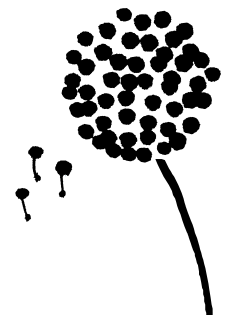


# Footsteps

No. 50 NOVEMBER 2001

INCREASING OUR IMPACT



TEARFUND

## Time to CELEBRATE!

### FROM THE EDITOR

*Footsteps to Health* began as a small newsletter for healthworkers in English in 1986. Twelve years ago, when circulation was about 1,000 copies, the name was changed to *Footsteps*, the focus broadened and other translations began to be introduced. From those small beginnings the newsletter has grown and now reaches 45,000 readers in seven official languages (and many more unofficial translations) with several staff to help maintain the work.

But that growth might still mean very little unless we knew that *Footsteps* was having a positive impact and meeting our objectives.

*Footsteps* aims to provide encouragement, inspiration and practical ideas for health and development workers around the world. Sharing useful information empowers readers to take action to improve people's lives. Huge topics like biodiversity, disability or traditional medicines are very hard to cover in just a few pages, but condensing complicated subjects into short, practical articles is at

the heart of *Footsteps'* success. We use straightforward language that makes it easier for people to translate into local languages and share. We are amazed by the wonderful responses we continue to get from readers around the world showing their appreciation. But encouraging letters are not enough. A survey was recently carried out with a random sample of readers, and their initial views are shared in this issue. A thorough evaluation of *Footsteps* is also in progress. The points raised from both will guide us in compiling future issues.

### IN THIS ISSUE

- Indicators
- *Footsteps* readership survey
- Letters
- Establishing and measuring indicators
- Myanmar Baptist Convention
- Feedback on indicators
- Bible study: Assessing your work
- Resources
- Park development in Faisalabad

Reaching 50 issues is surely an opportunity to celebrate – so a poster is enclosed as a gift for all our readers! We hope that the images and words from Micah 6 will provide challenge and encouragement to our readers as we celebrate together this anniversary of our work in sharing information around the world.

This issue of *Footsteps* raises the importance of understanding the effect of what we do (or fail to do). All of us are responsible before God to use our gifts and abilities wisely and for the benefit of others. We hope this issue will help you to take time to stop and reflect on your actions and how you might increase the impact of what you do.

*Isabel Carter*



## Footsteps

ISSN 0962 2861

*Footsteps* is a quarterly paper, linking health and development workers worldwide. Tearfund, publisher of *Footsteps*, hopes that it will provide the stimulus of new ideas and enthusiasm. It is a way of encouraging Christians of all nations as they work together towards creating wholeness in our communities.

*Footsteps* is free of charge to individuals working to promote health and development. It is available in English, French, Portuguese and Spanish. Donations are welcomed.

Readers are invited to contribute views, articles, letters and photos.

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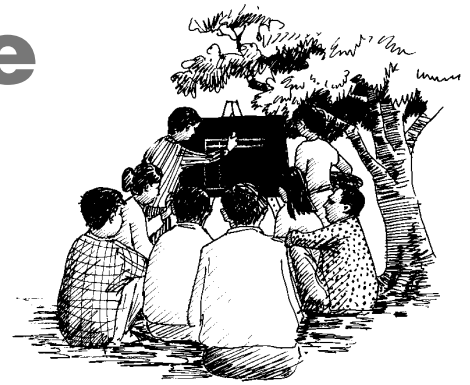
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# What is the impact of our work?



by Simon Batchelor

*Impact* can be defined as significant or lasting change as a result of a particular action or series of actions.

## Understanding impact

Talking about impact involves much more than just talking about what we have done or the tasks that have been completed (our output). For example, we might work with a community to create a new well as a public water supply. We discuss the idea with the community, make plans on how to involve it, arrange outside help and work together to dig a well. Our task is completed and a new source of water is available.

What impact has the well had on the community? We could check the quality of the water. Assuming the water is clean, then available clean water may have an impact on children's health. People may also be able to wash more frequently and may have more free time.

It may have been our intention to create the well to improve children's health.

Though our task was to build the well, our real purpose or intention was to provide clean water to improve the health of the children. This may have been the long-term objective during project planning.

Most development workers report on the completed tasks (building the well), a few on whether they achieved their purpose (families are using the well), but virtually no-one seems to measure and report on whether the original goal or objective (has children's health improved?) was achieved.

## How do we know it was us?

How will we know if our work is the reason for any change? Perhaps the communities could have tackled those problems anyway without our support and ideas. Perhaps the government was also working in the same area with a health campaign that improved children's health, and what we thought was the impact of the wells, was in fact a general change in the country.

## Working with communities

The best way to answer this question is to compare communities and to ask the community themselves. Before we begin work in any community, we should do a baseline survey in each, in preparation for our work. At a later date we can do another survey and compare those results with those of the baseline survey



Photo: Jim Leung, Tearfund

*Supplies of clean water may impact communities in several ways.*

in each location. We can also compare survey findings in different locations. This will give some indication of how the region as a whole is changing.

We can also ask the communities themselves. We can ask for their opinions about life before work started, and what it is like now. Of course, they may just tell us what they think we want to hear, so we need to gather information in different ways, using a variety of people. But if we ask people about the past, the present and, indeed, the future (which indicates their hopes), we can often tell if our work has had some impact on their lives.

### Positive and negative

Sometimes these discussions can be very interesting and revealing. For example, during discussions with a health worker, she could state how many children had been vaccinated by her team. But when the local people were interviewed, they talked only about how she did not eat their food, and how she was rude to them. The community was frightened that if they shared their real feelings, the organisation might leave altogether and they would lose their healthcare services. In discussing this together, the community found a new solidarity and began to examine their problems. As a result, they presented positive plans for arranging their own vaccinations and working with the organisation. They decided that together they would ask the organisation to move the worker from their community.

### Unintended impact

Not all impact is planned. Sometimes there is unexpected impact – which could be either good or bad. Our lives are a complicated mix of physical concerns (such as money, food and water), our relationships with other people, and our hopes and dreams. When one part of a person's life changes, it inevitably changes other parts too.

For example, suppose that when planning a well, this was the first time the community really came together to solve a problem. Maybe in the past decisions had always been taken by the Chief, and he then informed the community of his decision. How has that process of genuine discussion had an

## Measuring our impact

Whenever we make plans, we should try to answer the question, 'How will we know if our plans have a good impact?' before we begin any action. We will never really know about the impact of our work, unless we first look at the situation and understand it before taking action. A survey, known as a *baseline survey*, is needed before starting work on a programme. This is vital for measuring impact. For example, if you plan to build wells in an area, first survey not only the present water sources, but also measure things like child and adult health, time spent collecting water, social patterns etc.

Many community development programmes have complex and interlinked goals. This may make it more difficult to define what we actually hope will happen and also more difficult to decide how we might measure it. In a programme in Cambodia we set a goal – 'that people might take the initiative to work together to solve problems together'. We decided we would be able to measure this by asking people if they could identify at least two actions (per community) they had worked on together without outside help or ideas.

impact? Has it empowered people? Are there now small groups meeting together to discuss other problems and find solutions together? This could have been a very good, but unintended, impact of our process.

Suppose we held the meetings and let one person dominate and dictate. Then we might have had a negative impact on people's decision-making. Suppose we allowed the discussion to get angry and perhaps stirred up old rivalries so that the community is now less united than when we started. Suppose the traditional water source had been a place where young people could meet and talk. Perhaps the well was put in the wrong place and people are jealous. All these could be negative and unintended impacts.

These are all social impacts that depend not so much on what we do, but how we do it. The psychological impact of our work should also be considered – do people have more hope now, or have we unintentionally taken away their hopes and dreams?

We should ask ourselves if our work is having the intended impact – but we should also be brave enough to find out what the unexpected impacts are.

*Simon Batchelor is a consultant working with several organisations to support sustainable initiatives. His address is 152 Cumberland Road, Reading, RG1 3JY, UK.*

*E-mail: [simon@gamos.demon.co.uk](mailto:simon@gamos.demon.co.uk)*

*Has an unintended impact been to take away people's hopes and dreams?*

Photo: Richard Hanson, Tearfund

# The impact of Footsteps

To help us discover more about how *Footsteps* is used, a survey form was sent out with Issue 47 to 1 in 20 readers, selected at random. We have analysed the first 180 survey forms.

- We wanted to find out what respondents think of *Footsteps* – whether it is easy to read and whether the articles are interesting and useful.
- We wanted to find out about what respondents are doing with their copies – whether they are using the information for training others or for project work, and whether they are translating articles.
- In order to improve the impact of *Footsteps* in the future, we wanted to know which topics you hope to see covered in future issues.

### Readership profile

As we discovered in the 1993 survey, the majority of readers who responded are male (75%) and over half have a university degree. Most of the *Footsteps* respondents (63%) are between 31 and 50 years of age.

Respondents are involved in a wide range of types of development work. While only 13% regard themselves as working directly in development, education and training accounts for 31% of respondents, facilitating and support for 19% and management and administration for a further 16%. Areas of work are dominated by agriculture (17%), health (21%) and the church (21%).

*The Footsteps production team, pictured at Tearfund's UK headquarters in Teddington recently. From the left: Sarah Carter and Judy Mondon (Administrators), Isabel Carter (Editor), Rachel Blackman (Sub-editor), Sheila Melot (Language Editor) and Bill Phelps (Designer).*

### Availability

Over 90% of respondents share their copy of *Footsteps* with other people. Over one-fifth of respondents share it with at least 20 other people. Less than 1% of respondents throw *Footsteps* away after reading it.

We are encouraged to hear that many people are translating parts of *Footsteps* (45% of respondents). *Footsteps* is translated into many local languages with over 60 languages mentioned by the respondents so far.

### Use

Over one-third of respondents regularly use *Footsteps* for teaching or training, while over half do so occasionally. Over 20% use *Footsteps* for training groups of over 100 people.

Around 75% of respondents receive newsletters other than *Footsteps*, but less than 3% of respondents receive more information resources than they can read! Respondents find *Footsteps* useful for obtaining other resources, with 45% requesting resources reviewed in

*Footsteps*, most of which were free of charge.

### Your comments on specific editions

In the survey, we asked for feedback on issues 43–46, to find out what practical action you had taken. Many people had discussed the information in their workplace and used it to train others. People have also used some of the ideas in development projects.

#### Footsteps 43: TRAINING

'It is helping me to train many people in sustainable agriculture.'

'We use the ideas in *Footsteps* because they do not require money.'

'I used the material to train 50 volunteers who are now helping communities to manage change.'

#### Footsteps 44: AIDS

'We have made a theatre and used puppets to teach extension workers.'

'We found the material to be the right level for use by 1,400 leaders working with children's groups.'

'We have shared the material on HIV/AIDS with church members and this has begun to change attitudes.'

'My students used the materials in *Footsteps* to form a writers' club to share information about HIV/AIDS.'

#### Footsteps 45: ADVOCACY

'This issue inspired us to speak out for children and older people.'

'We have found the six-step cycle in advocacy to be easily understood by village communities.'

'We are training one person from each of 25 villages to speak out on behalf of others.'



Photo: Jim Loring, Tearfund

## Footsteps 46: TECHNOLOGY

'I adopted the ideas to improve the poultry farming which supplements my income.'

'We used the information on rainwater harvesting to develop a project proposal.'

'I organised some practical classes for 10 women and 21 men and taught them about the sawdust stove and biogas converter.'

## Other comments

Most respondents (87%) believe that *Footsteps* is either helpful or very helpful in their work. Many added encouraging comments. A quarter of respondents share *Footsteps* articles with their local media – radio (14%), newspapers (17%) and TV (2%). Respondents highlighted a lack of resources, both financial (34%) and physical (23%), a lack of skills and skilled workers (15%), and AIDS (10%) among the key problems they face. Training (29%), sharing information and resources (17%) and promoting sustainable development (14%) were the most common objectives for the next ten years.

## Readers' comments

'I like *Footsteps* most because it has a lot of world-wide information.'

'It is an excellent fountain of practical ideas and exchange of information.'

'I like the drawings describing useful methods and new technologies.'

'It is a good magazine which identifies with the people of my country, enriching our knowledge.'

'We have been stimulated by everything we read.'

'I can hardly do my job without *Footsteps*.'

'*Footsteps* animates us.'

'It provides good material for field workers.'

'The resource pages allow me to access other written material.'

'The illustrations are very good.'

'A star paper in every way. It teaches, advises and promotes health and development.'

'Keep up the good work!'

'*Footsteps* is like a Bible for our organisation.'

Thank you to all who have replied. We have been encouraged to hear about how *Footsteps* is being used around the world and we look forward to covering the subjects you have requested in future

issues so that *Footsteps* can have the greatest impact possible. If you haven't yet returned your survey form, we would like to encourage you to do so as the information it contains will still be used.

# Footsteps in Mozambique



Readers of *Passo a Passo* in Mozambique find that the personal experiences reported in the magazine serve as an example and inspire others to put into practice what they read. CORD, an organisation in the north of the country, plans to translate *Footsteps* into the Macuan language. In order to find out how useful the magazine was before beginning work, CORD carried out research in four provinces in their region.

A team of 58 people received training from Jorge L Ramos, Director of CORD, before carrying out the research in May 2001. They visited an astonishing total of 350 churches, 800 church leaders and 250 community leaders in the four provinces. They met with church and community leaders and gathered information using participatory methods, including mapping and informal interviews.

In one province, Nampula, about 120 leaders were already aware of *Passo a Passo* and liked its ethos and teachings. They had learned practical techniques from it. Some things which had appeared impossible to achieve now seem within reach, given better planning and determination.

Our interviewees spoke on behalf of many – Rosalina Albino said...

## Adapting Footsteps for your region

**EDITOR'S NOTE** We send our design files on CD-ROM to groups such as CORD who are able to organise the translation, layout and printing of *Footsteps* in local languages. They must have the necessary skills and software (Quark Xpress) to do this, together with experience in printing and distributing materials.

'I am 57 years old, and live in the province of Nampula. Until last year I saw few development opportunities. But now women are working in groups to earn money – thanks to the people who arrived in our region and showed us a magazine called *Passo a Passo*. Unfortunately, it is written in Portuguese, which we are unable to read, though we can read our Macuan language. We hope this initiative continues and bears fruit, giving us more information and exchange of experiences. We are very happy in our group because the team who promoted this magazine give spiritual encouragement and this has helped some of the group to become believers.'



## Peruvian Goodwill Industries

We are a private, non-profit-making organisation, established in 1970, which trains young people with Downs Syndrome and with other speech, hearing, learning and physical difficulties. Our main aim is to encourage them into social and productive activities as useful and responsible individuals. Our other objective is to actively involve their parents in this process.

We offer training through workshops in carpentry, gardening, pottery, shoemaking, dress-making, cooking/baking and agroforestry. The training seeks to develop their abilities, skills and working habits, actively encouraging them to prepare for independence and work.

Students must be over 15 years of age and keen to learn.

We have a permanent exhibition/sales room where items made by students and donated articles are for sale. We take in every type of recyclable material.

*Emilia Ramond Tejado, Director  
Industrias Peruanas de Buena Voluntad  
Calle Vulcano 191  
Urb. Vulcano  
Lima 03  
Peru*

## A cheap and powerful disinfectant

In the present difficult economic situation, many animal vets have fewer and fewer treatments available to them. But they have to continue to help farmers with their services and are aware of how little money is usually available to them. Effective and cheap treatments become essential. Dakin solution is a very powerful disinfectant which can be used both for disinfecting small pieces of

equipment and also for disinfecting and treating skin infections, such as found in rabbits' paws.

### Preparation of Dakin solution

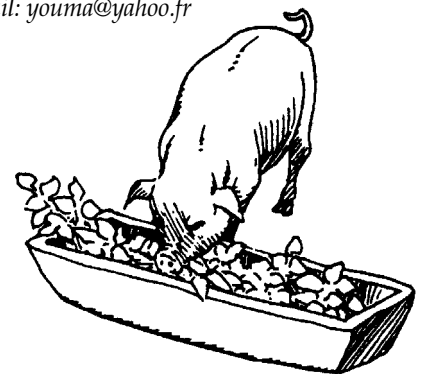
First make a permanganate solution by dissolving a 0.5 gram permanganate tablet in one litre of water.

To prepare Dakin solution take one litre of filtered water and add:

- 10 tablespoons of bleach
- 5 tablespoons of the permanganate solution.

*Yoummie Amos*

*E-mail: youma@yahoo.fr*

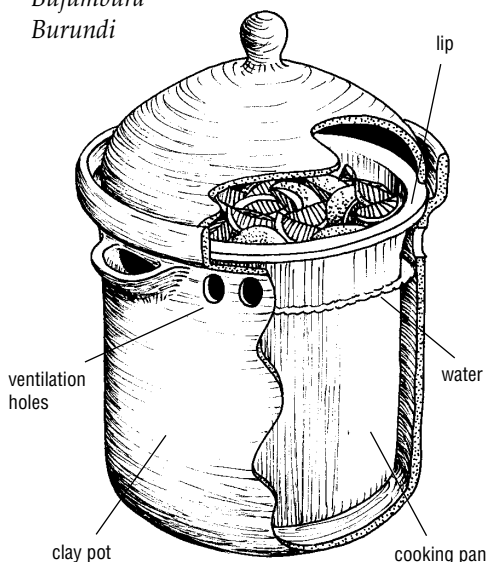


## Food cooler

Keeping vegetables and fruit fresh is very important. Here is a simple idea for a low-cost cooler. Take a large deep cooking pan, with no handles, to the local potters. Ask the potter to make a large, unglazed clay pot with a lid and a rim or ledge inside which can support the pan. The pot needs to have a lip through which water can be poured, some ventilation holes and a wide space between the walls of the pot and the pan.

Fill the pan with clean fruit or vegetables and place in the pot. Keep out of direct sunlight. Put a lid on the pot and fill with water through the lip. Check the water level daily and keep filled. Water in the pot evaporates in the heat and will keep the pan inside cool so that fruit and vegetables remain in good condition for three or four days.

*Pascal Kazadi-Tshindinda  
ADCO/EEAC  
BP 1377  
Bujumbura  
Burundi*



## Art for school fees

The Movement for the Congolese Child (Mouvement pour l'Enfant Congolais – MEC) is a new Christian NGO in the Democratic Republic of Congo. It provides support for children in need. Many of its workers are university students who began by consulting with children. They discovered that many children fail, and give up school, not through lack of intelligence, but because their parents are unable to pay their school fees. MEC has therefore set up children's clubs in the poorer areas of town and is encouraging children to attend training during the holidays. The month-long training is free and teaches children artistic skills such as drama, pottery, painting and design. It begins with Bible study, lasts for about three hours a day and is followed by time for relaxing with games and sports.

At the end of the training, the children hold an exhibition to which parents and art-lovers are invited. Funds raised help each child to pay for the next year's school fees. Children are encouraged to continue with the skills learned at home, to help them learn and earn money.

A theatre team is also at work, providing Christian theatre and performing plays in French by children from 8 to 16 years of age. The MEC hopes to make a video recording of all these plays, for wider distribution and would welcome ideas and support.

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## Traditional medicines

In a country like Honduras where general medical care is poor but 'western' medicines are expensive and often improperly used, your issue on traditional medicines comes as a welcome contribution. Many of Honduras' poor have lost their herbal medicine traditions and have nothing to replace them with except expensive and often unavailable western medicines. Herbal medicines have no prestige and are associated with poverty. There is a great need for 'a change of heart' and the *Footsteps* presentation will be a great help here.

Of course, there are unscrupulous local healers who often use injections to give themselves a false prestige. It takes a lot of patience and persuasion to suggest to

people that these are unnecessary and can be dangerous.

However, the traditions of herbal medicine are alive in this part of the world and even flourishing in some places. I can recommend two books in Spanish, one for use with community groups with little knowledge and the second a more detailed work: *Manual Popular de 50 Plantas Medicinales de Honduras*, and *Plantas Medicinales Communes de Honduras*, both by Paul House, Sonia Lago et al, Universidad Autónoma de Honduras.

Nigel Potter  
San Jose Marcala,  
Depto  
CP 1520, La Paz  
Honduras



## Fighting for AIDS awareness

Do you find it hard to get people's attention and start a serious discussion? How about trying these approaches suggested at a recent conference on health education.

In many places, a crowd always gathers to watch if a fight starts... So our two health educators started to fight each other. Then, when a good crowd was watching, they stopped the fight and began to talk about AIDS issues!

In many countries, discussions are common when travelling in public transport. Two health educators sat down in a bus and began a heated discussion about HIV/AIDS, taking different attitudes to it so they could really argue fiercely. After a few minutes, they got off the bus, and a third educator turned to the other passengers and said 'Well, what did you think of that? I think...' and the discussion was launched!



'And make sure you wash the pans properly.'

Shared by Sheila Melot from presentations at the 17th World Conference on Health Education and Health Promotion, Paris, 2001

## Impact – some useful words

The following definitions each have an example from a well building programme

**Activities** What is actually done

- Building of wells
- Hygiene education

**Evaluation** An assessment, at a specific time, of the effects of a programme

- Assessing whether water use in the village has changed and whether the wells have influenced household hygiene and sanitation

**Goals** Long-term aims for impact

- To improve health in target population

**Impact** Long-term and sustainable change resulting from an activity

- Long-term effects on the health of local people, social relationships in the village and the position of women

**Indicators** Evidence or signs that change has taken place

Quantitative indicators are those which can be measured or counted

- Number of people collecting water from the wells

Qualitative indicators are those gained by observation and perception

- Local people's views about the changes caused by the wells

**Inputs** Physical and human resources used within the programme

- Tools, bricks, labour...

**Monitoring** Continuous process of observation to record, reflect and use information regarding progress

- Use of resources, progress of activities, changes towards meeting programme objectives

**Objectives** Results and outcomes the programme is expected to achieve

- To increase the amount of clean water used in village households

**Outcomes** The effect on the original situation due to the programme

- Increased use of clean water in households

**Outputs** What is produced as a result of completed activities

- Completed wells producing clean water

## Establishing and measuring indicators



### Indicators

An indicator provides evidence or signs which show that change has taken place. Good indicators should be clear and understandable to everyone involved. Indicators can either measure or count results, or can use words to describe how people feel about changes. Daily egg production, tree growth, number of girls attending school – are all examples of indicators.

### Baselines

To measure impact effectively, you first need a 'baseline' or starting point to understand the situation before any activity is started. Without this knowledge it will be difficult to identify the impact. There are two kinds of indicators – quantitative indicators, which can be expressed in numbers, and qualitative indicators, which measure changes in attitude and behaviour. Examples of quantitative indicators include literacy rates, average household income, number of children in school, crop yields, number of meals a day, eggs per day. Qualitative indicators would include levels of participation or decision-making ability, for example.



### Some common problems

Programmes that seek to raise awareness or educate people about their human rights may find it more difficult to work out baseline indicators. But just because changes in attitude cannot be measured in numbers, it does not mean they can be ignored. Qualitative data is very important in understanding people's feelings and attitudes.

### Encourage participation

If planning is carried out in a participatory way, and people are encouraged to share their observations and experiences, it will often be easier to identify relevant baseline information and indicators. Encourage participation in collecting information about indicators and measuring impact. It is very important that the right people own indicators, especially if it is their behaviour that is being measured.



### Be flexible

Good planning is important, but development work doesn't always go as planned (indeed, very often activities may change from the original plan). Don't rely on just one or two indicators. Instead, choose a range of indicators that are more likely to capture the full range of changes taking place. Indicators should help people understand the processes taking place and encourage a sense of ownership in a programme.

## Involving the

### Ranking

Useful for comparing both measures and feelings. For example number of pumpkins harvested weighing less than 2kg, between 2kg and 2.5kg, and over 2.5kg.



*A ranking exercise using stomach sizes!*

### Counting

A simple way to count a range of answers is to use a tally – which simply bundles together five responses. 28 responses would be recorded like this:



### Listening

Take time to listen to what people think about their lives. Find out what is important to them, what their hopes are, what they believe is important. Open-ended questions beginning with 'how' or 'why', and a listening ear are very valuable in measuring impact!





# community

## Mapping

Encourage people to draw a map of their local area to explain changes.



## Percentages

Reporting that 5 people out of 28 thought the development worker useful during a baseline survey and that 9 people out of 33 thought him useful two years later, doesn't really make the impact very clear. Percentages make it easy to compare different figures:

$$5/28 \times 100 = 500/28 = 17.85 \text{ (round up to 18\%)}$$

$$9/33 \times 100 = 900/33 = 27.27 \text{ (round down to 27\%)}$$

(NB If a figure ends with .5 or higher, round up; if less than .5, round down.)

Now you know that after two years the number of people who found the development worker useful increased from 18% to 27%. Try working out the remaining figures from the table below for practice!

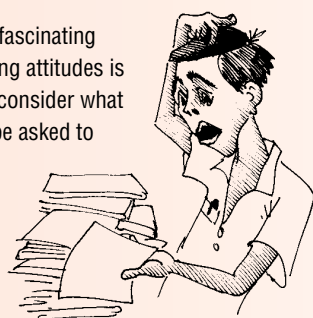
Always remember that you need the total number of people to work out a percentage. If you are measuring literacy rates and 21 people in a meeting say they are literate in French, this figure is of no value unless you also count the total people present. Twenty-one out of 38 people gives a literacy rate of 55%.

## Coding

Asking people what they think about things may result in all kinds of fascinating information that nobody knows what to do with! One way of measuring attitudes is to 'code' a range of attitudes. For example, people could be asked to consider what they think of a development worker from a nearby NGO. They could be asked to select one of the following answers:

*very helpful, useful, OK, not very useful, unhelpful.*

A few relevant quotes could then be added to highlight particular points. Coding can also be done after information is gathered, if appropriate – but this may take longer to analyse.



Attitudes to worker	very useful	useful	OK	not very useful	unhelpful	TOTAL
Baseline survey 2001	2	5	6	8	7	28
Assessment 2003	11	9	9	4	0	33

SOURCE	NEW TECHNIQUE			TOTAL
	modern farming	improved crop varieties	broiler chickens	
women's group	1	1	0	2
radio	3	1	4	8
husbands	2	0	2	4
SAFA NGO	5	5	5	15
<b>TOTAL</b>	<b>11</b>	<b>7</b>	<b>11</b>	

## Matrix

Useful when comparing different activities or responses. For example, members of Tuliwalale Women's Group, Uganda, were asked about the information they received from various sources about three new agricultural techniques. They were asked to rank how useful the information was on a scale of 0 (very poor) to 5 (excellent). They thought the NGO, SAFA, gave the most useful information. Less information was available about new crop varieties.

## Be sensitive

Be careful in choosing who should interview and discuss change with community members. Sometimes this is best done by outsiders who are not worried about losing their jobs if a programme has not been successful. But if outsiders are used they must be sensitive and put people at ease.



## Build relationships

Although there are tools for helping people express their opinions, people will not discuss their real thoughts and sensitive facts with others unless they have a good relationship with them.



## Myanmar Baptist Convention

### Evaluating their impact

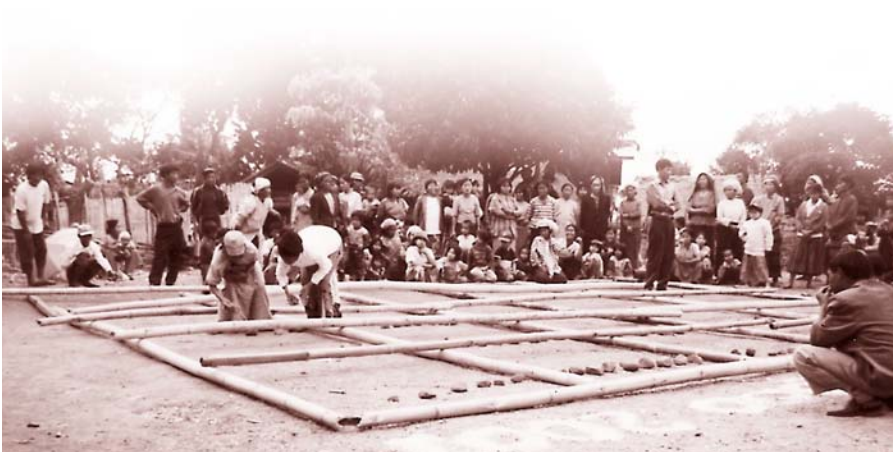


Photo: Simon Larkin, Tearfund

The Myanmar Baptist Convention was formed in 1865 and is the largest Christian organisation in Myanmar. It works with 16 regional language conventions around the country.

The Christian Service and Social Development Department within MBC (known as the CSSDD) has worked in partnership with Tearfund for a number of years on a capacity-building programme. This was planned jointly during 1996 in order to build up the capacity of local leaders. It involved three aspects:

- Leadership training
- Seed funds (start-up funds) for community-based initiatives
- Building up sustainability.

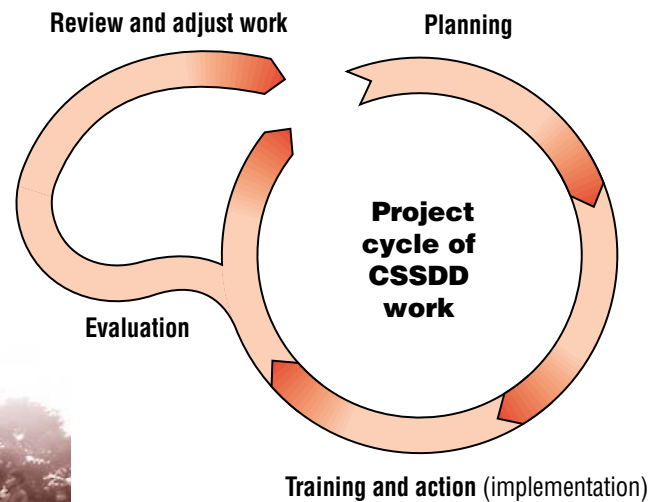
The programme was based around a series of training workshops. The training was targeted at three levels – development directors, development workers and the communities. Each regional convention was invited to send its development director and to select a number of development workers according to the size of the convention. Some conventions, such as the Kachin, Karen, Zomi and Lahu were very enthusiastic, while others did not take the training opportunity seriously and selected only one worker. Several senior management personnel and ten development directors attended.

The programme took place over a period of three years from 1997 under the guidance of Louie Cadaing, a trainer from the Philippines. Louie ran three training workshops covering the above subjects and each training was repeated three times. Each workshop lasted ten days with a six month break between them. Initially 85 trainees began but only 69 trainees completed all three training sessions and shared the teaching within their own language areas. These trainees then had access to seed funds for initiatives within their communities.

From the beginning, evaluation was built into the planning. A baseline study was carried out. Every 3–4 months an internal review took place to provide a quick assessment of how things were going.

#### Process of evaluation

Tearfund and CSSDD agreed dates for a final joint evaluation but in fact only one person from Tearfund was able to attend. Instead this time was used by Louie and the CSSDD staff to discuss and plan for the evaluation. This pre-evaluation became a very powerful time. It gave the opportunity for MBC staff to own the



evaluation. They planned the extent of the evaluation, drew up the necessary questions and planned teams and venues.

The evaluation took place several months later. It looked at the impact of the capacity-building training by considering how effectively the trainees had shared their training and then facilitated an appropriate project using seed funds. There were three teams of three evaluators including MBC staff, consultants from within Myanmar and Tearfund staff.

There were two days of initial preparation, briefing and training. The evaluation team agreed the following ground rules:

- Freedom to check out ideas and opinions with other team members

#### Five finger planning method



**What** is the purpose of the evaluation and who is asking for it?

**How** will information be gathered?

**Who** will be involved and what resources will they need?

**Where** will the work be done?

**When** will it take place?

- Freedom to allow people to tell their stories
- Confidentiality for participants
- Conclusions must be based on evidence.

Due to excellent advance planning by MBC, the analysis with communities took just three days. One team stayed in Yangon visiting NGOs and MBC leaders. The other two teams visited a total of five communities and six convention leaders. The communities enjoyed the participatory activities including mapping, ranking and polarisation. The openness of Tearfund staff and the other evaluators encouraged everyone else to be open.

## Objectives and indicators

The evaluation included the following objectives:

- What was the impact of the training programme on the participants?
- What was the impact of the seed fund programme?
- How much impact did the whole programme have on the poor?
- How easily could the programme be replicated?

A number of indicators were agreed for the evaluation such as:

- whether trainers had passed on their training to others
- growth in confidence and skills of trainers
- increase in trainers' awareness of development issues
- sustainability of projects
- whether projects were meeting needs expressed by the village people
- changes in people's attitudes and socio-economic situation
- replication of project ideas
- whether projects were tackling the perceived root causes of poverty.

Participatory methods, observation and discussion were combined and used very effectively. For example, villagers were asked what their biggest problems had been during the last three years. They drew a table in the sand and graded the problems using one to ten stones: the more stones, the bigger the problem. They did this for each of the

## Check-list for impact evaluations

- **Ensure that all the key people are involved in planning the evaluation.**
- **Plan to evaluate impact from the beginning.**
- **Encourage the beneficiaries to participate fully.** The exercises and friendly atmosphere encouraged people to relax and enjoy the participatory evaluation exercises.
- **Be clear about the reasons for evaluating impact.** Evaluation was done to discover the impact of the work of the programme on the poor and to enable reflection on whether a change of direction was needed.
- **Use the findings.** Too often evaluation reports sit on shelves and gather dust! MBC and Tearfund have based all future planning around the findings.

last three years. The results highlighted a lack of knowledge and new techniques, lack of capital, poor communications and support for micro-enterprise. Evaluators then discussed how effectively the project had helped with each of these problems.

The examples were very varied. In one village the community had used the seed funding to bring water to the village via pipes from a water source one mile away. This had been tried years earlier, but without the right materials. The water was now distributed evenly around the whole village and many people had started little kitchen gardens with the extra water available.

However, another project, providing pigs to poor families, had not worked so well. Some of the pigs had died of disease under village conditions. Some families ended up using their own food supplies for the pigs' food. People were more used to looking after local breeds of pig. There had been little discussion before the project to find out what the village people wanted.

There was a debriefing of one day, followed by analysis of the findings. The content of the evaluation and recommendations were agreed together.

Over half the trainees had shared information from their training. The seed projects had the potential to help the poorest people in their communities in a cost effective way, though some were much more effective than others. Sustainability was a concern. MBC staff commented, 'Now we realise how important community involvement is'; 'Participants' attitudes have changed considerably and they are now open to working with other language groups.' They appreciated the methods used and the opportunity to reflect on the impact of their work and plan accordingly for the future.

CSSDD, MBC, PO Box 506, Yangon, Myanmar.



*Piped water has enabled many villagers to start their own garden.*

## FEEDBACK ON Indicators

### Impact of electricity

One way that we measured the impact of bringing electricity to a village was to go back and ask people to consider how electricity has changed their lives. We divided the villagers into men's, women's, and children's groups. Some of their comments were:

- 'Now my mother can read her Bible at night.'
- 'Now we can watch TV.'
- 'Now we can grind corn at night.'
- 'Now the children can do their homework at night.'

*Bob and Haedy Liu, Project Grace, China*

### Women's status

One issue raised by health members working with Jamkhed Comprehensive Rural Health Project concerned the status of women. These indicators were chosen by village workers to show whether women's status had improved or changed as a result of their work:

- Women able to participate in decision-making in the family.
- Women allowed to speak to leaders.
- Women able to participate in village affairs.
- Women actively involved in literacy classes.

The indicators were measured before and after their work with communities.



Photo: Jim Loring, Tearfund

### Impact on the poorest



Photo: Mike Webb, Tearfund

If a person has one piece of clothing and you help her obtain another, that is a tremendous development. To have a change of clothes opens up the whole world and re-establishes her human dignity.

If someone who can afford only one meal a day moves to a situation where they can afford two meals a day, that is development of the highest order.

Keep your eyes on the poorest people.

*Muhammad Yunus,  
Founder of Grameen Bank*

### Invisible impact

At a recent consultation in Oxford, UK, where 140 people from 50 different nations met together, many shared moving stories of the impact of their work on the communities they served. These included children rescued from prostitution, drug addicts freed from their addiction, violent societies being transformed and working together. Lorraine Muchaneta working with FACT (Family Aids Care and Trust) in Zimbabwe, talked of her work with those infected with HIV and their families. She and her volunteers spend time with dying patients and their relatives and friends, giving them comfort, hope and value. She commented that while their impact on the carers and the changes in attitudes within the Church are visible; with the terminally ill themselves, the fruits of their work are not seen on earth. However, many make their peace with God before they die. Some of the impact of our work may only be fully enjoyed when we reach heaven.

*Rose Robinson*

### Impact of new wells

When a new well was built in a village in Myanmar, people who used the well were asked to mark with a piece of chalk on a nearby wall to show the time of day. Over several weeks this simple exercise both helped assess the use of the well by villagers, and also helped the users to plan their visits to the well, thus avoiding delays at the busiest times.

### Violence on the streets

Participants at a workshop on conflict resolution in Port Moresby, Papua New Guinea, discussed indicators to measure violence. One suggestion was to measure the amount of broken glass swept up on the city's streets each morning. Another was to ask women whether they were willing to walk down certain streets.

## Questions to help assess impact

To measure impact is very difficult, but extremely important. When you write proposals, set up goals which are possible to measure.

On the first day of a training course, ask people ten questions relating to the training. Then ask the same people the same questions at the end of the course.

I encourage every trainee to use a diary to record their daily activities and plans. This helps them to look back and see what they have achieved during a certain time. This helps them to consider if they are meeting the goals in the original proposal.

*Rodhe-Maria and Martin Klopper,  
Jian Hua Foundation, China*

## Persecution

Tearfund partner Armonía, in Mexico, has made the interesting observation that the level of persecution their staff suffer can act as a useful indicator of their impact on the local community!

'We try to be loving, careful, patient and wise in the way we do things, presenting our Christian values with a servant attitude so that people do not react against us. However we have discovered that harassment often occurs when we are successful.

We have seen people get angry when we change values within a community. When we succeeded in our teaching campaign against alcoholism, people got angry, began to gossip about us, even saying that we were evil people that stole children. Another time we were effective in encouraging people to use their own means of transport to help one another. Some local taxi drivers realised they could not exploit

people any more and became very aggressive towards us.

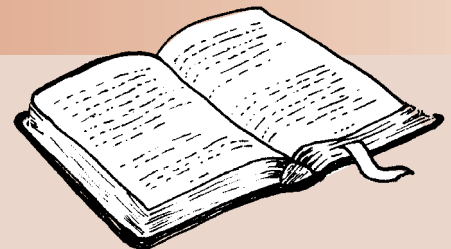
It is interesting that we have never been harassed because we have Christian meetings, pray, sing and study the Bible. However, what is clear is that our success in destroying wrong things within a community, such as the selling of drugs or helping people not to be enslaved by others, has caused us problems. We believe that the best explanation for this is that Christian work within a community brings light into the darkness. Some people will not like the light because they are children of the darkness.'

*Saul Cruz, Armonía, Mexico*

## BIBLE STUDY

# Assessing our work

by Danladi Musa



The Bible has many examples of occasions when people's lives and activities are examined, usually for the purpose of strengthening their relationships with God.

### Read Genesis 1: 31

We are told that, 'God saw all that he had made and it was very good'. After working for six days, God looked back at what he had done and saw everything he had made. This was clearly an assessment of his handiwork. Having satisfied himself that all he had made was very good, he rested on the seventh day. The first activity that took place in the world was thus evaluated.

• *If God who is all powerful, perfect and holy, assessed his work, what does this mean for us who are his followers and children? Discuss how and how often we should look back at our work.*

### Read Lamentations 3:40

God's people are encouraged to examine their ways and test them in order to return to a good relationship with God. The act of examining and testing our ways is essentially evaluation.

• *Should Christians, either as individuals or organisations, wait for an outsider to come and examine them? Or is this something we should*

*do for ourselves? Discuss how evaluation will help us to know whether we are really doing God's will.*

### Read 2 Timothy 4:7-8

The apostle Paul was able to say with confidence that he had kept the faith and finished all that God had asked of him.

• *Why was he so sure of himself? Are you able to look back over your life in such a positive way? What is the reward that is in store for us?*

Many churches and development projects do not evaluate their work unless there is some problem, crisis or a request from a donor agency. Evaluation requested from donors can be seen as a lack of trust and viewed with suspicion. However, it is apparent that this is not the biblical perspective. Christians need to see evaluation as something positive that we should do ourselves for our own benefit to help us live our lives in the way God wants us to. It will also help us to avoid making serious mistakes.

*Danladi Musa is a Regional Advisor for Tearfund based in Jos, Nigeria. He was Executive Secretary of CRUDAN for many years.*

## Books Newsletters Training materials

### PATH's delivery kit

Delivery kits are simple kits containing essential items for ensuring the clean delivery of babies, either at home or in health clinics. They contain easy-to-use items recommended by WHO (World Health Organisation). These include:

- soap for hand washing
- three pieces of string for tying the cord
- one new stainless steel blade for cutting the umbilical cord
- one plastic sheet to use as a clean delivery surface
- diagrams showing how to use contents.

Other items can also be added such as:

- eyedropper
- torch.

Kits are produced in a number of countries, including Malawi and Nepal. PATH has just produced a step-by-step guide for organisations interested in developing a locally based delivery kit programme. This approach can be used in any country setting. Copies of the manual are available free of charge from:

PATH, 4 Nickerson Street, Seattle, WA 98109-1699, USA.

E-mail: [apallat@path.org](mailto:apallat@path.org)

Website: [www.path.org](http://www.path.org)



A sample delivery kit for organisations interested in producing these can be obtained from:

MCHP, Anamnagar, PO Box 7136, Kathmandu

E-mail: [mch@ecomail.com.np](mailto:mch@ecomail.com.np)

Website: [www.mchp.org.np](http://www.mchp.org.np)

### Impact assessment for development agencies

Chris Roche

This is a detailed and complex study, which argues the need for impact assessment to take place throughout the development process, and to be concerned with lasting change. Ten case studies help illustrate all kinds of issues concerning impact assessment. The book has 308 pages, costs £9.95 and is available from Oxfam (address below).

### A Basic Guide to Evaluation for Development Workers

by Frances Rubin

This is a short book outlining the basic practical issues around evaluation and a useful guide through the whole process. It is aimed at NGOs and written simply and clearly. It has 96 pages and costs £5.95 from Oxfam.

Further information on the above two books and the cost of postage can be obtained from:

Oxfam

c/o BEBC Distribution

PO Box 1496

Parkstone, Dorset

BH12 3YD, UK

E-mail: [oxfam@bebc.co.uk](mailto:oxfam@bebc.co.uk)

Website: [www.oxfam.org.uk](http://www.oxfam.org.uk)

### Participatory Impact Monitoring

by Dorsi Germann, Eberhard Gohl and Burkhard Schwarz

This is an excellent, well illustrated series of four booklets designed to help people in self-help projects improve their impact. The purpose of Participatory Impact Monitoring, or PIM, is to help groups involve their members in observation, reflection and decision-making and to strengthen the group and ensure their activities meet the needs of group members. The booklets are full of practical ideas to encourage participatory learning.

**Booklet 1** introduces the concepts, establishing indicators and recording information within groups.

**Booklet 2** extends the concepts to organisations.

**Booklet 3** contains a number of field studies from around the world

describing their use of PIM and the outcomes.

**Booklet 4** looks at the various steps for using PIM during the project cycle.

The PIM concept was developed by several organisations. The set of four booklets is available in English, with booklets 1 and 2 also available in French, Spanish and Portuguese. The booklets are out of print but can be downloaded free of charge from the website below. Click on *publications* and then *economics/management and monitoring*.

GATE

PO Box 5180

D-65726 Eschborn

Germany

Website: [www3.gtz.de/gate](http://www3.gtz.de/gate)

For queries about PIM, FAKT can be consulted...

E-mail: [fakt@fakt-consult.de](mailto:fakt@fakt-consult.de)

### HIV/AIDS – World Concern

World Concern, Myanmar, has developed a series of three sessions on the subject of HIV/AIDS to use in raising awareness and response among participants. Each session takes up to two hours. The first uses simple quizzes to explore people's perceptions of HIV and AIDS. The second session uses a video to increase understanding of the issues real people face with HIV/AIDS infection and to consider how people should respond. The third session uses an open ended story of how a family responds to HIV/AIDS infection. Though based on Myanmar, these sessions would be of value in any situation and the explanatory notes are available free of charge from:

World Concern, Myanmar

37/1 Phetburi Soi 15

Bangkok 10400

Thailand

E-mail: [wc@mptmail.net.mm](mailto:wc@mptmail.net.mm)

The video in English is available from:

Mr Chris Lowenstein

Producer, Living Films

PO Box 241, Chiang Mai 5000

Thailand

E-mail: [chris@livingfilms.com](mailto:chris@livingfilms.com)

Copies of the video are also available in Burmese and Jinghpaw from World Concern, together with the original English transcripts for organisations

wishing to translate this into other languages.

## Partners in Evaluation

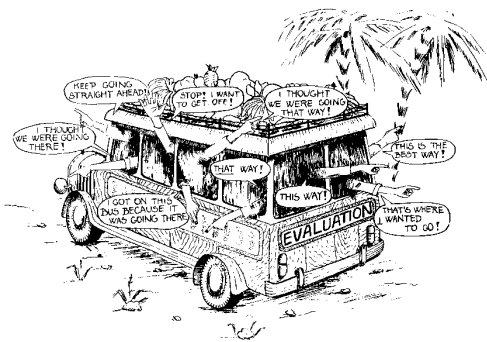
by MT Feuerstein

A simple and practical guide to evaluation, packed full of good ideas and illustrations. Just as relevant now as when it was first written 15 years ago. The book has 196 pages and costs £6.75 including postage. It is available from:

TALC

PO Box 49, St Albans, Herts, AL1 5TX, UK

E-mail: [talc@talcuk.org](mailto:talc@talcuk.org)



An illustration from Partners in Evaluation.

## Six outils pour construire des partenariats durables

(Six tools for building sustainable partnerships)

This pack of six small booklets (42 pages in all) is designed to help grassroots organisations prepare for a programme with a partner. Each booklet is designed for group discussion. Different points of view from grassroots leaders are included to stimulate the group's own opinions and conclusions. This helps build up confidence and ability to form strong partnerships. The booklets include titles such as *Knowing Ourselves*, *Knowing a Partner* and *Carrying out a Project and Building Confidence*.

The pack costs 6,000 FCFA to readers in Africa and is available from:

GRAD, 228 Rue du Manet, 74130 Bonneville, France

E-mail: [grad.fr@fnac.net](mailto:grad.fr@fnac.net)

GRAD works with NGOs and farmers' organisations in Africa and also has a catalogue with many other resources that may be of interest to readers.

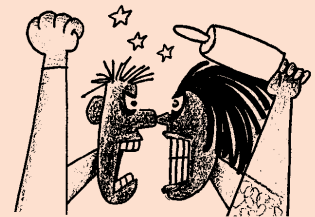
## Better food please!

In Sao Paulo – SP, Brazil, recent studies organised by the government revealed there were about 9,000 homeless people in the city. Most are men who sometimes earn a little money from sorting rubbish. Almost half lack any type of official papers. Though the majority of homeless people are younger, the studies found that one fifth were above 50 years of age.

The 'Sitio das Alamedas' is a pilot project established by the Department for Social Services of São Paulo. It serves as a temporary home for 40 elderly homeless people. The objective is to build their confidence and sense of belonging and then encourage them to return back into society.

The residents themselves decide on the rules for the functioning of the house and share work on a rota system for household tasks such as cooking and cleaning. A participatory study took place in order to identify difficulties concerning cooking in particular. The main difficulties noted by the residents were:

- Problems with relationships
- Lack of organisation
- Little knowledge of cooking skills
- Waste of water and food
- Risk of accidents particularly due to alcoholism
- Lack of hygiene.



Another meeting then took place with the residents to work out some suggestions together to solve these problems and encourage good cooking practice. These included:

- Improving diets by reducing the quantity of salt, sugar and cooking oil used
- Donating left-over food to the slum at the end of each day
- Organising regular meetings to help organise the work
- More supervision from the cook for teams experiencing difficulties
- Teaching on personal hygiene and food hygiene
- Providing aprons and caps to keep hair up.



To avoid accidents it was suggested that:

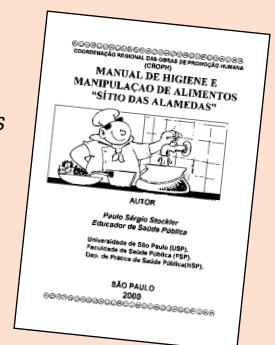
- No one who had drunk alcohol should enter the kitchen
- People should give greater concentration to their work in the kitchen
- Long trousers, closed shoes and aprons should be worn
- Broken equipment should be quickly replaced or repaired.

These suggestions were used as a basis to produce two illustrated booklets on cooking. The first, with helpful advice on improving organisation, used 'comic strip' stories and showed characters drawn from the elderly residents themselves. The second discussed personal hygiene and food hygiene, and included learning activities such as wordsearches, jokes and crosswords. The booklets were used in workshops with the residents.

The residents were very happy about their improved knowledge of cooking. Lessons were quickly learnt and put into practice. Regular weekly meetings with each cooking team helped in the organisation of the work. Through working together to identify and solve problems and difficulties, people felt valued and strengthened. There was a considerable improvement in relationships and many improvements in hygiene, diet and cooking standards.

Contributed by Paulo Sérgio Stockler, a public health educator and post graduate student at the University of São Paulo. His address is Rua Capão da Serra 51, Jardim da Saúde, São Paulo – SP Brazil, CEP: 04289 090. E-mail: [paser28@ig.com.br](mailto:paser28@ig.com.br)

Copies of the two booklets in Portuguese are available from Paulo for readers in Latin America. For readers elsewhere, please write to Resources Office, PO Box 200, Bridgnorth, WV16 4WQ, UK.



## The impact of parks

by Khatib Alam and Zahid Mahmood

The development of local parks can have a great impact on community life – not only through the end product, but also through community participation in designing and constructing them. It can have a positive impact on the community in many ways – on social life, the economy, and health – as a park development project in Pakistan shows.



Photo: FAUP

*Shabad Park during development. The project has had positive effects on the community.*

Over 50 slum areas and 100 *katchi abadis* (squatter settlements) exist in Faisalabad, a city in Pakistan. These areas have few services such as primary healthcare, water, sanitation, education or recreation. The Faisalabad Area Upgrading Project (FAUP) works in partnership with communities to upgrade the settlements, with the main aim of developing a healthy environment. One of the projects involved converting open spaces within the settlements into beautiful parks.

### Why parks?

Parks seem like a low priority compared with water, sanitation, education and healthcare. These other, higher priority needs were addressed in other projects under the FAUP, but it is interesting that the communities created a demand for parks. They wanted somewhere where parents could relax and their children could play safely. They were able to imagine what the end product could look like, which encouraged them to take part

in the project. The development of parks proves to be a cost-effective way of improving the social, economic and health environments of slum areas.

### Process and challenges

The community contributed half the cost of the project, the remainder being externally funded. The communities participated at every stage of the project through Project Implementation Committees, which were responsible for monitoring park development activities. Communities were involved in activities such as vegetation and rubbish removal, land levelling and planting trees, shrubs and grasses. They built boundary walls or fences to protect the parks from trespassers and entry of wastewater from the streets. They also made footpaths between the flowerbeds and designed and constructed their own fountains.

One of the greatest challenges in the project was from people in the community who grazed their buffaloes

on the land that was to be converted into parks. The communities themselves developed a method of conflict management through creation and awareness workshops, and eventually most people could see the benefits of the new parks.

### Impact of the project

The project had a number of positive impacts:

- **Social** There was greater social integration, particularly of women; the parks provided a good place for people to meet; people were happier and had pride in their new parks.
- **Economic** Business activity increased; and land and property prices in the area around the parks rose.
- **Health** Primary healthcare improved, people were able to get exercise and pollution levels fell.

### Lessons learned

Many factors contributed to the success of this project, including gender-sensitivity, community strength, external facilitation and technical advice, and an organised community forum so that the community could organise themselves and take effective action.

*Khatib Alam is the Project Co-ordinator and Zahid Mahmood is FAUP's Environmental Development Officer. The FAUP project was co-funded by the Government of Pakistan and DFID. Their address is: Faisalabad Development Authority – FAUP Project, Gulistan Colony #2, Millat Road, Faisalabad, Pakistan.*

*E-mail: faupfda@fsd.comsts.net.pk*

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**Editor:** Dr Isabel Carter, PO Box 200, Bridgnorth, Shropshire, WV16 4WQ, UK

Tearfund staff spend considerable time dealing with many thousands of funding requests that we are unable to support. This is taking them away from the vital work of bringing good news to the poor through current partnerships. **Please note** that all funding proposals will be rejected unless they are from current Tearfund partners.

