

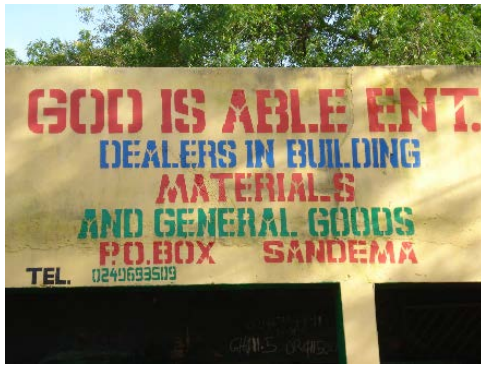


Seminarie

Outcome/impactmeting in OS, Brussels March 30, 2011

Developing a method for Participatory
Assessment of Development in Africa
(PADEV) www.padev.nl

Ton Dietz & Dieneke de Groot



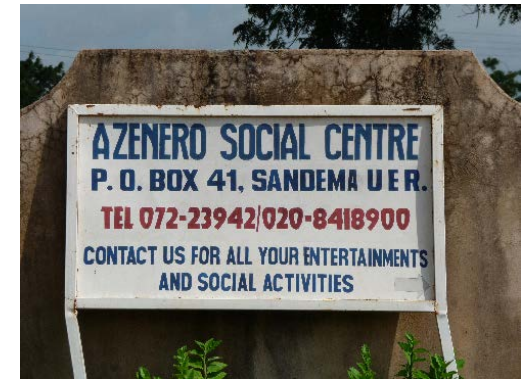
Ongoing research



- University of Amsterdam, with Tamale University for Development Studies Ghana and Expertise pour le Développement du Sahel Ouagadougou
- Funded by ICCO, Woord en Daad and Prisma, 2008-2012
- Until now: nine workshops in North Ghana (6) and South Burkina Faso (3)



Five Phases



- Preparation: Development agencies and their M&E systems (North Ghana and South BF)
- Workshop round 1: three cases of strong Dutch NGO presence now and in the past
- Workshop round 2: three cases of past Dutch NGO presence, but no longer
- Workshop round 3: three cases of no Dutch NGO presence
- Follow up among the development agencies



NIABOURI

SILLY

Tô

Burkina Faso

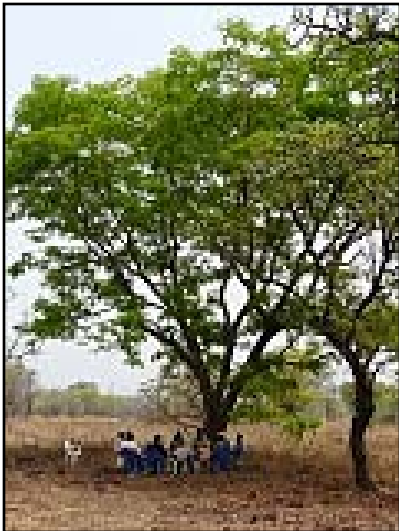
Ghana

NANDOM

SANDEMA

LANGBENSI

LASSIA TOULO



Tamale

DABOYA

WULENSI



Preparation



- Local university central
- Local team leader
- finds trusted workshop organiser
- who invites fifty participants
 - 10-15 officials
 - Men/women from the central place and from villages around
 - Both young and old

Nine modules; three days

- Day 1: five subgroups
 - Officials
 - Older women
 - Older men
 - Younger women
 - Younger men
- Three exercises and an individual task
- Many facilitators needed





Day 1 exercises



- 1: Time line (> 30 years)
- 2: Changes in capabilities/capitals (natural/physical/human/economic/social-political; cultural)
- 3: Wealth categorisation (very rich/ rich/ average/ poor/ very poor)

and

- 1a: Personal and family life history forms (individual survey)





Day 2



- Different groups:
 - Officials (if necessary two groups)
 - Four or five area groups, one for the central ‘town’ and three or four for the surrounding villages
 - Partly: men separate from women
- Four exercises



Day 2 exercises



- 4: List of ‘projects’; their valuation and their perceived impact on capabilities (and be clear about the agency and ‘sector’)
- 5: Relations between trends (per ‘capital’) and interventions/’ projects’
- 6: Selection of five best and five worst ‘projects’
- 7: Historical assessment of these five best and five worst ‘projects’

Valuation

- -- initiative was bad; should not have started
- - initiative did not have a positive impact
- 0 initiative was ‘only on paper’; ‘nothing to be seen on the ground’
- * initiative had useful effects; but now no longer visible; not sustainable
- + initiative was useful for at least some of the intended beneficiaries; although not for most of them
- ++ initiative was useful for the majority of the intended beneficiaries; if not all

Day 3 exercises

- Same groups as Day 2
- Two additional exercises:
- 8: effects of best five and worst five ‘projects’ on wealth classes
- 9: evaluation of reasons for assessing the best and worst ‘projects’
- Finalisation of personal surveys





Follow up



- Make a detailed report for each of the workshops and their findings
- Go back to the research area to check the main findings with some trusted spokespeople
- Make an assessment profile for each agency and ask for
 - The agency leadership's opinion about the various judgements
 - The agency's own assessment procedures and findings (M&E; research)