

CHAPTER-11

PROJECT EVALUATION

- * General and Specific Objectives**
- * Trainer's Notes and Guidelines**
- * Self-Learning Package for the
Trainees and Assignments**

GENERAL OBJECTIVE

The participant will be able to evaluate the effectiveness of project implementation.

SPECIFIC OBJECTIVES

The participant will : -

- (a) Appreciate the need for and concept of project evaluation.
- (b) Suggest data collection methods and data analysis procedures required for evaluation.
- (c) Adapt appropriate approaches for evaluating a specified project.

TRAINER'S NOTES AND GUIDELINES

PROJECT EVALUATION

THEME OF THE CHAPTER

One of the components of project management normally ignored is Project Evaluation. The advantages that result from scientifically-carried out Project Evaluation are :

- an idea of the impact of the project
- effective implementation of plans
- information for making improvements in planning, decision making and design of implementation strategies.
- feedback for the implementing agencies

The Chapter explains various approaches to Project Evaluation during the project and at the termination of the project and elaborates on the means which can be employed to perform it.

PREREQUISITES

- i) The participant should have completed all the previous chapters of this package.
- ii) The participant should have familiarity with the evaluation of at least some project components.
- iii) The participant should be aware of the methods available for collecting data.
- iv) The Tutor should have evaluated some projects or managed a few projects which were evaluated.

PREPARATORY ACTIVITIES FOR TUTOR

- i) The Tutor should go through this Chapter intensively and complete all the assignments.
- ii) To facilitate self - learning, the Tutor may draw upon his previous experiences and keep certain illustrations ready for appropriate use.

INSTRUCTIONAL GUIDELINES

- (a)
 - (i) The learning package has been presented in the form of answers to key questions in Project Evaluation.
 - (ii) It is totally in the self learning mode. However, it is suggested that the Tutor offer guidance as and when need arises. It is anticipated that some difficulties in self learning may arise for some participants in:
 - matching evaluation scheme to the audience of evaluation,
 - finalisation of evaluation criteria,
 - selection of data collection method to a given project element.
 - (iii) The Chapter contains two major illustrations and four assignments. A special feature of the package is the inclusion of two criteria lists for evaluating certain project components.

- (b) The schedule of activities (for 3 hours) for this Chapter is given below.

Sl. No.	Activity	Time in hours
1.	Introduction by Tutor, self learning upto Assignment - Four	1 1/2
2.	Summarisation of Chapter learnings by Tutor through using OHP Transparency 11.1 and discussing issues with the participants	1/2
3.	Assignment - Four including suggestions-seeking from other groups	1

- (c) The Tutor will emphasise the need for Project Evaluation and impress upon the participants the advantages. The differences between Evaluation, Followup (Chapter-10) and Accountability (Chapter - 8) should be indicated briefly.
- (d) The Tutor will provide guidelines and suggestions to the participants while they are attempting the assignments.
- (e) One OHP Transparency is provided to enable the Tutor to summarise the learnings of the package (11.1 - Steps in Project Evaluation).

SUGGESTED RESPONSES TO ASSIGNMENTSASSIGNMENT - ONE

Sl. Area of Process Evaluation No.	LEAVITT DIMENSIONS			
	TASK	PEOPLE	STRU-CTURE	TECH-NOLOGY
1. Coordination with Project Team			✓	
2. Coordination with other Agencies			✓	
3. Assumptions made in Project Design	✓			
4. Leadership Style of Team Leader		✓		
5. Role Allocation			✓	
6. Resources Deployment				✓
7. Project Infrastructure			✓	
8. Materials Procurement			✓	
9. Inter-personal Relations within Team		✓		
10. Appropriateness of Objectives	✓			

ASSIGNMENT - TWO

Sl. No.	Project element to be evaluated	Data collection method
1.	Appropriateness of role allocation	Interviews/ Opinionnaires
2.	Motivation of youth volunteers in implementation of project activities	Observations
3.	Leadership style of project leader	Questionnaire/ Observations
4.	Extent of participation of beneficiaries in project planning and implementation	Interviews
5.	Liaison with external agencies	Records/ Interviews
6.	Extent of achievement of objectives	Measurements/ Records
7.	Nature and extent of unintended outcomes	Interviews with beneficiaries and project team members
8.	Publicity for the project	Measurements
9.	Interference from interest groups	Observations/ Interviews
10.	Degree of cooperation from beneficiaries	Check lists

ASSIGNMENT - THREE

This is an open-ended assignment and hence no suggestions can be offered. However, the Tutor will examine the group suggestions and provide feedback based on Chapter learnings, specifically the criteria in the check list, audience of the findings and the related purposes, and constitution of the evaluation team.

ASSIGNMENT - FOUR

The Tutor will make his observations on the group presentations and emphasise the need to decompose the criteria so that specificity is introduced in the evaluation process and data collection and analysis facilitated.

Let us consider, for example, the project

"ORGANISING A NATURE CAMP"

- * The objectives of the project would indicate in quantitative terms the expected outcomes of the project. Each one of quantities (Number of youth volunteers, the time - frame, etc) would produce indicators for Summative Evaluation.
- * The activity set for the project will provide indicators for Formative and Process Evaluation.

The basic purpose of this assignment is to provide an opportunity for the learners to decompose criteria and to include new criteria, through 'stretching their imagination'.

REFERENCES

1. "Management Handbook for Public Administrators", Edited by J. Sutherland; Van Nostrand Reinhold Inc., New York, 1978.
2. "Guidelines for Project Evaluation", United Nations; Oxford and IBH, Delhi, 1972.
3. "Solving Educational Problems", Havelock and Huberman; Praeger Publications, U.S.A., 1978.

**SELF-LEARNING PACKAGE
AND
TRAINEE'S ASSIGNMENTS**

PROJECT EVALUATION

Programmes and projects are being planned by youth groups in increasing numbers. Considerable effort and resources are expended in their implementation. On certain occasions there are wide gaps between planned and actual accomplishments. Sometimes projects get abandoned midway during progress. On the other hand there are some success stories too in evidence, when identified objectives are achieved completely and well within the stipulated time period. When things could go right or wrong or when success and failure are both probable, it becomes necessary to include one more significant stage in the management of projects which is Project Evaluation and which could :

- provide measures of success or failure.
- generate information on why things went right or wrong.

In general Project Evaluation generates information which could be used for analysis of past experiences and for planning future events.

This stage is being increasingly considered essential by managers of projects. The youth services are no exception and the incorporation of Project Evaluation could lead to many benefits in this sphere (many of which are listed later in the Chapter).

Evaluation is defined in Webster's Comprehensive Dictionary (Encyclopedic Edition) as the act of evaluating or FINDING OR DETERMINING THE AMOUNT, WORTH of something.

When we apply this concept to evaluation of projects, the implications become far beyond the assessment of gains to beneficiaries. The planners, implementers and the sponsors of the projects are the other parties who will be interested in the evaluation for wide-ranging reasons.

WHY PROJECT EVALUATION ?

Project Evaluation serves many purposes for many agencies. In brief, these purposes are:

- To appraise the degree of success of the project vis-a-vis project objectives-actual outcomes versus planned outcomes
- To test whether assumptions made, strategies selected and the decisions taken in the project formulation and planning stages have been validated
- To assess effectiveness of implementation, specifically the manner in which implementation problems were coped with
- To verify whether the cost-benefit analysis undertaken during project formulation was valid and matches actual costs and benefits
- To generate information about the project experience for use in future endeavours.

Thus these purposes could be looked upon as gains rather than checks. The motive of Project Evaluation is not to find faults but to make available useful information.

Another significant consequence of Project Evaluation could be the refinement of the process of planning and implementation. Probably there does not exist any other means to provide a basis for designing the refinement.

Finally Project Evaluation could be looked upon as a means of disseminating information on project progress at different stages to a number of support agencies and parties, who may not have well-established channels for communication with the project team. The implication here is about reporting on a continuing or periodic basis by the team to others who desire regular progress reports. Such others may be funding agencies, government and controlling agencies. Information derived from such sources could assist these agencies to improve their support policies towards projects.

WHAT IS PROJECT EVALUATION ?

Project Evaluation is normally performed on the basis of comparing actual events with corresponding criteria or standards. This could be done at various stages of the project-during the course of implementation (at periodic intervals), at the end of the project, and even beyond termination of project on some occasions. In each case, the motives of evaluation will be different.

One motive of evaluation is to compare, after the project has been implemented, the real outcomes with the planned outcomes. Here, the specification of the plan objectives in measurable terms would be required. In many youth development programmes and activities, the extent to which the benefits of the project accrue to the beneficiaries may be an indicator of the success of the project. This may require information about the beneficiary groups prior to the project implementation and information after the benefits are made available. This is called SUMMATIVE EVALUATION.

Another motive of evaluation is to compare actual outcomes with planned outcomes at crucial project stages for identifying deviations and for controlling the subsequent stages of implementation through modification of methods, procedures, objectives, etc. This is called FORMATIVE EVALUATION.

Though Formative Evaluation, Follow-up (Chapter-10) and Accountability (Chapter-8) have many similarities, there are some significant differences between them. The similarities in general are:

- * All three are evident during project implementation
- * Reporting is a feature for all the three
- * All the three report about project progress
- * Project team performance gets reflected in each of them.

On the other hand, the major differences are:

- Each may have its own purposes. Elaborating, Formative Evaluation generates information for improving broad strategies; Follow-up is for bringing things back to normal if necessary; and Accountability is for meeting certain obligations related to duties and responsibilities.
- While Accountability is for an individual or a team, Follow-up and Formative Evaluation are group activities.
- Formative Evaluation could be undertaken by the project team itself or by an external group.
- Nature of information collected and the analysis of information may vary between the three.

Summative Evaluation

When Summative Evaluation is the focus and a comparison of actual outcomes with planned outcomes is required, the starting point would be the current situation, ie. the position before the the project begins. This becomes necessary since in many projects benefits could start flowing during the project itself, before the terminal point is reached. The flow of benefits could be viewed as gains to a particular group of people over and above a datum (which would be the current situation).The flow of these benefits in actuality when compared to the flow envisaged in the plan would constitute the basis for Summative Evaluation.

ILLUSTRATIONS

- (a) In an Adult Literacy project run by youth, the beneficiaries become literate in phases over the duration of the project.
- (b) In a Traffic Safety Campaign of one week duration, there may be significant outcomes during the week and these outcomes may have been planned too.
- (c) In 'Cleaning the Surroundings of a Community', the end point evaluation is crucial.

Hence, when Summative Evaluation is under consideration, it becomes necessary to locate 'mileposts' at intermediate stages in the project implementation. However, in a few projects there may not be any intermediate stage and only the terminal point of the project becomes the focus of evaluation.

Formative Evaluation

Formative Evaluation is of a continuous character. It is sometimes called Progressive Evaluation. The idea here is to assess progress periodically in the course of the project. The focus would be on activity clusters (related). The plan of the project, or its network would help decide the points of evaluation. The aim is to determine whether progress is deviating drastically from the plan and whether Follow up measures are being effected.

ILLUSTRATIONS

- (a) In a primary school building, there are definite stages of construction like foundations, brick masonry, roof, each involving a number of activities. These stages are interdependent.
- (b) In offering counselling to drug addicts, one can plan out the work in a number of interdependent stages.

FORMATIVE EVALUATION CAN BE CONSIDERED FOR BOTH
ILLUSTRATIONS

A long-term project which could have a duration of six months or above would probably need both Summative and Formative Evaluation.

ILLUSTRATION-ONE :

A youth group took up a project on "beautifying the surroundings of a village" and selected the village pond as its focal area for beautification. They collected funds and the scheme was inaugurated by a state dignitary. The pond was cleaned thoroughly, provided with brick wall boundaries and nicely paved approaches to the pond. The new pond was also 'opened' for use to the villagers with much fanfare.

The villagers were mostly passive onlookers during the pond beautification. At the end of the project, which took eight months for completion, 90% of the villagers opined that they have lost a pond and only the organisers have gained a pond.

Considering this long-term project, one could easily conclude that it would need both Summative and Formative Evaluation.

Summative Evaluation stages could be end of pond cleaning, completion of boundary walls, completion of paved approaches, and end of 'opening' ceremony.

Formative Evaluation would occur during pond cleaning, boundary wall construction, and approach road paving.

The information for Formative Evaluation could be used for accelerating progress, say of boundary walls.

On the other hand Summative Evaluation information which is contained in the last sentence of the narration could prove useful for designing strategies for projects undertaken by the project team in future. In fact, the last sentence is clearly indicative that the project has not led to beneficiary advantage. Though nothing much can be done in the project specified in the narration, there is much to learn for future projects, where such factors as beneficiary involvement cannot be ignored.

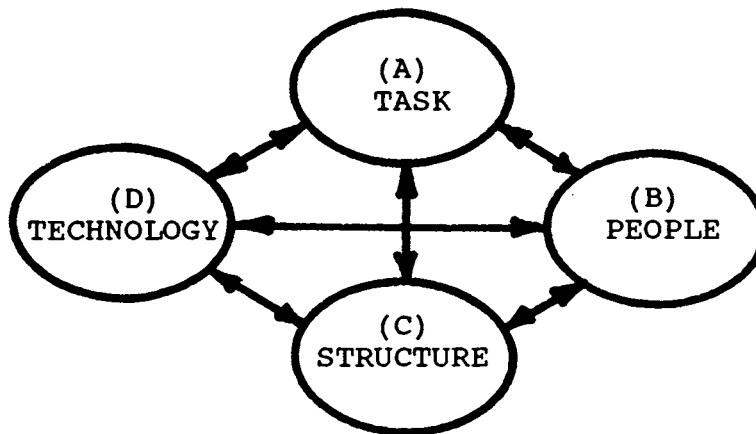
Process Evaluation

While the normal thinking on evaluation is that it tends to generate information on outcomes and progress that are observable and measurable, in reality it can have a wider applicability. Some of the information generated from the evaluation may be correlated to more abstract factors like :

- Response and involvement of the beneficiary group/local community.
- Effectiveness of leadership.
- Effectiveness of project team performance.
- Responsiveness of infrastructure to problem situations.
- Use of linkages with agencies.

Though there exist inadequate direct criteria or yardsticks for 'computing' these abstract factors some idea may be gained about them and their effects on outcomes in an indirect manner. However, there is no guarantee that judgements made in this regard are highly reliable.

One model which can provide guidelines for Process Evaluation follows:



LEAVITT DIAGRAM

The areas which affect significantly the successful planning and implementation of projects are given below.

1. Coordination within the project team
2. Coordination with other agencies
3. Assumptions made in project design
4. Leadership style of youth worker/youth leader
5. Role allocation
6. Resources deployment
7. Project infrastructure
8. Materials procurement
9. Interpersonal relations between youth worker on the one hand and youth leaders/volunteers, beneficiaries and people from external agencies on the other
10. Appropriateness of objectives.

ASSIGNMENT - ONE

Against each area of Process Evaluation, indicate the dimension of the Leavitt Diagram to which the area belongs with an appropriate tick.

Check your answer with the Tutor.

AREA OF PROCESS EVALUATION	LEAVITT DIMENSIONS			
	TASK	PEOPLE	STRUCTURE	TECHNOLOGY
1. Coordination within the project-Team				
2. Coordination with other agencies				
3. Assumptions made in project design				
4. Leadership style of team leader				
5. Role allocation				
6. Resources Deployment				
7. Project infrastructure				
8. Materials procurement				
9. Interpersonal Relations within team				
10. Appropriateness of objectives				

In effect Project Evaluation could generate a wide spectrum of information. It has a high potential. But information relevant to the purposes intended for the evaluation need to be generated. Accordingly, instruments and tools to selectively collect such needed information may be developed.

Evaluation Plan

Since it is important that evaluation generates useful information it is necessary for the Evaluation Team to prepare a plan. This plan should include audience and purposes, criteria, data collection methods and tools and a schedule. Specific roles have to be allocated to team members.

WHO SHOULD EVALUATE ?

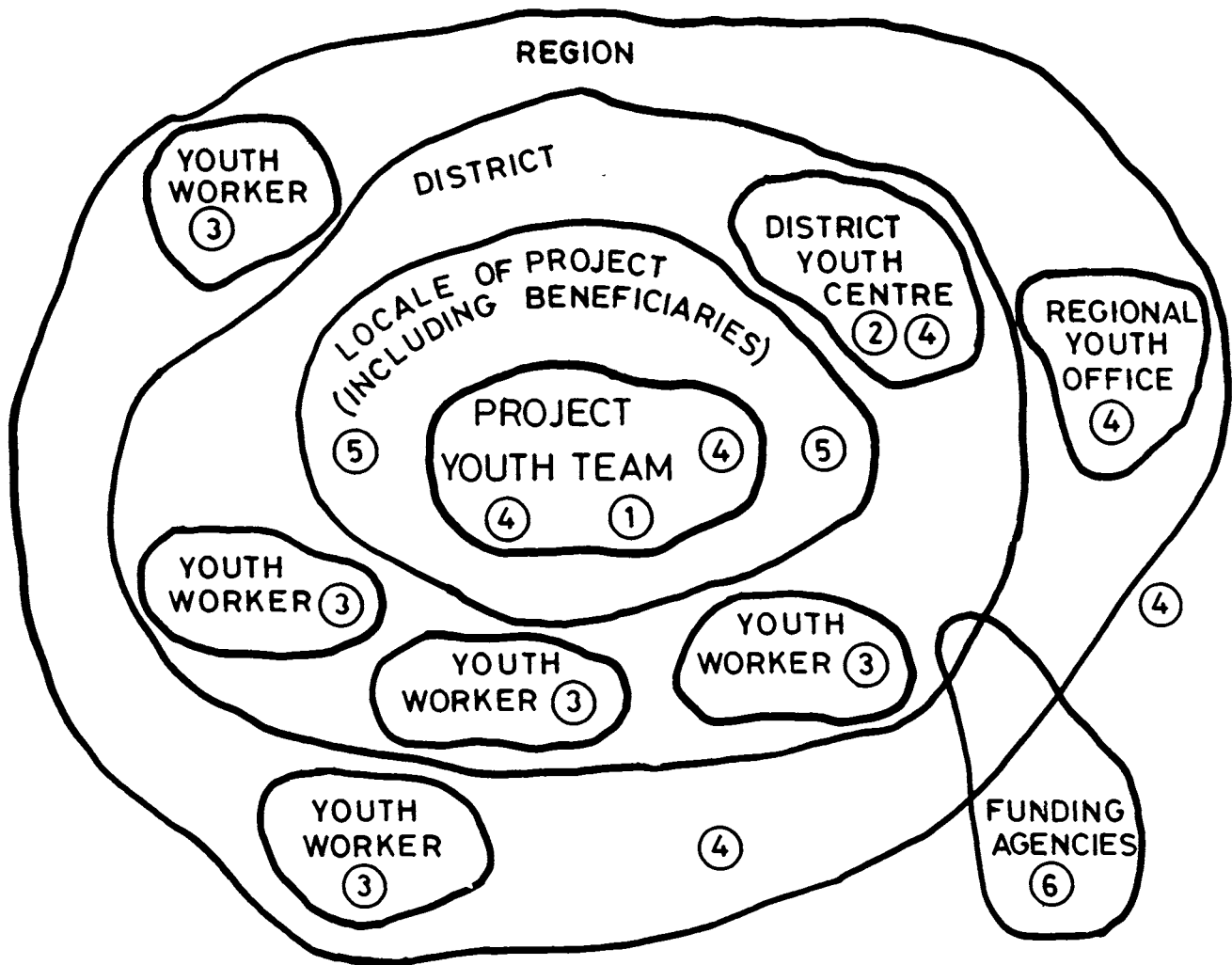
The identification of the evaluator (a single person within or without the youth group involved in the project or an Evaluation Team comprising of several persons) depends on the purposes of the evaluation and the audience of the evaluation report.

The options available are :

1. youth worker/youth leader/designated youth volunteer
2. senior-level youth functionary
3. a team comprising of other youth workers
4. a team comprising of youth volunteers and persons
unrelated to the project
5. a team of beneficiaries
6. a team appointed by funding agencies

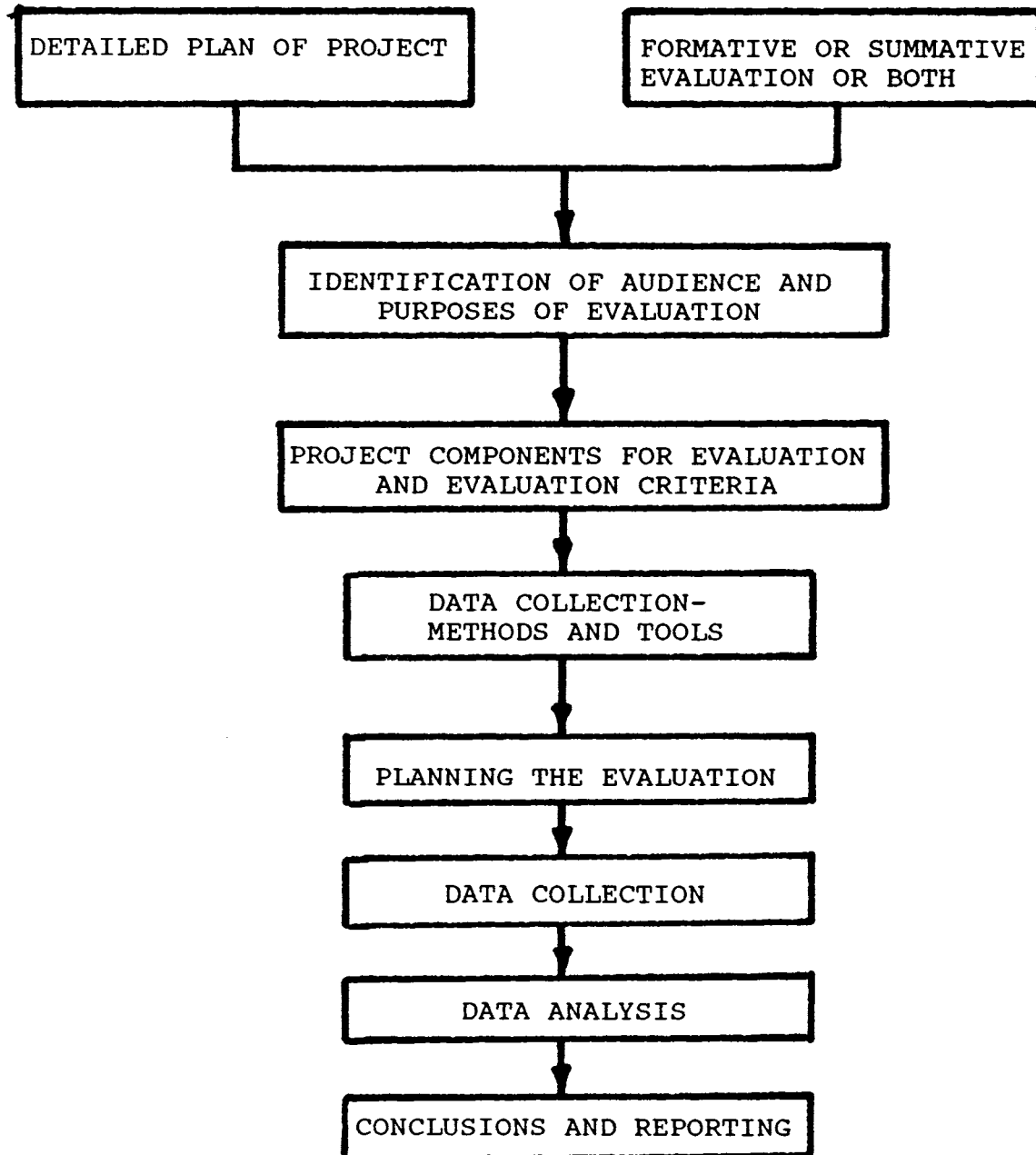
Formative Evaluation is preferably carried out by persons closely associated with the project. On the other hand, Summative Evaluation can be entrusted to persons who may or may not be connected with the project.

These options are shown in the diagram presented on the next page.



HOW TO EVALUATE A PROJECT ?

A model for evaluating a project is suggested below.



WHO IS THE AUDIENCE OF THE EVALUATION REPORT ?

One of the key issues involved in evaluation is the identification of the audience or the users for whom the findings are expected to be of meaning. The possible audience of the evaluation report of youth projects are :

- * beneficiaries
- * youth involved in planning and implementation
- * funding agencies
- * society surrounding the locale of project
- * district or state or national government.

Primary agencies who would gain from or be interested in Formative Evaluation are youth involved in the implementation of the project and the funding agencies. Sometimes beneficiaries may also be interested in project progress.

All audiences listed above should be interested in Summative Evaluation and the information generated thereof.

WHAT ARE THE POSSIBLE EVALUATION CRITERIA ?

As already mentioned earlier 'planned outcomes' will be major yardsticks or criteria in Summative Evaluation. These may be related to the terminal point of the project or to intermediate stages of the project.

The plan and activity clusters in the plan, their intent and duration would provide a set of criteria for Formative Evaluation.

With respect to other criteria, it becomes necessary that they be generated, separately for Summative and Formative purposes. These criteria have to be derived to suit project components identified for evaluation. The two lists given below include samples of criteria which apply to Summative and Formative Evaluation schemes.

Summative Evaluation Criteria

1. The difference between planned and actual capital investment under different categories like building, equipment, furniture
2. The difference between planned and actual recurring expenses under different categories like instructional material salaries
3. Extent of utilisation of deployed resources, like manpower, space, machines
4. Wastage of physical resources
5. Mid-course modification in project objectives
6. Mid-course modifications in other plan components, like activities, resources deployment
7. Abandoning planned strategies and resorting to totally new strategies
8. Excessive delays and impediments during project implementation
9. Missing or ignoring factors vital to project success like beneficiary involvement, resources availability
10. Continuance of gains beyond project
11. Undesirable/desirable unintended outcomes.

Formative Evaluation Criteria

1. Responsiveness of project team to problems
2. Unanticipated barriers in activities
3. Lack of coordination between tasks/team members
4. Satisfaction of accountability requirements
5. Team-work and leadership (also related to process evaluation)
6. Communication with external agencies including beneficiaries
7. Making-up delays
8. Filling-in infrastructural gaps
9. Wastage in resources utilisation
10. Deviations from plans
11. Coping with unintended (undesirable) outcomes

It will be noticed that there are references to unintended outcomes in the two lists. Youth projects, particularly those which are shrouded in ambiguity and uncertainty will produce unintended outcomes. Some of these may be desirable and others detrimental. The whole point is whether the project team has taken note of and coped with such undesirable outcomes.

ILLUSTRATIONS :

- a. A youth worker who is involved in an Adult Literacy campaign may find that the instructional material supplied to the beneficiaries is also being used by their children.
- b. A youth club becomes a gambling den.
- c. In a social forestry project, the intended beneficiaries are found selling the saplings.
- d. In a major road construction project, participants are from different states. While working together, a spirit of national harmony emerges.

The criteria listed in the table may have to be decomposed further into specific indicators, depending on the largeness or the complexity of the project. Further, there are in some cases an 'apparent' similarity in the criteria. For specific projects, such criteria may be rephrased and rearranged to suit the characteristics of the project. Lastly, not all criteria will apply to a project and hence selection of relevant criteria will have to be made. If necessary, additional criteria may have to be developed.

WHAT ARE THE POSSIBLE DATA COLLECTION METHODS ?

Data collection may be effected through the use of a variety of methods. The following are the usually adopted methods and for each one of them sampling may have to be resorted to : -

- * Study of records available with different agencies
- * Interviews with identified key personnel involved in the project implicitly or explicitly. This may be with an individual or a group.
- * Use of questionnaires, opinionnaires, check-lists
- * Observations
- * Measurements

Sometimes the evaluation team may resort to discussion with a group of persons to elicit data for evaluation of certain project components.

The choice of the data collection method depends on the component/element of a project. Usually the Summative Evaluation elements are determined on the basis of data collection from records, check lists and measurements. For the Formative and Process Evaluation elements, the most useful method is observation of the process itself as and when it is occurring. Wherever this is not possible or has not been done, interviews, questionnaires and opinionnaires may be useful.

ILLUSTRATION TWO:

Sl. No.	Element to be evaluated		Suggested Data Collection method
1.	Number of youth who have been counselled in a counselling project.	-	Counselling cell Records
2.	Comprehensiveness of Assessment of needs of a community by the project team	-	Interviews of representative samples of different categories, who provided the data to the project team
3.	Utilisation of a new facility provided to a village (well, road, pond, cattle sheds, etc)	-	Observations
4.	Number of saplings planted through a social forestry project	-	Measurements
5.	Effectiveness of planning a project	-	Check lists
6.	Decision-making processes within the project team	-	Observations
7.	Communications within the project team	-	Opinionnaire/ observations

8.	Delays in crucial stages of a long term project	-	Records of Follow-up
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9.	Causes for delays in crucial stages of a long term project	-	Interviews with key persons involved in project implementation
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10.	Effectiveness of a skills training programme	-	Observations of post programme performance
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ASSIGNMENT - TWO

In the Table below are given 10 project elements that need to be evaluated by a project evaluation team constituted immediately after the first activity of the project has started.

Indicate in the space provided the data collection method you feel is most appropriate.

Check your response with the Tutor.

Sl. No.	Project element to be evaluated	Data collection method
1.	Appropriateness of role allocation	
2.	Motivation of youth volunteers in implementation of project activities	
3.	Leadership style of project leader	
4.	Extent of participation of beneficiaries in project planning and implementation	
5.	Liaison with external agencies	
6.	Extent of achievement of objectives	
7.	Nature and extent of unintended outcomes	
8.	Publicity for the project	
9.	Interference from interest groups	
10.	Degree of cooperation from beneficiaries	

DATA COLLECTION

Data collection is not as simple as it sounds. The reasons for this are many. Records may be incomplete or withheld from the Evaluation Team wholly or partially. Persons connected with the project including the beneficiary groups may not be forthright in sharing the information they possess. They may lay more emphasis on certain facets of implementation and less emphasis on certain others. At times, information supplied may not be reliable or unbiased.

Some of the more significant approaches likely to be of use in overcoming barriers and difficulties in data collection are:-

- establishing rapport with persons
- questioning
- establishing relevance of information received from various sources
- making persons talk
- crosschecking important pieces of information through different methods

The Evaluation Team has to identify the set of activities involved in the Evaluation and allocate roles to team members. Certain functions are best performed individually and certain others in groups.

HOW TO ANALYSE DATA ?

Once data on various evaluation criteria have been collected, it has to be screened and compiled to provide a clear picture of which components have got distorted or deviated. This could be called as converting data to useful information. The purposes of evaluation, the criteria generated for the purposes, the data collection methods and tools developed and utilised will all contribute towards channelising data on the various components of the project. However, some of these data may be superfluous and some not very reliable. The screening enables the evaluation team to isolate crucial data. Compiling helps in integrating data into relevant information units which suit the drawing of conclusions.

The nature of conclusions arrived at by the Evaluation Team would be on the performance in the components of the project. In Summative Evaluation, these components would be outcomes at different stages as compared to planned outcomes, while in Formative Evaluation they would relate to progress in activity clusters. Conclusions will clearly indicate whether 'things have gone right or wrong'.

Sometimes the extent of satisfaction of a criteria may not be clear and may defy the drawing of conclusions. For example, the extent to which learning has occurred in an Adult Literacy Project may not be precisely measurable on occasions. Or the advantages that have accrued from an Adventure Trek may not be

clear even in the minds of the beneficiaries. In such cases one may either depend on indirect measures if they are available or do the best with the available data.

Conclusions drawn by the Evaluation Team are to be transmitted to different agencies in the audience.

WHAT ARE THE MODES FOR REPORTING EVALUATION FINDINGS ?

The mode and content of findings reporting will depend on the evaluation purposes and the audience for whose benefit evaluation is being carried out. The following modes are available for selection by the evaluation team.

- Tables
- Bar charts
- Graphs, Diagrams
- Pie charts
- Written Reports
- Check-lists which are appropriately filled
- Photographs

HOW TO USE EVALUATION REPORTS ?

The findings reported by the Evaluation Team have to be made use of by different agencies (audience). It is not the responsibility of the Evaluation Team to set things right in case the evaluation has been Formative or to refine planning and implementation strategies when the evaluation has been Summative. This is normally undertaken by the project teams.

In fact, Evaluation is a form of assistance provided to project teams. Other agencies who are interested in the project gain from the evaluation in terms of using evaluation information for modifying their support to the project team on an on-going project or on a future project.

Finally, Evaluation fills a gap which normally no other project component can bridge. It provides comprehensive feedback on the processes of project management.

Like planning and implementation, evaluation also occupies a vital position in project management.

ASSIGNMENT - THREE

A CASE ON EVALUATING A SCHEME

For a Project - a Road Safety Week Campaign, the project team decided to have a project evaluation carried out.

The project objectives were:

- (a) To distribute 10000 pamphlets on Road safety at 10 road intersections
- (b) To show 5 films near 10 road intersections, each film twice a day
- (c) To display 50 Billboards on road safety at prominent places in the city
- (d) To arrange daily 10 minute radio talks for 5 days on road safety by distinguished persons
- (e) To contact 1000 people at the 10 road intersections (50 persons at a time at a film projection time) for getting responses to a questionnaire to analyse public attitude towards road safety
- (f) To demonstrate road safety devices at 10 road intersections.

Activity Set:

- Constitution of the project team
- Role allocation
- Printing of pamphlets

- Obtaining films on loan from Public Roads Department
- Obtaining on loan film projection equipment and road safety devices
- Designing Billboards
- Preparation of Billboards
- Identification of road cross-sections and film projection sites
- Identification of Billboard sites and installation of Billboards
- Preparing project plan
- Arranging for transport during the road safety week
- Arranging for 5 experts to give talks on road safety
- Arranging with local radio station for 10 minute slots
- Preparation of a questionnaire on road safety
- Administration of the questionnaire
- Arranging demonstration of road safety devices at the 10 road intersections
- Moving into project sites
- Moving out of project sites
- Distribution of pamphlets
- Collection of funds
- Projection of films
- Removal of Billboards and transshipment to office
- Analysis of questionnaire
- Publication of Analysis in local newspaper

- Return of equipment, films, devices, etc
- Obtaining permission from city authorities.

Summative Evaluation:

Since the project was a short term one, it was decided to carry out the Summative Evaluation after the project was over. The data to be collected would be directly obtainable from the project objectives. They are:

- Number of pamphlets distributed
- Number of times each film has been shown at each intersection
- Number of Billboards installed
- Number of radio talks actually occurred
- Number of questionnaire responses obtained
- At how many intersections the safety devices were demonstrated
- Time taken to complete the analysis of questionnaire responses.

Since the evaluation does not end at specifying actual occurrences to planned outcomes, the reasons for the deviations if any would also be identified by the evaluation team through interviews with project team members. A report on Summative Evaluation would be prepared for use in the planning and implementation of similar projects in future by the same youth club or other youth clubs.

Formative and Process Evaluation:

This component of the Evaluation scheme, however, would start with the very first activity, namely the constitution of the project team. The main purpose would be to assess the effectiveness of the processes adopted in the various activities. The project team felt that if the outcomes were satisfactory, the implication was that the processes adopted were satisfactory.

In fact, one important component in the present project would be the many decisions made before and during the implementation of the Project. The project evaluation team would study questions such as:

- Have the interests and abilities available in the youth club been adequately tapped in the constitution of the project team?
- Has the formation of the project team been satisfactory from the viewpoint of adequacy of representation to different categories of volunteers in the youth club?
- Is the role allocation acceptable to all the members of the project team?
- Does the project team think and act like a group?
- Has issue of leadership of the project team been tackled in a manner appropriate to the nature of the project and the constitution of the team?

- Has the leader carried the team with him through the planning and implementation of the project?
- Could the problems that surfaced during implementation be related to decision-making processes adopted?
- Could the deviations between actual and planned outcomes be attributed to processes adopted by one or more members of the project team in the activities?

The evaluation report was expected to provide valuable feedback to the project team members on the effectiveness of the processes adopted by them in the various activities. Interim reports would also be made available to the project team since certain processes were likely to be used repeatedly during the implementation.

BRIEF:

The participants will read the case of a Road Safety Week Campaign presented above. In particular they will pay heed to the proposed evaluation scheme for the campaign.

After reading the case, the participants will in groups of 5 to 10:

- (a) Critically comment upon different aspects of the proposed campaign - the plan, the strategy and the evaluation
 - (b) Suggest improvements of the evaluation scheme with justifications wherever necessary.
-

ASSIGNMENT - FOUR

A list of projects is given below.

1. ARRANGING SKILLS TRAINING PROGRAMME FOR VILLAGE YOUTH
2. ORGANISING A NATURE CAMP FOR UNDERPRIVILEGED URBAN YOUTH
3. PROMOTING BETTER UTILISATION OF LOCAL RESOURCES
4. A YOUTH RALLY

In groups,

- (a) Select evaluation criteria from the list given in this Chapter
- (b) Modify the criteria to suit your conditions
- (c) Add additional criteria relevant to the project chosen by you
- (d) Decompose the selected criteria into indicators, wherever necessary.

The group spokesman will present the group consensus in a plenary session and seek suggestions from other groups for making the criteria set more relevant.
