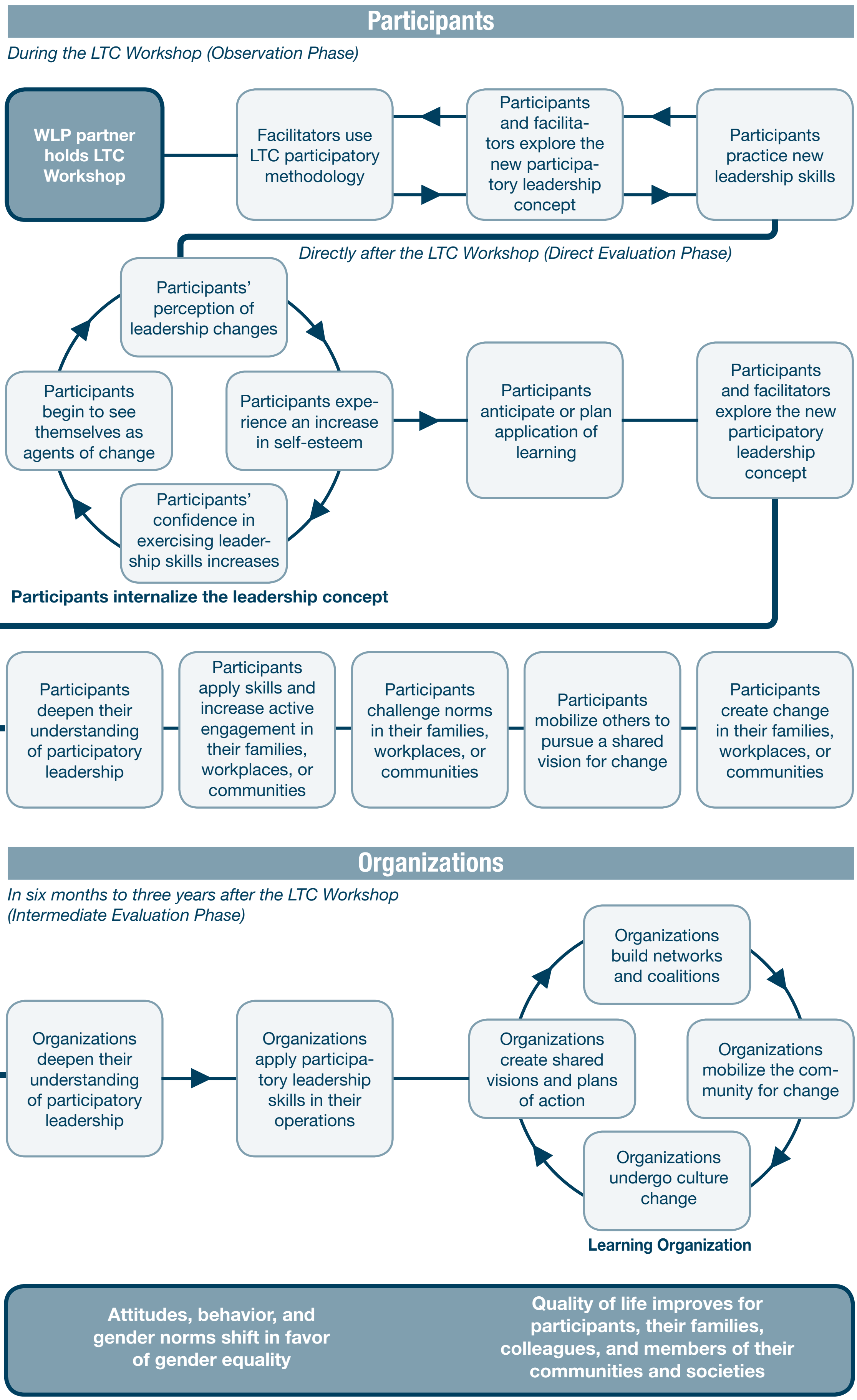
After three or more years, this chain of outcomes should ultimately lead to the achievement of long-term outcomes. The short-term and intermediate outcomes must be achieved before the long-term outcomes can be realized. As workshop participants apply participatory leadership skills within their families, workplaces, and communities, they begin to experience an improvement in their quality of life and ultimately see a shift in attitudes, behavior, and norms to embrace the principle of gender equality.

Through this dynamic outcome mapping process, the team developed a shared conception of how and why the Leading to Choices *leadership program should work. This map would serve as the conceptual framework for program monitoring and evaluation. The evaluation team found this process particularly helpful in clarifying their expectations of the program's long-term outcomes.*

Chart 1: Outline of LTC Program Outcomes

Short-Term Outcomes	Intermediate Outcomes	Long-Term Outcomes
• Participants develop new skills in communication, listening, consensus-building, negotiating, decision-making, sharing responsibility, creating and implementing action plans • Participants change their view of leadership • Participants' confidence increases • Participants begin to see themselves as agents of change • Participants make plans to apply their skills at the family, workplace, and community levels • Participants internalize the leadership concept • Participants experience an increase in self-esteem • Participants establish new relationships, groups, and networks • Participants embrace diversity and demonstrate respect and tolerance for others	• Participants reflect on participatory leadership • Participants apply leadership skills in their families, workplaces, communities, and societies • Participants increase involvement in the family, professional, community, and societal spheres • Participants' behavior changes to demonstrate initiative and ethics • Participants mobilize others to pursue shared goals • Participants transform their families, workplaces, communities, and societies • Organizations practice participatory leadership and create spaces for empowerment • Organizations undergo culture change • Organizations develop a shared vision, build networks, and mobilize for change	• Quality of life improves for participants, their families, colleagues, and members of their communities and societies • Attitudes, behavior, and gender norms shift in favor of gender equality

Model 1: The Women's Learning Partnership's Theory of Change for the *Leading to Choices* Program



Reflection Questions:

1. In what ways does the Model of Change outlined above fit with your view of the main outcomes of the leadership training program? What elements would you revise or add?
2. Do you believe that the Model of Change described above provides a useful conceptual framework for capturing the outcomes of the LTC leadership program? Why, or why not? What are its strengths and weaknesses?
3. Who might you include in the evaluation team in your organization? Why? At what time?
4. Should the Model of Change for the leadership program remain the same over time? Why or why not?
5. What are the benefits and challenges of including facilitators and former workshop participants in the evaluation team?

1B. Adapting the Model of Change

The Model of Change establishes the conceptual framework for a monitoring and evaluation system. It is therefore important to ensure that the Model of Change accurately reflects the outcomes of a program as it is implemented in each particular setting. A strength of the *Leading to Choices* (LTC) leadership curriculum is its **flexibility and suitability for adaptation to different cultural contexts.** The LTC Model of Change can similarly be adapted to reflect the specificities of each organization's context and strategies for program implementation. However, there are benefits to **retaining core elements** of the LTC Model of Change. These benefits include the ability to **facilitate comparisons** and to **gather information on the collective results** achieved by the global program.

Adapting the Model of Change:

- Provides an opportunity for each participating organization to think through *how* and *why* a program works in its context.
- Establishes an organizationally and culturally relevant conceptual framework for monitoring and evaluation.
- Facilitates exchange of program experiences by providing a visual representation of each organization's program.

Case Study 1B: Adapting the LTC Model of Change to Three Different Contexts

Case Study 1B.1: SIGI/J (Jordan)

Sisterhood Is Global Institute (SIGI/J) is a Jordanian NGO which promotes women's human rights through education and skills training programs. SIGI/J has been implementing the LTC program since 2000. The organization is interested in conducting a more systematic annual evaluation that relies on oral rather than written data collection methods because in Jordanian culture, oral traditions of passing down social and historical narratives are commonplace. Executive Director Lina Quora and Board Member Asma Khader searched for innovative data collection methods suitable for populations that have strong oral traditions of communication, such as interactive, visual, and theater-based evaluation methods.

In 2006, SIGI/J formed an evaluation team with three experienced facilitators—Inam Asha, Rana Abu Sundus, and Lina Quora—in order to pilot-test these data collection methods through an evaluation of the LTC program in Jordan. The team settled on the following question to guide the evaluation: In what ways has the LTC program contributed to positive changes in participants' attitudes and behavior? They were particularly interested in examining the program's effects on participants' self-confidence, belief in themselves as agents of change, and involvement in their family and communities.

Case Study 1B.2: ADFM (Morocco)

Moroccan NGO Association Démocratique des Femmes du Maroc (ADFM) had been implementing the LTC leadership program for over six years. After discussions with WLP International, ADFM's Founding member, Amina Lemrini, and ADFM's President, Rabéa Naciri, decided it was a strategic time to carry out an impact evaluation to assess achievements of the leadership program in Morocco. ADFM formed an evaluation team of five staff members and an external evaluation consultant.

The evaluation team highlighted two levels at which the LTC program in Morocco addresses leadership: at the social and organizational levels. At the social level, they believed the LTC program fostered the following leadership skills: communication, working with and respecting others, exchanging ideas and experiences, tolerance, building common visions, and bridging differences. On the organizational level, they believed the LTC program fostered participatory leadership through joint advocacy campaigns and the adoption of inclusive and participatory approaches to strategy development and action planning. Some members of the evaluation team also felt that the LTC program encouraged facilitator learning and developed and contributed to strengthening ADFM's capacity as an organization.

The team formulated two evaluation questions to guide the assessment: What are the main outcomes of the LTC program on participants' family, professional, and associational lives? What skills have facilitators gained from their experience in the LTC program?

Case Study 1B.3: BAOBAB (Nigeria)

After four years of implementing the LTC leadership program, the Nigerian women's rights organization BAOBAB initiated a series of LTC workshops that specifically targeted women working in academia and other female professionals. The Executive Director, Sindi Medar-Gould, decided that an evaluation should be conducted to better understand the effects of the leadership program on academics and female professionals.

In order to undertake this evaluation, the organization assembled an evaluation team consisting of two experienced facilitators, Sindi Medar-Gould and Bunmi Dipo-Salami, and one new facilitator, Ngozi Nowsu. They decided on the following evaluation question: Has the LTC program enabled female academics and professionals to apply participatory leadership styles in their families and workplaces?

Reflection Questions:

1. In your opinion, does each organization need to adapt WLP's Model of Change (Case Study 1A, Model 1)? Why or why not?
2. How would you suggest balancing the need for each organization to conduct a tailored evaluation that fits its unique context and implementation strategies, and the need to maintain a common Model of Change across all organizations?
3. Do you feel adaptations to the Model of Change are necessary for the leadership program in your organization? If yes, why? If no, why not?

✓ Design Exercise 1: Create a Model of Change for Your Program

Summary: Create a Model of Change for your program.

Materials: WLP Model of Change from Case Study 1A, flip chart, pens.

Time: 3 hours

Method:

STEP 1. Form an evaluation team that includes relevant organizational representatives and/or stakeholders.

STEP 2. Discuss the main focus and goals of your program.

STEP 3. Develop your primary evaluation question. What are you primarily interested in learning from your evaluation?

STEP 4. Identify the main program implementation activities.

STEP 5. Identify desired program outcomes that relate to the program evaluation question. Have three large pieces of paper with three columns: short-term outcomes (reached immediately after participation in the program), intermediate outcomes (reached six months to three years after participation in the program), and long-term outcomes (reached three years or more after participation in the program).

STEP 6. Link the activities and three types of outcomes together to form an overall visual map of how your program creates change. You may need to insert additional steps between activities and outcomes in order to capture the dynamic nature of change specifically related to your program and to complete your Model of Change.

✓ Training Exercise 1: Create an Adapted Model of Change

Summary: Practice adapting the WLP Model of Change.

Materials: WLP Model of Change from Case Study 1A, Case Study 1B, flip chart, pens.

Time: 1 hour

Method: Break into three small groups. Each group plays the role of one of the WLP partners in Case Study 1B.

GROUP 1:
SIGI/J (Jordan)

GROUP 2:
ADFM (Morocco)

GROUP 3:
BAOBAB (Nigeria)

STEP 1. Take the WLP Model of Change (Model 1) and adapt it to the needs of your assigned WLP partner. Use the reflection questions below as a guide. Be bold with your interpretation of the LTC program and how you think it may lead to changes in participants' knowledge, attitudes, and/or behavior.

STEP 2. Draw your Model of Change on a flip chart and then present it to the whole group for discussion.

Reflection Questions:

1. What are the main processes and outcomes of interest to your assigned organization?
2. Are these adequately reflected in WLP's Model of Change?
3. What will you need to update in the Model of Change to reflect the needs of your assigned organization?
4. What are the main similarities and differences between your Model of Change and the WLP Model of Change?
5. Why are these adaptations valuable to your organization?
6. To what extent would an evaluation based on your adapted Model of Change provide useful information for a global assessment of the LTC program?

Session 1 Review: Model of Change

Building a Model of Change

- Facilitates the development of a shared understanding of *how* and *why* our program creates change.
- Serves as a conceptual model for monitoring and evaluating *whether* our program works.
- Serves as a powerful communication tool to explain our program to stakeholders.
- Enables constructive feedback on program design and implementation processes.

Steps in Creating a Model of Change

- Form an evaluation team that includes relevant organizational representatives and/or stakeholders.
- Discuss the main focus and goals of your program.
- Develop your primary evaluation question.
- Identify the main program implementation activities.
- Identify desired program outcomes that relate to the program evaluation question. Have three large pieces of paper with different headings: short-term outcomes (reached immediately after participation in the program), intermediate outcomes (reached six months to three years after participation in the program), and long-term outcomes (reached three years or more after participation in the program).
- Link the activities and three types of outcomes together to form an overall map of how your program creates change. You may need to insert additional steps between activities and outcomes in order to capture the dynamic nature of change related to your program and to complete your Model of Change.
- Periodically revise and update your Model of Change based on new learnings and unexpected changes that may occur over time.

SESSION 2
How Do We Assess Our Programs?

Learning Objectives:

- To explore the similarities and differences between monitoring, outcome evaluation, and process evaluation.
- To understand the conditions under which each approach is valuable.
- To highlight diverse organizational needs for monitoring and evaluation.

Program monitoring is the ongoing tracking and assessment of program implementation and performance, usually tracking key inputs, activities, and outputs on a regular basis. We often monitor key **outputs**—the easy-to-obtain and immediate results of program activities, such as the number of people trained. Every program should use monitoring data to inform program management and planning.

Program evaluation is a periodic, systematic, and in-depth assessment of whether a program has achieved its objectives and whether unintended outcomes have also occurred. This assessment provides insight into *how* and *why* a program works.

The decision about when and how to evaluate is a strategic one. It can be challenging at first to determine when is the best time to undertake an evaluation, and what type of evaluation to carry out. In order to make this determination easier, we discuss two common approaches to evaluation: outcome evaluation and process evaluation.

Outcome evaluation is useful for ascertaining whether a program is achieving its goals and objectives. It usually looks beyond immediate program outputs to changes in the participant group as a whole. This is the most common type of evaluation. Outcome evaluation is generally conducted for established programs that have had sufficient time to achieve observable results.

Process evaluation is used to learn about and inform the strengthening of program implementation strategies. It helps us clarify which participant group we should focus on and how to deliver the program most effectively. We often carry out process evaluation when a program is in its early or intermediate stages. It is important to conduct the evaluation during a period of ‘typical’ program implementation.

Choosing when to conduct outcome versus process evaluation:

- Requires a clear understanding of what you would like to know and how you plan to use it to strengthen your program.
- Involves consideration of the maturity of your program and the most appropriate timing for the chosen evaluation approach.

Case Study 2: Monitoring, Outcome Evaluation, and Process Evaluation

WLP International 1
In an effort to obtain evidence about whether the LTC leadership program was achieving its objectives, WLP International commissioned a collaborative pilot evaluation of the work of WLP’s Moroccan partner, Association Démocratique des Femmes du Maroc (ADFM). The two-year evaluation, which took place between 2005 and 2007, utilized a participatory approach to evaluate the outcomes of the LTC program within participants’ families, workplaces, and communities.

WLP International 2
WLP International was also interested in obtaining information about the main outputs of the LTC leadership program. For example, in 2006, WLP International set a target of training 1,000 individuals globally in participatory leadership skills. They wanted to know whether this target, among others, had been achieved. They also wanted to establish a centralized database for storing information about the key outputs of WLP as a whole.

ADFM
One additional focus of ADFM’s evaluation of the LTC program was to collect data about how facilitation was conducted and how facilitators themselves were responding to the program’s ethos. The evaluation team wanted to know if facilitators were applying a participatory approach and responding to participants’ expressed needs. They felt that a participatory approach to facilitation was critical to the program’s success because it set an example of participatory leadership. They also wanted to understand if facilitators felt that the program was providing opportunities for personal growth and development.

Reflection Questions:

1. Would you recommend using monitoring, outcome evaluation, or process evaluation in the cases above? Why?
2. How are monitoring, outcome evaluation, and process evaluation different? In what ways are they similar?
3. Are outcome and process evaluation mutually exclusive? When might it be useful to apply both evaluation strategies?
4. What type of evaluation is your organization most interested in conducting at this time? Why?

✓ Design Exercise 2: Evaluation Checklists

Summary: This exercise presents two checklists—the first to determine whether to undertake an evaluation and the second to determine which type of evaluation is best suited to organizational needs.

Materials: Checklist 1 and Checklist 2.

Time: 15-20 minutes

Method: Assemble an evaluation team and respond to the checklists below.

Checklist 1: Is Our Organization Ready for an Evaluation?	Yes	No
1. Our organization has stable operations and routines.	☐	☐
2. We want to assess our programmatic strengths and weaknesses for the purposes of improvement.	☐	☐
3. Our organization is interested in assessing the extent to which we meet our stated program objectives.	☐	☐
4. We would like to determine the effects of our program on participants' lives.	☐	☐
5. We have the financial means to carry out an evaluation.	☐	☐
6. Our program has been running dependably for a few years.	☐	☐
7. We would like to use the evaluation results for the purposes of continuing, expanding, cutting, or abandoning our program.	☐	☐
8. We would like to assess our program processes to better deliver our program.	☐	☐
9. We have full control to assess every and any aspect of the program.	☐	☐
10. We would like to use the evaluation to test a new program idea.	☐	☐
11. We would like to use the evaluation to test two (or more) different alternatives for program training to see which is best to implement.	☐	☐
12. Our organization agrees on our expected program outcomes.	☐	☐
Total:		

Adapted from Weiss, Carol. (1998). *Evaluation*. Second Edition. Upper Saddle River, NJ: Prentice Hall.

In general, if your 'yes' answers outweigh 'no' answers then your organization could benefit from an evaluation. However, if you answered 'no' to questions 1, 9, or 12, your organization could benefit from more organizational planning and monitoring prior to the evaluation.

Checklist 2: What Type of Evaluation Best Suits Our Organizational Needs?	Yes	No
1. We don't know why program participants are experiencing the outcomes they do and we want to understand what is happening.	☐	☐
2. We want to investigate the best way of training different groups to increase the effectiveness of our outcomes.	☐	☐
3. We are interested in better understanding the main problems that facilitators face in delivering the program.	☐	☐
4. We want to identify the gaps/strengths in the facilitation of the program.	☐	☐
5. We would like to identify the needs of participants.	☐	☐
6. We would like to trace participants' reactions throughout the program to better understand how it is experienced.	☐	☐
7. We want to explore the unintended outcomes of the program.	☐	☐
8. We want to assess the contributions of our program to participants' lives.	☐	☐
9. We are interested in exploring whether participants are actually gaining the benefits we intended.	☐	☐
10. We are interested in more deeply exploring our implicit and explicit assumptions about how the program works and assessing whether or not they hold true.	☐	☐
11. We are interested in knowing if and how participants are using key ideas from the program in their lives.	☐	☐
12. We would like to provide systematic evidence about if and how the program is working in a particular setting.	☐	☐

______Process evaluation. Add up the number of 'yes' responses from questions 1-6.

______Outcome evaluation. Add up the number of 'yes' responses from questions 7-12.

The higher score indicates which type of evaluation will better fit your needs. If you receive a similar score for both types of evaluation, you can consider integrating both approaches in your evaluation.

✓ Training Exercise 2: Monitoring, Outcome Evaluation, and Process Evaluation

Summary: This exercise can be used in an evaluation workshop training session to help participants differentiate between monitoring, outcome evaluation, and process evaluation.

Materials: Model of Change in Case Study 1A, Session 2, flip chart, and pen.

Time: 15-20 minutes

Method:

STEP 1. Break into four groups.

STEP 2. On a flip chart, create three columns: monitoring, outcome evaluation, and process evaluation.

STEP 3. After reading Session 2, review the Model of Change and decide which elements you would focus on for monitoring, outcome evaluation, and process evaluation.

STEP 4. Come back together as a large group and discuss the work.

Reflection Questions:

1. Why did you select your priority elements?
2. If you were managing monitoring and evaluation for the LTC leadership program, where would you invest the majority of your effort and resources—monitoring, outcome evaluation, or process evaluation? Why?

Session 2 Review: Monitoring, Outcome Evaluation, and Process Evaluation

- **Program monitoring** is the ongoing tracking and assessment of program implementation and performance, usually tracking key inputs, activities, and outputs on a regular basis.
- **Program evaluation** is a periodic, systematic, and in-depth objective assessment of whether a program has achieved its objectives and whether unintended outcomes have also occurred.
- **Outcome evaluation** is useful to determine whether or not a program is achieving its goals and objectives. Outcome evaluation is usually conducted for established programs that have had sufficient time to achieve observable results.
- **Process evaluation** is used to learn about and inform the strengthening of program implementation strategies. Process evaluation is carried out when a program is in its early or intermediate stages.

SESSION 3

How Do We Develop a Monitoring and Evaluation Plan?

Learning Objectives:

- To develop a program goal, objectives, and indicators based on the Model of Change.
- To introduce a basic outline for a monitoring and evaluation plan.

3A. Developing Goals, Objectives, and Indicators

The Model of Change provides a comprehensive picture of how we believe our program works. We need to develop program objectives and indicators that complete our monitoring and evaluation plans and align with the strategic goals of our evaluation.

The first step is to distinguish between a **program goal** and a **program objective.** A program goal is a broad statement which communicates the long-term, big picture change the program is intended to achieve or contribute to. A program goal (or goals) is developed from the long-term outcomes section of the Model of Change. Since goals describe an organization's long-term aspirations, in the short-term it may not be possible to determine whether or not they have been achieved.

Program objectives are specific statements that describe the desired or expected outcomes of a program. Program objectives generally fill in the gaps and identify what needs to happen in order to achieve program goals. Program objectives should always be SMART: specific, measurable, achievable, relevant, and time-bound.

Indicators are quantitative (numerical) or qualitative (descriptive) measures of program performance. Quantitative indicators usually answer the questions: how many? how much? and how often?; whereas qualitative indicators usually answer the questions: whether? how? or why? It is possible to develop indicators to measure program inputs, processes, outputs, and outcomes.

Outcome indicators help us to assess whether we have achieved our desired outcomes. For the LTC program, these would include indicators that highlight changes in participants' knowledge, attitudes, and behavior.

Output indicators track the immediate products of our program. Output indicators are commonly used for program monitoring. For the LTC program, useful output indicators would include the number of people trained in participatory leadership workshops and the number of workshops held.

Process indicators provide information about the processes through which the program was delivered. For the LTC program, useful process indicators would assess the facilitation style of the workshop.

Indicators should be:

- SMART (specific, measurable, achievable, relevant, time-bound)
- Sensitive to programmatic change
- Able to be verified though gatherable data sources

Case Study 3A: WLP International Develops a Program Goal, Objectives, and Indicators

The WLP International evaluation team reconvened to develop a monitoring and evaluation plan based on the Model of Change with the assistance of their evaluation consultant. They wanted to focus in on specific program elements to monitor and evaluate over the course of the next year.

WLP International began by developing a goal to capture their long-term aspirations for the program. After reviewing the Model of Change, they discussed the aims of the program and articulated the following goal: to increase the practice of participatory leadership in countries where LTC workshops were held.

They decided to develop short-term objectives towards monitoring and evaluating progress towards this goal during the annual cycle for several reasons. First, the LTC program was only one contributing factor to a large-scale change such as increased support for gender equality at the national level. It would therefore be difficult to separate the effect of the LTC program from other contributing factors. Second, WLP International had limited resources for evaluation and decided to focus on the immediate outcomes of the LTC program for which the organization could make a better case.

The team began to work on objectives of the monitoring and evaluation plan, focusing on making them SMART—specific, measurable, achievable, relevant, and time-bound. The first objective they developed was: to train 1,000 participants in participatory leadership skills during a one-year period. However, the evaluation consultant advised them to focus objectives around the most significant outcomes of their activities, not the activities themselves. She suggested the team use outcome-oriented verbs such as improve, increase, strengthen, ensure, transform, etc., instead of activity-oriented ones such as train, carry out, build, produce, etc. The team reviewed the short-term outcomes and intermediate outcomes in their Model of Change and modified the objective to focus on one of the most important outcomes of the LTC program: to transform 1,000 LTC participants' perceptions of leadership to reflect a commitment to participatory principles and gender equality (between July 2008 and June 2009).

The team continued along their chain of intermediate outcomes in the Model of Change to develop two further objectives: to establish a cohort of 1,000 women and men who practice participatory leadership skills in their families, workplaces, communities, and societies (between July 2008 and June 2009); and to initiate and support LTC participant-led mobilization to create change in their families, workplaces, communities, and societies, particularly mobilization for gender equality (between July 2008 and June 2009). The team progressed along the chain of intermediate outcomes, while being careful to formulate objectives that were measurable given the resources and timeframe available.

After agreeing on objectives, the team began to develop a set of indicators—direct or indirect measures to determine whether or not the objectives had been achieved. Recognizing they only had capacity to collect data on two to four indicators for each objective, they began with formulating indicators for the first objective: to transform 1,000 LTC participants' perceptions of leadership to reflect a commitment to participatory principles and gender equality (between July 2008 and June 2009).

First it would be important to track the immediate output of the LTC workshops—people trained—as an essential step towards achieving the objective. The team developed the ***output indicator:*** *number and percentage of participants completing the full series of LTC workshops. This indicator provides more information than a simple count—it also tells us how many of those people who participated in an LTC workshop completed the full curriculum.*

Next, they developed a ***process indicator*** *to ensure the LTC workshops were being implemented in a manner that would facilitate transformation of participant perspectives on leadership and gender. They framed the indicator as follows: percentage of facilitators who model participatory leadership skills.*

Finally, they developed direct measures of whether participants' perception of leadership had changed. First, they developed the following ***outcome indicator****: increase in average participant attitude scores measuring support for a) participatory leadership principles; b) gender equality. The evaluation team decided this quantitative outcome indicator would be complemented by a qualitative outcome indicator to provide greater insight into* <u>*how*</u> *participants' perceptions of leadership changed. They developed the indicator: participants describe a process of deep internalization of the participatory leadership concept.*

Reflection Questions:

1. What are the strengths and weaknesses of the objectives and indicators developed by WLP International?
2. How can the same objective be measured through different indicators?

3B. Developing an M&E Plan

As we develop objectives and indicators, it is helpful to document them in a monitoring and evaluation (M&E) plan, along with additional information about how we will collect data. Many organizations have preferred 'templates' for their M&E plans. In the case study below, we will focus on one simple template commonly used for outlining an M&E plan.

For each indicator, this template requires the following information:

- **Definition of terms:** an explanation of any terms in the indicators that may need further clarification or specification.
- **Unit of measurement:** the unit of measurement that the indicator uses, for example number or percent.
- **Disaggregation:** a description of demographic sub-categories into which data should be broken down for each indicator. For example, it may be useful to disaggregate information on each indicator by sex (male/female) or age (≤18; 19-50; ≥51).
- **Data collection (method and frequency):** a description of how and how often you will collect data.
- **Person responsible:** the person(s) responsible for collecting data.
- **Target:** the target you hope to reach within the specified timeframe.

Good monitoring and evaluation plans also include a narrative summary of the overall approach and the specific data collection and analysis strategies that will be used.

Case Study 3B: The WLP Partnership Creates a Monitoring and Evaluation Plan

WLP International decided to build on the objectives and indicators developed for the LTC program. They had previously sent all objectives and indicators to the WLP partners for their feedback and agreed on a final set of indicators for monitoring and evaluating the LTC program. Now it was time to bring the partners together to develop a monitoring and evaluation plan which described how data would be collected. They held a session at their annual partnership meeting dedicated to this purpose.

*Partners worked through each indicator, discussing measurement and data collection strategies. The first indicator—**number and percentage of participants completing the full series of LTC workshops**—was straightforward. Each LTC facilitator submitted attendance records to the national program coordinator after each workshop. Program coordinators used these records to prepare quarterly reports on the number and percentage of participants completing the full series of LTC workshops. Since the group wanted to know more about the people they were training across the partnership as a whole, they also collected demographic data about the participants and **disaggregated** the data by different characteristics. Sex, age, and profession were the most useful characteristics for organizing the data. It was also easy to disaggregate by partner organization, as each submitted separate reports. As partners set their collective target for fully trained participants at 1,000 for the year, they identified the need to recruit at least 1,100 participants to account for attrition.*

*The next indicator—**percentage of facilitators who model participatory leadership skills**—presented greater challenges. The group did not think they had sufficient time or resources to assess the performance of every facilitator. After some discussion, they decided to evaluate the performance of a small group of facilitators in each country by choosing a representative sample (see Session 4). They decided to do this only once during the year as it would be a demanding activity. While some partners felt it would be appropriate for the national program coordinators to assess the facilitators because they were familiar with the LTC participatory methodology, others felt independent observers who were not part of the LTC program would be more objective in their assessments. The group reached consensus and decided that each national partner would recruit independent observers individually. In order to ensure consistency in performance assessment across different countries, the partners decided each observer would use the same set of criteria derived from the LTC leadership curriculum. They set the target score at 90 percent, as they considered modeling participatory leadership skills to be essential to the program's success.*

*The remaining two indicators for objective 1 looked at changes in participant perceptions. The first—**increase in average participant attitude scores measuring support for a) participatory leadership principles; b) gender equality**—was a quantitative indicator. WLP International's evaluation consultant recommended that a structured questionnaire, delivered orally or in writing before and immediately after a series of LTC workshops (direct evaluation phase) would be an effective way to generate attitude scores. This questionnaire could be administered to all participants, or to a sample on a rolling basis. The questionnaire would include questions to measure attitudes. The data would be used to produce a combined score for each participant. Average pre- and post-workshop scores could then be compared to see if an increase had occurred. While this approach was new to some partners, most agreed it would be effective, particularly because the data could be collected by facilitators and program coordinators as a component of program implementation. The group thought it would be helpful to disaggregate the data by sex, age, and profession in order to see if these demographic characteristics affected the degree to which participants' attitudes changed during the workshop. They set the target as an increase of 10 percentage points.*

*The group felt the outcome—**participants describe a process of deep internalization of the participatory leadership concept**—required a different approach for indicator development. To explore the process through which participants' perceptions of leadership changed, Moroccan partner ADFM suggested they focus on examining whether participants deepened their understanding of participatory leadership. The partners decided to conduct individual interviews with a small number of participants at least six months after the end of their participation in a series of LTC workshops. These interviews would be semi-structured—they would have some guiding questions, but the interviewer would be free to explore interesting lines of questioning as they came up. The group decided that LTC program staff could conduct the interviews, after participating in training sessions on interviewing. However, they decided that they would hire an external evaluator to analyze all the interviews as a group. They set the target as a positive finding, i.e., participants are internalizing the participatory leadership concept at a deep level.*

The partners continued their discussions for each indicator and then completed their monitoring and evaluation plan template. An excerpt is shown in Chart 2 below.

Reflection Questions:

1. What are your views on the data collection strategies developed by WLP? Do they seem feasible to you? Inclusive? Effective?
2. Do you find the planning template useful? If yes, why? If no, why not?
3. What revisions would you make to improve the monitoring and evaluation plan? How would you approach planning differently?

Chart 2. An Excerpt from WLP's Monitoring and Evaluation Plan

Objective 1: To transform 1,000 LTC participants' perceptions of leadership to reflect a commitment to participatory principles and gender equality (between July 2008 and June 2009)

Indicator	Definition of Terms and Unit of Measurement	Dis-aggregation	Data Collection (Method and Frequency)	Person Responsible	Target
1.1 **Number and percentage of participants completing the full series of LTC workshops**	**Definition of terms:** The full series of LTC workshops consists of 12 sessions. **Unit:** Number and percent	Sex, age, profession, WLP partner	**Method:** Review of WLP partner training records **Frequency:** Quarterly	LTC facilitators and program coordinators	1,000 90 percent
1.2 **Percentage of facilitators who model participatory leadership skills**	**Definition of terms:** Facilitators who model participatory leadership skills are those who meet the set of criteria included in the independent observation tool. These criteria will be developed using the LTC curriculum. **Unit:** Percent	Age, WLP partner	**Method:** Independent observations conducted on a sample of facilitators **Frequency:** Annually	Independent observers recruited by national partners	90 percent
1.3 **Increase in mean participant attitude scores measuring support for a) participatory leadership principles; b) gender equality**	**Definition of terms:** Participant attitude scores measuring support for a) participatory leadership principles; b) gender quality will be generated from a set of questionnaire items addressing each area. **Unit:** Percent	Sex, age, profession, WLP partner	**Method:** Structured questionnaire administered to a sample of participants before and after their participation in an LTC workshop **Frequency:** Rolling	LTC facilitators and program coordinators	10 percentage point increase
1.4 **Participants describe a process of deep internalization of the participatory leadership concept**	**Definition of terms:** Participants who describe a process of deep internalization of the participatory leadership concept are those who describe a reflection on and acceptance of participatory leadership principles. **Unit:** Not applicable—qualitative assessment of degree to which participants internalize the participatory leadership concept	None	**Method:** Semi-structured interviews with a sample of participants at least six months after the completion of an LTC workshop **Frequency:** Annually	LTC program staff and external evaluator	Positive finding

✓ Design Exercise 3: Developing Objectives and Indicators

Summary: Develop objectives and indicators for your program.

Materials: Model of Change from Design Exercise 1; Session 3A, flip chart, and pens.

Time: 2-4 hours

Method:

STEP 1. Review the Model of Change created in Design Exercise 1.

STEP 2. Develop a goal based around your long-term outcomes.

STEP 3. Develop SMART objectives to achieve in order to reach the goal based on your short-term/intermediate outcomes.

STEP 4. Develop appropriate indicators for each objective.

✓ Training Exercise 3: Developing Indicators

Summary: Practice indicator development.

Materials: Session 3A, flip chart, and pens.

Time: 1 hour

Method:

STEP 1. Break into four groups: two groups focus on objective two and two groups focus on objective three in Case Study 3A:

> *OBJECTIVE TWO:* to establish a cohort of 1,000 women and men who practice participatory leadership skills in their families, workplaces, communities, and societies
>
> *OBJECTIVE THREE:* to initiate and support LTC participant-led mobilization to create change in their families, workplaces, communities and societies, particularly mobilization for gender equality

STEP 2. Develop 3-4 indicators for your objective.

STEP 3. Identify whether the indicators you developed are output, process, or outcome indicators.

Reflection Questions:

1. What did you find most challenging in developing the indicators?
2. How satisfied are you with the indicators you created?
3. Were there disagreements within the group about how to create indicators? If so, how were they resolved? If not, what types of strategies might you use if disagreements arise in the future?

Session 3 Review: Creating a Monitoring and Evaluation Plan

Steps in Creating a Monitoring and Evaluation Plan

- Review the Model of Change and focus on elements to include in a monitoring and evaluation plan.
- Develop a program goal that expresses the long-term, big picture aspirations.
- Develop program objectives that describe specific outcomes you plan to achieve.
- Develop two to four indicators to measure each program objective.
- Specify the following for each indicator: definition of terms, unit of measurement, disaggregation, method and frequency of data collection, person responsible, and target.
- Periodically revise and update the monitoring and evaluation plan as necessary.

SECTION II:

Designing Strategies For Evaluation Workshops

2

In this section, we explore the components necessary for designing a program evaluation based on our Model of Change. Based on a shared understanding of program goals, we will create an evaluation strategy to obtain information on programmatic strengths and weaknesses. This strategy includes: selecting participants for the evaluation; outlining a data collection strategy; and designing measures to learn about program outcomes.

For an overview of supplementary data collection strategies or information gathering strategies not covered in this chapter, see Handout 1.

Session 4: *"How Do We Select Participants?"* introduces practical strategies for selecting evaluation participants and reflects on opportunities and challenges of carrying out evaluations with different populations.

Session 5: *"How Do We Plan to Learn about Our Program?"* outlines a method for linking the Model of Change, qualitative and quantitative indicators, and data collection procedures with a detailed and context-specific evaluation strategy.

Session 6: *"How Do We Use Written Questionnaires to Learn about Program Impact?"* introduces written surveys as a means of gathering data about LTC program outcomes and provides opportunity to practice creating quantitative and qualitative indicators for a survey questionnaire.

Session 7: *"How Do We Use Interviews to Learn about Program Impact?"* explores techniques for designing and conducting successful interviews with participants, and provides opportunity to practice creating qualitative indicators for an interview questionnaire.

Session 8: *"How Do We Use Focus Groups to Learn about Program Impact?"* introduces interactive focus group discussions for learning about program outcomes, and provides opportunity to generate ideas for focus groups in diverse contexts.

SESSION 4
How Do We Select Participants?

Learning Objectives:

- To introduce strategies for selecting participants for an evaluation workshop.
- To develop a participant selection strategy based on specific goals.

Selecting and inviting participants is the first step in organizing an **evaluation workshop**. The choice of **participant group** will affect the **assertions** we make about the program and the **data collection strategies** we use to carry out an evaluation.

To make **overall claims** about the effects of a program, we need to choose participants in a way that we are able to **generalize** evaluation results for the entire group of people—or **population**—for whom the program is intended. Populations vary depending on the type of program and intended audience. For example, some programs may only be directed at women living in rural areas, while others may be concerned with educating all people in a particular country.

It is rarely practical or feasible to bring back every single program participant to partake in evaluations. But we can bring together a smaller group of former participants that **represent the population**. This smaller group, called the **sample**, can be selected using a variety of approaches.

There are three approaches to selecting participants for evaluation workshops that we consider: **characteristic-driven selection, availability-driven selection**, and **random selection**. These approaches can also be **combined** to suit our needs.

In **characteristic-driven selection**, we choose former program participants to attend the evaluation workshop based on a particular **characteristic** that we are interested in exploring, such as participants who were particularly active contributors during workshops, participants who are active in local politics, or participants who are facing challenges in their family. This method of selection can be useful to learn about the impact of the program on a **particular kind of participant**. It also enables us to develop individual **profiles**, or in-depth stories about particular participants' experiences. However, it is not a useful selection strategy if we want to assess the overall state and impact of the program.

In **availability-driven selection**, we choose former program participants based on the likelihood that they will attend the evaluation workshop. We may consider this approach when **inviting members of a group that are difficult to reach**, for example, women living in rural areas who may face barriers in traveling to the evaluation location. However, this strategy also is not useful if we want to make broad claims about the general impact of our program on participants.

In **random selection**, we compile a list of every individual who has taken part in the program and then choose participants randomly. For example, we can select every fifth participant or every tenth participant to be included in the evaluation workshop. We continue this process until we have a participant group of the appropriate size. Since no particular participant was **biased**, or favored over others, **every person has the same chance of being selected** to participate in the evaluation. Thus, the participant group, or **sample**, is likely to be **representative of the characteristics** of past program participants. Random selection of participants helps to justify broader **generalizations** from evaluation findings and gives findings more external validity.

The **sample group size** needed to make generalizations and broad claims about a program is generally larger than the sample size required for evaluations taking place in a particular context or group. In situations where we want to evaluate program impact by comparing **former program participants** to **non-participants**, it is important to ensure the two groups are as similar as possible. We do this by selecting participants who have similar **demographic** characteristics such as gender, age, profession, social class, or educational status. Since this is a more homogenous group, a smaller sample size will yield persuasive results about program impact. See Handout 4 for a table on recommended sample sizes for obtaining persuasive evidence with 95% confidence and for making broad claims about the program.

All evaluations, however, may not involve making overall claims or generalizations about a program. Some evaluations may be intended to understand changes taking place in a particular context or group. In these cases a smaller number of participants can form the participant group.

There are a variety of ways to **invite** participants to be involved in evaluation workshops, such as writing formal invitation letters or using more informal procedures such as short telephone invitations or meeting potential participants in person. Each organization has its own strategy for bringing LTC participants back to be involved in these workshops.

Case Study 4: Selecting Year-End Evaluation Participants

Case Study 4.1: BAOBAB Nigeria

In 2004, the Executive Director of BAOBAB, Sindi Medar-Gould, initiated a partnership with the local university in Akure. BAOBAB held four LTC leadership workshops on the university campus each year in partnership with the onsite Project Coordinator. Since the target audience focused on academic and professional women, BAOBAB decided that a separate evaluation workshop should be designed. In order to undertake this evaluation, the association organized a three member evaluation team.

One of the first tasks that the evaluation team undertook was to select the evaluation participants. The team wanted to ensure that they did not just select their favorite or most vocal participants to be involved, which could bias the evaluation results. Bunmi Dipo-Salami, the Leadership Program Director, suggested that in order to most efficiently select participants, a list of all 2005-2006 past participants should be created. They invited all past participants to the evaluation workshop. Since the date of invitation was three weeks before the evaluation workshop was to be held, the evaluation team decided that the most effective method for recruiting participants was a first-response, first-served recruitment policy. The first 25 past participants who responded to the organization's request for participation in the evaluation session were ensured a space in the evaluation workshop.

Case Study 4.2: ADFM Morocco

Moroccan partner Association Démocratique des Femmes du Maroc (ADFM) had been implementing the LTC program for six years with both men and women. Each year, ADFM held six LTC workshops, three in the fall and three in the spring, in different urban locations across the country. ADFM recently decided to conduct annual evaluations of LTC. They formed a six-person evaluation team made up of five LTC facilitators and an outside evaluation expert to develop their evaluation program.

The ADFM evaluation team wanted to evaluate the intermediate impact of the LTC program by inviting participants who had been involved in workshops in the past six months to one year. The main objectives of the evaluation were to better understand if and how past participants had applied participatory leadership skills in their familial, associational, and professional lives.

In the past, evaluation participants had been hand-selected by facilitators on the basis of a personal relationship or because facilitators found a participant particularly lively and engaged in an LTC workshop session.

Since ADFM was interested in assessing the program's overall impact, they wanted to select participants for their evaluation workshop using a procedure that wouldn't ***bias,*** *or favor, any particular type of participant, for example, participants who were more vocal during the LTC workshop. They decided that* ***random selection*** *would provide the most appropriate participant selection strategy for systematic analysis of their program's effects.*

They decided that ***20 participants*** *was an ideal number for the final evaluation workshop. Using participant records from past workshops, Rabèa Lemrini, the program coordinator for LTC, compiled a list of every individual who had been involved in the leadership program during the previous year. After compiling this list she randomly selected every 15th person on the list. At the end of this process, the list consisted of 20 individuals. This made up the* ***sample,*** *or the group of individuals selected to represent all LTC participants who had participated in the program in the past year. Rabèa brought this list back to the ADFM evaluation team to discuss the characteristics of the sample.*

In addition, ADFM wanted to be able to show their funders systematic and comparable evidence that the impact of the program not only was evident for past LTC participants, but that the results of the program were significant when compared to a similar group of individuals who had not participated in the LTC program. This ***comparison group*** *also had 20 individuals. The evaluation team had already selected the group of past LTC participants and wanted a comparison group with similar characteristics. This group was selected by compiling a list of five associations in Rabat that focused on women's rights, but had never been involved in the LTC leadership program. Maria Ezzaouini contacted these associations and asked them to recommend people who fit the given profile that they had specified (i.e., gender, age, and education level). This group was comparable, as they had a similar level of involvement in women's issues and similar demographics as past LTC participants.*

Below is a brief ***demographic*** *sketch of the past LTC participants in the sample, which describes individuals through broadly defined characteristics such as gender, age, profession, social class, or educational status.*

Gender:	Average Age:	Education Level:
• 13 women • 7 men	• 47	• 35% University-educated • 30% Higher than Secondary • 25% Secondary Education • 10% Less than Secondary Education

Case Study 4.3: SIGI/J

Sisterhood Is Global Institute (SIGI/J) Jordan, a Jordanian women's rights organization, had been implementing the LTC program for the past five years with rural and urban populations. The Executive Director of SIGI/J, Lina Quora, was interested in better understanding the impact of the LTC leadership program on participants. Lina and Board Member Asma Khader decided to implement a pilot evaluation program to determine more appropriate methods for conducting evaluations with rural populations.

*They started by assembling an evaluation team who would carry out the design and implementation of the 2005-2006 pilot evaluation. During this time, SIGI/J trained **100** women in participatory leadership skills in eight different regions. The evaluation team started by identifying the evaluation objectives. In particular, SIGI/J was interested in better understanding how participation in the LTC program impacted participants' conceptualization of leadership and the application of leadership skills in the family and community. After establishing the main goals of the evaluation, the team discussed different strategies for selecting evaluation participants. After much debate, SIGI/J decided to use a few different methods for selecting participants in order to see which method would be most beneficial for future evaluations. They were essentially assessing the evaluation process in their setting.*

*The first method the SIGI/J evaluation team used was a **random selection** method of participant selection. The evaluation team compiled a list of all LTC participants from the 2005-2006 year that covered eight regions in Jordan. Then, they randomly selected every second person on the list. In total they invited 48 individuals. However, the response rate was extremely low. In fact, only 1 out of the 48 participants in the random selection group responded to the call for participation in the evaluation. After discussing this setback, the evaluation team decided to try a **characteristic-driven** method of participant selection. The team asked the local LTC workshop coordinators to nominate two active participants from each of the past eight workshops to be involved in the pilot evaluation. In total, all 16 invited participants responded and were involved in the evaluation workshop.*

*In addition, the evaluation team wanted to include a **comparison group.** So they invited participants who had not been involved in any of the training sessions. The addition of this group would allow for comparisons of past LTC participants' responses to those who had never participated in the program. Of the ten non-participants SIGI/J invited, only two showed up to the evaluation session.*

In analyzing the different methods for selecting participants for their evaluation, SIGI/J found that in their context the random samples were the hardest to reach, due to time restrictions. On the other hand, the group with whom they had the most *success in terms of recruitment retention were those participants selected through characteristic-driven selection. In the future, SIGI/J expects to continue to use the characteristic-driven participant selection methods.*

Reflection Questions:

1. What are the strengths and weaknesses of availability-driven selection as seen in the SIGI/J and BAOBAB case studies above?
2. What are the strengths and weaknesses of randomly selecting participants as seen in the ADFM case study?
3. What are the strengths and weaknesses of characteristic-driven selection methods as seen in the SIGI/J case study?
4. Which groups will be able to generalize their evaluation results? Why is this case?
5. Why would it be useful to generalize your results?
6. What method would you be more likely to use in your organizational context? Why?

✓ Design Exercise 4: Selecting a Participant Group

Summary: Select and invite participants to an evaluation workshop.

Materials: Pens, paper, former LTC participant lists.

Time: 2 hours

Method: Review your evaluation framework or Model of Change and your organization's goals. Discuss the following participant group selection considerations below.

Discussion Questions:

1. What form of evaluation are you conducting:
   a. Intermediate evaluation? – evaluation of intermediate program goals six months to three years after program participation
   b. Long-term/impact evaluation? – evaluation of long-term program goals after at least three years of program implementation
2. Are you interested in evaluating the outcomes of the program on former participants with particular characteristics? If so, what characteristics? Why?
3. How difficult might it be to find former participants willing and able to participate in an evaluation workshop? How might you overcome these difficulties?
4. How will you create the participant group for your evaluation workshop? Will you use random selection, characteristic-driven selection, availability-driven selection, or some combination of the three?
5. How many participants will form your participant group?
6. Will the participant group selection procedures remain the same over time?
7. What method of communication do you plan on using to invite your evaluation participant group?

✓ Training Exercise 4: Creating Diverse Participant Groups

Summary: Practice selecting evaluation participants to meet distinct evaluation goals.

Materials: Pens, flip chart, Handout 4.

Time: 30 minutes

Method: Use the LTC case studies as background information. Form five groups. Each group creates a participant selection strategy for one of the populations defined below. Work through the discussion questions. Prepare a brief presentation on how and why you made your strategic decisions.

GROUP 1:
Former LTC participants in Palestine who are refugees
One year after program participation

GROUP 2:
Former LTC participants in Nigeria who ran for office
Five years after program participation

GROUP 3:
Former LTC participants in Jordan who prefer oral means of communication
Three years after program participation

GROUP 4:
Former LTC participants in India who are illiterate
Two years after program participation

GROUP 5:
Educated women in Morocco
One LTC former participant group and one comparison group that has not participated in LTC
Two years after program participation

Strategy Development Questions:

1. What particular selection strategy will be the most useful in gathering participants for your evaluation? Why?
2. How many participants would you ideally like to have in your group?
3. How will you reach the participant group and invite them to the evaluation workshop?
4. What are the opportunities and challenges of carrying out an evaluation with this participant group?
5. Will your findings be generalizable to a larger population? Why or why not? Which population can you generalize results to, if at all?
6. What will you do if the response rate of invited participants is low?
7. For group 5 only, how will you ensure that the participant groups are similar enough in demographic terms for comparison purposes?

Session 4 Review: Selecting Evaluation Participants

Who we choose to participate in our evaluation is directly related to the types of claims that we can make about the effects of the LTC program as well as to the strength of our findings. Below are some important steps for constructing evaluation participant groups.

- Decide which audience will be participating in the evaluation. For example, is this evaluation intended to evaluate a specific group of people, such as educated, rural, or illiterate women?
- Identify the number of participants that you would like to evaluate.
- Select which participant selection method you will use (e.g., random selection, characteristic-driven, or availability-driven), keeping in mind that the method that you choose will influence the type and strength of the claims that you make about LTC impact.
- Choose whether or not it is useful to include a comparison group of non-participants.
- Solidify evaluation logistics (e.g., time, date, place of evaluation or evaluation workshop).
- Invite participants to the evaluation workshop.

SESSION 5

How Do We Plan to Learn about Our Program?

Learning Objectives:

- To reflect on the data collection methods that are most applicable and relevant for evaluation in our context.
- To develop a strategy and select the data collection methods we will use in our program.
- To plan by creating a timeline for the evaluation program.

The data collection methods outlined in Handout 1 help us to learn about program impact in different ways. While each method has its strengths and weaknesses, **combining methods** can be a good strategy for **collecting the richest information** about impact of the program. This is a working session, meaning that it is intended for organizations going through the evaluation design process. Therefore, there are no case studies or training exercises. It is useful for developing a data collection strategy. In particular, it sets the stage for the next three sessions which focus on specific data collection techniques, using written surveys, interviews, and focus groups to obtain detailed program information.

✓ Design Exercise 5: Developing a Data Collection Strategy and Timeline

Summary: This exercise builds a data collection strategy for evaluation and planning activities.

Materials: Your organization's Model of Change, Handout 1, Handout 2, paper, pens.

Time: 1.5 hours

Method: For each box created in the Model of Change in Design Exercise 3, identify the source of your data. You may need to use more than one data source to gather adequate information. But the more streamlined the data collection process, the better. Use Handout 1 as your guide to data collection sources. Go through the strategy development questions below to further outline your data collection and evaluation timing plans using Handout 2 as a guide.

Strategy Development Questions:

Data Collection Strategy

1. Does the Model of Change you developed capture all the program processes you would like to monitor and all the program goals you would like to evaluate in order to learn about the impact of your program? What revisions would you like to make, if any? Why?
2. Will the participant group you selected in Session 4 Design Exercise enable you to make confident assertions about the impact of your program? What changes, if any, would you like to make to the selection method, participant group size, or evaluation phase? Why?
3. Which methods of data collection will you use to evaluate the impact of your program? Review Handout 1.
4. Which method, or combination of methods, will enable you to gather information and indicators that best match the goals in your Model of Change? What are the strengths and weaknesses of the data collection methods you are choosing?
5. What new data collection procedures would you add? Why?

Workshop Logistics

6. What are the logistics involved in your data collection process? How will you schedule the different stages? Place your strategy on a timeline using Handout 2 as a guide.
7. How have you divided responsibilities within the team? How often will you meet to review your progress?
8. How does your overall data collection strategy link with participatory evaluation principles?

✓ Training Exercise 5: Practicing Identifying a Data Collection Strategy and Timeline

Summary: This exercise builds data collection strategy skills and organizational planning.

Materials: LTC Model of Change, Handout 1, Handout 2, paper, pens.

Time: 30-45 minutes

Method: Break into three small groups. Each group is responsible for a different outcome phase in the LTC Model of Change

GROUP 1:
Direct Evaluation Phase

GROUP 2:
Intermediate Evaluation Phase at the Participant Level

GROUP 3:
Intermediate Evaluation Phase at the Organizational Level

In your group, indicate which types of data you will use to collect program information for each box in your section of the Model of Change. You may need to use more than one data source to gather adequate information. But the simpler the data collection process, the better. Use Handout 1 for different options.

Remember to include who will collect the data as well as the data collection target group. Finally, create a brief data collection plan and evaluation strategy using Handout 2 as a guide. Present your outlines to the large group and discuss.

Session 5 Review: Combining Evaluation Methods

This session helps organizations to formulate a strategy for integrating different data collection methods. The following questions can assist the organization in that process.

- What are the overall goals of the evaluation stated in the Model of Change?
- Which method, or combination of methods, will enable you to gather information and indicators that best match the goals in your Model of Change?
- How does your overall data collection strategy link to the participatory leadership and participatory evaluation principles? What can you do to in terms of collecting data that will strengthen the link between practice and principles?
- What do you want to demonstrate or say when reporting the results of the evaluation of your program? Keep in mind the different audiences you may address. This strategy will help determine what type of information you need to gather and what tools you will use to gather it.

SESSION 6

How Do We Use Written Questionnaires to Learn about Program Impact?

Learning Objectives:

- To identify the strengths and weaknesses of using written questionnaires for data collection.
- To practice designing quantitative and qualitative indicators for written questionnaires.

A written questionnaire is the **most popular method** for data collection in evaluation. Written questionnaires provide a **simple, easy**, and **fast** way for gaining information about a program.

The most frequent type of indicators in written questionnaires are **quantitative** indicators, which are designed to capture information in numerical form. Quantitative indicators can be as simple as the **number of participants** who took part in an LTC workshop, or more complex, such as assessing participants' **level of agreement** on whether they practiced leadership skills in a workshop.

Quantitative questions are **closed-ended**, allowing participants to choose one of a predefined set of options. They often use a scale, such as a **level of agreement scale** (known as a **Likert scale**): 1 Strongly Disagree, 2-Disagree, 3-Neither Agree Nor Disagree, 4-Agree, 5-Strongly Agree. We can analyze information from these questions to determine the percentage of participants that agree or disagree with statements of interest.

Written questionnaires also often include **open-ended** questions, which allow participants to answer questions more descriptively. **Qualitative questions** are questions that describe one's perceptions or feelings instead of exact numerical descriptions. These questions are designed to give us a more detailed and in-depth understanding of participants' beliefs, opinions, and activities.

After preparing a written questionnaire, it is important for us to **pilot-test** the questions by asking a small group of past participants, colleagues, friends, or family to explain what they understand by each question. We can then clarify the questionnaire to make sure that our questions make sense.

We must ensure that we give participants **clear instructions** for completing questionnaires and let them know that they can ask for **clarification** at any time.

We can make our data management process more efficient by assigning each person **a unique identification (ID) number** and writing it on the top of the questionnaire.

For illiterate populations, children, or other participant groups who may not be able to complete a written questionnaire, it is important to **interview orally** using the written questionnaire.

Written Questionnaires:

- May include both qualitative and quantitative indicators.
- May be used to gather a large volume of information quickly.
- Easy to interpret and compare participant responses because of the structured response, such as a five-point scale.

Limitations of Written Questionnaires:

- Not useful for populations with low literacy rates.
- Not an interactive means of measuring LTC participants' understanding or application of leadership concepts.
- Often forces choices and may not fully capture a participant's opinion or reaction to the LTC program.
- Not particularly useful when trying to explore participants' feelings in depth or capture the range of individuals' experiences.

Case Study 6: Utilizing Diverse Methods to Create Written Surveys

In a pilot evaluation program of the overall effects of the LTC program on participants' family, community, and associational lives, Association Démocratique des Femmes du Maroc (ADFM) embarked on an in-depth analysis of the leadership program in their context. One of the evaluation team's most critical steps in the design process was the creation of a written questionnaire. In addition to the questionnaire, ADFM decided to individually interview a participant group and a comparison group (a group of LTC non-participants) in order to gain more in-depth information as to why participants felt the LTC program influenced their lives.

ADFM outlined the following guidelines for creating their written questionnaire:

- *Be specific and clear in the intent for each indicator.*
- *Indicators are SMART.*
- *Ensure that quantitative questions or statements are not open for interpretation.*
- *Ensure that qualitative questions or statements are open for interpretation.*
- *Formulate questions or statements using simple and neutral language, free from jargon.*
- *Ask only one question at a time.*

The ADFM evaluation team started the indicator creation process by using their Model of Change as a framework (see Handout 5 for the ADFM Model of Change).

The team first created a set of questions that captured participants' demographic information, such as age, marital status, profession, education level, and place of residence. This would help them to compare participants on a very basic set of demographic indicators. In a group they brainstormed and selected indicators for each box in their Model of Change (see Handout 6 for an example of a completed questionnaire). For the written evaluation questionnaire, ADFM highlighted three forms of questions to include: 1. quantitative indicators; 2. written open-ended indicators; and 3. interactive indicators.

Quantitative Indicators

The quantitative indicators were designed by creating a closed-ended question or statement and pairing it with pre-selected response choices, represented by numbers. See the example below.

Please circle the response that most closely reflects your feelings on the following statements

1-Strongly Disagree, 2-Disagree, 3-Neither Agree Nor Disagree, 4-Agree, 5-Strongly Agree

1. I practiced communication skills in the Leading to Choices workshop.	1	2	3	4	5
2. I practiced advocacy skills in the Leading to Choices workshop.	1	2	3	4	5
3. I practiced mobilization skills in the Leading to Choices workshop.	1	2	3	4	5
4. I practiced tolerance in the Leading to Choices workshop.	1	2	3	4	5
5. I practiced sharing group decisions in the Leading to Choices workshop.	1	2	3	4	5

This set of questions was related to the box in the Model of Change entitled 'participants practice new leadership skills.' Each statement includes one skill area within the LTC program that members of the evaluation team noted were important in LTC program implementation. These questions dealing with the implementation phase of the LTC program were also questions that ADFM included in their monitoring program. This would help them to keep up-to-date on the strengths and weaknesses of skill development in each LTC workshop.

Written Open-Ended Indicators

In designing the written questionnaire, the ADFM team felt it was important to include some open-ended questions to better understand if taking part in the leadership program shifted participants' self-identification as leaders. The questions related to the 'participants begin to identify as a leader' indicator in the Model of Change. By including these open-ended questions, ADFM would be able to make more substantive claims about participants' qualitative understanding of leadership before and after LTC.

1. Before the LTC workshop, did you identify as a leader? Why or why not?

2. After participating in the LTC workshop, do you identify as a leader? Why or why not?

Interactive Indicators

An interactive indicator is a method for measuring program goals in a comparative manner. The ADFM interactive indicator related to the 'participants discover the new leadership concept' box in the Model of Change. It assesses how participants' concept of leadership changed during the LTC program. The team created the following operational definition for the measure below. Through group discussion and reflection, they created the measurement below.

The <u>Discovering the New Leadership Concept Indicator</u> measures the presence of participants' new understanding of leadership, through analyzing the participant brainstorming exercise at the beginning and end of the LTC workshop. On the first day, each participant will list 2-3 characteristics of leadership (the facilitators will record each participant's response on a flip chart) and on the final day each participant will return to the flip chart and give 2-3 characteristics of leadership. If there is a difference between the characteristics at the beginning and end of the workshop, then we can say that participants have discovered a new type of leadership and they will receive a 1. If there is not a difference between the two descriptions of leadership, then the participant will receive a 0.

Discovering the New Leadership Concept

☐ Yes

☐ No

The ADFM evaluation team pilot-tested the written survey with their family members and adapted and clarified any items that caused confusion.

Reflection Questions:

1. How is the interactive indicator different from the other indicators? Can this type of indicator be applied to other components in the Model of Change?
2. Do you feel that it is useful to have many different types of measurements within a single written questionnaire as ADFM did? Why or why not?
3. What are the strengths of using written surveys in evaluation? What are the weaknesses?

✓ Design Exercise 6: Creating a Written Questionnaire

Summary: Create a written questionnaire for your evaluation.

Materials: Your Model of Change from Session 1, flip chart, pens, paper.

Time: 2 hours

Method: Use your Model of Change, Session Review 1, and the guidelines below to develop indicators for your questionnaires.

Guidelines for Question Creation:

- Are your indicators clear and concise?
- Does each statement and question focus on one topic only, for example, "I practiced public speaking skills," not, "I practiced public speaking and listening skills"? Why is it important to frame questions in this way?
- Does each statement or question use simple and neutral, jargon-free language?
- Are all questions free from language that leads the participant to answer in a certain way?

✓ Training Exercise 6: Creating Quantitative and Qualitative Indicators

Summary: Practice creating indicators for written questionnaires.

Materials: Pens, flip chart, LTC Model of Change, Session Review 1, Session Review 6.

Time: 30 minutes

Method: Split into four groups and create indicators for one of these goals. Follow guidelines set forth in Session Reviews 1 and 6. Discuss the questions that follow, and then come back together to present the indicators to the whole group.

GROUP 1: SHORT-TERM GOAL
Participants begin to see themselves as agents of change

GROUP 2: LONG-TERM GOAL
Quality of life improves for participants and their families

GROUP 3: INTERMEDIATE GOAL
Participants mobilize others to pursue a shared vision for change

GROUP 4: INTERMEDIATE GOAL
Organizations apply participatory leadership skills in their operations

Discussion Questions:

1. How do your indicators relate to the overall thematic objectives of the evaluation?
2. What are the limitations of using closed-ended questions? Strengths?
3. What are the limitations of using open-ended questions? Strengths?
4. What types of considerations did you take into account when designing questions to address your indicators? How do these considerations relate to conceptions of participatory leadership? Participatory evaluation?

Session 6 Review: Creating Written Questionnaires

Indicator creation is a very important step, which ensures that we can really measure the participant outcomes that we are interested in. Below are the main steps in creating clear and concise indicators for written questionnaires:

- Decide whether quantitative, qualitative, or both types of indicators will be used in the written questionnaire.
- Create indicators based on the objectives in the Model of Change.
- Write questions or statements in a clear, jargon-free manner.
- Ensure that each question only focuses on one topic.
- For quantitative questions, select specific categorical rating scales (i.e., 1-5 scale: 1-Strongly Disagree, 2-Disagree, 3-Neither Agree Nor Disagree, 4-Agree, 5-Strongly Agree).
- For qualitative indicators, ensure questions are open-ended.

SESSION 7

How Do We Use Interviews to Learn about Program Impact?

Learning Objectives:

- To identify the strengths and weaknesses of interviewing for data collection.
- To design and refine interview questionnaires for evaluation.
- To practice conducting interviews.

We can use interviews to gain **deeper insight** into an individual participant's understanding of participatory leadership and its applications. We can also carry out an interview to serve as the basis for individual or organizational **profiles**.

Interviewing requires a significant **time commitment**. First we need to **design** interview questionnaires to match our evaluation goals. We then **pilot-test** our questionnaires to make sure that our questions are clear and encourage open discussion on the chosen topic.

When we **conduct** interviews, it is important to **record** and **transcribe** each interview, in order to carry out a full analysis of the interview data. We assign each person a **unique identification number** (ID) and put the ID number on the top of the interview questionnaire and on the tape to make sure we store the data in an organized way. We can transcribe using a **word processor** or by **hand**. We should transcribe the conversation as closely as possible, so that we can use quotes and important themes that participants discuss in our analysis.

When we carry out an interview, we aim to create a space for the interviewee to **talk openly** and **share her opinions**. We need to practice our interviewing strategy to ensure that we create an interview space where this can occur.

Interviewing:

- Reveals the reasons behind an individual's feelings or beliefs about leadership.
- Provides detailed examples of the ways in which participants apply participatory leadership skills.

- Indicates *why* participants find the LTC program useful or not useful.
- Encourages participants to express their views about the LTC program more freely because there are no pre-determined response categories.
- Is useful for assessing program influence with oral or illiterate populations.
- Fosters the development of relationships with evaluation participants.

Limitations of Interviewing:

- Cannot make straightforward comparisons on a set of specific program elements.
- Must commit a significant amount of time to carrying out and analyzing interviews.
- Need systems in place to fully capture all of the interview data, such as transcription.

7A. Designing Interview Questionnaires

Case Study 7A: SIGI/J Designs an LTC Interview Questionnaire

SIGI/J is in the process of designing an interview questionnaire to gain deeper insight into former LTC participants' experiences and application of leadership skills in their communities. The evaluation team decided that the interview should focus on how participants conceptualized leadership and if and how they utilized leadership skills in their communities. In order to begin creating ***interview questions*** *based on their indicators, the team came to a consensus on the following guidelines:*

- *Avoid asking leading questions*
- *Use neutral language*
- *Avoid jargon*
- *Ensure that questions are* ***open-ended****—not limiting responses to yes or no answers*
- *Formulate questions that are relevant to understanding why an individual has certain beliefs*
- *Focus on one main topic per interview question*

The team first created a set of questions that captured participants' demographic information, such as age, marital status, profession, education level, and place of residence. This opening section would provide participants with a set of "warm-up" questions and give them a chance to get used to the interview setting.

As the evaluation team moved on to discuss the second part of the interview addressing the primary goals of the evaluation, disagreement began to arise. When trying to formulate the first interview question regarding leadership conceptualization, one team member suggested asking a question to understand the importance that a participant placed on women's leadership. She suggested the following question ***A women can become a leader in her family and in politics, don't you think?***

Two team members felt strongly that this question did not meet the guidelines the group had established. Rana noted that the question was constructed so that the participant could really only answer yes or no. She said the formulation of the question would prevent her from freely expressing her ideas. Hala also noted there were actually two subjects addressed by this question—leadership within the family and in politics. When the interviewee responded to this question she would not know if she was talking about leadership in the family or in politics. Rana suggested they ask only one question with one subject at a time.

Inam added that not only was this a ***closed-ended question****, which forced a specific choice (yes or no), but it was also a* ***leading question.*** *By asking the question in this way, the interviewer would have already established her opinion that a woman could become a leader in these domains. Since the team was trying to understand the interviewee's viewpoint, they decided that they should maintain a neutral tone in formulating the question. This would allow the respondent the opportunity to construct her own argument and explain her feelings on the subject.*

Inam suggested that the question be asked in a broader manner. By using an open-ended approach, the interviewee could more fully articulate her personal opinion. She suggested the following multi-layered question. The interviewer would ask the first question and follow up with asking why or why not according to the respondent's answer. If the respondent did not indicate the sphere in which leadership took place, such as within the family, in politics, or at work, the interviewer could follow up with a third question.

- *Can a woman be a leader?*
- *Why or why not?*
- *In what spheres can women be leaders?*

The team discussed the revised formulation of the question and felt it would allow the interviewee to express her opinion without the pressure of a value judgment from the interviewer.

Continuing this process, the evaluation team created a draft of the SIGI/J interview questionnaire by the end of the afternoon. They decided it was important to ***pilot-test*** *the questions, by carrying out a trial run with a SIGI/J member to gather feedback on the clarity of questions and the quality of responses.*

Reflection Questions:

1. What are the main differences between Inam's and Rana's formulation of the interview question?
2. Can you suggest other ways of asking the question that would achieve the same goal as Inam's questions?
3. What are the benefits of working as a team to create an interview questionnaire?
4. What are the benefits of pilot-testing interview questionnaires? How might you go about this in your setting?

✓ Design Exercise 7A: Designing an Interview Questionnaire

Summary: Create interview questionnaires for your evaluation.

Materials: Your Model of Change, paper, pens.

Time: 2 hours

Method: Work together with your evaluation team to design an interview questionnaire, using the following questions as a guide:

Discussion Questions:

Before developing your questionnaire:

1. What is the purpose of the interviews you would like to carry out? Are you planning on analyzing them to gain deeper insight into the impact of your program on participants' lives, to develop individual or organizational profiles, or for another purpose?
2. Which elements in your Model of Change will be transformed into indicators for the interview?
3. Which elements in your Model of Change do you want to prioritize in your interview questionnaire, if any?

After developing your questionnaire:

4. Is there only one topic addressed in each question? If not, how can you simplify the questions?
5. Does each question allow the interviewee to freely express her opinion? If not, how can you redesign the questions?
6. Are all questions neutral in tone? If not, how might you rephrase the questions so participants are not persuaded to respond in a particular manner?
7. Do you feel that the questionnaire is adequate for capturing your goals?
8. What are your plans for pilot-testing the interview questionnaire?
9. Will you record participants' answers? Transcribe? Why or why not?

Training Exercise 7A: Creating Interview Questionnaires for Special Projects

Summary: At times, organizations may find it useful to better understand how participation in the LTC program is related to a particular issue, such as political participation. Examples of potential issue-specific interview topics could include, for example, political participation, the establishment and creation of women's networks, or describing a woman's experience who ran for public office after participating in the LTC program. Such in-depth assessments are very useful for sharing program impact with other NGOs, funders, or the international community. The exercise below takes us through the process of designing interviews for such a project.

Materials: Paper, pen, flip charts, guidelines for interview question creation in Case Study 7A.

Time: 30 minutes

Method: Form four groups and create a short interview questionnaire (6-10 questions) for the following special projects. Use the design questions below to assist in developing the questionnaire. Come back together as a whole group and hold a discussion based on the questions below:

GROUP 1:
ADFM assessment of the facilitator learning process, Morocco
ADFM wants to better understand how LTC facilitators learn from past experiences and strengthen their facilitation skills.

GROUP 2:
SIGI/J assessment of LTC impact on family and community participation, Jordan
SIGI/J wants to gain deeper insight into how illiterate LTC participants practice leadership in their families and communities.

GROUP 3:
Cepia profile of a cooperative network created by an LTC participant, Brazil
Cepia wants to understand why and how certain LTC participants established a women's micro-credit network after the workshop ended.

GROUP 4:
BAOBAB individual profiles of former LTC participants who ran for public office, Nigeria
BAOBAB wants to create two to three individual profiles of former LTC participants who ran for office after participating in a workshop. It would be ideal if the participants in the case studies attributed their involvement in politics to LTC participation.

Design Questions:

1. What guidelines did you establish before creating questions for the interview?
2. How did you decide to approach the main topic of inquiry?
3. Is there only one topic for each question? If not, how can you simplify the questions?
4. Does each question allow the interviewee to freely express her opinion? If not, how can you redesign the questions?
5. Are all questions neutral in tone? If not, how might you rephrase the questions so participants are not persuaded to respond in a particular manner?

7B. Conducting Interviews

Case Study 7B: Gaining Insight into Interviewing Complexities

BAOBAB recently began to implement an evaluation initiative, designed to gain a deeper understanding of the impact of the LTC program on academic communities. BAOBAB believed that the information gained from brief interviews could be used to create profiles of individuals and provide valuable real-life stories of how the LTC program creates change. The BAOBAB evaluation team wanted to make sure that at least one team member who was not involved in facilitating a LTC workshop conducted interviews. They felt this was important to bring in an outside perspective. The team also felt it was important to include past facilitators in the process as they had in-depth knowledge of the program and the participants' backgrounds. Also, no one interviewed a participant who they had facilitated in a workshop, to minimize participant response bias.

At the beginning of the interview, BAOBAB facilitators explained the nature and purpose of the evaluation to each person, informed participants that the session would be tape-recorded and later transcribed, and asked if there were any questions. In addition, interviewers let the participants know that participation was voluntary, and if they felt uncomfortable they did not have to answer a question or could leave at any time. Each participant received a unique ID number that was recorded on a sheet of paper. This paper would later be used in the transcription process for identification purposes. See Handout 7 for guidelines on the interview process.

Even with all of this careful planning, challenges arose during the interview. Bunmi, the Project Coordinator of the evaluation initiative, describes the team's experiences:

"As an evaluation team, we decided that it was important to ask questions in the same way to decrease the chance that different ways of asking interview questions would influence participants' responses and to ensure that we all obtained similar information from the focus groups. However, we also agreed that we would ask follow-up questions or rephrase our ideas if we were not getting a response, if we needed to more deeply understand an individual, or if we needed to clarify a participant's response."

There were some miscommunications during the interview. Some examples of common problems between an interviewer and participants follow:

Interviewer Sindi asked: In what ways have you used leadership skills in your family life? Two participants' responses are below.

Participant 1: That is a difficult question. Um, I really don't know how to answer this. Hmm… Yeah, I don't know if I really have done that at all.

Participant 2: My friends who have children are very good about always involving their children in decision-making processes. I really like this method and think that it can assist children to develop their own opinions and really increase their sense of confidence. I really think this a good way of practicing leadership in the family...developing others' abilities.

Sindi, in both cases, reframed the question to elicit a deeper response from the participants. In relation to the first participant, Sindi asked, "Do you feel that you have used leadership in the family?" When the participant answered that she "felt like a leader when taking care of her children," Sindi followed up with another question: "What type of leadership skills are you using when you take care of your children?"

In relation to the second participant, Sindi clarified the participant's personal link to leadership skills in the skills. "In your family context, do you utilize leadership skills?" She followed up by asking, "And if so, how?" This helped to elicit a personal response to the question rather a response regarding one's friend's skills.

In Bunmi's opinion, one of the most important aspects of the interviewing process that BAOBAB's evaluation team emphasized was making the participants feel comfortable. In the past, they had experienced some evaluation workshops where the participants seemed timid or rigid. Bunmi notes, "In order to counteract this tendency, I helped put the participants at ease, by making a situation that seemed formal informal, we were jovial and laughed together. This made the setting feel like a get-together of friends and colleagues, not like a classroom test."

After the evaluation focus groups were finished, the evaluation team scheduled a meeting to discuss the difficulties that they encountered in the interviews. They discussed ways to improve their interview questionnaires for future sessions as well as ways to gain deeper insight into interviewing in a group setting. Bunmi concludes, "Through our discussions, we realized that successful interviewing is a learning process for both the interviewer and the participants."

Reflection Questions:

1. What are the some of the main problems that you might expect to face in the interviewing process based on the BAOBAB case study and your personal experiences?
2. In what ways could you address these problems?
3. What types of questions could you ask in the BAOBAB example above to allow you to probe deeper and gain a better understanding of the participant's beliefs or experiences?
4. In what ways do you think it matters if the interviewer knows the participant being interviewed? What are the benefits and challenges?
5. How are our interview contexts related to our cultural contexts?

✓ Design Exercise 7B: Pilot-testing Your Interview Questionnaire

Summary: Conduct a pilot test of the interview questionnaire and refine your interviewing styles and techniques.

Materials: Your interview questionnaire designed in 7A, interviewing reflections.

Time: 2 hours

Method: Identify members of the evaluation team to pilot-test the interview questionnaire with past workshop participants, community members, family members, or friends. Ask each participant to give you feedback on the questions that were unclear, too long, or too short. Each team member takes detailed notes on their feedback. Gather together, share feedback, and begin revisions based on feedback. The discussion questions could be used as guides for your interview questionnaire revision meeting.

Discussion Questions:

Thoughts on the Interview Process:

1. What challenges did you experience in the interview, if any? How did you address these challenges?
2. Did the perspectives of the interviewee and interviewer differ? In what ways?
3. What might you do differently the next time about the way in which you conduct the interview?

Interview Questionnaire:

4. Which parts of the questionnaire were unclear to interviewees? How might these parts be improved?
5. Which parts of the questionnaire were clear to interviewees? How do these differ from parts that were unclear?
6. Which parts of the questionnaire did not seem relevant or interesting to participants? How would you modify these parts?
7. What improvements did interviewees suggest to the questionnaire, if any?

✓ Training Exercise 7B: Improving Our Interviewing Techniques

Summary: Practice analyzing interview transcripts to create strategies for conducting more dynamic interviews.

Materials: Interviews in Handout 8, pens, flip charts.

Time: 30 minutes

Method: Create three groups and assign each group an interview transcript from Handout 8. Analyze your transcripts by answering the following questions and reconvene to share your thoughts on interviewing strategies.

Discussion Questions:

1. What were the strengths and weaknesses of the interview?
2. What challenges, if any, did the interviewer face with the participant? What strategies do you suggest to address these challenges?
3. In some interviews, the participant is not answering the questions in depth. What probing questions might you ask to get a better understanding of the participant's beliefs or experiences? Please give specific examples.
4. Are there instances in the interview where the participant brings up a subject, but does not elaborate on it? What questions might you pose to better understand her ideas?
5. How could you change the interview approach to help the participant feel more at ease?
6. How could you integrate more participatory processes within the interviewing context?

Session 7 Review: Creating and Conducting Interviews

Often, organizations find informal or formal interviews one of the most useful ways to learn about how a participant experiences the leadership program and applies leadership skills in her/his life. The following review highlights important elements to consider when writing interview questions or conducting interviews.

- In creating interview questions, double-check to ensure that questions are: concise, open-ended, free from jargon, theoretically based in the Model of Change, and related to one topic.
- Brainstorm different ways to clarify or re-frame questions if a participant does not understand.
- Practice pilot interviewing to better prepare yourself for the interview itself and to analyze your own interviewing style.
- Find ways to ensure that the interview situation is comfortable for participants and culturally appropriate.
- If there are multiple interviewers, agree upon similar ways to ask each question. All interviewers ask should questions in a similar fashion.
- Allow the participant adequate time and space to reflect on and to answer the question.

SESSION 8

How Do We Use Focus Groups to Learn about Program Impact?

Learning Objectives:

- To highlight the advantages of using focus groups for evaluation work.
- To strengthen skills in designing interactive focus group sessions.
- To create agendas for possible focus group exercises in an evaluation.

Focus groups, or topic-specific discussions in a group setting, are designed to stimulate participants' in-depth reflections on a subject of your choice. For this reason, focus groups can be a good method for getting information on your program from multiple sources in a short amount of time. At times, organizations use focus group settings in association with other creative information-gathering techniques that help to stimulate discussions, such as visual aids, theater-based skits, or interactive exercises. In order to gain the most learning from focus group discussions, it is necessary to **transcribe** the proceedings using either a typed or hand-written approach.

Focus Groups:

- Encourage participant-led discussion and increase participant ownership in the evaluation process.
- Provide insight into varied understandings of leadership, or other concepts.
- Foster group cohesion and trust.
- Can hold former participant and non-participant focus groups, which allows for comparison on key areas of interest.
- Gain in-depth qualitative information on the program's effects on participants.
- Can easily be paired with written questionnaires for more detailed information on the program's effects.

Limitations of Focus Groups:

- Shy participants' voices may not be heard.
- Social nature of the focus group space influences the nature of the discussion, and topics may differ substantially from those that arise in an individual interview.
- Some opinions or topics may not be discussed due to social pressure or taboos.
- Since the number of participants in focus groups is smaller, generally 6-15, the results are less generalizable.

Case Study 8A: ADFM Visualizing Leadership Project

Association Démocratique des Femmes du Maroc (ADFM) decided to integrate an interactive focus group in their annual LTC evaluation. The name of the project, Visualizing Leadership: Our Past, Present, & Future, was an interactive focus group exercise that built upon former LTC participants' knowledge, context, and meanings of leadership by using visual materials. Rabèa Lemrini, LTC Project Coordinator, describes the focus group activities:

"We invited participants to ADFM for a focus group session on women's leadership in Morocco. The goal of the project was to see how former LTC participants and non-participants conceptualized leadership after being involved in the program and how they applied that leadership in their lives.

"We invited ten randomly selected past participants and ten non-participants. We held two separate focus group sessions. We asked everyone to bring a photo, drawing, picture, or other piece of media that signified leadership to them. During the focus group workshop, participants had two hours to artistically and dialogically explore concepts of leadership. First, we created a group collage and every woman pasted her leadership object to a piece of paper. Then, each woman explained the significance of the object she had brought and noted how she associated it with leadership.

"Following the group collage-creating process, the facilitator, a member of the participant group, moderated a discussion of the main leadership themes that arose from the group. After much discussion the following themes were drawn from the past participant collage: taking initiative, challenging taboos, mobilizing for change, increasing political power, and fostering economic self-sufficiency. The discussion then moved to the application of leadership within Morocco at different points in history, which allowed for a deeper understanding of the ways in which socio-historical circumstances intersected with possibilities for women's leadership in different spheres in their lives."

Reflection Questions:

1. What are the strengths and weaknesses in the focus group approach to learning about LTC program impact?
2. What are the strengths in having visual aids included in this interactive exercise? What other tools may be helpful in stimulating interactive discussions?
3. What are the benefits of analyzing participants' understanding of leadership without directly involving ADFM facilitators?
4. How might this exercise be adapted for measuring other shifts in participants' conceptions, for example changing perceptions of communication?
5. Under what circumstances would it be useful to include a comparison group of individuals who have not participated in the LTC program? Why?
6. How does this interactive focus group technique connect with the ethics and principles of participatory leadership?

Case Study 8B: SIGI/J's Interactive Exercises

SIGI/J had been searching for verbal or interactive methods of evaluation based on their unique population. The association drew from various interactive, visual, and theater-based evaluation techniques during past workshops. For this annual evaluation workshop, they chose one of the individual interview questions and integrated it into an interactive focus group session. The evaluation team invited 15 LTC participants from the same LTC workshop back six months after participating in the program. They hoped that by bringing all of the participants from the same LTC workshop back together, participants' sense of group solidarity and collective ownership over the leadership program would increase.

The facilitator of the session, Lina Quora, asked each past participant to sit in a chair in a circle. Lina had a ball of yarn and held on to the end of the string. She threw the ball to a participant, Hala, sitting across from her. Lina asked Hala: "After you participated in the leadership workshop, did you feel there was an impact in how you worked in your organization? And if so, how? Or if not, why not?" Hala answered, "Yes, it did. The inclusive aspect of participatory leadership was really inspiring for me and I shared it with others in my organization that were working on programs and activities related to leadership in the local community." The facilitator then asked Hala to hold on to her end of the string and throw the ball of yarn to another participant who was to answer the same question. The next participant, Maria, answered, "Yes, a co-ed youth group participated in the last leadership workshop and we were influenced by the idea that we should have a 'vision'. Now, we are all working in a collective to achieve our vision and are outlining strategies for attaining our ideal vision of a society free from poverty." This dialogic experience-sharing process continued until everyone had the chance to answer the question. After the last person spoke, the group was holding an interwoven web made of yarn. Lina noted that the intricate and varied web of experiences and outcomes that existed between everyone was commonly linked through a single strand, the shared experience of the LTC program. They used this process to deepen the exploration of impact in different settings through focus group discussion.

Reflection Questions:

1. When might interactive exercises be useful in your setting? How could you integrate them?
2. Why was it necessary to adapt the evaluation methods to the Jordanian context? Do you have similar circumstances where adaptation would be useful?
3. Can you brainstorm other possible adaptations for the Jordanian context using:
   - Video Content
   - Theater-based Techniques (such as skits or role plays)
   - Photography
   - Other Interactive Tools?

✓ Design Exercise 8: Designing Interactive Focus Group Exercises for Your Context

Summary: Design an interactive focus group agenda for an evaluation workshop session.

Materials: Interview design resources from Sessions 3 and 7, paper, pens.

Time: 3-4 hours

Method: Design an interactive evaluation data collection workshop in your organizational setting. Follow the steps below to outline your workshop focus and procedures.

Discussion Questions:

STEP 1. Brainstorm and define your goals for reporting the results of your evaluation of your program.

What do you want to be able to demonstrate or say when you present the evaluation findings of your program? Keep in mind the different audiences you may want to address. This strategy will help you to determine what type of information you need to gather. Will you only use focus groups or will you combine written surveys?

STEP 2. Define the topic of the interactive focus group session.

What are your main goals that you wish to address in this session?

STEP 3. Brainstorm and discuss the different types of focus group sessions that would best suit your focus group topic.

Do you want to organize the session around collage-based discussion, standard discussion-based focus group, or interactive games, such as SIGI/J's web, fishbowl, role plays, etc.?

STEP 4. Define your participants in the focus group.

Whom will you involve in your focus group? Do you want to have as comparison a group of participants who have not participated in the program to see if they discuss the topics differently than past participants?

STEP 5. a. Brainstorm possible questions to ask participants that address your evaluation goals.

What questions will help you to better understand the focus group topic?

b. Select a few questions (3-6) that will best guide the session according to your goals.

STEP 6. Analyze potential challenges that you might face either with the structure of the session or with the type of answers/communication amongst members of the focus group session. Identify possible courses of action to remedy these challenges.

What challenges might you encounter during the focus group exercises? In what ways can you overcome these challenges?

STEP 7. Define your data analysis strategy and identify the report writers.

What is your strategy for analyzing data from the focus group?

✓ Training Exercise 8: Designing Interactive Focus Group Exercises

Summary: Design an interactive focus group agenda for an evaluation workshop session.

Materials: Paper, pens.

Method: Option 1: (For 1 or 2 day Workshop). Split into four groups to design an interactive focus group agenda for an LTC evaluation workshop. All sessions should focus on assessing participants' conceptualization of leadership. Use Session Review 8 as a guide to design the focus group agenda and questions. Present a short description of your focus group, the main goals, main questions, and what you expect to get out of the session.

Time: 45 minutes for design, 1.75 hours for presentation and discussion.

Option 2: (For 3 day Workshop) Split into four groups to design an interactive focus group agenda for an LTC evaluation workshop. All sessions should focus on assessing participants' conceptualization of leadership. In small groups, design a brief interactive focus group session that you will conduct with the large group. Then each group presents a short description of the session and does a mock facilitation with the large group for 20 minutes.

Time: 45 minutes for design, 1.75 hour for presentation and discussion.

Discussion Questions:

1. What can we learn about the LTC program by using focus group discussions?
2. In what ways do we link to the participatory leadership methodology using these alternative evaluation techniques?
3. How might these alternative techniques benefit participant communities?
4. In what ways do these alternative evaluation techniques help to strengthen our organizations?

Session 8 Review: Focus Groups & Interactive Techniques

Alternative evaluation techniques using focus groups, visual media, and interactive exercises are useful for involving participants in the evaluation process and also embody the principles of participatory leadership. At times, quieter participants' opinions may not be as prominent in a focus group; the facilitator of the group can draw out these participants and ask for their opinions or facilitators can design a situation in which everyone equally shares her opinion.

- **Define the topic of the interactive focus group session.**
  What are the main goals you wish to address in this session?
- **Brainstorm and discuss the different types of focus group sessions that would best suit your focus group topic and target audience.**
  Do you want to organize the session around collage-based discussion, standard discussion-based focus group, interactive games like SIGI/J's web, or fishbowl or role play exercises?
- **Define your participants in the focus group.**
  Who will you involve in the focus group? Do you want to have a comparison group of participants who have not participated in LTC to see if there are differences in how they conceptualize and discuss leadership topics?
- **Brainstorm possible questions to ask participants that address your evaluation goals.**
  What questions will help you to better understand the focus group topic?
- **Select a few questions (3-6) that will best guide the session according to your goals.**
- **Brainstorm and analyze potential challenges you might face either with the structure of the session or with the type of answers/communication amongst focus group session members. Identify possible courses of action to remedy these challenges.**
  What challenges might you encounter during the focus group exercises? In what ways can you overcome these challenges?

3

SECTION III:

Reviewing The Progress Of Our Workshops

In this section, we reflect on the progress we are making in our evaluation workshops. Regular check-ins enable us to **share and learn** from our experiences and **address obstacles** or challenges in a timely manner.

Session 9: *"How Are We Progressing?"* gives us the opportunity to periodically confer with our team members on the progress we are making towards gathering information in our evaluation workshops and to provide assistance to each other during the evaluation workshop implementation phase.

SESSION 9
How Are We Progressing?

Learning Objectives:

- To discuss with team members our accomplishments and challenges in meeting the information-gathering objectives of our evaluation workshops.
- To reflect on the effectiveness of the data-gathering tools we are using.
- To provide feedback and assist each other in being more effective in gathering information.

In the evaluation workshop phase it is helpful to come together periodically to **assess** our progress, **review** any changes we need to make in order to achieve our goals, and **create new strategies** to face challenges that may arise during implementation of the evaluation workshops. This reflexive assessment of the evaluation strategy and its application in each setting allows for continual monitoring and improvement of our programs and processes. These are all characteristics that underlie the participatory leadership approach.

✓ Design Exercise 9: Measuring the Progress of Our Evaluation

Summary: This "check-in" meeting is intended to review the progress of your completed evaluation workshop and to document any necessary changes to improve your next evaluation.

Materials: Paper, pens, relevant participant invitations, questionnaires, focus group agendas, or interviews that need discussion.

Time: 1-2 hours

Method: This meeting should be set sometime in the two weeks after the evaluation workshop has been held, while the evaluation process is still fresh. In an evaluation team meeting, discuss and assess the accomplishments, challenges, and effectiveness of the workshop completed. Document the feedback from the meeting along with your recommendations for the next evaluation in a brief memo. This will help to preserve organizational learning as well as support the next evaluation team that embarks on this task.

Discussion Questions:

1. Did you experience any obstacles in bringing together the participant group for the evaluation workshop? How can you address these obstacles?
2. Does your evaluation timeline require any revisions for the next evaluation? If so, what will you change?
3. Which of the data collection methods did you feel was most successful? Why? Will you continue with a similar method next year?
4. How can you address challenges you may have faced in gathering data?
5. How do you feel about the information you gathered from participants in the evaluation workshop?
6. What were the strengths in the evaluation? Weaknesses?
7. What would change for the next evaluation to improve your processes?

Session 9 Review: Reviewing Our Progress

This session offers organizations the space to reflect on what parts of the evaluation workshop have been successful and what needs to be changed for the future.

Organizations can reflect on:

- The ease and feasibility of selecting participants.
- The strengths and weaknesses of the evaluation.
- Revising the evaluation timeline.
- The varied use of different data collection methods.
- The usefulness of the Model of Change within individual contexts.
- Steps for improving the evaluation design process in the future.

WORKSHOP SESSIONS

SECTION IV:

Sharing Our Learning

4

In this section, we address the steps to take after completing the evaluation workshops. This includes **analyzing and reporting** the information gathered. Since quantitative and qualitative data are complementary, understanding how to analyze both types of information is useful. Ultimately, the way that we analyze the data relates back to the overall objectives and themes found in the program. Therefore, we aim to use a **combined analysis** integrating qualitative and quantitative data that will help us to gain a more complete understanding of the program, such as the program's effects on participants' lives. It is also useful to create an **analytical strategy** at the outset of the data analysis and reporting process that will help guide you through the process and to maximize the organizational benefit from the evaluation process.

Session 10: *"How Do We Use Quantitative Data Analysis to Demonstrate Program Contributions?"* outlines the basic skills required to carry out quantitative analysis and provides the opportunity to practice managing data using Excel spreadsheets.

Session 11: *"How Do We Use Qualitative Data Analysis to Demonstrate Program Contributions?"* focuses on qualitative analysis skills, such as thematic coding, and creating individual and organizational profiles.

Session 12: *"How Do We Present Our Learning?"* highlights key strategies for translating the results of our analysis into strong reporting.

SESSION 10

How Do We Use Quantitative Data Analysis to Demonstrate Program Contributions?

Learning Objectives:

- To practice recording and managing data using spreadsheets.
- To strengthen quantitative data analysis skills.
- To optimally use the quantitative data we have gained.

Quantitative analysis can give us a **clear sense of the amount or extent of change** that a participant experienced before, during, or after the program. For example, in the LTC program, quantitative results can show us that 75% of program participants felt they practiced tolerance skills during the workshop, or that 39% of participants took the initiative to form networks six months to three years after they participated in a workshop. From these results, we are able to learn about the **main strengths and weaknesses** of the program.

However, in order to get these results, we must have an efficient way to store our data. This will allow us to more efficiently analyze and compare our workshop results, **longitudinally** or over time. The most common way of storing data is on a computer, using spreadsheet software such as **Excel**. This software makes it easier to **manage and analyze** large volumes of data using simple analysis techniques.

There are a variety of ways to analyze quantitative data that can be useful for evaluation work. In this session, we present three of the simplest methods, *frequency analysis, percentage analysis,* and *mean analysis.* For more advanced methods, see Handout 9.

Quantitative Analysis:

- Provides an overall demographic view of the participants involved in LTC workshops, such as gender, age, educational status, religion, ethnicity, or profession.
- Offers a clear and tangible sense of program outcomes, for example:

    - The percentage of participants whose conceptualization of leadership changed.
    - The percentage of participants who felt they developed new decision making skills through the workshop.
- Enables us to compare the responses of participants on the same concept, e.g., voting in elections.
- Allows us to assess the effects of the LTC program across participants over an extended period of time.

Limitations of Quantitative Analysis:

- Offers no information on the reasons *why* the program worked or did not work:
    - Why participants' conception of leadership has shifted.
    - Why the workshop increased participants' self-esteem.
- Cannot identify how participants apply new skills in their lives or the challenge they faced in trying to implement new skills.

Case Study 10: Finding Useful Ways to Analyze Quantitative Data

Association Démocratique des Femmes du Maroc (ADFM) in Morocco recently trained a small group of the organization's members in quantitative data analysis. The ADFM board, including founder Amina Lemrini and President Rabéa Naciri, felt that offering this training would be an excellent way to build ADFM members' data management and analysis skills. This training would help staff develop a better understanding of how evaluation was linked with the global conceptions of participatory leadership and also assist in better reporting skills. In addition, they believed they could recruit from this newly trained pool of team members to take over program evaluation and reporting roles in the future.

Preparing Data

Over the years, ADFM has accumulated hundreds of written evaluation questionnaires from participants in their LTC workshops. To store all of this information, the organization has used a paper filing system. Lately, ADFM has been having difficulties retrieving and analyzing data from previous years of LTC implementation. In order to manage their data more effectively, ADFM has decided to start using an electronic data management program, Excel. The Excel program allows ADFM to create a database of all of the participants' LTC written questionnaire data. ADFM believes that the new data management system will increase their capabilities to compare the impact of the LTC program over time, as well as monitor the strengths and weaknesses of an individual LTC workshop. In shifting their data management strategy, ADFM decided to hold a data entry and management workshop to train the organization's members in this skill area.

A team of two facilitators led the data management and analysis workshop. The workshop began by showing participants how to create a ***master Excel spreadsheet****—the main worksheet framework for entering LTC workshop data. Maria Ezzaouini had created short identifying codes for each question on the LTC questionnaire and entered them at the top of each* ***column*** *(see table below). She then entered a unique participant ID in each* ***row*** *to allow ADFM to track each participant's questionnaire responses. Next, Maria took each participant's questionnaire and entered her responses to every question in the corresponding ID row. After finishing entering all of the data, she saved the worksheet and asked the workshop participants to begin creating a master Excel spreadsheet from the LTC questionnaires on their own.*

Table 1: Example of LTC Spreadsheet in Excel

ID	Workshop Date/ Place	Gender	Year of birth	Locate	Educ	Marital	Satisfy	Pract shdec	Pract network
1	February 3-5, 2006 Rabat	Female	1981	1	2	Single	5	4	3
2	February 3-5, 2006 Rabat	Female	1983	2	4	Single	4	5	5
3	February 3-5, 2006 Rabat	Female	1980	2	4	Single	5	5	4
4	February 3-5, 2006 Rabat	Female	1961	2	2	Married	4	4	4
5	February 3-5, 2006 Rabat	Female	1966	2	4	Single	5	5	5

ID: The unique number assigned to each program participant. It is usually anonymous, although it is also helpful to securely store a separate worksheet with participants' names and corresponding unique ID numbers for follow-up purposes.

WORKSHOP DATE/PLACE: The date and place that the participant attended an LTC workshop.

GENDER: Participant's gender.

YEAR OF BIRTH: Participant's year of birth.

LOCATE: Urban or Rural location. 1=Rural, 2=Urban, 3=Semi-urban.

EDUC: Education Level. 1=Primary, 2=Secondary, 3=Beyond Secondary, 4=University.

MARITAL: Marital status of the participant.

SATISFY: On the whole, I am satisfied with myself. 1=Strongly disagree, 2=Disagree, 3=Neither agree nor disagree, 4=Agree, 5=Strongly agree.

PRACT SHDEC: At the Leading to Choices Workshop, I practiced sharing decisions. 1=Strongly disagree, 2=Disagree, 3=Neither agree nor disagree, 4=Agree, 5=Strongly agree.

PRACT NETWORK: At the Leading to Choices Workshop, I practiced networking skills. 1=Strongly disagree, 2=Disagree, 3=Neither agree nor disagree, 4=Agree, 5=Strongly agree.

Analyzing Data

After entering all the data, Nabia Haddouche began the data analysis session, in which she focused on three main forms of analysis: 1. ***Frequency Analysis****; 2.* ***Percentage Analysis****; and 3.* ***Mean Analysis****. ADFM believed that quantitative data was best represented by* ***charts and tables with accompanying descriptions*** *whenever possible. The facilitator team highlighted the following ways to conduct quantitative analyses.*

Frequency Analysis

- *Frequency analysis is the most basic form of quantitative analysis.*
- *The* ***frequency*** *is the number of times a particular response arises.*
- *Frequency analysis is useful for summarizing participants' demographic background information, such as gender, age, martial status, or educational background. In and of itself, the frequency is not that useful for display in an evaluation report as there is no thematic content that links to the leadership program. However, these types of analyses may be useful for highlighting the demographics of who participated in the program. Later on we can use demographic variables and compare different groups of people with leadership program outcomes to see if differences occur. (See mean analysis below.)*
- *A frequency table or a* ***summary table*** *can be constructed by noting demographic characteristics in one column and the number of times a characteristic arises, or its frequency, in the second column. See Table 2.*

Table 2: Description of Participants in Moroccan LTC Workshop 2006

Descriptives	Participant N*
Female	5
Urban	4
Rural	1
University Education	3
Secondary Education	2
Married	1
Single	4

** Participant N=the number of participants who responded to the question.*

Percentage Analysis

Percentage analysis takes frequency analysis to the next level. It is often used to give more detail by showing the percentage of participants who fall within a certain category.

- *To create a percentage table, take the number of observed characteristics and divide it by the total number of participants. Using the example in Table 1 above, the urban percentage is calculated by taking 4/5, where 4 is the total number of participants who live in urban areas and 5 is the total number of participants who answered the rural/urban question.*
- *Percentage values should always add up to 100% within each category, for example Urban 2/5 or 40%; Semi-urban 2/5 or 40%; Rural 1/5 or 20%. Total = 100%.*
- *A percentage table is more useful if it presents the frequency and percentage rates next to each other, helping us to see the number of people who responded in each category. See Table 3 below.*
- *Percentage analysis is often used to transform qualitative data into quantitative data as seen in the case study in Session 11.*
- *Using a summary table with the percentage analysis and frequencies is a very effective way to present a demographic summary of the participants involved in the training.*

Table 3: Description of Participants in Moroccan LTC Workshop 2006

Descriptives	Participant N	%
Female	5	100%
Urban	4	80%
Rural	1	20%
University Education	3	60%
Secondary Education	2	40%
Married	1	20%
Single	4	80%

Mean (Average) Analysis

- *The mean is an average score of a group of numbers, computed by taking the score for one (or more) item(s) from each participant's survey, adding the scores together, and dividing it by the number of participants who replied to the item. This creates an average score for the entire group on that item.*
- *Means can be helpful when we want to get* ***the average rating of all participants' opinions on a certain measure****. For example the average level of agreement of people who felt they practiced communication skills during the LTC workshop or the average level of agreement regarding the applicability of leadership skills in the family.*
- *We can calculate the mean by hand or with a data analysis program like Excel.*

Example: Calculating the Mean by Hand:
The Moroccan facilitators randomly chose five participants' responses to Question 12, shown below, from the annual Moroccan LTC workshop evaluation questionnaire.

Please circle the response that most closely reflects your feelings on the following statements

1-Strongly Disagree, 2-Disagree, 3-Neither Agree Nor Disagree, 4-Agree, 5-Strongly Agree

12. On the whole, I am satisfied with myself.	1	2	3	4	5

We can see the responses to question 12 above. The five participant responses to this question were: 5, 4, 5, 4, 5.

To get the mean response, take these five numbers, add them together, and divide by the total number of responses (in this case five).

Sum: 5+4+5+4+5=23

Mean (or average): 23/5=4.6

To make sense of this number we compare 4.6 to the qualitative categories on the five-point scale. Since 4.6 is closest to 5, which indicates 'Strongly Agree,' we can interpret this result as participants' feeling very satisfied in their lives.

Linking Descriptives with Analyses
Often we are interested in knowing whether or not a demographic variable is related to a higher or lower score on a particular thematic issue. For example, we might be interested in knowing whether educational level had an effect on participants' satisfaction with themselves. In order to conduct this analysis, we would take the mean of the three women above who had a university education, which is 4.6, as well as take the mean of the women who received a secondary education (4.5). We then compare the two means to see if there is a difference due to education level. In order to say for sure that there is a difference, you will need to perform a mean analysis test (also called a t-test) in a data analysis software program, such as Excel. In this case, there is not a significant difference between the two means, therefore we cannot say that education level influences participant's sense of satisfaction in oneself. See Handout 9 for more detailed information on mean analysis.

Reflection Questions:

1. What are the drawbacks to starting the ID numbers at 1 for every workshop each time you enter data? Why would you not want to do that?
2. Is it necessary to start a new worksheet for each LTC workshop? Why or why not?
3. What are the benefits of using quantitative analysis to demonstrate program contributions?

4. How useful do you find ADFM's approach to using quantitative analysis in highlighting the program contributions?
5. Which type of quantitative analysis do you find most convincing? Why?
6. What types of analysis has your organization used in the past? Why? Do you think that your organization may use different methods now? Why? Why not?

✓ Design Exercise 10: Analyzing Quantitative Data

Summary: Practice analyzing quantitative data.

Materials: Your own written questionnaires, Handout 9, Handout 10, flip charts, pens.

Method: **Option 1:** Analyze data from your own evaluation questionnaires. Let the following questions guide you. Use Handout 9 as a reference if necessary.

Discussion Questions:

1. Identify which questions on your written questionnaire are best analyzed by:
   - Frequency Analysis?
   - Percentage Analysis?
   - Mean Analysis?
   - T-tests (if necessary)?
2. How do these analysis strategies relate to the larger objectives of your evaluation?
3. Are you able to find support that participation in the program led to changes in participants' behavior, conceptions, or attitudes based on your quantitative data? Why or why not?
4. What other information might also be useful in better determining the contributions of the program to participants' behavior or beliefs?

Time: Quite extensive, depending on how much data you have gathered.

Option 2: Practice different data analysis techniques following the steps below, using the questionnaires in Handout 10 provided in this manual.

STEP 1: Set up a worksheet using one questionnaire from Handout 10.

Break into three groups. Select one questionnaire from Handout 10. Take turns setting up an Excel spreadsheet using the questionnaire and the steps below as a guide. Answer Questions 1-2.

- In each column, enter an identifying code for each item on the questionnaire.
- In each row, enter a unique participant ID.
- In each row, enter the participant's response to each item in the column.

STEP 2: Interpret participants' responses.

Analyze participants' responses to selected questions in all five questionnaires, as outlined below. Answer Questions 3-5. Reconvene and share your work.

GROUP 1:

Topic: Which skill areas did the participants feel most positive about after the workshop?

Analysis Strategy:

1. Take the mean for each skill area. Identify the strongest areas and the weakest skill areas.
2. Do the skills differ depending on participants' education level or rural/urban status?

GROUP 2:

Topic: Which skill areas did the participants feel least positive about after the workshop?

Analysis Strategy:

1. Consolidate the "Strongly Agree" and "Agree" categories and the "Strongly Disagree" and "Disagree" categories to create three categories. Conduct a percentage analysis.
2. Do the skills differ depending on participants' education level or rural/urban status?

GROUP 3:

Topic: Please describe participant self-esteem after the workshop.

Analysis Strategy:

1. Choose either a mean or percentage analysis.
2. Do the skills differ depending on participants' education level or rural/urban status?

Time: 1 hour for practice analysis.

Discussion Questions:

1. Does it matter what identifying code you choose to label the questionnaire? Why or why not?
2. What are the benefits to using Excel to manage data in your organization? How could you use the data after it has been entered?
3. What is the purpose of using different analysis strategies for describing the least and most utilized skill areas? What are the differences in interpretation?
4. What challenges did you face in analyzing the data? How did you address them?
5. How do we interpret means in the quantitative analyses above?
6. Are there ways of being creative in the quantitative analysis process? How, or why not?

✓ Training Exercise 10: Utilizing Excel for Data Management and Analyzing Quantitative Data

Summary: Build data management capacity with Excel and practice using different quantitative strategies to analyze the LTC questionnaires.

Materials: Handout 10, computers running Excel, flip charts, pens.

Time: 1 hour

Method: **Option 1:** If you were in a workshop where you created your own brief interview questionnaire and had the whole group fill it out, you can use those responses to guide the analysis in this section. Break into three groups and use the suggestions for the analysis strategy below to guide group work. After completing your analysis, present your results and analysis strategy to the whole group.

Analysis Strategy 1:

1. Take the mean for a small number of similar items, such as skills, leadership application, etc. Identify the strongest areas and the weakest areas.
2. Do the skills differ depending on different demographic characteristics, such as education level or rural/urban status?

Analysis Strategy 2:

1. Choose to conduct either a mean or percentage analysis.
2. Do the skills differ depending on different demographic characteristics, such as education level or rural/urban status?

Analysis Strategy 3:

1. Consolidate the "Strongly Agree" and "Agree" categories and the "Strongly Disagree" and "Disagree" categories to create three categories. Conduct a percentage analysis.
2. Do the skills differ depending on different demographic characteristics, such as education level or rural/urban status?

Option 2: Follow the steps below, using the questionnaires in Handout 10 provided in this manual.

STEP 1: Set up a worksheet using one questionnaire from Handout 10.

Break into three groups. Select one questionnaire from Handout 10. Take turns setting up an Excel spreadsheet using the questionnaire and the steps below as a guide. Answer Questions 1-2.

- In each column, enter an identifying code for each item on the questionnaire.
- In each row, enter a unique participant ID.
- In each row, enter the participant's response to each item in the column.

STEP 2: Interpret participants' responses.

Analyze participants' responses to selected questions in all five questionnaires, as outlined below. Answer Questions 3-5. Reconvene and share your work.

GROUP 1:

Topic: Which skill areas did the participants feel most positive about after the workshop?

Data Entry: Enter responses to Questions 14a-f and 16a-c into your spreadsheet.

Analysis Strategy:

1. Take the mean for each skill area. Identify the strongest areas and the weakest skill areas.
2. Do the skills differ depending on education level or rural/urban status?

GROUP 2:

Topic: Which skill areas did the participants feel least positive about after the LTC workshop?

Data Entry: Enter responses to Questions 14a-f and 16a-c into your spreadsheet.

Analysis Strategy:

1. Consolidate the "Strongly Agree" and "Agree" categories and the "Strongly Disagree" and "Disagree" categories to create three categories. Conduct a percentage analysis.
2. Do the skills differ depending on education level or rural/urban status?

GROUP 3:

Topic: Please describe participant self-esteem after the LTC workshop.

Data Entry: Enter responses to Questions 9-13 into your spreadsheet.

Analysis Strategy:

1. Choose either a mean or percentage analysis.
2. Do the skills differ depending on education level or rural/urban status?

Discussion Questions:

1. What are the benefits to using Excel to manage data in your organization? How could you use the data after it has been entered?
2. What is the purpose of using different analysis strategies for describing the least and most utilized skill areas? What are the differences in interpretation?
3. What challenges did you face in analyzing the data? How did you address them?
4. How do we interpret means in the quantitative analyses above?
5. Are there ways of being creative in the quantitative analysis process? How, or why not?

Session 10 Review: Quantitative Analysis

In any type of analysis, there is a great degree of creativity as well as restriction. The review below offers some guidelines when undertaking quantitative data analysis and management.

- Record evaluation data in a data management program such as Excel.
- Create summary tables describing participant characteristics with frequencies and percentages.
- Conduct a mean and/or percentage analysis of the important evaluation concepts.
- Create charts and tables, if necessary, to assist in better understanding the program impact.
- Select statistics that will be useful for supporting your Model of Change and your reporting strategy.
- Do not exclude results that run counter to your predictions or that show a failure in implementation or otherwise. This provides important information, and is often where we learn most about what needs to change for program implementation.

SESSION 11

How Do We Use Qualitative Data Analysis to Demonstrate Program Contributions?

Learning Objectives:

- To strengthen qualitative data analysis skills.
- To practice analyzing qualitative data.
- To analyze the qualitative data we have gathered.

We can use qualitative data to create a **persuasive and powerful account** of the way in which the program has impacted participants. Qualitative data enables us to gain deeper **insight into participants' own ideas, beliefs, and interpretations** of the program.

This session highlights two main ways of analyzing qualitative data: 1. **Thematic analysis**, which focuses on drawing out common themes of importance to participants in interviews and focus groups and using quotes to illustrate these themes; and 2. **Narrative analysis** is commonly used to develop detailed profiles and stories of change. For supplementary qualitative data analysis strategies not covered in this session see Handout 9.

Qualitative analysis requires a significant **time commitment**. In order to generate thematic codes and select narratives, we must immerse ourselves in the data we have gathered and reflect in greater depth on participant responses.

Qualitative Analysis:

- Provides deeper insight into participants' understanding of the program and into what is meaningful to them.
- Allows us to identify participants' individualized experiences of applying skills developed through the program.
- Enables us to use quotations and narratives to bring individuals' experiences to life and to explore unexpected ideas or themes raised by participants.

Limitations of Qualitative Analysis:

- More difficult to compare the responses of a number of participants on the same concept, for example:
  - Whether or not participants' view of leadership changed.
  - Whether or not participants believe they developed new skills.
- More difficult to assess the effects of the program across participants over an extended period of time.

Case Study 11: ADFM Introduces Qualitative Analysis Techniques

ADFM also trained a small group of the organization's members in methods for analyzing information obtained through interviews or focus groups. The workshop session focused on methods for analyzing qualitative data after it had been transcribed. The facilitators, Nabia Haddouche and Maria Ezzaouini, focused specifically on thematic coding and narrative analysis. They also included a section on transforming qualitative data into quantitative data.

The facilitators began the session noting that before the group begins its analysis, they may already expect to see certain themes emerge in the interviews or focus groups, based on their Model of Change, experiences of program implementation, and interests. Nevertheless new themes often arise from the data. It was important for them to maintain a degree of objectivity when coding and reviewing the interview or focus group transcripts. They wanted to be sure to catch any underlying themes that participants brought up and not just the ones that they expected to see.

Preparing Data

Maria outlined the steps for preparing data for qualitative analysis. She said that, as with quantitative data, we should keep a copy of each transcript in a folder on our computer. Each transcript should contain a unique ID for the interview participant. It is useful to also keep a spreadsheet or list matching unique IDs and participant names. Because the analysis will be carried out by reading through transcripts, it is better to print out copies. We may code them by hand or by using word processing software.

Analyzing Data

Thematic Analysis

Nabia then introduced the first analysis strategy—thematic analysis—which draws out common themes from interview and focus group data. It is also useful to identify quotes to illustrate your generated themes. This thematic analysis relates back to the broader themes expressed in the Model of Change and the broader themes of the differences between the participatory and the traditional view of leadership. Maria and Nabia outlined the following steps for carrying out a thematic analysis:

- *Read through transcripts carefully and review the Model of Change.*
- *Generate a list of qualitative themes from the transcripts and from the Model of Change (e.g., challenging norms, communication, initiative, and so on).*
- *First create an identifying code, for example,* ***challenging norms****, which consists of the name of the theme. Each time that theme appears in the transcript, add an ascending number to the end of the theme code. For example, "****challenging norms 1****," "****challenging norms 2****."*
- *Mark the text with this identifying code everywhere it appears in the transcript.*
- *After all transcripts have been coded, return to each transcript to see if codes should be revised.*
- *Select quotes that support and contradict the goals in your Model of Change.*
- *Select quotes that enhance understanding of the most frequently mentioned themes.*

Maria and Nabia gave a brief demonstration of how to thematically code interview transcripts, using five participants' responses to an interview question:

Question: Do you identify as a leader in your family? Why?

Participant 1 *In the family life, yes I do. The first experience was when I had to decide, just after my husband's death, whether to move in again with my parents or with my in-laws. I decided to live alone.* ***[challenging norms 1, independence 1]*** *Here, I was already acting as a leader.*

Participant 2 *Yes. (Silence)...Well, I can think of many situations concerning my work. You always hear that a woman shouldn't work and let her kids stay at home with her husband or the maid. But I asserted myself.* ***[independence 2]*** *] It's necessary for a woman to go out. The husband can take care of the kids. They are the shared responsibility of the couple, not the mother's only.* ***[challenging norms 2, sharing responsibility 1]*** *There were objections at first from my family and my in-laws, but I convinced them and made them face reality.* ***[communication 1]*** *So, I went out and worked to become an active member of society.* ***[action 1]***

Participant 3 *I am not sure. Maybe just in my family environment, I studied and had my B.A. I'm the only one out of all of the girls in my family who studied.* ***[challenging norms 3, action 2]***

Participant 4 *Yes, I do. (Silence) My sister used to work with a contractor who sexually harassed her. My parents told her: stay in your job, he might change and stop it. But, I told her: no, you have to leave your work with that person. I told her to come to my association and to present her problem to the people there. I helped her see her own responsibility in this situation.* ***[challenging norms 4, building others' capacities 1]***

Participant 5	*Yes, I'll give you an example. I wanted to own a house. My husband didn't share my desire. He doubted me. I refused to contribute my money to his fund.* ***[economic self-sufficiency 1, independence 3]*** *I saved my money until the right time came* ***[challenging norms 5]*** *and I bought the piece of land. At that time my husband trusted me. I actually bought the piece of land.* ***[responsibility 1, action 3]***

Challenging norms *was mentioned in every participant's response to this question. The second most frequently mentioned themes were independence and action. Maria and Nabia noted that the report should draw attention to the strength of these themes in participants' interviews and then highlight them using participants' quotes.*

Nabia explained that it is also possible to provide a quantitative interpretation of interview and focus group data. For example, the interview question, "Do you identify as a leader in your family?" can be analyzed in terms of the percentage of women who identified as a leader. Since participants responded to the first part of the question with a yes, no, or sometimes, due to the way the question was structured, the responses can be transformed into percentage values. For example, 4 out of 5 or 80% of the participants above identified as a leader in their family. On the other hand, 20% or 1 participant was unsure whether she is a leader in the family. Nabia stated that it was often useful to conduct this form of analysis to support thematic analysis with precise quantities.

Narrative Analysis

- *Maria then introduced a second method for analyzing qualitative data—* ***narrative analysis****—that plays an important role in creating profiles of individuals and organizations. Narrative analysis involves selecting portions of text from interview or focus group transcripts called narrative descriptions (narratives), or personal stories. Narratives can be identified within a transcript according to the following characteristics:* ***the participant uses the personal pronoun, I; the text has a time-bound sequence, a complicating action, and a resolution.***

Maria explained, "If I were creating a profile of the participant in the fifth example (above), I would include a demographic description of her personal characteristics along with the year that she participated in the LTC program. I would then give an in-depth description of how this woman conceptualized leadership before and after participation in the program. I would showcase the elements of the leadership program and its application that resonated with her the most by using a thematic analysis. Then, I would include different narratives to illustrate how she applied leadership in her life, such as her story about saving money against her husband's will to buy her own house." See Handout 11 for an example of a personal profile.

Reflection Questions:

1. Are there additional themes in the five participant texts that are important for analyzing the concept and influence of participatory leadership on participants' lives? If so, what does this tell us about thematic analysis?
2. What might you do to ensure the coding process is not influenced by one person's interpretation of the participant's response alone?
3. How many of the five participant texts above are considered a narrative? Why?
4. What are the strengths and weaknesses of thematic analysis in the ADFM case study?
5. What are the strengths and weaknesses of narrative selection in the ADFM case study?
6. When is thematic analysis a useful method for understanding the effects of the LTC program? Why?
7. When is narrative selection a useful method for understanding the effects of the LTC program? Why?
8. How might you use thematic analysis in your organizational setting? How would you use narrative selection?
9. In your context, what other methods would you use to systematically analyze qualitative data? What are the potential ways to use this information?
10. How do these themes and codes relate back to the participatory leadership framework?

✓ Design Exercise 11: Analyzing Interview Data

Summary: Apply qualitative analysis strategies highlighted in the case study.

Materials: Handout 10, paper, pens.

Method: Option 1: Analyze your interview data following the steps outlined in the Session Review 11.

Time: Depends on length and number of interviews

Option 2: Practice qualitative data analysis using ADFM written questionnaires in Handout 10. Break into three groups. Come back together as a group to discuss the questions below.

GROUP 1:
Carry out a thematic analysis of responses to Q. 19 *How do you think you will share what you have learned in the Leading to Choices workshop? With whom?*

GROUP 2:
Transform qualitative data to quantitative data and carry out a thematic analysis of responses to Q. 20 *How do you think participating in the Leading to Choices workshop might affect your life in the future?*

GROUP 3:
Create an individual profile integrating the demographic, quantitative, and narrative data using *Participant Questionnaire 5.*

Time: 30-45 minutes

Discussion Questions:

1. What thematic codes are most appropriate for your analysis of the questionnaires?
2. How do these codes relate to the broader themes of participatory leadership expressed in the LTC program?
3. What quotes have you selected to highlight your theme of interest?
4. Explain if you chose to include narrative quotes in your analysis. Why or why not? If so, what do you feel these narrative quotes will add to the analysis?
5. Did you choose to transform any of the qualitative information into quantitative data? Why or why not? If so, what data did you transform?
6. In your opinion, what are the most persuasive ways of linking qualitative data to the ethics of participatory leadership?

✓ Training Exercise 11: Analyzing Interview Data

Summary: Apply qualitative analysis strategies highlighted in the case study.

Materials: Handout 10, paper, pens.

Time: 30-45 minutes

Method: Practice qualitative data analysis using ADFM written questionnaires in Handout 10. Break into three groups. Come back together as a group to discuss the questions below.

GROUP 1:
Carry out a thematic analysis of responses to Q. 19 *How do you think you will share what you have learned in the Leading to Choices workshop? With whom?*

GROUP 2:
Transform qualitative data to quantitative data and carry out a thematic analysis of responses to Q. 20 *How do you think participating in the Leading to Choices workshop might affect your life in the future?*

GROUP 3:
Create an individual profile integrating the demographic, quantitative, and narrative data using *Participant Questionnaire 5.*

Discussion Questions:

1. What thematic codes are most appropriate for your analysis of the questionnaires?
2. How do these codes relate to the broader themes of participatory leadership expressed in the LTC program?
3. What quotes have you selected to highlight your theme of interest?
4. Explain if you chose to include narrative quotes in your analysis. Why or why not? If so, what do you feel these narrative quotes will add to the analysis?
5. Did you choose to transform any of the qualitative information into quantitative data? Why or why not? If so, what data did you transform?
6. In your opinion, what are the most persuasive ways of linking qualitative data to the ethics of participatory leadership?

Session 11 Review: Qualitative Analysis

Steps to Thematic Coding

- Generate a list of qualitative themes that link to your program outcomes that you expect to see arise in your open-ended questionnaires, interviews, or focus group data.
- Identify other recurring themes that arise from the data.
- Create identifying codes for each theme.
- Code the data. Track the number of times the code or theme appears in the transcript.
- Select quotes that will be useful in capturing program outcomes or illustrating personal experiences on the major themes.

Steps in Creating a Personal Profile

- Decide whether you will create an individual or organizational profile.
- Identify the primary goals of the profile.
- Clarify what you want to convey to the intended audience.
- Identify the main themes you will highlight in the profile.
- Analyze the transcript and select strong quotes or narratives that illustrate the profile's goals.
- Include other information from the profile that communicates contributions of the program.

SESSION 12
How Do We Present Our Learning?

Learning Objectives:
- To enhance reporting skills.
- To identify strong and weak elements in reporting styles.
- To discuss strategies for future reporting.

Once we have carried out our data analysis we need to decide how to **best communicate our findings**. The way in which we present our learning depends on our **goals** and on our **audience**. Identifying our audience's **interests and needs** will assist in strengthening the **relevance** and **persuasive** power of our reporting.[2] The results from your reports can be taken and adapted for use in press releases, annual reports, organizational reports, and funder updates, among other uses. For further information on writing your results section in your report, see Handout 12.

Even though you tailor reports to different audiences, **every evaluation report should include:**

- A brief description of the context, the program, and its goals.
- Objectives of the evaluation.
- Evaluation design methodology (participant selection strategy, timeframe of the evaluation workshop, and data collection methods).
- Demographic information on the participants (such as number of participants, mean age, frequencies/percentages of gender, education level, class status, religion, ethnicity, marital status).
- Results from the analysis of main program outcomes.
- Unexpected results, with potential explanations for these findings.
- Summary and interpretation of your findings.

2 For examples of other strong reports, see Women for Women's Human Rights-New Ways Evaluation Report, http://www.wwhr.org/files/Evaluation%20Report.pdf.

Case Study 12: BAOBAB Develops a Reporting Strategy

Once BAOBAB completed their evaluation workshop, Sindi Medar-Gould called a team meeting to develop a reporting strategy. The reporting team was made up of two facilitators and two members of program staff.

During their evaluation workshop, BAOBAB asked participants who were involved in academic and professional life to participate in brief interviews and focus group sessions to assess the intermediate impact of the LTC program on community activism. While collecting and analyzing information, they learned a great deal about how the program contributed to positive outcomes in participants' lives.

Bunmi Dipo-Salami, the Program Director, wanted to write a report to an African women's fund that helped support their trainings. She knew that this particular funder had an interest in the program's impact on women's community activism. Bunmi shared her ideas for the report with the group:

"I think it would be a good idea if we emphasized the positive contribution of the LTC program to participants' community activism. When we analyzed the focus group transcripts, we found that a majority of the women, 20 out of 25, had experienced a positive impact on their associational life and attributed some of this to our program. Out of these 20, 5 in particular actually started new organizations after participating in the leadership program. If you remember, one participant formed an organisation known as Women for Women Development, which is an information clearinghouse for women's issues. This group was even represented in Liberia during the swearing-in of Africa's first female president. Another participant, who was very successful after the workshop, formed an association aimed at providing services for street children, particularly focusing on girls. The main programs they are currently running help provide girls access to employment and empowerment programs. I think that these narratives will provide persuasive evidence of how the leadership program can be a transformative experience for women."

One of the facilitators reminded Bunmi that they could also transform qualitative data from the focus groups into quantitative data to provide an overview of the impact of the program on women's community activism. In fact, after transforming the focus group responses to percentage values, 75% of participants said they often or always participated in decision-making processes within the community groups they belonged to and 60% of participants said they felt they made a successful contribution to change within their local associations.

Another program staff member, Ngozi Nwosu, was more interested in using the evaluation findings to influence the media:

"I would really like to get these results on community activism to the media. I would like to use some of the information that you talked about, Bunmi. But, I think that the media would be more interested in hearing an individual success story from the workshop. Perhaps, we could contact the woman who founded Women for Women Development and ask if she would like to be involved in a media event. We can contextualize the individual story by offering a few statistics on the state of women leadership in Nigeria and highlight the need to foster the development of women's leadership skills through programs such as LTC. I can write up a press release or news story in a way that is more accessible to a broader audience. Hopefully, we can get BAOBAB some increased visibility in the process."

The group agreed that writing reports for funders and the media would be a priority.

Reflection Questions:

1. What are the strengths and weaknesses of BAOBAB's reporting strategy?
2. What are the main differences between BAOBAB's approach to reporting to a women's fund and reporting to the media? Why do you think this is the case?
3. What other audiences do you think BAOBAB should have considered reporting to?
4. Have you been writing reports to different audiences such as funders, the international community, or the media to share findings about LTC program outcomes? If so, how? If not, do you think this is something that would be useful for your organization? Why? Why not?

✓ Design Exercise 12: Creating an Evaluation Reporting Strategy

Summary: Determine the intended audience for your reporting needs and find persuasive means to present the results from the LTC program evaluation.

Time: 1-2 hours

Method: Select the intended audience for your reporting such as funders, the media, NGO community, or policy community. Use the steps below to guide your organization through developing a report for the intended audience.

Steps for Creating a Reporting Strategy

STEP 1. Identify the audience that you would like to communicate your evaluation results with.

STEP 2. Identify the types of data that will be useful in communicating with this audience.

STEP 3. Select basic demographic data and data that gives a global sense of the program's effectiveness on participants.

STEP 4. Brainstorm possible take-home messages based on your data analysis that would be applicable for this audience.

STEP 5. Choose two to three of these messages to share in your report.

STEP 6. Select the qualitative and quantitative data that can best elaborate on your take-home messages.

STEP 7. Highlight the unexpected outcomes. Develop possible explanations for explaining this data.

STEP 8. Begin writing the report, using tables and visual materials as necessary.

Discussion Questions:

1. Who are we trying to reach?
2. What type of information or data is our target group interested in?
3. What do we want our main messages to be?
4. What type of data supports our message? Challenges our message?
5. What unexpected information did we find? How might we explain this data?
6. What are the possible take-home messages based on your data analysis that would be applicable for this audience?

✓ Training Exercise 12: Strengthening Reporting Skills

Summary: Analyze strengths and weaknesses in reporting.

Materials: Handout 12, pen, flip charts.

Time: 30 minutes

Method: Split into four groups to review the set of reports indicated below. Answer the questions that follow and identify practical steps to improve reporting skills. Reconvene and share your learning with the larger group.

GROUP 1:
Reports 1 and 3

GROUP 2:
Reports 1 and 4

GROUP 3:
Reports 2 and 3

GROUP 4:
Reports 2 and 4

Discussion Questions:

1. What are the strengths and weaknesses in each report?
2. In what ways could you strengthen the reports?
3. Can you brainstorm some ways to take the data presented in the reports and pitch them to different audiences?
   - Media
   - Funders
   - Women's rights community
   - Internal memos for organizational learning
4. What data would you use in these reports?

Session 12 Review: Reporting Strategy and Components of a Report

Creating a Reporting Strategy

- Identify the audience that you would like to communicate your evaluation results with.
- Identify the types of data that will be useful in communicating with this audience.
- Select basic demographic data and data that gives a global sense of the program's contributions and limitations.
- Brainstorm possible take-home messages based on your data analysis that would be applicable for this audience.
- Choose two to three of these messages to share in your report.
- Select the qualitative and quantitative data that can best elaborate on your take-home messages.
- Highlight the unexpected outcomes. Develop possible explanations for explaining this data.
- Begin writing the report, using tables and visual materials as necessary.

Components of an Evaluation Report

- A brief description of the context, the program, and its goals.
- Objectives of the evaluation.
- Evaluation design methodology (participant selection strategy, dates of the evaluation workshop, data collection methods, data analysis methods).
- Demographic information on the participants (such as number of participants, mean age, frequencies/percentages of gender, education level, class status, religion, ethnicity, marital status).
- Results from your main program outcomes.
- Unexpected results with potential explanations for these findings.
- Summary and interpretation of your findings.
- Any other supporting material, such as charts, graphs, or photographs that help make your points clearer.

WORKSHOP SESSIONS

SECTION V:

Evaluating Ourselves

5

Section V is intended for WLP partners. However, it could be adapted to conduct an internal evaluation of any social program. Having taken an outward look at the LTC program effects, through examining impact within and beyond our constituency, in this section we **turn inward** to examine program **effects within our organization** that may influence the way that we hold LTC leadership workshops and to better understand how to **integrate programmatic learning**. This self-evaluation and reflection process is an integral part of a learning community and one of the principles of participatory leadership. By better understanding the internal organizational dynamics and implementation of the leadership program, the more likely it is that we can identify aspects of the LTC program that need to be improved upon in the future. This process in turn can build our organizational capacities.

Session 13: *"How Do We Assess Our Program and Organization?"* takes a step toward reflecting on the impact that the LTC concept and methodology has had on our organizational culture and processes, and on ways in which we can improve the program to sustain long-term changes at the individual, organizational, and societal levels.

SESSION 13

How Do We Assess Our Program and Organization?

Learning Objectives:

- To discuss our perspectives about program strengths, weaknesses, and opportunities for change, and our roles in influencing the LTC program.
- To consider whether our organization has undergone transformation of the type we claim in the LTC Model of Change.
- To decide which evaluation lessons we should incorporate into the LTC program and identify next steps for program improvement and enrichment.

Evaluation is a continuous learning process of which we too are a part. Thus far we have been listening primarily to what former participants have had to say about the impact of the program. Now we listen to each other. Our perspectives provide an **added dimension** of understanding about how the LTC program creates change.

First, we share with each other our **personal assessment and insights** into the program. This can be an internal process, involving members and program facilitators, to take an in-depth and critical look at what is working and what is not. We can also invite others to join us in this appraisal. Participants' feedback on the functioning of the program can be insightful, as can the involvement of independent experts.

Second, we deliberate on **our role in influencing the program:** how we as program advisors, coordinators, facilitators, reporters, and observers influence program outcomes through defining who is involved in the program and where it takes place, as well as how our organizational processes and capacities influence program impact through determining what resources—human, financial, technological, and organizational—are committed to the LTC program.[3]

Third, we reflect on whether we have internalized the *Leading to Choices* methodology and whether **our organization has been transformed** in the process of working with the LTC program. In the Model of Change we make the assumption that over a period of time organizations are transformed through deepening understanding of participatory leadership, applying the concept within internal operations, and experiencing a culture change. Such organizations emerge as **learning organizations** where members work collectively to continually assess and increase capacity for producing long-term changes that improve the quality of life of women and their families and that transform gender norms.

By combining our learning about participants' experiences and internal organizational experiences, as well integrating what we have learned from the program evaluation, we can ascertain **areas for improvement**, establish **next steps**, and set out **new strategic directions** for program improvement and for increasing and sustaining the impact of the LTC program.

✓ Design Exercise 13: Internal Evaluation

Summary: Conduct an internal critical reflection of programmatic and organizational learning. Decide on next steps for program improvement and future strategic directions for further building programmatic and organizational capacity.

Materials: Flip charts, pens, Handout 13.

Time: 3 hours

Method: Internal Evaluation: Using Handout 13, every member of the evaluation team completes a SWOT analysis (Strengths, Weaknesses, Opportunities for change, and Threats) for the program and shares their results. Then follow the next steps by collectively reviewing the questions below on programmatic and organizational learning, and program functioning.

External Evaluation: Hold a focus group with former participants or independent observers and experts to externally evaluate program functioning. Alternatively, ask observers and facilitators to take detailed notes of workshop strengths and weaknesses during an LTC workshop, using Handout 13, and present their findings to the organization.

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3 For an in-depth resource on assessing programs, see the Civicus toolkit, Overview of Planning, www.civicus.org/new/media/Overview of Planning.pdf.

Discussion Questions:

Program Learning

1. What was the most interesting outcome of the evaluation?
2. What was the least surprising outcome of the evaluation?
3. Is there a different set of outcomes or changes that we would like to see? Why or why not?
4. To what extent is the program successful in achieving the changes we want to see? What aspects of the program are we not satisfied with?
5. What aspects of the program need to be strengthened? What aspects need to be improved upon?

Internal Assessment of Program Functioning

6. What criteria have we used to select groups to participate in the program? Do we continue to use these criteria? Why or why not?
7. Are there other criteria we should consider in light of any new outcomes we would like to see?
8. Do we have adequate human, financial, technological, and organizational resources devoted to help us achieve our desired outcomes? How can we maximize programmatic impact, considering the resources we have?
9. Are our organizational processes for program implementation and monitoring satisfactory? How can we increase internal efficiency? In what ways will it affect our program?

External Assessment of Program Functioning

10. What feedback did external evaluators provide on the workshops and program?
11. What do they feel ought to be done to strengthen the program?
12. What would the external evaluators like to see more of in future workshops? What would participants like to see more of in future workshops?
13. What would the external evaluators like to see less of in future workshops? What would participants like to see less of in future workshops?

Organizational Learning

14. Are we modeling the *Leading to Choices* principles in our organizational processes, including decision-making, responsibility sharing, and reporting? In what ways do we need to improve?
15. Are we modeling the LTC principles in our facilitation methodology? For example, ensuring everyone is participating, listening to others, not monopolizing speaking time, speaking *with* participants rather than speaking *to* them, encouraging the exchange of ideas, creating an atmosphere where participants have ownership of the workshop. In what ways do we need to improve?
16. Is our understanding of participatory leadership deepening? In what ways is this manifested in our organizational processes?

17. Can we claim that our organization is undergoing a culture change as a result of our involvement with the LTC program? Why or why not? What might we do to better stimulate this process?
18. What does being a learning organization mean to us? Do we consider ourselves a learning organization? Why or why not?

Next Steps and Plan of Action

19. What do we need to improve immediately in the implementation of our program? How will we obtain the resources and capacity needed to bring this about?
20. How can we more broadly implement participatory processes in our organization?
21. What are next steps for improving our programmatic capacity?
22. What are next steps for improving or organizational capacity?

Session 13 Review: Internal Evaluation

One of the integral ethics in a learning community is the continual and informed organizational strengthening and growth. This final section reviews some basic characteristics for self-evaluation:

- Self and collective reflection.
- Open communication skills.
- Critical inquiry.
- Feedback systems to enhance growth and improvement.
- Flexibility.

TRAINING AGENDAS

The agendas that follow can be added to the end of a *Leading to Choices* workshop as a half-day or one-day capacity building workshop. Or the agendas can be used by other organizations seeking to train on evaluation and monitoring skills. These agendas are only suggestions. Customized agendas can be created by drawing from the case studies, the session reviews, and the training exercises of interest.

NOTE: For training workshops, it would be useful to have 3-4 facilitators, who can serve as resource people, particularly when the large group breaks into smaller working group sessions.

Agenda 1: Mapping the Change Process Training

Time: ½ day (4 hours)

13:00-13:15 *Workshop Introduction.*

13:15-14:30 *How Do We Map Programmatic Change?*
Large group facilitation of *Case Study 1A* highlighting the major steps in creating a Model of Change.

Facilitation Idea: Participants craft an abbreviated Model of Change for the leadership training program in which they recently participated.

14:30-15:00 *How Do We Adapt the Model of Change?*
Break into three smaller groups. Read *Case Study 1B: Adapting the LTC Model of Change in Three Contexts* in the group and discuss. Use *Training Exercise 1* as a guide for adapting the Model of Change according to your group.

15:00-15:15 Coffee/Tea Break

15:15-15:45 *Group Presentations of Adapted Model of Change and Discussion.*

15:45-16:10 *How Can We Create Indicators to Track Change?*
Brief overview of indicator creation by facilitators. Then break into four small groups and work on *Training Exercise 3.*

16:10-16:45 *Group Presentations of Indicators and Discussion.*

16:45-17:00 *Wrap-up/Conclusion.*

Agenda 2: Qualitative and Quantitative Data Analysis Training

Time: ½ day (4 hours)

09:00-09:30 *Introduction to Quantitative and Qualitative Data Analysis Workshop and Participants.*

09:30-10:00 *How Do We Analyze Data?*
Split into two large groups.

GROUP 1:
Quantitative Data Analysis. Read and present information on *Case Study 10*.

GROUP 2:
Qualitative Data Analysis. Read and present information on *Case Study 11*.

Both groups prepare a short presentation on the main types of analysis and the process of analysis in their case studies, integrating information from session reviews.

10:00-10:30 *Group Presentations and Discussion.*

10:30-10:45 Coffee/Tea Break

10:45 -11:30 *Practicing Quantitative Data Analysis.*
Split into three groups and complete *Training Exercise 10*.

11:30-12:15 *Practicing Qualitative Data Analysis.*
Split into three groups and complete *Training Exercise 11*.

12:15-12:45 *Group Presentations and Discussion.*

12:45-13:15 *Wrap-up and Conclusion.*
Short discussion on reporting strategy from *Session 12*.

Agenda 3: Training Institute on Monitoring

Time: 1 day

9:00-9:30	*Introduction to the Monitoring Workshop and Participant Introduction.*
9:30-10:20	*What is the Difference between Monitoring and Evaluation?* Break into three groups. Each group takes one case study for review and prepares a brief presentation. Each group presentation can include a brief definition of the assessment method (drawn from *Session 1* or *Session 2*), a presentation of their case, and reflections on the strengths and weaknesses of their evaluation method.
10:20-10:45	*Group Presentations on Monitoring and Evaluation.*
10:45-11:00	Coffee/Tea Break
11:00-11:30	*How Do We Set Up a Monitoring System?* Short introduction on monitoring steps from facilitator, drawing from *Session Review 2.* Split into four small groups and complete *Training Exercise 2*. Use the *Case Studies* and *Session Review* in Session 2 as a guide.
11:30-12:15	*Group Presentations and Discussion.*
12:15-13:15	Lunch Break
13:15-13:30	*How Do We Create Indicators?* Facilitator introduction to SMART indicator creation.
13:30-14:30	*Group Indicator Development Practice.* Break into four groups and do *Training Exercise 3*.
14:30-15:05	*Group Presentations and Discussion.*
15:05-15:20	Coffee Break.
15:20-16:00	*How Do We Analyze Data?* Split into four small groups. Two small groups read and prepare presentations on *Case Study 10 and 11*. The other two groups read the case studies in their groups, but use the information to do data analysis in *Training Exercises 10 and 11*.
16:00-16:40	*Group Presentations and Discussion.*
16:40-17:00	*Wrap-up/Conclusion.*

The following training agendas have been created to build evaluation skills in a workshop setting. The structure of the workshop will change based on the focus of the workshop:

1. For a general skill-building workshop, anyone interested in building their evaluation skills can be invited to participate in the workshop. Use Training Exercises in this context.
2. For an evaluation development workshop, invite multiple team members from the same organization, ideally all members of an evaluation team, which will go through the process of developing their own evaluation. Use Design Exercises. At the end of the workshop, the participants will have an evaluation framework they can finish developing in their own setting.

Agenda 4: One-Day Training Institute on Evaluation

Time: 1 day

9:00-9:30 *Introduction to Evaluation Training and Participants.*

9:30-10:00 *How Do We Map Programmatic Change?*
Large group facilitation on *Case Study 1A*, highlighting major steps in creating a Model of Change.

10:00-11:00 *How Do We Design and Gather the Appropriate Data to Measure Change?*
Split into six small groups. Two groups will be creating indicators for each Data Collection Method: interviews, focus groups, and written questionnaires. Groups work on *Training Exercises 6, 7, and 8*.

11:00-11:15 Coffee/Tea Break

11:15-12:00 *Presentation of the Different Measures and Discussion.*

12:00-13:00 Lunch

13:00-13:30 *How Do We Analyze Data?*
Split into two large groups.

GROUP 1:
Quantitative Data Analysis. Read and present information on *Case Study 10*.

GROUP 2:
Qualitative Data Analysis. Read and present information on *Case Study 11*.

Both groups prepare a short presentation on the main types of analysis and the process of analysis in their case studies.

13:30-14:00 *Group Presentations and Discussion.*

14:00-14:15 Coffee/Tea Break

14:15-14:45 *Practicing Quantitative Data Analysis.*
Split into four groups and complete *Training Exercise 10*.

14:45-15:15 *Practicing Qualitative Data Analysis.*
Split into four groups and complete *Training Exercise 11*.

15:15-16:10 *Group Presentations and Discussion.*

16:10-16:30 *Wrap-up and Conclusion.*
Short discussion on reporting strategy from *Session 12*.

Agenda 5: Two-Day Training Institute on Evaluation

Time: 2 days

Day 1

9:00-9:30 *Workshop and Participant Introduction.*

9:30-10:30 *How Do We Map Programmatic Change?*
Large group facilitation on *Case Study 1A* highlighting the major steps in creating a Model of Change.

10:30-11:00 *How Do We Adapt the Model of Change?*
Break into three groups. Read *Case Study 1B: Adapting the LTC Model of Change to Three Different Contexts* and discuss. Use *Training Exercise 1* as a guide for adapting the Model of Change according to your needs.

11:00-11:15 Coffee/Tea Break

11:15-11:45 *Group Presentations of Adapted Model of Change.*

11:45-12:15 *How Do We Select Participants for the Evaluation?*
Break into four groups and work with *Training Exercise 4*.
Come back to the large group and present your group strategies.

12:15-12:45 *How Do I Craft a Data Collection Strategy?*
Large group facilitation on *Session 5*.

12:45-13:45 Lunch Break

13:45-14:10 *How Can We Create Indicators to Track Change?*
Brief overview of indicator creation by facilitators.

14:10-15:00 *How Do We Design and Gather the Appropriate Data to Measure Change?*
Split into six small groups. Two groups create indicators for each Data Collection Method: interviews, focus groups, and written questionnaires. Groups follow *Training Exercises 6, 7, and 8*. Each group prepares to distribute or present their list of measures to be used in a mock evaluation session (~20 minutes or less) with the large group.

15:00-15:15 Coffee/Tea Break

15:15-17:15 *Group Presentations of Indicators through Mock Evaluation Session and Discussion.*

Day 2

9:00-9:30 *Review of Day 1 and Preview of Day 2.*

9:30-10:30 *Q & A and Clarifications.*

10:30-11:15 *How Do We Analyze Data?*
Presenting different methods for analyzing data. Split into two large groups

GROUP 1:
Quantitative Data Analysis. Read and present information on *Case Study 10.*

GROUP 2:
Qualitative Analysis. Read and present information on *Case Study 11.*

Both groups prepare a short presentation the process of analysis included in their case studies, integrating important information from session reviews.

11:15-11:30 Coffee/Tea Break

11:30-12:15 *Group Presentations and Discussion.*

12:15-13:00 *Practicing Quantitative Data Analysis.*
Split into four groups and complete *Training Exercise 10*, *Option 2.*

13:00-14:00 Lunch

14:00-14:40 *Group Presentations and Discussion of Quantitative Data Analysis.*

14:40-15:15 *Practicing Qualitative Data Analysis.*
Split into four groups and complete *Training Exercise 11*, *Option 2.*

15:15-15:30 Coffee Break

15:30-16:10 *Group Presentations and Discussion of Qualitative Data Analysis.*

16:10-16:40 *Creating a Reporting Strategy.*
Break into small groups and define a reporting strategy using *Training Exercise 12* and *Session 12* as a reference.

16:40-17:00 *Brief Presentations on Reporting Strategy.*

17:00-17:30 *Conclusion/Wrap-Up.*

HANDOUTS

Handout 1: Data Collection Strategies

For reference in Sections I and II

This resource highlights some data collection strategies that you may wish to use in your evaluation. In Section II, we cover the principal data collection strategies for carrying out program evaluation: written questionnaires, interviews, and focus groups.

Observation

Method: Choose an observer to sit in at a *Leading to Choices* or other program evaluation workshop. Create observation forms with categories and issues of interest that the observer can comment upon.

- Provides insight into how the program or evaluation is run and enables identification of strong and weak components.

Document Analysis

Method: Gather organizational documents, such as annual reports, operational plans, strategic plans, media documents, research studies, or other documents that afford insight into program implementation and impact.

- Increases understanding of the process of program implementation.
- Provides additional evidence of program impact.

Journals

Method 1: Ask participants to complete journals during and/after participating in a *Leading to Choices* or other program workshop.

- Enables participants to reflect on their experiences and deepen their understanding of participatory leadership.
- Provides detailed narrative of participants' experiences for analysis.

Method 2: Ask the evaluation team to complete journals throughout the evaluation process.

- Enables team to reflect on the evaluation process, address ethical issues, and strengthen their evaluation strategies.

Method 3: Ask facilitators to complete journals after workshops.

- Enables facilitators to learn from each workshop, identify challenges, and develop solutions for strengthening group interaction.

National Survey Databases

Method: Draw from national databases with demographic information, such as health, poverty, or economic data in the country context or census data.

- May be particularly useful for better understanding the broader social context and for programs dealing with health, educational, and gender and status issues.

Interviews

Method: Develop in-depth questions for one-on-one interviews of past program participants to get more information on how and why the participants experienced the program as they did.

- Provides detailed examples of the ways in which participants experience, conceptualize, and apply participatory leadership skills.
- Indicates why participants find the LTC program useful or not useful.
- Encourages participants to express their views about the LTC program more freely because there are no pre-determined response categories.

Written Questionnaires (or Surveys)

Method: Create written survey or questionnaire using quantitative and qualitative indicators. Written questionnaires are a popular method for data collection in evaluation. Paper and pencil questionnaires are given out before (to create a baseline) and after program participation.

- Provides a simple and fast way of gaining a wide range of information about a program.
- Easy to interpret and compare participant responses because of the established response structure, such as a five-point (Likert) scale.

Focus Groups

Method: Design interactive, discussion-based, or theatrical sessions around a common theme of evaluation interest.

- Encourage participant-led discussion and increase participant ownership in the evaluation process.
- Can foster group cohesion and trust.
- Can be used to gain more in-depth qualitative information on the program's effects on participants.

Handout 2: Designing a Program Evaluation From Start to Finish Checklist

For use with Session 3 and Session 5

The Stages and Components of an Evaluation Project

Stage 1 Defining the Goals of The Evaluation	
☐	Identify evaluation goals
☐	Clearly define the problem that your program addresses
☐	Clearly identify the intended results
☐	Identify the intended audience for the program (i.e., Who does the program affect?)
☐	Identify indirect beneficiaries of the program
☐	Create a Model of Change detailing the steps necessary to achieve program goals
Stage 2 Designing the Evaluation	
☐	Review the goals of the evaluation
☐	Create a list of other factors that might influence your program goals
☐	Decide who will participate in the evaluation
☐	Identify the number of participants in each group
☐	Decide how to construct different participant groups
☐	Solidify evaluation logistics (e.g., time, date, place of evaluation or evaluation workshop)
☐	Write invitations for participants to be involved in the study
☐	Review your evaluation design
Stage 3 Constructing the Questionnaire	
☐	Decide on qualitative or quantitative indicators or both
☐	Ensure items are clearly written, concise, and understandable to all populations
☐	Ensure questions relate directly to the phases in the Model of Change
☐	For both quantitative and qualitative indicators, only focus on one topic per question
☐	For quantitative indicators, decide on closed questions with specific categorical responses
☐	For qualitative indicators, create questions that are open-ended
☐	For qualitative indicators, create follow-up questions for deeper understanding
☐	Pilot-test indicators

Stage 4 Collecting the Data	
☐	Decide how to collect data-written questionnaires, interviews, or focus groups
☐	Pilot-test question guides
☐	Record interviews and focus groups
☐	All interviewers ask questions in a similar fashion
☐	Allow the interviewee space to reflect and answer the question
☐	Ask probing follow-up questions for clarification
Stage 5 Quantitative Data Analysis	
☐	Create a program evaluation database in Excel
☐	Enter data
☐	Create a summary table describing participants
☐	Conduct a mean and percentage analysis
☐	Create charts and tables, if necessary, to assist in better understanding the program impact
☐	Select statistics that will be useful for supporting your Model of Change
Stage 6 Qualitative Data Analysis	
☐	Generate ideas for qualitative themes
☐	Narrow the themes list and choose a few on which to focus your analysis
☐	Create identifying codes for the themes
☐	Code the interviews
☐	Select quotes that will be useful for supporting your Model of Change
Stage 7 Writing the Evaluation Report	
☐	Identify the main audience for the report
☐	Make the underlying Model of the evaluation explicit
☐	Choose key areas of focus for the report
☐	Describe the evaluation design, number of participants, type of participant groups, and so on
☐	Describe the type of data collection strategies used
☐	Describe demographic characteristics of participants

☐	Describe impact using mean analysis and quantitative analyses
☐	Describe impact using thematic analysis
☐	Include a result interpretation section
☐	Conclude the report with recommendations for the future

Handout 3: Identifying the Components of the LTC Program Model of Change

For use with Section I

SHORT-TERM GOALS	INTERMEDIATE GOALS	LONG-TERM GOALS
Goals achieved during or directly after the LTC program	Goals achieved 6 months to 3 years after LTC participation	Goals achieved 3 years or more after LTC participation

Handout 4: Recommended Sample Sizes

For use with Session 4

POPULATION	BASE SAMPLE SIZE	
	HETEROGENOUS GROUP	HOMOGENOUS GROUP
100	81	50
125	96	56
150	110	60
175	122	64
200	134	67
225	144	70
250	154	72
275	163	74
300	172	76
325	180	77
350	187	79
375	194	80
400	201	81
425	207	82
450	212	83
500	222	84
600	240	87
700	255	88
800	267	90
900	277	91
1,000	286	92
2,000	333	96
3,000	353	98
4,000	364	99
5,000	370	99
6,000	375	100
7,000	378	100
8,000	381	100
9,000	383	100
10,000	385	100
15,000	390	101
20,000	392	101
25,000	394	101
50,000	397	101
100,000	398	101

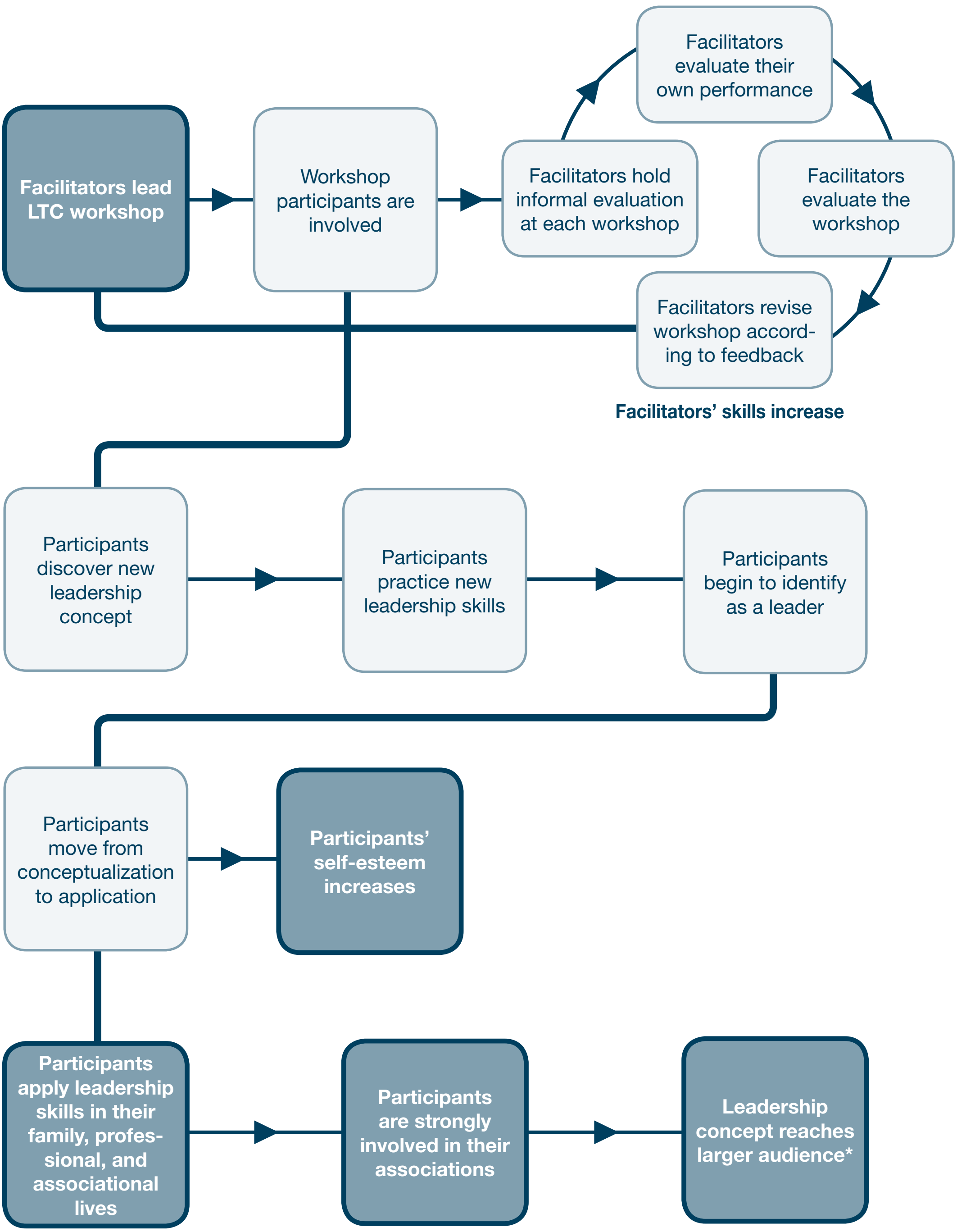
This table of base sample sizes assumes a 95% confidence level, +/- 5% margin of error. The number of participants invited should be more than the base sample size because generally all invited participants are not able to participate.

Handout 5: ADFM Model of Change

For use with Session 6: Case Study 6

ADFM Theory of Change for the Leading to Choices Program

In terms of Participant, Associational, and ADFM objectives



**ADFM Level: Grassroots base increases; Partner association level: Leadership concept is transferred to relay organizations.*

Handout 6: WLP International LTC Questionnaire

For use with Session 6

Sample Written Questionnaire 1, for Observation and Direct Evaluation Phases

Participants complete this questionnaire either **during or immediately after** participating in an LTC workshop. Each question or statement in this sample questionnaire—an indicator—corresponds to a box in the Model of Change in Case Study 1, indicated as a highlighted phrase below. Quantitative indicators are closed-ended statements, paired with a pre-selected response choice represented by numbers. Qualitative indicators are open-ended questions to enable participants to freely discuss their experiences.

1. Gender:	
1	Female
2	Male
2. Age:	
1	0-20
2	20-30
3	30-40
4	40-50
5	50-60
6	60-70
7	70+
3. Marital Status:	
1	Single
2	Married
3	Divorced
4	Other:

4. Education Level:	
1	No Formal Education
2	Primary
3	Secondary
4	Beyond Secondary
5	University
5. Urban/Rural:	
I live in: ____________________	
This area is:	
1	Rural
2	Urban
3	Semi-urban
6. Occupation: ____________________	
7. Religion: ____________________	
8. Ethnicity: ____________________	

Please circle the response that most closely reflects your feelings to the following statements

1=Strongly Disagree, 2=Disagree, 3=Neither Agree Nor Disagree, 4=Agree, 5=Strongly Agree

(Practice new leadership skills) **9. At the *Leading to Choices* workshop, I practiced:**					
a. communicating my point of view.	1	2	3	4	5
b. listening attentively to others.	1	2	3	4	5
c. demonstrating tolerance.	1	2	3	4	5
d. negotiating.	1	2	3	4	5
e. taking responsibility.	1	2	3	4	5
f. building consensus.	1	2	3	4	5
g. participating in group decisions.	1	2	3	4	5
h. developing a plan of action.	1	2	3	4	5
i. discussing ethical means of achieving goals.	1	2	3	4	5
j. building the capacity of others.	1	2	3	4	5
k. mobilizing support.	1	2	3	4	5
(Anticipate or plan application of learning) **10. After the *Leading to Choices* workshop, I plan to use my new skills:**					
a. to change my family life.	1	2	3	4	5
b. to change my work life.	1	2	3	4	5
c. to change my local community.	1	2	3	4	5
d. to change my national society.	1	2	3	4	5
(Perception of leadership changes) **11. Before the *Leading to Choices* workshop, I thought of myself as a leader.**	1	2	3	4	5
(Perception of leadership changes) **12. After the *Leading to Choices* workshop, I think of myself as a leader.**	1	2	3	4	5
(Perception of leadership changes) **13. After the *Leading to Choices* workshop, I feel that everyone has something of value to contribute.**	1	2	3	4	5

(Increase in self-esteem) **14. After the *Leading to Choices* workshop, I value myself more highly.**	1	2	3	4	5
(Increase in self-esteem) **15. After the *Leading to Choices* workshop, I feel I have something worthwhile to contribute.**	1	2	3	4	5
(Increase in confidence in exercising leadership skills) **16. After the *Leading to Choices* workshop, I feel more confident about participating in decisions:**					
a. about my life.	1	2	3	4	5
b. that affect my family.	1	2	3	4	5
c. that affect my work.	1	2	3	4	5
d. that affect my local community.	1	2	3	4	5
e. that affect my national society.	1	2	3	4	5
(Agent of change) **17. After the *Leading to Choices* workshop, I feel that I have a responsibility to make improvements in:**					
a. my family.	1	2	3	4	5
b. my workplace.	1	2	3	4	5
c. my local community.	1	2	3	4	5
d. my national society.	1	2	3	4	5
(Establish relationships) **18. At the *Leading to Choices* workshop, I made new friendships that I plan to maintain.**	1	2	3	4	5
(Form groups or networks) **19. At the *Leading to Choices* workshop, I joined a group or network that I plan to actively participate in.**	1	2	3	4	5
(Facilitators use LTC methodology) **20. During the *Leading to Choices* workshop, the facilitators:**					
a. created an environment where each of us could express our ideas.	1	2	3	4	5
b. listened to what I said.	1	2	3	4	5
c. joined in the discussions.	1	2	3	4	5
d. shared responsibilities with us.	1	2	3	4	5

(Perception of leadership changes)

21. How did you think of leadership before the workshop? Give three words that you would have used to describe a leader before the workshop.

22. How do you think of leadership after the workshop? Give three words that you would use to describe a leader now.

(Form groups or networks)

23. Please describe in detail any projects, groups, or networks that you joined at the *Leading to Choices* workshop and your plans for future involvement.

(Plan application of learning)

24. Which of the skills gained during the *Leading to Choices* workshop do you expect to apply in the future?

25. Please describe how you plan to use your leadership skills to change:

    a. your family.

    b. your workplace.

    c. your local community.

    d. your national society.

(Agent of change)

26. Please describe one feature of your life or the world that you would most like to change.

27. What would you wish to change about the *Leading to Choices* workshop if you were to participate again?

Sample Written Questionnaire 2, for the Intermediate Evaluation Phase

Participants complete this questionnaire **six months to three years** after taking part in an LTC workshop. Each question or statement in this sample questionnaire—an indicator—corresponds to a box in the Model of Change in Case Study 1, indicated as a highlighted phrase below. Quantitative indicators are close-ended statements, paired with a pre-selected response choice represented by numbers. Qualitative indicators are open-ended questions to enable participants to freely discuss their experiences.

1. Gender:	
1	Female
2	Male
2. Age:	
1	0-20
2	20-30
3	30-40
4	40-50
5	50-60
6	60-70
7	70+
3. Marital Status:	
1	Single
2	Married
3	Divorced
4	Other:

4. Education Level:	
1	No Formal Education
2	Primary
3	Secondary
4	Beyond Secondary
5	University
5. Urban/Rural:	
I live in: ____________________	
This area is:	
1	Rural
2	Urban
3	Semi-urban
6. Occupation: ____________________	
7. Religion: ____________________	
8. Ethnicity: ____________________	

Please circle the response that most closely reflects your feelings since participating in a *Leading to Choices* workshop.

1=Strongly Disagree, 2=Disagree, 3=Neither Agree Nor Disagree, 4=Agree, 5=Strongly Agree

(Deepen understanding of participatory leadership) **9. I believe that a leader:**					
a. is always charismatic. (TL)	1	2	3	4	5
b. commands others. (TL)	1	2	3	4	5
c. believes that everyone has something of value to contribute. (PL)	1	2	3	4	5
d. sometimes needs to make important decisions without consulting others. (TL)	1	2	3	4	5
e. develops the capacity of others. (TL/PL)	1	2	3	4	5
f. shares decisions with others. (PL)	1	2	3	4	5
g. works with others to develop and implement a shared vision. (PL)	1	2	3	4	5
h. cannot always use ethical means to achieve the final goal. (TL)	1	2	3	4	5
10. I believe that anyone can be a leader.	1	2	3	4	5
11. I believe that women and men are equally capable of being leaders.	1	2	3	4	5
(Internalize leadership concept) **12. Since participating in a *Leading to Choices* workshop, I:**					
a. value myself more highly. (self-esteem)	1	2	3	4	5
b. feel more confident in my abilities. (confidence in leadership skills)	1	2	3	4	5
c. feel more capable of creating change. (agent of change)	1	2	3	4	5

TL = traditional leadership; PL = participatory leadership

Please indicate where you have applied participatory leadership skills since participating in a Leading to Choices workshop.

Select all that are relevant.

1-Family, 2-Workplace, 3-Local Community, 4-National Society

(Apply participatory leadership skills in their families, communities, societies) **13. Since participating in a *Leading to Choices* workshop, I:**				
a. communicate more effectively with others.	1	2	3	4
b. listen more attentively to contrasting opinions.	1	2	3	4
c. cooperate with those whose beliefs differ from my own.	1	2	3	4
d. negotiate more successfully with others.	1	2	3	4
e. attempt to build consensus more often.	1	2	3	4
f. ask for increased responsibility.	1	2	3	4
g. make more effort to encourage shared decision making.	1	2	3	4
h. develop new plans of action.	1	2	3	4
i. consider the ethical implications of my strategies for achieving goals more often.	1	2	3	4
j. take new steps to build the capacities of others.	1	2	3	4
k. mobilize others to support my goals more actively.	1	2	3	4

Please circle ONE response that most closely reflects your level of participation since participating in a *Leading to Choices* Workshop.

1-Never, 2-Rarely, 3-Sometimes, 4-Often, 5-Always

(Increase active engagement with their families, communities, and societies) **14. Since the *Leading to Choices* workshop, I participate more often in:**					
a. family decision-making.	1	2	3	4	5
b. decision-making at work.	1	2	3	4	5
c. an association or civil society organization.	1	2	3	4	5
d. projects to improve life in my community.	1	2	3	4	5
e. community projects to improve women's status.	1	2	3	4	5
f. campaigns to improve life in my national society.	1	2	3	4	5
g. the political life of my country.	1	2	3	4	5

(Challenge norms) **15. Since the *Leading to Choices* workshop, I:**					
a. speak out more against behaviors I disagree with.	1	2	3	4	5
b. support a woman's right to make decisions about her own life more often.	1	2	3	4	5
c. challenge practices that discriminate against women more often.	1	2	3	4	5
(Mobilize others to pursue a shared vision for change) **16. Since the *Leading to Choices* workshop, I more successfully:**					
a. motivate my family to work together towards a common goal.	1	2	3	4	5
b. persuade my colleagues to cooperate on changing our workplace for the better.	1	2	3	4	5
c. share participatory leadership approaches with members of my association or civil society organization.	1	2	3	4	5
d. mobilize members of my community to support a new project.	1	2	3	4	5
e. mobilize members of my national society to support a campaign or initiative.	1	2	3	4	5
f. encourage women to participate in local or national politics.	1	2	3	4	5
(Create change) **17. Since the *Leading to Choices* workshop, I have more successfully worked with others to achieve goals:**					
a. in my family.	1	2	3	4	5
b. in my workplace.	1	2	3	4	5
c. in my local community.	1	2	3	4	5
d. in my national society.	1	2	3	4	5

(Deepen understanding of participatory leadership)

18. Did participating in the *Leading to Choices* workshop change your view of leadership? If so, how? If not, why not?

(Apply participatory leadership skills in their families, communities, societies/increase active engagement with their families, communities, and societies)

19. If applicable, please describe in detail one situation in which you applied leadership skills since attending the *Leading to Choices* workshop in:

a. your family.

b. your workplace.

c. your local community.

d. your national society.

(Mobilize others to pursue a shared vision for change)

20. If applicable, please describe in detail one situation in which you mobilized others to pursue a common goal, and whether or not you succeeded in achieving your goal, in:

a. your family.

b. your workplace.

c. your local community.

d. your national society.

Handout 7: ASCM Interview Process

For use with Session 7: Case Study 7B

Guidelines for Conducting Interviews:

1. Before the participant arrives for the interview, label the tape and interview questionnaire with a unique identification number.
2. Check to ensure the tape is recording. You will have one tape for each interview (whether you use the whole tape or not). During the interview, pay attention to when the tape ends, as you may need to turn it over.
3. After the participant arrives, explain the following:
   - Goals of the study.
   - Interview will be taped.
   - Survey is anonymous and the participant's name will not appear on any document or in any reports.
   - If participant feels uncomfortable at any time, she does not have to participate.
   - Questions can be asked now or at any time.
4. During the interview:
   - Try to connect with the participant, and make her feel at ease and comfortable.
   - Reframe questions if they are not understood.
   - Ask clarifying follow-up questions if needed.
   - Make *observational notes*, notes on non-verbal behavior, long pauses, misunderstandings, and so on.
5. At the end of the interview, ask for participant feedback on the interview.
6. Ask participant to fill out the written questionnaire (if necessary).
7. Thank the participant.
8. Add any further observational notes about the interview process, including your personal reflections.
9. File all questionnaires and tapes in a separate folder.

Handout 8: Sample Interview Transcripts

For use with Session 7B: Training Exercise

The following are interviews from the ADFM pilot evaluation.

Sample Transcript Interview 1

Can you describe an instance of leadership in your professional life?

In my professional life, I worked for 25 years in a petrochemical company. I was a laboratory technician. I had a superior and I had colleagues, but I had the distinct feeling that I was my own boss. Why? Because I am a perfectionist. So, I try to do everything as best as possible. Sometimes I even made decisions by myself—my superior let me do what I wanted, due to my competence. I took the initiative.

Can you describe a situation where you were a leader in your associative or political life?

I am an elected representative in the commune. And I am the president of an organization.

Well, that's good.

I am an elected representative for the second time. I do a great job as a woman. Not long ago, our country norms were such that women were refused such posts. I am a little woman with a strong character. I defend the rights of my community well. I do a really great job for the city that I represent. It was a precedent that people elected a woman into office in my city for a second time…

Credibility!

Oh yes, yes, yes, it's present. I am not boasting. The citizens spoke. Our city closely follows the political life. I was re-elected because I had credibility.

How did you get that credibility?

It's first being honest with people, not misrepresenting yourself to the citizens. My political party is under-represented in the country, so it's not easy for us to get citizens' votes. When a citizen comes to see me, I give him or her all of the information that he/she needs. …I am honest.

When I go somewhere, there are results. I work hard and this is leadership! I kept believing in myself spite of the problems that I have run into.

I even published an article in a national newspaper regarding the social and legal relations between men and women. A recently widowed woman came to see me and spoke about her discomfort and humiliation when she was required to get a certificate of "celibacy." I took action and wrote this article.

(continue on next page)

(continued)

Harassment?!

Yes.

She was harassed?!

Yes and I surprised some representatives of the law. Some women told me that having a woman in the commune was so important because women were afforded more respect. They felt that their voices were being defended. They were proud. I took advantage of my position to hold meetings in my house, to raise awareness about contraception, literacy, women's roles in the family, about children, education, everything. I gathered a small group of women in my house quite often. This was when I discovered the need to create a foundation. This organization supports widows, because I found a real gap in our country for this group. This is what catalyzed me to found this organization. So, I have to say, the political served the associative life.

Sample Transcript Interview 2

Same question, but at the professional level, can you give me any example of your leadership?

Sure! Because it's team work. We work in groups and you can be a leader, when it's about sharing knowledge, following up on information, and relating with other people.

I am sorry but I need more precise examples or a special situation that you can think of. We can postpone this question to the end of the interview if you want and you can think about it.

OK! [laughs]

Would you prefer to think about it?

Yes, if we have enough time to think about everything.

No problem, we'll stay as long as needed.

It's because I was not prepared for such…

Well, ok, I'll stop for a moment.

OK.

So let me put it in another way, can you describe to me a situation where you implemented leadership skills in your family life?

Yes, we live in such situations every day. Well, I can think of a precise example. I remember that my daughter was hardly 13, and she decided to go abroad. I had no idea where she wanted to go, and with whom. Of course, the father couldn't make this kind of decision. So I had to speak to her. I had to help her find a

(continue on next page)

(continued)

solution. But when I told her 'no!' that she could not go, she made a scene. I finally found the best solution. I went with her. I accepted that she wanted to travel. Well, it was a decision that I didn't like necessarily, but I had to make it. I was the only one who could. So, more examples?

Yes! If you have any!

Still within the family life? No, that's it!

Really?

Yes. Next question please.

Can we move to the professional life now?

Well, as I told you the professional life is always…I don't make decisions by myself. Leadership decisions should always be made in a group, in partnership, in consultation. I can't think of a precise example here either.

No? Maybe we'll talk about it at the end.

Maybe later yes.

Any obstacles at the professional level?

Oh yes! Because I work in a group of men. I mean there is always conflict with men. They always want to be in charge, to be the most competent, the most reliable, etc…. I mean when I need to travel, well I had some problems with this actually.

Ok, any precise example that comes to your mind?

Yes, one, but a general one. We actually live in these situations everyday.

Any precise example?

No, I have a short memory, so I don't have any precise example in mind.

Ok!

We can get back to it if I can remember, right?

Do you have any concrete example of it right now? <<laughs>> any example?

I remember that when I wanted to go and study in France for example, my family did everything to stop me. They were scared, scared to let a girl who had just graduated to go outside of the country. But I insisted enough to have done it. It's an example in itself.

(continue on next page)

(continued)

Ok, last question now. Would you like to add something concerning these questions? Anything that comes to your mind?

No. But maybe I would have liked to have had the questions beforehand, so that I could have prepared answers for them. I mean, I would have liked to have taken more time, but I can't now.

That was the point! What we wanted most in this part of the interview was your spontaneous answers, would you like to add something? Nothing special in mind?

No, nothing special.

Sample Transcript Interview 3

Is there a situation where you have used leadership skills within your family environment?

«Silence»

Any situation where you used leadership skills within your family environment?

Yes, I do. «Silence» My sister used to work with a contractor who sexually harassed her. My parents told her: stay in your job, he might change and stop it. But, I told her: no, you have to leave your work with that person. I told her to come to my association and to present her problem to the people there. I helped her see her own responsibility in this situation.

Could you give me a situation where you used leadership within your professional environment?

No.

NOTHING?

Nothing.

Could you give me a situation where you used leadership within your associative environment?

«Silence»

No.

Did you face any obstacles to leadership within your family environment?

«Silence»

(continue on next page)

(continued)

Were you stopped by any obstacles?

«Silence »

No.

At all? Did you face any obstacles to leadership within your professional environment?

No, no leadership.

What about your associative environment?

No.

Handout 9: Data Analysis Strategies

For use with Sessions 10 and 11

Quantitative Analysis

Practical Information: Comparing Average Scores

At times we might want to use a specific statistical analysis technique to compare two averages to see if they truly differ in a statistical manner. This is a useful strategy when you want to compare a participant group's responses to a question before and after participating in an intervention, such as the LTC leadership program, or when comparing a participant and a non-participant group's responses to the same question.

Model behind a T-Test Analysis

The most common type of test that compares two different group scores on an indicator is called a **t-test.** A t-test compares the means of two groups and analyzes them to see if there is a statistically significant difference between them. The t-test produces a number with a value that can range from positive to negative infinity. A score of 0 signifies that there is no difference between the means of the participant and comparison groups. Thus, the further away the t-statistic is from 0, the more likely it is that there is a difference between the two means.

A significant difference is calculated through a p-statistic, or probability statistic. The p-statistic is used to ensure generalizability of the sample. As activists and evaluators, we want to be able to say not only that our program has an impact on those participating in our study (our sample), but that it could also have an effect on any woman (or man) in the same population. The p-statistic gives us the opportunity to generalize our claims about our program to the specific population to which the participants belong. We want the p-statistic to be less than .05, so that we can say with a high degree of confidence there that is a significant difference between the two means.

Presenting T-Tests in an Evaluation Report

If you have data gathered before and after a program intervention, then it is important to conduct a paired samples t-test as we do with the LTC example below. This test accounts for the differences before and after the LTC program across the same group of individuals. In presenting t-statistics numerically in a report, include the frequency, mean, t-value, and corresponding p-value as in table below.[4] As you can see, the p-value is denoted in the t column of the table by asterisks, such that if $p<.05$ = *, $p<.01$ = **, and $p<.001$ = ***.

4 First, identify the mean and standard deviations for each group. Given that the values are based on a 0 or 1 scale, the difference between the two means, .23 and .80, is quite large. However, as previously mentioned, a large difference is not enough, we want to know if there is a significant difference, so we can generalize our sample results to the population at large. In order to be prudent, we usually report the t-statistic under the "equal variances assumed" column, as this is a more conservative estimate of the t-test model. The critical information in this output is the t-value, in this case 3.742, and the significance (or p-value), which is p<.001. This information will be useful when creating a table for the evaluation report.

Table 1: Paired Samples T-Test

Identify as Leader

	N	Mean	t
Before LTC	30	.23	3.742***
After LTC	30	.80	3.742***

***=p<.001

Interpreting T-Tests

In addition to presenting the following table in a report, an interpretation is necessary. Please see the following example and use it as a guideline for interpreting and reporting significant results.

After participation in the Leading to Choices program, the mean score for identifying as a leader was .80. Before the program, the participants' mean score for identifying as a leader was .23. There was a significant difference between the means of the participant group before and after the program. Interpreting this finding, there is support that participating in the Leading to Choices program has an impact on participants' identification as leaders since participants identified as leaders to a greater degree after program participation.

Qualitative Analysis

Visualizing the Continuum of Leadership

The thematic coding method presented in Session 11 is one of the most common forms of qualitative data analysis. The analysis technique presented below offers an additional means of analyzing data using thematic coding. Since the LTC program aims to re-define leadership in participatory terms, an analysis strategy can be chosen to capture the diversity and scope of the thematic categories coded from written questionnaires, interviews or focus group transcripts.[5] A leadership typology can be constructed to visually capture the continuum of leadership styles that are presented by participants. Characteristics that define the participatory leadership style can be placed at one end of the continuum, and those that define a more traditional and vertical understanding of leadership at the other end of the continuum. In between, there are a number of shared characteristics that apply to both forms of leadership. See **Table 2** for an example.

5 Bauer, Martin W. (2000). Classical content analysis: A Review. In Martin W. Bauer & George Gaskell (Eds.). *Qualitative Researching with Text, Image & Sound: A Practical Handbook.* Thousand Oaks, CA: SAGE. Pp. 131-151.

Maxwell, J. A. (1996). *Qualitative Research Design: An Interactive Approach.* Applied Social Research Methods Series. Volume 41. Thousand Oaks, CA: Sage Publications, Inc.

Process:

- Organize selected coding themes from qualitative analysis of questionnaires, interviews, or focus groups on a continuum of leadership styles: traditional characteristics, shared characteristics, and participatory characteristics.
- Note the number of times certain themes appears in each row.
- For comparative analysis, include data from before and after the program to demonstrate the change in understanding.

Table 2: LTC Interview Responses to the Question: How Do You Define Leadership Before and After Workshop Participation?

	Theme	*Before* n	*After* n	
Traditional Approach	Power/Control	3		Traditional Approach
	Position	3		
	Sole Decision-Maker	2		
	Experience			
	Management	3		
	Responsibility	4	1	
	Communication	2	2	
	Sharing Power		2	
	Challenging Norms		3	
	Building Others' Capacities		3	
Participatory Approach	Context-Dependent	2	4	Participatory Approach
	Participation		3	

=shared leadership characteristic

Handout 10: Sample Written Questionnaires

For use with Session 10 and 11 Exercises

Leading to Choices Participant Questionnaire 1

Note to facilitator: please administer before the last session of the *Leading to Choices* workshop.

Thank you for completing this questionnaire.

1. Gender Indicator:	
X	**Female**
2	Male
2. Age Indicator:	
Year of birth: September 7, 1981	
3. Marital Status Indicator:	
X	**Single**
2	Married
3	Divorced
4	Other:
4. Education Indicator:	
1	Primary
X	**Secondary**
3	Beyond Secondary
4	University

5. Urban/Rural Measure:	
I live in: Meknès	
This area is:	
1	Rural
X	**Urban**
6. Spoken languages: Arabic; French	
7. Profession: Educator-Career advisor	
8. Ethnicity: Arab	

Please circle the response that most closely reflects your feelings to the following statements

1-Strongly Disagree, 2-Disagree, 3-Neither Agree Nor Disagree, 4-Agree, 5-Strongly Agree

9. I feel that I am a person of worth, at least on an equal basis with others.	1	2	3	4	5
10. I feel that I have a number of good qualities.	1	2	3	4	5
11. All in all, I am inclined to feel that I am a failure.	1	2	3	4	5
12. On the whole, I am satisfied with myself.	1	2	3	4	5
13. I wish I could have more respect for myself.	1	2	3	4	5
14. At the *Leading to Choices* workshop, I practiced:					
a. communication skills.	1	2	3	4	5
b. respecting others.	1	2	3	4	5
c. sharing group decisions.	1	2	3	4	5
d. networking skills.	1	2	3	4	5
e. advocacy skills.	1	2	3	4	5
f. mobilization skills.	1	2	3	4	5
15. After participating in the *Leading to Choices* workshop, I feel more comfortable:					
a. sharing decisions within my family.	1	2	3	4	5
b. sharing decisions at work.	1	2	3	4	5
c. sharing decisions within my association.	1	2	3	4	5
16. After participating in the *Leading to Choices* workshop, I feel more confident with:					
a. my communication skills.	1	2	3	4	5
b. my advocacy skills.	1	2	3	4	5
c. my mobilization skills.	1	2	3	4	5

17. Before the *Leading to Choices* workshop, did you identify as a leader? Why or why not?

    No, maybe because I never understood the concept of leadership and because there was a lack of this kind of workshop to help me understand its meaning.

18. After participating in the *Leading to Choices* workshop, do you identify as a leader? Why or why not?

    No, till now, I cannot say that I have really achieved a complete understanding of leadership and or have been involved in an important leadership experience.

19. How do you think you will share what you have learned in the *Leading to Choices* workshop? With whom?

    I can share what I learned during the workshop and practice it with the girls with whom I work as an educator.

20. How do you think participating in the *Leading to Choices* workshop might affect your life in the future?

    My participation in the workshop certainly will have an impact on my future life and will bring changes at the personal, family, and professional levels. Perhaps my relationships with others, my manner of adapting myself to different situations, and exchanging opinions with others will change too.

21. What would you wish to change about the *Leading to Choices* workshop if you were to participate again? (for example, content, communication between participants, communication between participants and facilitators, etc.)

    As this is the first time that I have taken part in this kind of learning/training workshop, I am convinced that this workshop was great and instructive at all levels.

22. Do you have any feedback on the workshop?

    This is the first time I have taken part in a workshop because this is my first year working within an organization. Frankly speaking, I learned a lot of new things and many facilitation techniques. This exceeded all of my expectations (context, learning methods, developing a plan of action...). I learned a lot about these new subjects that I have never had the chance to address.

Leading to Choices Participant Questionnaire 2

Note to facilitator: please administer before the last session of the *Leading to Choices* workshop.

Thank you for completing this questionnaire.

1. Gender Indicator:	
X	**Female**
2	Male
2. Age Indicator:	
Year of birth: March 3, 1983	
3. Marital Status Indicator:	
X	**Single**
2	Married
3	Divorced
4	Other:
4. Education Indicator:	
1	Primary
X	**Secondary**
3	Beyond Secondary
4	University

5. Urban/Rural Measure:	
I live in: Khénifra	
This area is:	
1	Rural
X	**Urban**
6. Spoken languages: Arabic; French	
7. Profession: Dressmaker	
8. Ethnicity: Arab	

Please circle the response that most closely reflects your feelings to the following statements

1-Strongly Disagree, 2-Disagree, 3-Neither Agree Nor Disagree, 4-Agree, 5-Strongly Agree

9. I feel that I am a person of worth, at least on an equal basis with others.	1	2	3	4	5
10. I feel that I have a number of good qualities.	1	2	3	4	5
11. All in all, I am inclined to feel that I am a failure.	1	2	3	4	5
12. On the whole, I am satisfied with myself.	1	2	3	4	5
13. I wish I could have more respect for myself.	1	2	3	4	5
14. At the *Leading to Choices* workshop, I practiced:					
a. communication skills.	1	2	3	4	5
b. respecting others.	1	2	3	4	5
c. sharing group decisions.	1	2	3	4	5
d. networking skills.	1	2	3	4	5
e. advocacy skills.	1	2	3	4	5
f. mobilization skills.	1	2	3	4	5
15. After participating in the *Leading to Choices* workshop, I feel more comfortable:					
a. sharing decisions within my family.	1	2	3	4	5
b. sharing decisions at work.	1	2	3	4	5
c. sharing decisions within my association.	1	2	3	4	5
16. After participating in the *Leading to Choices* Workshop, I feel more confident with:					
a. my communication skills.	1	2	3	4	5
b. my advocacy skills.	1	2	3	4	5
c. my mobilization skills.	1	2	3	4	5

17. Before the *Leading to Choices* workshop, did you identify as a leader? Why or why not?

Yes, I did consider myself a leader because within my family and my work environments, I used to act like a leader in terms of helping others and sharing knowledge with them. I love my society and I feel concerned by all that happens within it.

18. After participating in the *Leading to Choices* workshop, do you identify as a leader? Why or why not?

Yes, because I feel that I am a person of worth and that I have several leadership skills and capacities. I owe this to my mother, whom I consider as The First Leader. She gave me self-confidence and taught me many things that I needed to be a leader.

19. How do you think you will share what you have learned in the *Leading to Choices* workshop? With whom?

I will share all that I have learned with my mother, my female neighbors, my friends and colleagues, and any other person who would like to know more.

20. How do you think participating in the *Leading to Choices* workshop might affect your life in the future?

- **Personal level:** I will strengthen my resolve to be a leader. I will try to learn more about new subjects that interest me after attending this workshop.

- **Family level:** I will strengthen my relationships with all of my family members and help them open their eyes to other countries' experiences as well as share with decision-making processes.

- **Professional and associative lives:** Sharing decision-making and responsibilities and implementing this new kind of leadership that is participative, inclusive, and horizontal.

21. What would you wish to change about the *Leading to Choices* workshop if you were to participate again? (for example, content, communication between participants, communication between participants and facilitators, etc.)

Communication between participants; communication between participants and facilitators; respect of time and agenda.

Leading to Choices Participant Questionnaire 3

Note to facilitator: please administer before the last session of the *Leading to Choices* workshop.

Thank you for completing this questionnaire.

1. Gender Indicator:	
X	**Female**
2	Male
2. Age Indicator:	
Year of birth: May, 11, 1980	
3. Marital Status Indicator:	
X	**Single**
2	Married
3	Divorced
4	Other:
4. Education Indicator:	
1	Primary
2	Secondary
3	Beyond Secondary
X	**University**

5. Urban/Rural Measure:	
I live in: Guigou	
This area is:	
X	**Rural**
2	Urban
6. Spoken languages: Arabic	
7. Profession: Unemployed	
8. Ethnicity: Arab-Amazigh	

Please circle the response that most closely reflects your feelings to the following statements

1-Strongly Disagree, 2-Disagree, 3-Neither Agree Nor Disagree, 4-Agree, 5-Strongly Agree

9. I feel that I am a person of worth, at least on an equal basis with others.	1	2	3	4	5
10. I feel that I have a number of good qualities.	1	2	3	4	5
11. All in all, I am inclined to feel that I am a failure.	1	2	3	4	5
12. On the whole, I am satisfied with myself.	1	2	3	4	5
13. I wish I could have more respect for myself.	1	2	3	4	5
14. At the *Leading to Choices* workshop, I practiced:					
a. communication skills.	1	2	3	4	5
b. respecting others.	1	2	3	4	5
c. sharing group decisions.	1	2	3	4	5
d. networking skills.	1	2	3	4	5
e. advocacy skills.	1	2	3	4	5
f. mobilization skills.	1	2	3	4	5
15. After participating in the *Leading to Choices* workshop, I feel more comfortable:					
a. sharing decisions within my family.	1	2	3	4	5
b. sharing decisions at work.	1	2	3	4	5
c. sharing decisions within my association.	1	2	3	4	5
16. After participating in the *Leading to Choices* Workshop, I feel more confident with:					
a. my communication skills.	1	2	3	4	5
b. my advocacy skills.	1	2	3	4	5
c. my mobilization skills.	1	2	3	4	5

17. Before the *Leading to Choices* workshop, did you identify as a leader? Why or why not?

Yes, but I did not use exactly the word "leader" because my understanding of leadership was vague.

18. After participating in the *Leading to Choices* workshop, do you identify as a leader? Why or why not?

My understanding of leadership was incorrect. But now, after the workshop, I have a new understanding of leadership. I feel that the term leader is correct for me—it suits me. That is the right word I was looking for to define myself as I work with women.

19. How do you think you will share what you have learned in the *Leading to Choices* workshop? With whom?

I put together a written report including all that I leaned from this workshop. First, I will share it with my organization, and then with my family and community.

20. How do you think participating in the *Leading to Choices* workshop might affect your life in the future?

The workshop helped me to enrich my knowledge and to delve deeply in many subjects. I consider this workshop to be the first one that has really changed my ideas about several subjects that I have been concerned about. I feel that I am a leader within this new kind of leadership that I discovered.

21. What would you wish to change about the *Leading to Choices* workshop if you were to participate again? (for example, content, communication between participants, communication between participants and facilitators, etc.)

Maybe adopting another technique for introducing the LTC program, such as starting the workshop with facilitation and communication techniques as these are more basic and fundamental than leadership.

22. Do you have any feedback on the workshop?

This is the first time I have taken part in a workshop because this is my first year in effective work within an organization. Frankly speaking, I learned a lot of new things about many subjects and many facilitation techniques. This exceeded all my expectations (context, learning methods, developing a plan of action...).

Leading to Choices Participant Questionnaire 4

Note to facilitator: please administer before the last session of the *Leading to Choices* workshop.

Thank you for completing this questionnaire.

1. Gender Indicator:	
X	**Female**
2	Male
2. Age Indicator:	
Year of birth: February 3, 1961	
3. Marital Status Indicator:	
1	Single
X	**Married**
3	Divorced
4	Other:
4. Education Indicator:	
1	Primary
2	Secondary
3	Beyond Secondary
X	**University**

5. Urban/Rural Measure:	
I live in: Guigou	
This area is:	
1	Rural
X	**Urban**
6. Spoken languages: Arabic; French	
7. Profession: Legal advisor in a Listening Center	
8. Ethnicity: Arab	

Please circle the response that most closely reflects your feelings to the following statements

1-Strongly Disagree, 2-Disagree, 3-Neither Agree Nor Disagree, 4-Agree, 5-Strongly Agree

9. I feel that I am a person of worth, at least on an equal basis with others.	1	2	3	4	5
10. I feel that I have a number of good qualities.	1	2	3	4	5
11. All in all, I am inclined to feel that I am a failure.	1	2	3	4	5
12. On the whole, I am satisfied with myself.	1	2	3	4	5
13. I wish I could have more respect for myself.	1	2	3	4	5
14. At the *Leading to Choices* workshop, I practiced:					
a. communication skills.	1	2	3	4	5
b. respecting others.	1	2	3	4	5
c. sharing group decisions.	1	2	3	4	5
d. networking skills.	1	2	3	4	5
e. advocacy skills.	1	2	3	4	5
f. mobilization skills.	1	2	3	4	5
15. After participating in the *Leading to Choices* workshop, I feel more comfortable:					
a. sharing decisions within my family.	1	2	3	4	5
b. sharing decisions at work.	1	2	3	4	5
c. sharing decisions within my association.	1	2	3	4	5
16. After participating in the *Leading to Choices* Workshop, I feel more confident with:					
a. my communication skills.	1	2	3	4	5
b. my advocacy skills.	1	2	3	4	5
c. my mobilization skills.	1	2	3	4	5

17. Before the *Leading to Choices* workshop, did you identify as a leader? Why or why not?

I think I already had some leadership skills and capacities but I had never considered myself a leader.

18. After participating in the *Leading to Choices* workshop, do you identify as a leader? Why or why not?

Now, I strongly believe that I am a leader in several fields: within my family, my organization, and within the ANARUZ network. I feel the same way with my colleagues and friends.

19. How do you think you will share what you have learned in the *Leading to Choices* workshop? With whom?

I can share at least a little of what I learned during this workshop and share my new knowledge with my colleagues at work through using my leadership skills.

20. How do you think participating in the *Leading to Choices* workshop might affect your life in the future?

I think a change will be noticed in my relationships with my colleagues. I want to practice the following skills with them: sharing decisions and responsibilities. The workshop has been a very positive experience for me.

21. What would you wish to change about the *Leading to Choices* workshop if you were to participate again? (for example, content, communication between participants, communication between participants and facilitators, etc.)

I would not spend time on individuals' ideas or opinions that presented obstacles to our learning or that slowed us down, particularly those that did not deal with the workshop content.

22. Do you have any feedback on the workshop?

I can say that it is a great and splendid workshop, even though on the last day, we had to finish quickly because time had not been respected.

Leading to Choices Participant Questionnaire 5

Note to facilitator: please administer before the last session of the *Leading to Choices* workshop.

Thank you for completing this questionnaire.

1. Gender Indicator:	
X	**Female**
2	Male
2. Age Indicator:	
Year of birth: July 7, 1966	
3. Marital Status Indicator:	
1	Single
X	**Married**
3	Divorced
4	Other:
4. Education Indicator:	
1	Primary
2	Secondary
3	Beyond Secondary
X	**University**

5. Urban/Rural Measure:	
I live in: Khénifra	
This area is:	
1	Rural
X	**Urban**
6. Spoken languages: Berber, Arabic, French, Spanish, and a little English	
7. Profession: Listener and advisor	
8. Ethnicity: Amazigh	

Please circle the response that most closely reflects your feelings to the following statements

1-Strongly Disagree, 2-Disagree, 3-Neither Agree Nor Disagree, 4-Agree, 5-Strongly Agree

9. I feel that I am a person of worth, at least on an equal basis with others.	1	2	3	4	5
10. I feel that I have a number of good qualities.	1	2	3	4	5
11. All in all, I am inclined to feel that I am a failure.	1	2	3	4	5
12. On the whole, I am satisfied with myself.	1	2	3	4	5
13. I wish I could have more respect for myself.	1	2	3	4	5
14. At the *Leading to Choices* workshop, I practiced:					
a. communication skills.	1	2	3	4	5
b. respecting others.	1	2	3	4	5
c. sharing group decisions.	1	2	3	4	5
d. networking skills.	1	2	3	4	5
e. advocacy skills.	1	2	3	4	5
f. mobilization skills.	1	2	3	4	5
15. After participating in the *Leading to Choices* workshop, I feel more comfortable:					
a. sharing decisions within my family.	1	2	3	4	5
b. sharing decisions at work.	1	2	3	4	5
c. sharing decisions within my association.	1	2	3	4	5
16. After participating in the *Leading to Choices* Workshop, I feel more confident with:					
a. my communication skills.	1	2	3	4	5
b. my advocacy skills.	1	2	3	4	5
c. my mobilization skills.	1	2	3	4	5

17. Before the *Leading to Choices* workshop, did you identify as a leader? Why or why not?

Yes, I knew that I was a leader because I strongly believe that in every field, there is a leading actor. I got some of leadership skills from my mother as she used to be a leader within our family. Greetings to all the mothers of the world!

18. After participating in the *Leading to Choices* workshop, do you identify as a leader? Why or why not?

After the workshop, I realized that I am a leader and a follower at the same time. I learned that from the exercise we participated in, *"Geese taking wing."*

19. How do you think you will share what you have learned in the *Leading to Choices* Workshop? With whom?

I will share all that I have learned with my family, among my community and society, then, with my friends, and the Listening Center in which I work, my organization.

20. How do you think participating in the *Leading to Choices* workshop might affect your life in the future?

My participation in the workshop increased my self-confidence and self-esteem. I am sure it will affect and impact my future life at all levels–personal, associative and professional.

21. What would you wish to change about the *Leading to Choices* workshop if you were to participate again? (for example, content, communication between participants, communication between participants and facilitators, etc.)

If I were to participate again in this kind of workshop, I would like to address other subjects which are not of less importance than leadership.

22. Do you have any feedback on the workshop?

I learned a lot about leadership. I made new friends with fellow participants. I was given the opportunity to communicate and to express myself. More than all of this, the high interaction between the participants with each other and between the participants and the facilitators was outstanding.

Handout 11: Palestinian Participant Profile

For use with Session 11

Maisa is a Palestinian woman in her mid-thirties. She is married to a man who is disabled and cannot work. She has four children. During the training, she was nine months pregnant. She is from a religious Muslim family. The family has a low economic level. Since her husband does not work, she has operated the cafeteria of the school. She earns a living for her family and pays for the medical expenses of her husband.

In reflecting on her economic contributions, Maisa notes, "I am an ordinary Palestinian village woman, but I believe that it is important to work for my village and for my society, regardless of my special situation. Therefore, I was among the first women to participate in this center [establishing a women's center], and I was part of the group of women who worked towards establishing it."

She further notes, "Three years ago, while the Intifada reached its peek, I participated in a First Aid Training Course conducted by one of the organizations, so that I could help the population of the village during the Israeli incursions. Upon the completion of the training course, the organization suggested that we organize a summer camp in the village for kids between 6–14 years old. Nobody in the village was motivated in implementing this idea, particularly because of the belief that girls should not participate in any activities or interests other than studying at the village school. But I liked the idea and decided to place the posters of the summer camp all over the village. This did not attract the interest of the village people, and only four girls registered their names to participate in the camp. Accordingly, I decided to visit the houses and to knock at their doors one by one. I did this assisted by a mother of one of the participants who registered her daughter in the summer camp. In fact, we made special visits to most of the houses in the village, and I took the responsibility to manage the summer camp inside the village. I was determined to organize the summer camp despite the hesitancy of the organization, particularly when it came to their knowledge that only four girls registered to participate in the camp. They felt there must be at least 50 girls to organize the camp.

"But after visiting most of the houses in the villages, and after people started to accept the idea due to our continuous work for two weeks, we succeeded in registering 36 girls. The organization agreed to open the summer camp with this number of participants. On the second day, the number of girls participating in the summer camp increased to approximately 70 girls. The number started to increase, but the organization decided not to increase the number because of lack of funds for a larger number of participants.

"This experience taught me that there is nothing that is impossible. I would not be able to accomplish what I have accomplished without the assistance of the other woman. Therefore, I believe that anyone can achieve her objective if he/she works hard towards it, and works as a team who believes in the idea. This experience made me believe that it is important to have an organization or institution which deals with women issues. Therefore, I was among those who took the initiative to establish this center.

"Before this training I believed that what I have done has been something ordinary, but now I see that I was a leader in my small and conservative village."

Handout 12: Examples of Reporting Styles

For use with Session 12

Sample LTC Evaluation Report 1

Did participants identify a change in their view of leadership after the workshop?

Absolutely yes. Nine participants considered themselves leaders before attending the workshop because they had already taken initiatives within their families, organizations and/or community. They were fully conscious of the necessary skills and abilities of leadership they had because they had faced difficult situations and succeeded to solve them equitably by their own means. The other ten participants declared that they did not know that they were leaders before attending the workshop, and that the workshop opened their eyes on the skills and competences they already had. In fact, they did not consider themselves leaders according to the new concept of leadership, namely, horizontal, participative, and inclusive. Thus, the workshop made it possible to have a better visibility of this new type of leadership. One participant said:

"I did not consider myself a leader, whereas the members of my organization did. They used to ask more and more my opinion, my participation and made me responsible for several important missions, all the while I personally lacked self-confidence!"

Another participant gave us the following example of her role as a leader:

"I was the first girl in my family to fight with eagerness to continue my higher education. All of the members of my family were against me, even my fiancé. I persevered and finally convinced everybody to let me achieve my goal, which I did thanks to the support of my professors and some friends. In fact, I know that when an objective is set out and when we have a good vision of what we want from life, we can raise mountains. As the proverb says, 'Good things never fall into one's lap: It is necessary to go beyond our limits and pick the stars up."

Note: [Please see other quotes at the end of this report]

Please describe participant self-esteem after the workshop.

As the workshop went along, the participants started to feel more at ease and stated talking about their experiences before the workshop. They expressed themselves dynamically and with great self-confidence, which we had not noticed at the beginning of the workshop.

Did participants believe that the workshop could be useful in their family life? If so, how?

Absolutely yes! All of them stressed that this learning and training workshop will enable them to improve their relationships with their families, and help them make common decisions and share responsibilities according to gender approach, capacities, and aptitudes.

Did participants believe the workshop could be useful in their work life? If so, how?

To this question too, the answer is yes because the participants considered that what they learned as regards conflict management, relationships with other people, sharing knowledge and decisions, mutual respect, tolerance, and effective listening to others constitute an added value to their professional skills.

Did participants believe the workshop could be useful in their associational life, for example in their CBO/NGO/political party/community group/microcredit group/religious group? If so, how ?

In addition to conflict management, relationships with the other people, sharing, mutual respect, tolerance and effective listening, the participants stressed the necessity of participation of everyone in decision-making processes, development of plans of action, advocacy, raising-awareness, communication and networking techniques. They added that all these concepts linked with the new kind of leadership they have already learned during this workshop, and they will share them with their friends and colleagues at the associative level, in order to combine their forces to achieve their common goal, which consists in fighting violence against women. Moreover, on March 8, International Day of Women, they will have an opportunity to put these approaches into practice.

Which skill areas did the participants feel most positive about after the workshop?

Communication techniques, respecting others, decision-making, advocacy, networking, and mobilization.

Which skill areas did the participants feel least positive about after the workshop?

None.

How did participants think the workshop could be improved?

Ten participants said that the only thing to improve would be to devote more than three days to this type of workshop in order to further strengthen the interaction between the participants themselves. The others noted that the workshop was perfect and exceeded all their expectations.

Participants Evaluation

Please reflect on participant feedback as well as your own observations.

Please name 2-3 participants who you believe particularly benefited from the workshop and give details of how.

Hafida, Leila, and Fatima.

How did the social makeup of the participant group affect the participants' reaction to the training, for example gender, age, marital status, education, urban/rural location, religion, ethnicity, profession, etc.?

We think that professional and associative activities within the network fighting violence against women were the factors that had the most impact on the participants' reaction to the training.

How did group dynamics change during the course of the workshop? Please give specific examples.

The group dynamics changed in several ways, such as:

- Interaction between the participants,
- Interaction between the participants and the facilitators,
- Density of exchanges and sharing,
- Quality of listening and participation,
- Negotiations, conviviality, and complicity between the participants during the facilitation techniques used in this workshop.

Did any participants develop new personal goals for themselves during the course of the workshop? Please give specific examples.

The majority of participants wished to further strengthen the network within which they work as volunteers. There were no purely personal goals expressed.

Did any participants wish to collaborate with others in the group or in their communities, e.g., forming a network, running a campaign, working together on income generating projects, environmental projects, or educational projects, etc.? Please give specific examples.

As specified above, since all participants were already involved in the same network, they highlighted the need of working hand in hand for the greatest level of effectiveness and long-lasting success.

Which sessions, case studies, or exercises from the *Leading to Choices* handbook had the most success with participants? Why? Which were the least successful? Why?

All of the sessions were appreciated. Nevertheless, those which had the most success were the initial exercise where we brainstormed on "The Tree of Leadership." Other successful sessions were those sessions addressing networking, advocacy, and building of coalitions.

Did you discuss leadership topics not found in the *Leading to Choices* handbook? What were they? How did participants respond?

Network charter and an exercise “Geese taking wing” on networking. See Appendix for more details.

Can you describe any issues raised during the workshop that were challenging for participants? Why do you think they were challenging?

Working hand in hand, the network’s durability, fighting together around a cause. These topics represent challenges because the network is an innovation. Each participant wishes to strengthen it and mobilize other organisations and legal listening centers around domestic violence issues in the country.

Facilitator Self-evaluation

Please use the facilitator self-evaluation form as a starting point for reflection.

How would you evaluate the performance of the facilitation team during the workshop?

- By mutual observation of each one’s facilitation techniques,
- By the degree of motivation of each facilitator,
- By the interaction between the facilitators themselves.

Please list three words that you think describe an ideal facilitation team.

- Effective and efficient communication,
- Mutual respect,
- Group dynamics.

What would you wish to change about the *Leading to Choices* workshop if you were to facilitate again?

Changing facilitation approach according to interaction with the target groups. In fact, we are already doing so and intend to continue this way as it is of crucial importance to the LTC program’s basic structure.

Participants’ Follow-up

What information did you give participants regarding opportunities for follow up with your organization after the Workshop?

- Participants are members of a local network. So this offers the possibility of regular follow-up
- To benefit from our organization’s support.

How do you plan to follow up with participants to evaluate the long-term impact of the Workshop on the participants and their communities?

- To invite some participants to our “mini National Roaming Institute” and annual evaluation workshop.

Participants' Quotes

After the participants filled out the questionnaire, we asked them to provide us with written feedback on the workshop. Here are some of their statements:

- "It was an extremely instructive training workshop and the team work was a splendid moment."

- "I wish I could benefit from more of this kind of training. We all shared moments of unforgettable happiness!"

- "Concerning the context, this workshop made me reflect on extremely new and interesting issues and experiences, which I hope to practice in my familial, professional, and associative life. It is the first time that the word Leadership has been approached in this way—horizontal, participative, and inclusive. When we addressed the brainstorming session about "the tree of leadership," many participants, including myself, automatically thought of someone having complete power over others, hierarchy, and the law of the jungle. I warmly thank your organization and WLP who have opened our eyes to other forms of horizontal relationships based on mutual respect and tolerance."

- "Networking, advocacy, and mobilization are terms which I already knew. The workshop made it possible for me and for all the participants to better understand the mechanisms and different steps, and integrate them at the associative, professional, and individual levels."

- "The context in itself was of a capital interest! Add to that the facilitation techniques, which we never knew before! On behalf of all the participants and myself, I warmly thank your organization's facilitators who stopped at each technique in order to explain them to us. Bravo!"

- "An exceptionally interesting workshop at the facilitation and content levels."

Sample LTC Evaluation Report 2

Did participants identify a change in their view of leadership after the workshop?

In the first meeting, no one identified themselves as a leader. The main reasons given were related to fear, their perception of leadership being associated with males, and being unaware of other concepts of leadership, as well as feeling uneducated. They believed that a leader must be a man, educated, and play a political role.

One of the participants said in the first encounter: "I am not a leader, I feel afraid to communicate with others, also I feel worried from being in any public meetings." Another participant noted, "I am not a leader, I don't have the courage to speak and have no confidence in myself." After five meetings, the same participant said, "I am a leader, but I didn't know that." The other participant emphasized, "At first I didn't have that courage or confidence to identify myself as a leader, but now I can, I surely can. I can connect with other participants. I am a volunteer in a women's center. I take a part in all decisions that belong to me or to others. I care. I am a useful woman in my society." Participants were so pleased to realize that they play a role in their families, community, and in the Women's Center they belong to, one of them declared, "Now life is so kind and nice."

Describe participant self-esteem after the workshop?

"Now I am a leader. I have more skills and my confidence grows day by day. I can feel it. I can communicate to others my ideas and share in decisions." This statement was spoken by an illiterate participant.

Using the survey data, 44.5% of the participants strongly agreed that they were people of worth. In addition 50% agreed that they feel that they are persons of worth at least on an equal basis with others. On the other hand, 5.5% either did not agree or disagreed that they felt they were people of worth.

Did participants believe that the workshop could be useful in their family life? If so, how?

Sixty-one percent of the participants strongly agreed that through the LTC workshop they became more comfortable sharing decisions within family. One of the participants said, "My son wanted to leave school and to stop learning. He was determined to get out of school, but I convinced him of the values of school. Now he wants to finish school." To achieve this goal with her son, the participant said she used networking, advocacy, and mobilization skills. She went to her son's school and discussed his feelings with his teachers and other professionals. Then she talked with her son and saw his friends. Having all of this information, she was able to convince her son to finish school. Being successful in doing that, she was overwhelmingly happy that she was able to overcome this problem that had worried her.

Another woman stated, "Being empowered, I can talk with others with more ease and confidence. For example, my family refused my request to volunteer in this Women's Center. But I discussed it with them, and easily I resolved the problem, and now I am an active volunteer here."

Did participants believe the workshop could be useful in their professional life? If so, how?

Sixty-five percent of participants strongly agreed that through the LTC workshop they learned shared decision-making skills that they could use within their jobs and professions. "I share decisions related to my field work at the Women's Center and also in community work." Another participant said, "I can share what I have learned at my work in Women's Center, and communicate with them when making decisions. Also within my family, my behavior at home has changed. I mean, change in a better way. In my community, I am now able to share and communicate with others." Participants became capable of communicating with other people in the society, working within a team, and expressing what they think and how they feel without fear.

Did participants believe the workshop could be useful in their associational/NGO life? If so, how?

Forty-four percent of participants strongly agreed that they could participate in decision-making with the association they work with, "Yes, I feel better in solving the Women's Center problems, and now we can hear each other, and respect more differences in opinions." Participants emphasized that they could now communicate with each other, and were now able to encourage other women to participate in the Women's Center. They also expressed their wish to work with other women to help them know to make their own choice.

Which skill areas did the participants feel most positive about after the workshop?

Leading to Choices exposed the participants to many important skills such as communication skills, tolerance, networking skills, advocacy skills, and mobilization skills. On the other hand, the workshop put an emphasis on sharing group decisions. *Leading to Choices* participants felt most comfortable using communication skills with their families and with others.

Seventy-five percent of participants strongly agree and 19% of participants agreed to use communication skills to connect with their families and others. We cannot separate communication skills and tolerance, they connect together in order to reach our main goal: the participant becoming more tolerant of others, especially with their own children, husbands, and sometimes-even fathers. “Yes, my behaviors changed at home, with my kids and with my husband.”

Thirty-three percent of participants strongly agreed and 50% of participants agreed that they became more tolerant with others after the *Leading to Choices* workshop. At the first meetings, the participants were worried about participating with others in the discussion. One participant tried to share, but she always ended her statement with “but I don’t know.” They were also afraid to share their comments and feelings, “No one ever asked me for my opinion or of my feelings before.” Another participant, who was hesitant to express her opinion at first, became more active in sharing her feelings with other participants. After a number of meetings, she commented, “I will share what I discover in this workshop with my neighbors and sisters and with any women who asks me about it.” Forty-seven percent of the participants strongly agreed and 53% agreed to be more active in sharing group decisions. Also 50% strongly agreed that they became more confident with advocacy skills, and 53% agreed that they felt more confident with mobilization skills.

Which skill areas did the participants feel least positive about after the workshop?

All the skills were positively received by the participants. Only 6% of the participants disagreed that they felt comfortable using communication skills after the workshop. That attitude was related to the fact of being illiterate. This woman said “I can’t read or write; that makes communication with others so hard.” Also, only 6% of participants disagreed that they felt more confident in mobilization skills.

How did participants think the workshop could be improved?

1. To get more information about how to deal with special cases (some mothers have children with special needs).
2. To use more materials in the workshop.
3. To have more practical training.
4. To continue *Leading to Choices* workshop in addition to courses on culture.
5. To have more participants in *Leading to Choices* workshop in order to get richer experiences.

Participant Evaluation

How did the social makeup of the participant group affect the participants' reaction to the training, for example gender, age, marital status, education, urban/rural location, religion, ethnicity, profession etc.?

Participants were in harmony in terms of gender and marital status. They were all female and most of them were married (18 out of 20). All participants came from the same rural area and had the same religion. As for education, 44.5% of the participants finished the primary level. Yet, they do not know how to write, and they can hardly read. 44.5% of the participants finished secondary level, and 11% reached diploma level. Only one participant works (a secretary).

In terms of age, 22% were in their twenties, 44.5% were in their thirties, and 30% were in the forties. The effect of age was very prominent especially at the first meetings, the youngest participants were always afraid to participate in the discussion. However, as the workshop progressed, the discussion group got more communicative and shared opinions.

How did group dynamics change during the course of the workshop? Please give specific examples.

This *Leading to Choices* workshop was the first workshop that the participants had attended. They were so worried about the discussions and were not confident in themselves. That is why they were always keen to get feedback on what they said from the facilitator to see whether they were correct. During course of the workshop, the participants got more comfortable communicating with each other and a trust began to build among each other. They came to realize that each one of them had her personality, her feelings, and her hopes.

Did any participants develop new personal goals for themselves during the course of the workshop? Please give specific examples.

Two participants developed new personal goals. Ahlam decided to work as a secretary and to get a career. She stated that she would use her advocacy skills and networking skills to reach her goal. Ahlam is now working as a secretary. Montaha developed a personal goal for herself to open a flower shop. Now, she has a small flower shop opened in her house, but she wishes to make it bigger and she is working toward that goal.

Did any participants wish to collaborate with others in the group or in their communities, e.g. forming a network, running a campaign, working together on income generating projects, environmental projects, or educational projects, etc.? Please give specific examples.

Yes, participants now are planning to open a literacy class to teach writing and reading skills for women who can't read and write. Meanwhile, they will work together as a team to increase the participation of women in the Women's Center.

Which sessions, case studies, or exercises from the *Leading to Choices* handbook had the most success with participants? Why? Which were the least successful? Why?

There were two successful case studies: One was the story of Asma Khader "One Woman Can Make Change." The participants felt like they were leaders and every one has a role to do, even if others think it's so small but it will get bigger if they work with advocacy and mobilization skills. The second case study was the case of the Women's Affairs Technical Committee, which is "The Right to Citizenship in Palestine." This case participants could relate to their situation. It talks about equal rights in a Palestinian nationality. On the other hand, the least successful case was "I Care and Am Willing to Serve." This case has many concepts that participants could not easily understand and identify with because of their limited education.

Did you discuss leadership topics not found in the *Leading to Choices* handbook? What were they? How did participants respond?

I tried stimulating a discussion where participants could make comparisons with leaders they know and hear about in their society with their kind of leadership. Sometimes I tried to elicit information from them about how they communicate with their children which will help them understand more the concepts behind participatory leadership and their communication skills. The participants were so anxious and willing to know more as they were all responsible for bringing up children.

Can you describe any issues raised during the workshop that were challenging for participants? Why do you think they were challenging?

All participants live in a small village that does not allow women to leave their houses. They can only go out for necessary cases. That is why it was an important challenge for them to face the comments of their neighbors and sometimes their families. Participants were challenged even in continuing to participate in this workshop. They were determined to change their lives and were not pleased playing only the reproductive role as housewives, and caretakers. After the workshop, they were challenged to get more women involved in the social life of their community and in playing a more productive role in their society.

Facilitator Self-evaluation

How would you evaluate the performance of the facilitation team during the workshop?

Unfortunately, there was not a facilitation team, only one facilitator for *Leading to Choices* workshop.

What would you wish to change about the *Leading to Choices* workshop if you were to facilitate again?

I recommend decreasing the number of the case studies.

Participant Follow-up

What information did you give participants regarding opportunities for follow up with your organization after the workshop?

I gave them information about projects that are being implemented by our organization. We will consider the participants in projects that will help them to become more empowered.

How do you plan to follow up with participants to evaluate the long-term impact of the workshop on the participants and their communities?

We will contact the participants directly to know how the *Leading to Choices* workshop affected their social life, their career, and their involvement in political and economic life. We will visit the Women's Center in six months to assess participants' current view of leadership.

Sample LTC Evaluation Report 3

Please describe participants' educational, professional, social, economic, cultural and religious backgrounds, as well as age, marital status, and number of children.

Please find the participants' descriptions below in Annex 1, 2, and 3.

Did participants begin to identify themselves as leaders? Why or why not? Please give examples of 2-3 participants.

Our participants are from remote parts of village. But they are enthusiastic to know about their own capabilities and are exploring their identities as leaders. But the participants view leaders as one who lead a group. For example, the participants thought only of political leaders, heads of communities, and literate persons as qualified enough to be leaders.

Did participants learn how to function better within a group, make collaborative decisions, and listen and respect one another's opinions/perspectives? Please give examples.

Yes. From the different exercises they clearly saw that group discussion and group decision-making is very important.
For example, the local partner is a local grassroots women's organization with members from different communities and religious backgrounds.

Did you note any changes in the relationships within the group? Please give examples.

Not applicable.

In your opinion, did any participants have a particularly meaningful workshop experience? Please tell us about them.

Yes, some of participants. Some of participants have the habit of sharing their experience to the group.

If men participated in the workshops, did the dynamics within the workshop change? Please give examples.

In one workshop, men also participated. Men's participation was required. But, we realized that in order to allow participants to fully express themselves, only females should participate.

Which sessions, case studies, exercises and/or subjects of discussion had the most relevance and success with the participants? Which were the least relevant?

We are using the case studies and stories from the participants' experiences and sometimes real incidents to discuss. These are the most relevant to participants because it directly relates to their own lives.

Which were the most difficult and/or controversial topics? Why?

We are using the methodologies and principles of the LTC manual. The most controversial topic was about 11-year-old child who was pregnant and was now mother of a baby. This incident was raised by the group. They discussed how to deal with this kind of situation and how to prevent this kind of incident in future.

Did you discuss leadership topics not found in the handbook? If yes, what were they and what was the response by participants? Please give examples.

Yes, one of the participants told a story of how her sister died while giving birth to twins. After her sister died, this woman took the responsibilities of adopting the child and challenging all the taboos present within the society.

Did any participants wish to develop or continue projects with others in the group? Please give examples.

Usually we are in touch with the groups that participate in the workshops. We follow up with them by providing them with any information that is available to us. We are using the methodologies and the technique of the LTC manual to empower and mobilize the grassroots. In addition, our organization is committed to raising awareness of various issues related to civil, political, indigenous, economic, cultural, human rights and security, and water-related issues. In our last workshop, more focus was given on reproductive health issues. So we utilized an alternative case study in order to match this workshop focus.

Did all participants complete the evaluation forms?

Yes, every participant has completed the evaluation form; the evaluation forms will be sent as a separate attachment.

Do you have participants' contact information?

Yes. Please find the participants list as an Annex 1, 2, and 3.

How do you plan to follow up with participants in 1-2 years to measure and evaluate the long-term effects of the leadership training and the impact of the training in each community? Please explain.

Our local community partner has decided to hold a reproductive health workshop. This suggestion has come from our partner group. We have agreed to facilitate women's groups and to hold women leadership workshops for them. The workshop costs will be covered through community contributions. The community would like to freely decide how many workshops they should do according to their local need for mobilizing and campaign. We feel it is best to help them according to their own suggestions.

In addition, we are training our facilitators in computer and office management to build their capacities.

Sample LTC Evaluation Report 4

The First Day:

- A facilitator introduces the LTC training workshop. During this session, the participants gave each other flowers and introduced themselves.
- Presentation of the training program.
- Participants' expectations:
    1. Improving their knowledge on the related topics.
    2. Identifying the leadership concept and skills.
    3. Building personal and institutional relationships.
- Divide participants into working groups based on their flowers' colors.

The five working groups discuss the following:

1. The leadership concept.
2. A leader's characteristics.
3. Leadership concept and participatory method.
4. Successful leadership.
5. Addressing the issue of women and participation, how to consider ourselves as leaders, and when, what do we need?
6. Power dynamics, redefining of leadership based on the participatory educational process.
7. Underlying differences between a successful leader and patriarchal leader. Mechanisms of decision-making by democratic leaders.

- Working group presentation, and open discussion about conclusions reached in working groups.

The Second Day:

- Feedback on the previous day.
- Energizing activities, conducting the "high thumb" exercise. This exercise reveals participants capability of controlling themselves and accepting others.
- Role-playing using communication skills by dividing the participants into three working groups to point out the skills, the message, and the obstacles.
- Three participants, playing roles of an official representative, an activist from the local community, and a watcher, conducted a dialogue on finding out resolutions for one of the health problems in the area.
- Open discussion on the participants' point of views.

The Third Day:

- Showing a video film on developing effective campaigns, produced by the "WLP," followed by an open discussion.
- Split into five working groups to practice a methodology for solving problems in the local community, by adopting advocacy and lobbying methods to affect awareness in the community.
- The final evaluation.
- Also different types of energizing activities were applied; such as, singing popular folklore, telling old stories from our culture.

The participants' demographic background:

Marital Status:

Single	Married	Divorced	Widow
13	23	-	-

Education:

Preparatory	High school	Diploma	B.A.	M.A.
1	6	7	8	2

Age:

Less than 20	21-30	31-40	41-50
4	7	17	7

The participants' evaluation:

At the theoretical level:

- Developing their knowledge on participatory learning and leading.
- Identifying women organizations working on women's rights.
- Increasing the common efforts to developing the team vision.

At the level of skills:

- Communication, problem solving, and organizational strengthening.

Handout 13: SWOT Analysis

For use with Session 13

Strengths	Weaknesses/Limitations
Opportunities	**Threats**

APPENDICES

APPENDIX A:
Different Evaluation Formats

There are types of evaluations which dictate the nature, focus, and results of the evaluation. At times these different types of evaluation can be confused. There are many creative choices that exist in evaluation work. At a most basic level, we must decide which type of evaluation we are going to conduct.

The following section introduces four different types of evaluations along with the advantages and disadvantages of each. There is no perfect or ideal type of evaluation; each evaluation design should be carefully constructed taking into account the context, needs of the stakeholders, available resources, and feasibility.

Types of Evaluation

1. Experimental

An experimental evaluation design is created when the evaluator randomly selects and assigns a group of similar individuals to either participate in a program, such as LTC (participant group), or not to participate in LTC (control group). Each group is given the same survey after the program has been completed and then the results of the program and the differences between the groups' attitudes and opinions relating to the area of programmatic interest can be linked to the program. Some researchers believe this is the "gold standard" for evaluation and the only way to truly know if a program has an impact. However, in most cases this is not a feasible way to conduct an evaluation.

Advantages:

- Establishes clearly programmatic success.
- Can link program impact to participation in the program.

Disadvantages:

- Can be overly rigorous and not adaptable to different contexts.
- Often is not economically or practically feasible.
- Often does not give in-depth understanding as to why a program works.
- Can be difficult to implement due to resources and time.

2. Quasi-experimental

The **quasi-experimental** design takes advantage of the context and does not randomly assign participants to be involved in a program. However, a comparison group is formed in order to compare the results between the participants and similar others who have not participated in the program. At times, quasi-experimental designs only test the participant group.

Advantages:

- Offers a more feasible way to evaluate, while still keeping systematic nature of evaluation.
- Produces results that can show if a program was successful.

Disadvantages:

- Can be difficult to implement due to resources and time.
- Often does not give in-depth understanding as to participants' perspectives of a program.

3. Participatory Evaluation

Participatory evaluation can be used in monitoring, process, or impact-based systems. The most important feature of this form of evaluation is that it integrates stakeholders from various communities and involves them in every step of the evaluation process, from design and measurement to data collection and analysis.

Advantages:

- Can improve the design, relevancy, and utilization of evaluation within organizations.
- Produces results that are contextually relevant.
- Respects local traditions, customs, and productions of knowledge.
- Increases individual and collective capacity for evaluation.
- Offers mechanisms for better understanding your organization's programs.

4. Model of Change-based Evaluation

The Model of Change model was developed by Carol Weiss (1997) as a step-by-step mapping process that details participants' experiences of and outcomes from the program. Mapping the program in this systematic manner allows program facilitators to envision a global sense of why and how the program should create change in participants' lives.

Advantages:

- Creates a shared understanding of *how* and *why* the LTC program works.
- Establishes a framework for evaluation by clarifying program goals which we can measure using indicators.
- Enables constructive feedback on program design and implementation.
- Provides a structure for program monitoring by outlining the process of program implementation.

Disadvantages:

- Used alone, it may seem too rigid.
- Doesn't adequately explain the cyclical and holistic nature of change.

APPENDIX B:
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APPENDIX C:
Glossary

Availability-driven selection is the selection of former program participants to engage in evaluation based on the likelihood that they will be available to participate in evaluation activities. This form of participant selection is useful in instances where past program participants face barriers to travel or communication.

Characteristic-driven selection is the selection of former program participants to engage in evaluation based on a particular characteristic that we are interested in exploring, in order to learn about the impact of the program on a particular kind of participant.

Comparison group is a group of individuals chosen to compare behaviors or attitudes with a participant group.

Demographics describe individuals through broadly defined characteristics such as gender, age, profession, social class, or educational status.

Disaggregation is a description of demographic sub-categories into which data should be broken down for each indicator.

Evaluation is the systemic assessment of the effectiveness and/or impact of program.

External strategic evaluation is an evaluation method that focuses on participants' feedback on program functioning.

Focus groups are topic-specific discussions in a group setting.

Frequency is the number of times a particular response occurs.

Frequency analysis is a method of data analysis that involves analyzing the number of times a particular response occurs. It is a useful way to summarize participants' demographic background information such as gender, age, marital status, or educational background.

Indicators are a form of measurement that captures program activities or outcomes in a standard format.

Interactive indicator is a method of measuring the program goals in an interactive fashion during the LTC workshop.

Intermediate goals are the short-term individual goals that participants must achieve in order to reach the final intended long-term program goals.

Internal strategic evaluation is the in-depth and critical evaluation of a social program by facilitators and members of one's organization.

Level of agreement scale (also known as Likert scale) has a pre-determined range of options that an individual can choose from, such as the following 5-point scale:

1-Strongly Disagree, 2-Disagree, 3-Neither Agree Nor Disagree, 4-Agree, 5-Strongly Agree.

Longitudinal analysis is the assessment of participants over an extended period of time, with the same or different participants.

Long-term goals are the long-term, final intended outcome(s) that participants gain by participating in the program.

Mean Analysis is an analysis strategy that takes the average score of a group of numbers, computed by taking the score for one (or more) item(s) from each participant's survey, adding the scores together, and dividing it by the number of participants who replied to the item. This creates an average score for the entire group on that item. It can be particularly helpful when comparing participants' skills or conceptualizations before and after the program.

Mean Testing (t-tests) compares the means of two groups and analyzes them to see if there is a statistically significant difference between them. The t-test produces a number with a value that can range from positive to negative infinity. A score of 0 signifies that there is no difference between the means of the participant and comparison groups. Thus, the further away the t-statistic is from 0, the more likely it is that there is a difference between the two means. A significant difference is calculated through a p-statistic, or probability statistic. The p-statistic is used to ensure generalizability of the sample.

Model of Change is a step-by-step mapping process that details participants' experiences and outcomes from a social program. It connects program activities, short-term goals, intermediate goals, and long-term goals into an organized and coherent structure of hypotheses about the program.

Narratives are personal stories that usually have a sequence, a complicating action, and a resolution.

Observational notes are notes on non-verbal behavior, long pauses, or misunderstandings, taken during interviews or focus group sessions.

Open-ended questions are indicators where there are no pre-conceived categories. Participants can freely respond without being limited to yes/no or categorical responses.

Operational definitions are the means by which the evaluation team defines the indicators.

Outcome evaluation is useful to determine whether or not a program is achieving its goals and objectives. Outcome evaluation is usually conducted for established programs that have had sufficient time to achieve observable results.

Participant group is the group that participates in the program.

Percentage analysis shows the percentage of participants who fall within a certain category. To create a percentage, take the observed measure and divide it by the total number of participants.

Pilot-test is a trial run designed to gain feedback in order to improve evaluation processes.

Population represents the entirety of a certain group.

Probing questions are follow-up questions created during an interview to more deeply understand or to clarify participants' responses.

Process evaluation is used to learn about and inform the strengthening of program implementation strategies. Process evaluation is carried out when a program is in its early or intermediate stages.

Profile is an in-depth analysis of a person or organization, designed to gain a specific and holistic understanding of an issue.

Program activities are the methods used to deliver the program to participants.

Program evaluation is a periodic, systematic, and in-depth assessment of whether a program has achieved its objectives and whether unintended outcomes have also occurred. Evaluation also provides insight into how and why a program works.

Program monitoring is the ongoing tracking and assessment of program implementation and performance, usually tracking key inputs, activities, and outputs on a regular basis.

P-statistic is defined as the probability that you would obtain the sample data or other data similar to this if in reality there was no difference between the participant and comparison group's scores.

Qualitative indicators are designed to gain in-depth information of a participant's beliefs and understanding of different situations through words. Usually gathered orally through interviews or through a written question format where participants can reflect in depth on their answers.

Quantitative indicators are designed to capture indicator information using numbers. Quantitative indicators can be as simple as the number of participants who took part in an LTC workshop, or more in depth, such as measuring participants' practicing leadership skills in LTC, using a 5-point scale that indicates each participant's level of agreement.

Random selection is the selection of former program participants to engage in evaluation by choosing randomly from among all program participants. Every person has the same chance of being selected to participate in the evaluation, which helps to justify broader generalizations from evaluation findings.

Sample is a group of individuals selected to represent a given population.

Short-term goals are the goals for participants directly after completing the program.

Significance testing is analysis of the probability in quantitative data analysis.

Strategic evaluation (sometimes called process evaluation) is evaluation for learning, feedback, and direct program improvement. It is similar to monitoring procedures, but with the added element of including participants and program stakeholders in the evaluation process.

T-test compares the means of two groups and analyzes them to see if there is a significant difference between the groups or for individuals before and after an intervention.

Thematic analysis focuses on creating general themes from interview or focus group data, assessing the themes and their frequency, and comparing the frequency of themes across participants.

Transcription is a form of recording of the spoken word either using a word processor or by hand.

Written open-ended questions are qualitative questions presented in a written format.

APPENDIX D:
Women's Learning Partnership Publications and Learning Tools

WLP Leadership and Training Curriculum

Leading to Choices: A Leadership Training Handbook for Women (2001)

WLP's signature training manual is designed to train diverse groups of women in the practice of inclusive, participatory, and horizontal leadership.

Available in English, Maghreby-Arabic, Shamy-Arabic, Assamese, Bahasa Indonesia, French, Hausa, Kyrgyz, Malay, Meiteilon, Persian, Portuguese, Russian, Shona, Spanish, Swahili, Turkish, Urdu, and Uzbek.

Leading to Action: A Political Participation Handbook for Women (2010)

This manual is designed for those who are challenging themselves to play a more significant political role in their communities. Whether the goal is to be elected to office, support a campaign, encourage women to vote, or secure better legislation for the community, this handbook helps women hone their skills to take the next political step.

Available in Arabic, English, and French. Forthcoming in Persian, Portuguese, and Russian.

Making IT Our Own: Information & Communication Technology Training of Trainers Manual (2008)

This innovative technology trainer's manual is designed for use in Information and Communications Technology (ICT) training workshops and training-of-trainers Institutes. It develops technology skills for gender justice and human rights advocacy.

Available in Arabic, English, and French.

Leading to Choices: A Multimedia Curriculum for Leadership Learning (2003)

WLP's multimedia curriculum is tailored for human rights and democracy activists, educators, women leaders, and facilitators who seek to develop their own leadership skills, as well as women's capacity for achieving their social, economic, and legal rights. It consists of three video cassettes with accompanying guides. Interactive, scenario-based activities, and illustrative examples demonstrate how to create participatory and democratic learning environments, implement successful advocacy campaigns, and develop compelling messages for target audiences.

Available in Arabic, English, French, Persian, and Russian.

WLP Translation Series

The WLP Translation Series makes widely available important feminist works produced in the Global South.

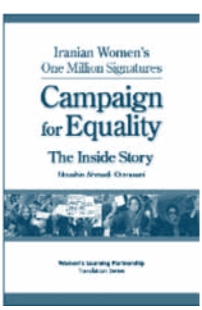
Guide to Equality in the Family in the Maghreb

by Collectif 95 Maghreb-Egalité

Family Law in Muslim-majority societies governs every aspect of a woman's life—from minimum age and conditions of marriage to divorce, child custody, and the right to work, travel, or decide on a place of residence. The reform of Family Law is therefore crucial to women's ability to participate on equal terms in both family life and public life. In each thematic module, the *Guide* presents the current state of the law, then proposes religious, human rights, sociological, and domestic legal arguments for reform, well supported by relevant data. Translated by WLP for use by English and Persian-speaking researchers and activists, *Guide to Equality in the Family in the Maghreb* is an innovative advocacy tool for reform of family law in Muslim-majority societies.

Iranian Women's One Million Signatures Campaign for Equality: The Inside Story

by Noushin Ahmadi Khorasani



This volume details the history, strategies, and values that brought together a diverse group of Iranian women, men, and rights activists for the well-known women's equality campaign. It is a valuable case study of a new model for grassroots movements in the 21st century, applicable not only in societies ruled by autocratic governments or influenced by radical fundamentalism, but also in more open and tolerant societies that have yet to achieve full equality for women.

Women's
Learning
Partnership

for rights,
development,
and peace

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