

Community-Based Impact Evaluation

Guidelines For Facilitator



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Preface

These Monitoring and Evaluation (M&E) tools were developed based on the experience that was gained from the development and implementation of the *Australian Community Development and Civil Society Strengthening Scheme* (ACCESS) – a program from the cooperation between Australia and Indonesia.

ACCESS aims to assist poverty alleviation by developing and implementing approaches to improve the capacity of Civil Society Organizations (CSOs), (including NGOs, community groups, etc) and community empowerment in eight districts in Eastern Indonesia.

In the past, M&E was regarded as a requirement of donor agencies for their local partners in implementing their programs, rather than an opportunity to learn from their experience. Many local CSO partners, communities and government agencies involved in community development initiatives only have minimal, and in some cases even no experience in participatory M&E, particularly M&E that prioritizes women and the poor.

In developing the ACCESS M&E framework, it became clear that traditional M&E approaches were not appropriate or effective for a program that aimed to increase the capacity and empowerment of communities. While it is relatively easy to monitor indicators such as changes in income or access to clean water, it is not so easy to measure impacts of a program that aims to improve capacity and empower communities.

Therefore, the ACCESS team, together with its partners, decided to develop and use M&E tools that strengthened the basic principles of empowerment, gender equity, transparency and trust between local development partners. ACCESS wants to promote practical M&E approaches that prioritize women and the poor.

When using these tools, it should be emphasized to those involved to view the process and the experience gained as an opportunity to develop collaboration, to identify strengths and weaknesses together, and develop strategies to overcome and weaknesses there are.

The Participatory M&E series consists of five books:

- 1) **Community Participatory Monitoring Tool (*Community Development Snapshot Tool- CDST*)** – to support monitoring of village community-based programs, particularly programs related to empowerment, gender equity and the involvement of the poor.
- 2) **Tool for Participatory Monitoring of Capacity Building (*Organizational Development Snapshot Tool – ODST*)**- participatory monitoring of programs that support capacity improvement of partner organizations.
- 3) **Community Based Impact Evaluation** – gives communities a chance to assess and discuss changes that come about as a result of programs from various different aspects, including changes in income, capacity, social relationships, and factors which support change and those that impede change.
- 4) **Most Significant Change Stories** – helps capture real stories about changes that are experiences by those involved in the program from the perspective of those involved.
- 5) **ACCESS and Continuous Learning**- a theoretical introduction and practical illustration of the implementation of learning in ACCESS

Each book is designed as a stand-alone 'manual'. It is hoped that each manual will be useful to CSOs, government and communities to undertake participatory M&E and to learn from results in order to improve programs in the future. These manuals and the formats can also be accessed from www.access-indo.or.id or www.idss.com.au.

Many parties were involved in the development of these manuals. Feedback and experiences gained by partners were very useful in developing the approaches. We would especially like to thank ACCESS' 50 implementing partners and the communities in 85 villages in 8 districts, where these tools have already been trialed and successfully used, and thanks in particular to the women and poor who participated and provided input for these M&E tools. We would also like to thank the entire ACCESS team who showed their capacity, flexibility, initiative and willingness to continuously try new approaches.

We are aware that there are still many weaknesses in these M&E tools and there is still room for improvement. We at ACCESS will continue to learn, grow and improve the approaches based on the experience and feedback from the community and other development practitioners (there is a big chance that these tools would have already changed by the time of publication!).

We also hope that other parties are able to learn from our own experiences and share the experience with others.

Suggestion and feedback on these manuals and the approaches, both in the layout and the content, would be greatly appreciated.

Julie Klugman
Team Leader ACCESS
Denpasar, April 2007

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List of Abbreviation

ACCESS	<i>Australian Community Development and Civil Society Strengthening Scheme</i>
ATK	<i>Alat Tulis Kantor</i>
AusAID	<i>Australian Agency for International Development</i>
CDST	<i>Community Development Snapshot Tool</i>
IDSS	<i>International Development Support Services</i>
CBO	<i>Community Based Organisation</i>
NGO	<i>Non - Governmental Organisation</i>
MONEV	<i>Monitoring and Evaluation</i>
ODST	<i>Organizational Development Snapshot Tool</i>
CSO	<i>Civil Society Organisation</i>
Pemda	<i>Pemerintah Daerah</i>
RT	<i>Rumah Tangga</i>
TOR	<i>Term of Reference</i>





Chapter 1:

COMMUNITY BASED IMPACT EVALUATION

1.1 Introduction

ACCESS supports a community learning process for community development, which is community led (particularly by community groups that have been marginalized, especially women and the poor).

This process begins with an assessment process so that community members have an understanding of the conditions in their village and see the potential of the village as well as the challenges that it faces in relation to poverty (in a broader meaning this includes access and control of resources, services and so on).

Through a planning process, the community decides on several priority issues that they want to address immediately. The community determines goals and what they want to achieve, what strategies they will use and they agree upon the indicators they will use to measure the level of success.

During the activity, the community are training to manage the program themselves, establish regulations and systems and lay the foundations for sustainability so that the program process and outcomes will provide long term benefits.

At the end of the project evaluation seminar (participative evaluation), the community together with partner NGO's will analyse how far the project achievements have come based on the indicators that were agreed upon at the beginning of the project.

1.2 2 Impact Evaluation – What & Why?

It is hoped that this program, which is supported by ACCESS, will have a positive impact on the lives of women and the poor in the community. We hope to identify which things have had long term impacts on women and the poor at the

end of the project evaluation seminar. In order to do this, ACCESS has developed a tool to evaluate those impacts. This tool is called Community-Based Impact Evaluation.

A program can cause positive or negative impacts and if we monitor those impacts, we find some of them will be planned and some will not. Programs, whether they have a positive or a negative impact are an opportunity for learning how to improve approaches and implementations for the future. Community-Based Impact Evaluation provides a good opportunity for learning for all stakeholders and ensures programs will be better in the future.

It is very important for the community; partner NGO's, local government and ACCESS to learn together through the impact evaluation program to evaluate the changes that have occurred, whether they were planned or unplanned and have input on the possibility of sustainable change.

The focus in the impact evaluation is to examine social changes including gender relations (in the family and in the community) and political changes (related to the involvement of women and the poor in the village). It will also look at aspects of empowerment, community satisfaction with NGO's and other services provided. It is hoped that the changes in these areas will provide a contribution to improve the quality of life of community members, particularly women and the poor. Another important aspect of this process is the opportunity to discuss the things that support or impede attaining the goals of the program.

1.3 Community-Based Impact Evaluation - Focus - Participants – Facilitators

Aspects that are Examined

The community-based impact evaluation examines the following:

- *Changes experienced on an individual and family level, such as changes related to skills and knowledge, changes in income (increases and decreases), quality of life as well as relations between men and women in the family.*
- *Changes related to the involvement of women and the poor in the community (village and groups) and their role in decision making at village/community levels. It also examines to what extent those who have power have changed in relation to the interests of the poor, their involvement and goals.*
- *Changes related to working with third parties, particularly changes in relationships, bargaining position and the ability to find support from other parties for community development.*
- *Key questions related to the sustainability of the programs outcome or process particularly concerning the capacity to maintain and develop the program.*
- *Evaluations on the services provided by the facilitators/partner institutes*
- *Views of women and poor in the community on the advantages and disadvantages in being involved in the program whether from an economic and learning aspect and so on.*

Participants

The primary participants involved in the evaluation process are community members who participated in the program; in general, the poor and in particular women.

To ensure that men and women have the same opportunity in discussions, we put them into two separate discussion groups

so that each group can provide their views on the achievements of the program as well as the impacts. Then, each group presents the outcomes of their discussion in a plenary meeting.

TIPS FOR FACILITATORS

The groups should not exceed 15 people to ensure that everyone can be actively involved in the focus group discussions. If there are more than 15 participants, it is best to divide the group into smaller groups. (If there are too many, the discussion process will be very long and all of the participants will not get the opportunity to actively participate).

Team Facilitators

The impact evaluation is implemented through discussions with the beneficiary groups. It is hoped that the facilitator will guide this process in an objective manner, for example, the facilitator could be an NGO board member, an outside facilitator or from an NGO that is not directly involved in the program. This is necessary so that the information, the learning and recommendations obtained can be sharper and beneficial for the future.

Because the discussions are arranged in separate groups, and because the process must be documented, there needs to be a 'facilitators team' whose tasks are clearly delineated in order to guarantee a high quality of facilitation and documentation.

Role of the Facilitator

Facilitators need to prepare themselves before an activity starts so that the evaluation process is focused on efforts to empower. Facilitators should not rush to get answers to the questions from the participants, but let an answer eventuate out of an interesting and empowering process.

So, the facilitator is responsible for the process and not the results from the questions.

For example, if the process is boring or too long, there are people leaving the room, the discussion is being dominated by a few people or a certain person and so on, then the facilitator is not effective in their role.

Preparation for Facilitators for an activity

- The facilitator team needs to share the same understanding on the goals and process of the community-based impact evaluation.
- The facilitator team needs to share the same understanding on the point of the questions and together formulate probing questions that will assist and focus the discussion process in the groups.
- The facilitator team members need delegated roles in order to guarantee that the process runs well. There needs to be someone facilitating in each group and someone needs to document the input from the community (whether it is changes they have experienced, evidence or the causes of those changes).



1.4 Impact Evaluation – Implementation Phases

Phase I: Explanation and Initial Agreements

- Facilitator explains the outline of the meeting.
- Facilitator explains to the participants that they will discuss 10 questions (that will take about 6 hours). It is best that the facilitator agrees on a time together with the participants (whether all of the questions will be discussed at one time or discussed over several sessions)
- The facilitator and participants agree to have everyone present throughout the whole process.

Phase II: Explanation of Aim

The Community-Based Impact Evaluation aims to investigate program impacts based on community observations (particularly women and the poor) as well as being a learning process to see what has been successful, what has changed and what factors have contributed to that success and what factors have hindered it. This learning is very important for program sustainability and for activity planning for the future.

Phase III: Explanation of Process

The facilitator explains the process that they will use in the evaluation activity, which is:

- Separate up the men and women into discussion groups (and if there are more than 15 people in a group then it is best they are split into smaller groups)
- Each group will discuss 10 questions. The discussion will cover:
 - a) 4 questions related to changes

connected to individuals/in the family

- b) 2 questions related to changes connected to the involvement of the participants in the community
- c) 1 question related to cooperation with third parties
- d) 1 question related to sustainability of the outcome/process
- e) 1 question related to NGO facilitator services/support
- f) 1 question related to advantages and disadvantages in the program for the participants.

Each discussion on 1 question covers:

- Changes: are there any, how big are they and so on
- Examples that validate those changes
- Reasons/causes for the changes

If there are very different views arising between the different discussion groups, then you need to probe further to identify the causes. The same applies to very different views within the same group (for example, 2 people say their income has really increased while others say theirs is just the same or has even dropped).

These differences and the causes need to be recorded and analysed further.

- After one question has finished, then continue with the next question.
- The outcome of the discussion in each group for each question will be taken up in a plenary session (and the evaluation results will be put into a visual flipchart). This phase will compare the outcomes from the men's and women's groups. If there are striking differences, then the causes for these differences will need to be discussed.

If the goals, process and times have been agreed upon, then the facilitator is responsible to guide the process until all of the meeting outcomes are reached. This consists of providing an empowering process, collection of information on the changes, ensuring participant satisfaction and identifying advantages and disadvantages.

Phase IV: Discussion on Aspects of Change that have Occurred

There are 4 steps for every 1 question (questions 1 until 10). They are:

Step 1 – Explanation of the question and the meaning of the answers

- The facilitator explains: We will discuss several impacts that have resulted from this activity and we will look at the levels of change that have occurred, for example question 1:

“Do you feel there was any change in your skills and capacity after participating in this program?”

- This question is displayed on a flipchart.
- Then the facilitator explains the various possible answers which they have already prepared. The choice of answers will show the level of change that may have occurred in the community connected to that question.

One by one the answers are explained or ask that the participants explain the meaning to ensure that their understanding is also the same. For example:

A significant increase in skills means

Some increase in skills means

Skills that have remained the same means ...

A decrease in skills means

- Then all of the answers are displayed (in horizontal rows)

Step 2 – Participants choose one of the answers

- When everyone understands the answers that were provided, the facilitator explains that each participant has the right to provide an evaluation that is in accordance to what they have experienced. Then, each person is given a “ballot” which may be a sticker,

a small stone or seed (like corn, peanuts and so on). Each participant gets just one vote.

- The facilitator asks the group participants to think for a moment about the question and the changes that have occurred to each one of them. Then, the facilitator asks them to choose one answer by putting the stone/seed/sticker in the column of the answer that is suitable to them.
- At this stage, it is best that there is no discussion on why someone chose their answer so that other participants are not influenced.

Step 3 – The Community Present the Changes they experienced and the reasons why

- Step 3 – The Community Present the Changes they experienced and the reasons why.

“You chose ‘A significant increase in skills’ – can you give me some examples?”

Record these changes in the column to the left of the flipchart.

- The facilitator asks the participants to think about factors that have facilitated or impede the changes that occurred.

“What is the reason your skills have increased?”

Please investigate the impeding factors (particularly for participants whose answers were not very positive), which meant changes were not maximal or there were even negative changes.

“What caused your skills to stay the same/ not increase?”

Record the reasons in the column to the right of the flipchart.

All of the discussion results must be recorded and ensure that all of the input goes into the prepared format so that the following analysis is made easier.

In the implementation phase, it is hoped that the following is filled in:

- The total number of participants (men and women) who chose each answer
- Changes that occurred – column to the left
- Supporting factors – middle column
- Impediments – column to the right.

Step 4 – Experience and analysis of certain groups (the men’s group and women’s group)

Sometimes the answers provided by each participant are very different. For example, a few people answer, “My skills significantly increased,” while maybe a few others say, “My skills did not increase at all”. If there are very different answers, the facilitators must probe further so that they can know why there were significant changes for some people but not for others. Try to find factors that caused these differences in change amongst the participants.

After discussing the 10 questions in the men and women’s group, then have a mixed men and women’s plenary session so they can present and discuss their outcomes and exchange their experiences

TIPS FOR FACILITATORS

Make sure that all participants have the opportunity to answer. Use your skills and creative methods to get all participants actively involved in this discussion.

difference in answers between men and women is related to their gender roles but can also be related to the control and access each group has. For example, men are often the majority of participants at trainings or the ones who do study tours which means that women do not get access to the same education which results in little or no change in their skills.

If possible, try to conclude why the changes occurred, that is, enabling factors and/or impediments to change in the project

TIPS FOR FACILITATORS

*** In some areas, the men and women’s mixed plenary session was arranged after each question. In other areas, this plenary session was organised at the end of the meeting after all the 10 questions had been discussed.**

Phase VI: Conclusion and Closing

After the plenary session finishes, the facilitators briefly summarise the general outcomes and close the meeting.

Further information on the discussion process for each question can be found in Chapter 2.

Phase V: Mixed Plenary Session of Men and Women’s Groups*

If there are real differences in the changes experienced by the men and the women, find out why they happened and discuss them. Find out what the reasons were. Often, the

1.5 Analysis & Reporting

Analysis and Conclusion

Finally, the data obtained can be analysed to find out how big the percentage of change was. (It can be put into graphics/visual to make it easier to compare the outcomes regarding topics and for men and women).

In the framework of learning, an analysis on supporting factors and impediments is very important. If we can identify factors that enable change then we can incorporate those factors into strategies to enable change to occur. It is the same if we can identify impediments. The impeding factors can be considered in further strategy planning.

The report needs to provide an analysis of the outcomes that covers the following:

- Were the changes striking between the beneficiaries? Why was that?
- Were there differences in the outcomes between the men and women? Why did this occur or why didn't it occur?

- What factors facilitated the positive and significant changes in each aspect that was examined?
- What factors impeded the hoped for changes occurring?
- What did we learn from this process and how can that learning be applied in order to guarantee program sustainability and improved programs for the future?

Producing a Report

It is hoped that facilitators (and the minute's recorders) provide reports that consist of:

- A summary of the discussion results with tables for each question (Work sheets – Report)
- Analysis of Discussion Results
- Discussion Results Data Attachments.



Chapter 2:

ASPECTS OF CHANGE THAT WERE EXAMINED IN THE IMPACT EVALUATION

2.1 Key Questions Related to the Changes that Individuals/Families Experienced

Question 1: Do you think there was any change to your skills after attending the program?



Step I:

Explanation of the Question and the Meaning of the Answers

Explain:

- Skills can be explained as technical skills like fixing a well, bookkeeping, breeding animals or non technical skills, for example, managing a group, doing planning, making decisions, communicating/speaking, analysing problems, participating, advocating rights, monitoring program progress and so on)

Discuss the different values:

- What do the participants mean by significantly increased, some increase or no change in skills?

This step ensures that the community have the same understanding on what is being discussed and the same values for the choices available before they choose.

Step II:

Community/Participants Choose

Request:

- The participants choose one of the boxes (the men and women's groups are separated)

Skills	Significant Increase	Some Increase	Small Increase	No Change	Decreased	Participant Total
Women						
Men						

Step III: Community Present Changes they Experienced and the Reasons Why

Discuss:

- Changes that occurred including evidence and examples.
- Factors that facilitated change. If answers are general, for example, "because of the training", then probe further. Ask further questions on what part of the training facilitated that change (was the participant invited, methods, facilitators, content and so on).

Record input into the flipchart in tables, as follows, while the discussion continues:

Significantly Increased Skills		
Changes that occurred – examples/evidence	Supporting Factors for Change	Impediments
Some Increase of Skills		
Changes that occurred – examples/evidence	Supporting Factors for Change	Impediments
Small Increase of Skills		
Changes that occurred – examples/evidence	Supporting Factors for Change	Impediments
No Increase of Skills		
Changes that occurred – examples/evidence	Supporting Factors for Change	Impediments
Decreased Skills		
Changes that occurred – examples/evidence	Supporting Factors for Change	Impediments

Step IV: Observation and Analysis of Certain Groups

Examine:

- Are there striking differences in the answers within the group? For example, are there some that say 'significantly increased' and others that say 'no increase'?
- Are the answers generally the same?

Discuss:

- Are the reasons for the answers in general the same or very different?

Record input into the flipchart while the discussion continues:

Observation and analysis in groups:

Are there some striking differences/ general answers in the group?
What are the reasons?

Step V:

Observation and Analysis of Differences/Similarities in the Answers of Men and Women in the Plenary Session

Examine:

- Are there differences in answers between the men and women?

Discuss:

- The participants reasons/explanations from each group

Record input into flipchart while the discussion continues:

Observation and analysis at the Plenary Session:

Are there differences in answers between the men and women?
What are the reasons?





Question 2: Do you think there has been a change in the level of your/your family's quality of life after participating in this program?

Step I:

Explanation of the Question and the Meaning of the Answers

Explain:

- What is meant by 'quality of life' – you can do this by asking the participants what they understand as the meaning of quality of life. Quality of life is much broader than just increased income. If needed, go back to the criteria for welfare classifications, such as: food requirements fulfilled or not, access to services such as education and health, access to water, changes in ownership/assets, time for recreation, opportunities to participate in programs and so.

Discuss:

- What do the participants mean by significantly increased, some increase, small increase, no change and decrease in changes to quality of life?

This step ensures that the community have the same understanding on what is being discussed and the same values for the choices available.

Step II:

Community/Participants Choose

Request:

- Participants make their choice in one of the boxes (men and women are separate)

<i>Quality of life</i>	Significant Increase	Some Increase	Small Increase	No Change	Decreased	Total of Participants
Women						
Men						

Step III:

The Community Present Changes they Experienced and the Reasons Why

Discuss:

- Changes that each participant experienced including evidence/examples, which they considered important.
- What things facilitated an increase in the quality of life? Why were these things important for them? Also discuss impeding factors in achieving an increased quality of life.
- If this is answered in a general manner, keep asking until the causes become clear.

Record input into the flipchart in tables, as follows, while the discussion continues:

Significantly Increased Quality of Life		
Changes that occurred – example/evidence	Supporting Factors	Impediments
Some Increased Quality of Life		
Changes that occurred – example/evidence	Supporting Factors	Impediments
Small Increase in Quality of Life		
Changes that occurred – example/evidence	Supporting Factors	Impediments
No Change to Quality of Life		
Changes that occurred – example/evidence	Supporting Factors	Impediments
Decreased Quality of Life		
Changes that occurred – example/evidence	Supporting Factors	Impediments

Step IV:
Observation and Analysis of Certain Groups

Examine:

- Are there striking differences in the answers within the group? For example, are there some that say ‘significantly increased’ and others that say ‘no increase’?
- Are the answers generally the same?

Discuss:

- Are the reasons for the answers in general the same or very different?

Record input into the flipchart while the discussion continues:

<p><u>Observation and analysis in groups</u> Are there some striking differences/ general answers in the group? What are the reasons?</p>
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Step V:**Observation and Analysis of Differences/Similarities in the Answers of Men and Women in the Plenary Session****Examine:**

- Are there differences in answers between the men and women?

Discuss:

- The participants reasons/explanations from each group

Record input into flipchart while the discussion continues:

Observation and analysis at the Plenary Session

Are there differences in answers between the men and women?

What are the reasons?





Question 3: Do you think there was a change in relationships between men and women in your family after participating in the program?

Step I:

Explanation of the Question and the Meaning of the Answers

Explain:

- What is meant by “Relationships between men and women” – you can look at elements like: division of roles, communication/exchange of opinions between men and women, disputes, decision making, the balance of opportunities for female and male children, opportunities to attend activities outside of the home, opportunities to obtain information from meetings. Changes in relationships between men and women could be between husband and wife, male and female children, between father and children, or mother and children (for both male and female children).

Discuss:

- What do the participants mean by significantly improved, some improvement, small improvement, no change or a deterioration in the relationship changes?

This step ensures that the community have the same understanding on what is being discussed and the same values for the choices available.

Step II:

Masyarakat/ Peserta Memilih

Request:

- Participants make their choice in one of the boxes (men and women are separate)

<i>Relationship between men and women</i>	Significantly Improved	Some Improvement	Small Improvement	No Change	Deteriorated	Total of Participants
Women						
Men						

Step III:

The Community Present Changes they Experienced and the Reasons Why

Discuss:

- Changes that occurred including evidence/examples.
- What things facilitated the improvement in relationships in the home or the establishment of the same rights for family members? Why did this happen? Also discuss factors that impeded improved relationships between men and women.
- If this is answered in a general manner, keep asking until the causes become clear.

Record input into the flipchart in tables, as follows, while the discussion continues:

Relationships Significantly Improved		
Changes that occurred – example/evidence	Supporting Factors	Impediments
Some improvement in Relationships		
Changes that occurred – example/evidence	Supporting Factors	Impediments
Small Improvement in Relationships		
Changes that occurred – example/evidence	Supporting Factors	Impediments
No Change in Relationships		
Changes that occurred – example/evidence	Supporting Factors	Impediments
Deteriorated Relationships		
Changes that occurred – example/evidence	Supporting Factors	Impediments

Step IV: **Observation and Analysis of Certain Groups**

Examine:

- Are there striking differences in the answers within the group? For example, are there some that say 'significantly improved' and others that say 'no change'?
- Are the answers generally the same?

Discuss:

- Why the answers in general are the same or very different.

Record input into the flipchart while the discussion continues:

Observation and analysis in groups :

Are there some striking differences/ general answers in the group?
What are the reasons?

Step V:
Observation and Analysis of Differences/Similarities in the Answers of Men and Women in the Plenary Session

Examine:

- Are there differences in answers between the men and women?

Discuss:

- The participants reasons/explanations from each group.

Record input into flipchart while the discussion continues:

Observation and analysis at the Plenary Session

Are there differences in answers between the men and women?
 What are the reasons?





Question 4: Do you think there has been a change in your self confidence for you to take a role in problem solving in your area and be active in developing activities in your community?

Step I:

Explanation of Question and Meaning of the Answers

Explain:

- What is meant by “Self confidence” – Are the participants capable of becoming initiators or motivators? Are they sensitive to the situation and able to find alternative solutions to problems or realize their ideals? Are they capable of planning activities they want to implement, make up schedules, get people in the village to be involved, investigate and mobilise local resources? Do they understand that village development planning is not the same as a donor supported project and that it can also be a community supported program?

Discuss:

- What do the participants mean by significantly improved, some improvement, small improvement, no change or a decrease in these changes?

This step ensures that the community have the same understanding on what is being discussed and the same values for the choices available.

Step II:

Community/Participants Choose

Request:

- Participants make their choice in one of the boxes (men and women are separate)

Self Confidence	Significantly Improved	Some Improvement	Small Improvement	No Change	Decrease	Total of Participants
Women						
Men						

Step III:

The Community Present Changes they Experienced and the Reasons Why

Discuss:

- Changes in self confidence that occurred including evidence/examples.
- What factors facilitated better self confidence?
- Also discuss factors or the things that still impede improved self confidence.
- If answers are general, keep asking until the causes becomes clear.

Record input into the flipchart in tables, as follows, while the discussion continues:

Self Confidence Significantly Improved		
Changes that occurred – example/evidence	Supporting factors	Impediments
Self Confidence Improved Some What		
Changes that occurred – example/evidence	Supporting factors	Impediments
Small Improvement in Self Confidence		
Changes that occurred – example/evidence	Supporting factors	Impediments
No Change in Self Confidence		
Changes that occurred – example/evidence	Supporting factors	Impediments
Self Confidence Decreased		
Changes that occurred – example/evidence	Supporting factors	Impediments

Step IV:
Observation and Analysis of Certain Groups

Examine:

- Are there striking differences in the answers within the group? For example, are there some that say 'significantly improved' and others that say 'no change'?
- Are the answers generally the same?

Discuss:

- Why the answers in general are the same or very different.

Record input into the flipchart while the discussion continues:

Observation and analysis in groups :

Are there some striking differences/ general answers in the group?
What are the reasons?

Step V:**Observation and Analysis of Differences/Similarities in the Answers of Men and Women in the Plenary Session****Examine:**

- Are there differences in answers between the men and women?

Discuss:

- The participants reasons/explanations from each group

Record input into flipchart while the discussion continues:

Observation and analysis at the Plenary Session:

Are there differences in answers between the men and women?
What are the reasons?



2.2 Key Questions Relating to Participant Involvement in the Community



Question 5: Do you feel there were changes to the level of involvement/the role of women in activities in the community/neighbourhood/village after this program?

Step I:

Explanation of the Question and the Meaning of the Answers

Explain:

- The meaning of 'role and involvement' can mainly be seen outside of the group (it is not only involvement in the beneficiary groups) because this is really connected to sustainability. The participants understanding on the role of women needs to be clarified or probed in the community beforehand (including what their position is in organisation structure) and what level of participation women have (whether it is attending or being active in meetings).

Discuss:

- What do the participants mean by significantly increased, some increase, small increase, no change or decrease in these changes?

This step ensures that the community have the same understanding on what is being discussed and the same values for the choices available.

Step II:

Community/Participants Choose

Request:

- Participants make their choice in one of the boxes (men and women are separate)

<i>Role of Women in the Community</i>	Significant Increase	Some Increase	Small Increase	No Change	Decrease	Total of Participants
Women						
Men						

Step III: The Community Present Changes they Experienced and the Reasons Why

Discuss:

- Examples of change that involved women in the community that have occurred.
- What factors facilitated/caused women to be more involved or have more of a role? For example, are there supportive policies or particular activity methods or an increased capacity and so on?
- Also discuss factors and the things that still impede an increased role of women.
- If answers are general, keep asking until the causes becomes clear.

Record input into the flipchart in tables, as follows, while the discussion continues:

Role of women Significantly Increased		
Changes that occurred – example/evidence	Supporting Factors	Impediments
Role of women Increased Some what		
Changes that occurred – example/evidence	Supporting Factors	Impediments
Role of women Increased a Little		
Changes that occurred – example/evidence	Supporting Factors	Impediments
Role of Women did not Change		
Changes that occurred – example/evidence	Supporting Factors	Impediments
Role of Women Decreased		
Changes that occurred – example/evidence	Supporting Factors	Impediments

Step IV: Observation and Analysis of Certain Groups

Examine:

- Are there striking differences in the answers within the group? For example, are there some that say 'significantly improved' and others that say 'no change'?
- Are the answers generally the same?

Discuss:

- Why the answers provided are in general the same or very different.

Record input into the flipchart while the discussion continues:

Observation and analysis:

Are there some striking differences/ general answers in the group?
What are the reasons?

Step V:

Observation and Analysis of Differences/Similarities in the Answers of Men and Women in the Plenary Session

Examine:

- Are there differences in answers between the men and women?

Discuss:

- The participants reasons/explanations in each group.

Record input into flipchart while the discussion continues:

Observation and analysis at the Plenary Session:

Are there differences in answers between the men and women?
What is the reason?





Question 6: Do you feel there were changes to the level of involvement/the role of the poor in activities in the community/neighbourhood/village after this program?

Step I:

Explanation of the Questions and the Meanings of the Answers

Explain:

- The meaning of 'role of the poor' can mainly be seen outside of the group (it is not only their involvement in the beneficiary groups) because this is really related to the possibility of the continuity of organisations. The participants understanding on the role of the poor needs to be clarified or probed in the community beforehand (including what their position is in social structures) and what is the level of participation of the poor (whether it is attending or being active in meetings).

Discuss:

- What do the participants mean by significantly increased, some increase, small increase, no change or decrease in these changes?

This step ensures that the community have the same understanding on what is being discussed and the same values for the choices available.

Step II:

Community/Participants Choose

Request:

- Participants make their choice in one of the boxes (men and women are separate)

Role of the Poor	Significant Increase	Some Increase	Little Increase	No Change	Decrease	Total of Participants
Women						
Men						

Step III:

The Community Present Changes they Experienced and the Reasons Why

Discuss:

- Examples of change in the role of the poor that have occurred.
- What factors facilitated the involvement of the poor to change.
- Also discuss factors that still impede an increased role of the poor.
- If answers are general, keep asking until the causes becomes clear.

Record input into the flipchart in tables, as follows, while the discussion continues:

Role of the Poor Significantly Increased		
Changes that occurred – example/evidence	Supporting Factors	Impediments
Some Increase of the Role of the Poor		
Changes that occurred – example/evidence	Supporting Factors	Impediments
Role of the Poor Increased a Little		
Changes that occurred – example/evidence	Supporting Factors	Impediments
No Change in Role of the Poor		
Changes that occurred – example/evidence	Supporting Factors	Impediments
Role of the Poor Decreased		
Changes that occurred – example/evidence	Supporting Factors	Impediments

Step IV:
Observation and Analysis of Certain Groups

Examine:

- Are there striking differences in the answers within the group? For example, are there some that say ‘significantly increased’ and others that say ‘no change’?
- Are the answers generally the same?

Discuss:

- Why answers provided are in general the same or very different.

Record input into the flipchart while the discussion continues:

Observation and analysis:

Are there some striking differences/ general answers in the group?
What are the reasons?

Step V:**Observation and Analysis of Differences/Similarities in the Answers of Men and Women in the Plenary Session****Examine:**

- Are there differences in answers between the men and women?

Discuss:

- The participants reasons/explanations in each group

Record input into flipchart while the discussion continues:

Observation and analysis at the Plenary Session

Are there differences in answers between the men and women?

What is the reason?



2.3 Key Questions Related to Cooperation with Third Parties



Question 7: Was there a change in your capacity to get/ find support (services, attention) from third parties (like: the wood group, village or subdistrict parties, local government, NGO's, private and so on) to support your efforts in the village?

Step I:

Explanation of the Question and the Meaning of the Answers

Explain:

- What is meant by 'get/find support' – what support have they obtained from third parties? It can be any support obtained. Were there any changes in policies; were there any changes in services provided by the government?
- What did you do to get that support? What methods and efforts have you applied to obtain support? Do you have the initiative to ask for/find support? Do you know an effective way to get support? Are you able to 'pressure third parties' to get support (in accordance to your rights)?

Discuss:

- What do the participants mean by significantly increased, some increase, small increase, no change or decrease in these changes?

This step ensures that the community have the same understanding on what is being discussed and the same values for the choices available.

Step II:

Community/Participants Choose

Request:

- Participants make their choice in one of the boxes (men and women are separate)

Ability to Get Support	Significant Increase	Some Increase	Little Increase	No Change	Decrease	Total of Participants
Women						
Men						

Step III:
The Community Present the Changes they Experienced and the Reasons Why

Discuss:

- Examples of change in the ability to strive to get third party support.
- What factors made them able to find support from third parties (for example, courage, will, knowing the way to do it).
- What factors impeded them finding support from outside?
- If answers are general, keep asking until the causes becomes clear.

Record input into the flipchart in tables, as follows, while the discussion continues:

Ability to Find Support Significantly Increased		
Changes that occurred – example/evidence	Supporting Factors	Impediments
Some Increase in Ability to Find Support		
Changes that occurred – example/evidence	Supporting Factors	Impediments
Ability to Find Support Increased Slightly		
Changes that occurred – example/evidence	Supporting Factors	Impediments
No Change in Ability to Find Support		
Changes that occurred – example/evidence	Supporting Factors	Impediments
Decreased Ability to Find Support		
Changes that occurred – example/evidence	Supporting Factors	Impediments



Step IV:
Observation and Analysis of Certain Groups

Examine:

- Are there striking differences in the answers within the group? For example, are there some that say 'significantly increased' and others that say 'no change'?
- Are the answers generally the same?

Discuss:

- Why answers provided are in general the same or very different.

Record input into the flipchart while the discussion continues:

Observation and Analysis:

Are there some striking differences/ general answers in the group?
What are the reasons?

Step V:
Observation and Analysis of Differences/Similarities in the Answers of Men and Women in the Plenary Session

Examine:

- Are there differences in answers between the men and women?

Discuss:

- The participants reasons/explanations in each group

Record input into flipchart while the discussion continues:

Observation and Analysis at the Plenary Session:

Are there differences in answers between the men and women?
What is the reason?

2.4. Key Question on Sustainability of Program Outcomes and the Process



Question 8: Was there any change in your ability to maintain the success of the program so that those achievements could be sustainable (including maintenance of facilities, maintaining loans funds, roll over funds and so on)?

Step I:

Explanation of the Questions and the Meanings of the Answers

Explain:

- What is meant by looking after and maintaining assets? When can we say that it is 'sustainable'? What do we need to maintain what we have achieved in this program? What has the community done in order to achieve these results?
- Issues that need to be developed in the discussion are: Is there an organisation? Does it have actors and mechanisms? Are the regulations/agreements that have been made adhered to?

Discuss:

- What do the participants mean by significantly improved, some improvement, small improvement, no change or a deterioration in these changes?

This step ensures that the community have the same understanding on what is being discussed and the same values for the choices available.

Step II:

Community/Participants Choose

Request:

Participants make their choice in one of the boxes (men and women are separate)

Ability to Maintain Sustainability	Significantly Improved	Some Improvement	Little Improvement	No Change	Deteriorated	Total of Participants
Women						
Men						

Step III:

The Community Present the Changes they Experienced and the Reasons Why

Discuss:

- Examples of change that guarantee sustainability of the outcomes of the process.
- What factors (ability, conditions and so on) support this program to be sustainable?
- What issues still impede sustainability and need to be addressed in order for the program to be sustainable?
- If answers are general, question further until the causes becomes clear?

Record input into the flipchart in tables, as follows, while the discussion continues:

Ability to Maintain Significantly Improved		
Changes that occurred – example/evidence	Supporting Factors	Impediments
Some Improvement in Ability to Maintain		
Changes that occurred – example/evidence	Supporting Factors	Impediments
Ability to Maintain Slightly Improved		
Changes that occurred – example/evidence	Supporting Factors	Impediments
No Change to Ability to Maintain		
Changes that occurred – example/evidence	Supporting Factors	Impediments
Ability to Maintain Decreased		
Changes that occurred – example/evidence	Supporting Factors	Impediments

Step IV:
Observation and Analysis of Certain Groups

Examine:

- Are there striking differences in the answers within the group? For example, are there some that say ‘significantly increased’ and others that say ‘no change’?
- Are the answers generally the same?

Discuss:

- Why answers provided are in general the same or very different.

Record input into the flipchart while the discussion continues:

<p>Observation and Analysis: Are there some striking differences/ general answers in the group? What are the reasons?</p>
--

Step V:**Observation and Analysis of Differences/Similarities in the Answers of Men and Women in the Plenary Session****Examine:**

- Are there differences in answers between the men and women?

Discuss:

- The participants reasons/explanations in each group

Record input into flipchart while the discussion continues:

Observation and Analysis at the Plenary Session:

Are there differences in answers between the men and women?

What is the reason?



2.5. Key Question Relating to Services Provided by the Facilitators



Question 9: What was your impression of the level of service/support from the facilitators in assisting you to become independent?

Step I:

Explanation of the Questions and the Meanings of the Answers

Explain:

- What is meant by quality support/service from NGO's? For example, you can look back to the agreement on division of roles for community participants and facilitators in the proposal. Connect it to the community led aspirations, independence and also the rights and responsibilities of each party.
- Other things that could be looked at are: Did the facilitator stay in the village? What was the intensity of visits? How was the ability of facilitators to respond to the needs of the community including using the technical services of third parties? Did their support truly demonstrate regard for women and the poor? Did the facilitators assist in capacity building?

Discuss:

- With the participants what is meant in the choices written in the table below.
- Ensure that the participants have the same understanding on what is being discussed and the same values for the options provided.

This step ensures that the community have the same understanding on what is being discussed and the same values for the choices available.

Step II:

Community/Participants Choose

Request:

- Participants make their choice in one of the boxes (men and women are separate)

Aspect: Support/service from NGO Facilitator	Women	Men
Indicator	Mark the appropriate box	
I feel that the NGO service/support was considerable and they never tired of supporting us (Considerable Support)		
I feel that the NGO service/support was quite good. (Quite Good Support)		
I feel that the NGO service/support was okay but they could have increased their time in the village and improved accuracy of information they provided (Mediocre Support)		
I feel that the NGO lacked seriousness in supporting us to be independent and manage the program ourselves (Lacked Support)		
I felt the NGO took advantage of us just so they could have a project and income (We were taken advantage of)		

Step III: The Community State Factors and Reasons Why

Discuss:

- Examples of support from the facilitators including any bad experiences or unsuccessful cooperation with facilitators.
- Things that assisted the facilitator to provide good services.
- Was there anything that impeded the facilitator in providing quality services?
- If the answers are general, then question further so that the causes are clear.

Record this information into the flipchart while the discussion continues:

Considerable Support		
Changes that occurred – example/evidence	Supporting Factors	Impediments
Quite Good Support		
Changes that occurred – example/evidence	Supporting Factors	Impediments
A bit of Support		
Changes that occurred – example/evidence	Supporting Factors	Impediments
Mediocre Support		
Changes that occurred – example/evidence	Supporting Factors	Impediments
Lack of Support/We were taken advantage of		
Changes that occurred – example/evidence	Supporting Factors	Impediments

Step IV: Observation and Analysis of Certain Groups

Examine:

- Are there striking differences in the answers within the group? For example, are there some that say 'considerable support' and others that say 'lack of support'?
- Are the answers generally the same?

Discuss:

- Why answers provided are in general the same or very different.

Record input into flipchart while the discussion continues:

Observation and Analysis:

Are there some striking differences/ general answers in the group?
What are the reasons?

Step V:

Observation and Analysis of Differences/Similarities in the Answers of Men and Women in the Plenary Session

Examine:

- Are there differences in answers between the men and women?

Discuss:

- The participants reasons/explanations in each group

Record input into flipchart while the discussion continues:

Observation and Analysis at the Plenary Session:

Are there differences in answers between the men and women?
What is the reason?



2.6 Key Question Relating to the Advantages-Disadvantages of the Community in Joining the Program

Question 10: What benefits have you got out of it (for example, learning, increased income or quality of life and so on, if there are any) compared to the contributions you provided (time, energy, materials and so on) in this program?



Step I:

Explanation of the Question and the Meaning of the Answers

Explain/Discuss:

- Maybe you need to quickly go over the community's contribution in the program based on the initial planning, what actually happened and then look at the benefits they got out of it, that can be seen as the changes in the previous questions. Use the flipchart to record both benefits and community contributions – and then explain the choice of answers.
- Through comparing the benefits with the contributions, what do they think?

Ensure:

- To discuss with the participants what the choices written in the table below mean.
- That the participants have the same understanding on what is being discussed and the same values for the options provided.

Step II:

Community/Participants Choose

Request:

- Participants make their choice in one of the boxes (men and women are separate)

Aspect: Participants perception of advantages-disadvantages of being involved in the program.	Women	Men
Indicator	Mark the appropriate box	
I felt that I received Really Considerable benefits/learning from attending this activity.		
I felt that the advantages/benefits/learning I gained are Still Much Bigger than my contribution of time, energy and so on.		
I felt that the advantages/benefits/learning I gained are A Little Bit Bigger than my contribution of time, energy and so on.		
I gave a lot of time and energy and I feel it was Equal to the advantages/benefits/learning that I received.		
I feel that the Benefits I Got Were Less than the energy and time I contributed to this activity (I lost out as the project was not beneficial)		

Step III: The Community State Factors and Reasons Why

Discuss:

- What things facilitated women and the poor to receive significant benefits from the program?
- What still impeded them from getting maximal benefits from the program?
- If the answers are general, question further so that the causes become clear.

Mencatat di flipchart sambil diskusi berlangsung:

Considerable Benefits		
Changes that occurred – example/evidence	Supporting Factors	Impediments
Bigger benefits compared to what I contributed		
Changes that occurred – example/evidence	Supporting Factors	Impediments
Slightly bigger benefits compared to what I contributed		
Changes that occurred – example/evidence	Supporting Factors	Impediments
Benefits equal to my contribution		
Changes that occurred – example/evidence	Supporting Factors	Impediments
I lost out as the project was not beneficial		
Changes that occurred – example/evidence	Supporting Factors	Impediments

Step IV: Observation and Analysis of Certain Groups

Examine:

- Are there striking differences in the answers within the group? For example, are there some that say 'considerable' and others that say it was 'equal' or they 'lost out'?
- Are the answers generally the same?

Discuss:

- Why answers provided are in general the same or very different.

Record input into flipchart while the discussion continues:

Observation and Analysis:

Are there some striking differences/ general answers in the group?
What are the reasons?

Step V:

Observation and Analysis of Differences/Similarities in the Answers of Men and Women in the Plenary Session

Examine:

- Are there differences in answers between the men and women?

Discuss:

- The participants reasons/explanations in each group

Record input into flipchart while the discussion continues:

Observation and Analysis at the Plenary Session:

Are there differences in answers between the men and women?
What is the reason?



Chapter 3:

COMMUNITY BASED IMPACT EVALUATION REPORT

All of the discussion results are recorded and ensure that they are put into the prepared formats in order to facilitate the report making.

The report consists of of a summary of the discussion results and an analysis. The discussion results records will become attachments for the report.

Part I: Impact Evaluation Implementation Data

Please fill in the following table:

Table 1. Impact Evaluation Implementation Data

Name of Village	
Name of Program	
Programs Main Focus ¹	
Partner Institute	
Name / Sex of facilitator	
Place/ Date of Implementation of Impact evaluation	
Stakeholders, number of participants who attended and gender	

¹ For example: drinking water, irrigation, breeding, multi-sector, income generating; health; education; small trader;

Part II: Impact Evaluation Summary

Place the data from the discussions into the table, “Summary of Impact evaluation Results”.

Table 2. Summary of Impact evaluation Results

Summary of Impact evaluation Results														
No	Level of Change Aspect that is being measured	Domain	Significantly increased/ improved		Increased/ improved		Slightly increased/ improved		No change		Decreased		Total partici- pants	
			P	L	P	L	P	L	P	L	P	L	P	L
1	Skills	Changes at individual and family home level (women and the poor)												
2	Quality of life													
3	Relationships between men and women in the family													
4	Self confidence to be involved													
5	Role/position of women in the community	Changes in relation to involvement of women and the poor in their communities												
6	Role/position of the poor in the community													
7	Ability to find support from third parties	Changes in regard to relationships with third												
8	Ability to maintain and develop program/ village assets/ inventories	Changes relating to sustainability of program outcomes												
9	NGO support and services	Consi-derable	Quite good		Mediocre		Lacking/not enough		Taken advantage of		Total Participants			
		F M	F M	F M	F M	F M	F M	F M						
10	Benefits from attending the program	Consi-derable	Still bigger		Still bigger		Equal		Not equal		Total Participants			
		F M	F M	F M	F M	F M	F M	F M						

Part III: Analysis and Summary

For each aspect of change do a results analysis and a summary regarding the supporting factors and impediments by using the following table:

ASPECT BEING MEASURED		
Summary of the level of change for the women's group:		
Changes that occurred (examples/evidence)	SUPPORTING FACTORS	IMPEDIMENTS
Summary of the level of change for the men's group:		
Changes that occurred (examples/evidence)	SUPPORTING FACTORS	IMPEDIMENTS
Summary of the comparison of results between the women and the men:		
Lessons learned:		

DEFINITION OF LEARNING¹

“Learning is the knowledge or understanding that comes from experience. An experience can be positive (successful) or negative (failure or an accident). A lesson has a real impact on work, which is valid and can be implemented. Applying the lessons we have learned can decrease or prevent potential failures or accidents and can facilitate success”.

Examples:

- A village head who understands the concept of community empowerment will significantly contribute to the success of participative development.
- If the community understands that an approach (for example CLAPP) benefits many parties, then they are enthusiastic to apply those approaches and methods.
- A program that does not address the aspirations of the local community or capacity building will significantly contribute to the failure of a program.

¹ Secchi, P., Ciaschi, R & Spence, D. A Conceptor on ESA Lessons Learned System in:
P. Secchi (pd) *Proceeding of Alerts & Lessons Learned: An Effective Way to Prevent Failures & Problem*

Attachment 1

MITRA ACCESS COMMUNITY PROGRAMS IMPACT EVALUATION FACILITATOR TRAINING*

A. Introduction

The impact evaluation was designed to be participative and requires facilitators who have mastered facilitating techniques. The facilitators are representatives from NGO partners (1 person per institute) and are supported by representatives from the community's village (2 people per village, 1 woman and 1 man). The involvement of community representatives is a part of the community's capacity building in monitoring and evaluation. The long term plan is that the community will integrate the monitoring and evaluation needs as an internal community need. In this way, monitoring and evaluation will not just be to meet the conditions of the donors or third parties. Through training in the class and practise in the field, it is hoped that the community will develop a monitoring and evaluation plan based on their own interests and choices. The community can determine their own indicators and data gathering methods so that implementing monitoring and evaluation will be easier.

It is felt evaluation facilitators need some capacity building in order to implement the impact evaluation while also preparing partners and the community to be able to implement the impact evaluation. This capacity building and learning is done through training, support in the field, self reflection and discussions together.

B. General Aim

In general, the aim of the training is to prepare the impact evaluation facilitators so they have an understanding of the evaluation framework, facilitating tools and techniques and analysis and reporting.

C. Specific Goals

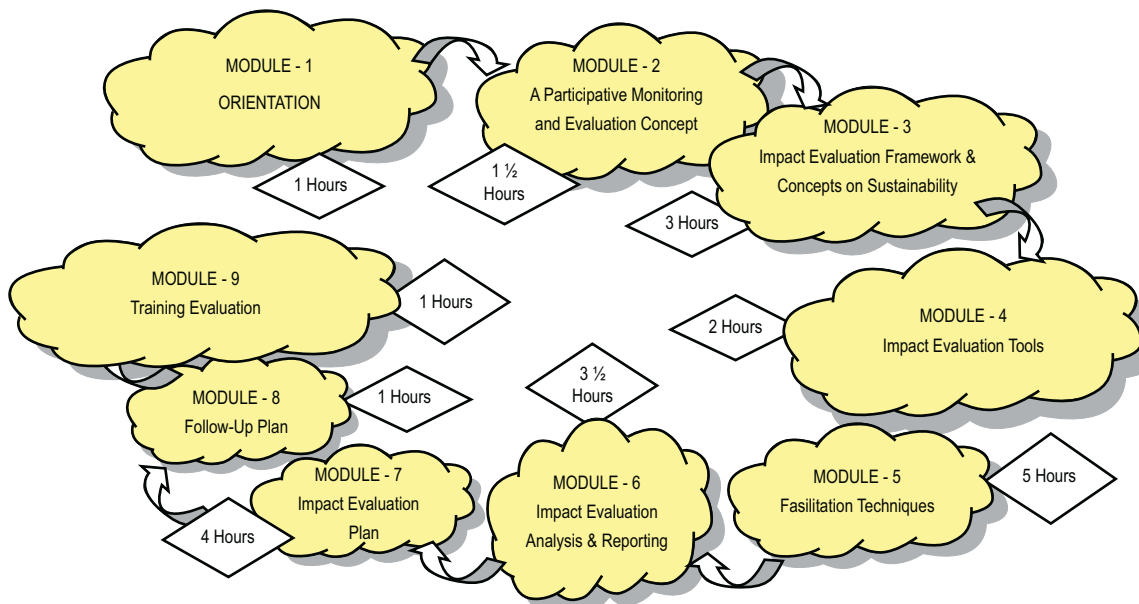
After training, the participants in particular:

1. Can explain the concept of participative monitoring and evaluation well.
2. Can explain the differences between conventional monitoring and evaluation and participative monitoring and evaluation.
3. Are able to explain the impact evaluation tools and framework.
4. Are able to explain the concept of sustainability in relation to impact evaluation.
5. Are able to implement impact evaluation tools using participative facilitation techniques.
6. Can make a data analysis and put together impact evaluation reports.
7. Can design an impact evaluation operational plan as a follow- up plan covering various evaluation implementation preparations and can delegate roles for facilitation. The impact evaluation operational plan should be ready to be implemented in the community.

* Designed by Mitra Samya in cooperation with ACCESS

D. Module and Training Sequences

The module packet covers all the main discussion information. There are 9 modules throughout the training starting with orientation, concepts, practice, and right through to a participative assessment of the training. The training module packet will follow the process that follows:



E. Method

This method uses an adult education approach, where the participants are the main subjects in achieving the goals and the trainer has the role as a facilitator. This method uses :

1. Introduction talk
2. Sharing opinions
3. Games
4. Simulation
5. Case Analysis
6. Group Discussions
7. Plenary Session Discussions

F. Participant Criteria

1. Criteria for facilitators from partner NGO's is :
 - a. To already master basic facilitating techniques.
 - b. To have previous experience in assisting one of the communities's who will be evaluated.
 - c. To be available to attend the whole process (training, application, reporting through to reviewing the lessons learned).
 - d. Priority is given to those who can speak the local language.
2. Criteria for community representative facilitators are:
 - a. Active in activities in the village (particularly the ones in the ACCESS program).
 - b. Available to attend the whole process from training, application, reporting through to reflecting on lessons learned at the regency level.
 - c. Priority given to those who have demonstrated commitment to their community groups.

Attachment 2

IMPACT EVALUATION FACILITATOR TRAINING MODULE

Module 1 - Orientation

Goal

Provide the training participants with an overview of the training process and methods that will be used and develop a unified understanding on the goals of the training.

Tools and Materials

- Module 1 material (the training process, both the general and specific training goals, methods that will be used)
- Tools and materials (metaplan, markers, butchers paper)

Training session implementation

Present the material on the training goals, the process and the training methods. Discuss these points with the participants until everyone shares a similar understanding of them.

Activity 1 Introductions (15 minutes)	Step 1 <ul style="list-style-type: none"> ▪ Provide the participants with the opportunity to introduce themselves ▪ Use methods that give participants the opportunity to interact with each other
Activity 2 Explanation on the training goals (15 minutes)	Step 1 <ol style="list-style-type: none"> 1. Explain the general training goals 2. Explain the specific goals in the training 3. Ask the participants for ideas and discuss if there are any questions Step 2 Hold a discussion to ensure that the hopes of the participants are accommodated for in the training goals .
Activity 3 Explanation on the training goals (15 minutes)	Step 1 <ol style="list-style-type: none"> 1. Explain the training process and briefly describe the activities that will be in each module 2. Explain methods that will be used 3. Give the participants an opportunity to ask questions and give their opinion.
Activity 4 Closing (15 menit)	Step 1 <ul style="list-style-type: none"> ▪ module 1 material is finished; reach an agreement together on regulations (including agreement on breaks, prayer time and so on). ▪ Provide an introduction on the next session.

Module 2 - A Participative Monitoring and Evaluation Concept

General Aim

1. The participants are able to explain the concept of participative monitoring and evaluation well.
2. The participants are able to explain the difference between conventional monitoring and evaluation and participative monitoring and evaluation.

Tools and materials

- Module 2 material (Short readings on concepts on participative monitoring and evaluation)
- Tools and materials (metaplan, marker, butchers paper)

Training session implementation

This session uses a role play method, followed by a reflection on the role play to illustrate the differences between conventional and participative evaluations.

Activity 1 Introduction (5 minutes)	Steps <ul style="list-style-type: none"> ▪ Opening welcome and ask everyone "How are you this morning?" ▪ Briefly explain module 2 – the title, goals, process and the time schedule.
Activity 2 Session: What is Monitoring and Evaluation (20 minutes)	Steps This session is done using an open mind and role plays, using the key question, "What is monitoring and evaluation?" <ul style="list-style-type: none"> ▪ Explain, "We will briefly discuss what monitoring and evaluation are". ▪ Ask 2 participants (1 NGO and 1 community representative) to be volunteers. Ask one of them to observe the other one (the partner). ▪ Ask for the observation results and write them on the board/flipchart. ▪ Then move up a phase and get them to do an evaluation of their partner. ▪ Ask for the evaluation results and write them on the board/flipchart. ▪ Get the participants to identify key words for monitoring and evaluation. Ask them to identify what the main difference between monitoring and evaluating is.
Activity 3 Session: Why is there a need for participative Monitoring and Evaluation (20 minutes)	Steps The discussion point is: Why participative, and how is it if it is not participative? <ul style="list-style-type: none"> ▪ Explain, "I think we all agree that this role play was a monitoring and evaluation process that was NOT PARTICIPATIVE". ▪ Write the words NOT PARTICIPATIVE in large on the flipchart. ▪ Following, ask the participants, "Why was the previous process labelled not participative?" ▪ Record the results under the words NOT PARTICIPATIVE. ▪ Ask again, "So, what happens if the monitoring and evaluation are not participative?" Write the answers from the participants under the sentence. ▪ Give a brief summary explaining monitoring and evaluation if it is not participative and why it should be participative.
Activity 4 Session: Participative and Conventional Monitoring and Evaluation (25 minutes)	Steps Conventional and Participative Evaluation <ul style="list-style-type: none"> ▪ Connect the discussion results from above to this sub topic on conventional and participative evaluation ▪ In order to differentiate conventional evaluation and participative evaluation use the following key words: Why (what for), Who (does it), What (is evaluated), How (methods), When (usually, in general). ▪ Ask again, "What is the principle difference in conventional and participative evaluations"?

<p>Activity 5 Session: Monitoring and Evaluation in the Program Cycle (15 minutes)</p>	<p>Steps</p> <ul style="list-style-type: none"> - Explain that, "Now we will continue the discussion on monitoring and evaluation within the program cycle". - Quickly ask, "What do you know about cycles?" Record each answer in the flipchart. - Place the program development phases into the program cycles chart. - Ask the participants, "In the context of a program cycle, where would the monitoring and evaluation be?" - Write the answers inside the appropriate part of the cycles chart.
<p>Activity 6 Closing and Summary (5 minutes)</p>	<p>Steps</p> <ul style="list-style-type: none"> - To wrap up, ask the participants to give comments on key questions like, "What have we just discussed for 1.5 hours"? - What have we learnt? - The facilitator summarises the important points.



TIPS

Differences between Conventional Evaluation and Participative Evaluation

According to PROWESS 1990: 4, in the book titled, Metode Penelitian Partisipatoris dan Upaya-upaya Pemberdayaan, 2001, the differences between conventional and participative evaluations are:

	Conventional	Participative
Who	External experts	Community, project staff, facilitators
What	The indicators for success are predetermined, particularly for costs and production output.	The community choose their own indicators for success, which can include production output.
How	Focus on scientific objectivity; distances the evaluators from the participants; delayed; limited access to results.	Community do the evaluation themselves; simple methods that are suitable to local culture; open and direct disclosure of results via an evaluation process that involves the community.
When	Usually at the end; sometimes also in the middle.	Integrated monitoring and evaluation; in this way there are small scale evaluations throughout the process.
Why	Accountability: it is usually the deciding factor if funding will continue.	Empower the local community to initiate, oversee and take measures to improve their situation.

Module 3 - Impact Evaluation Framework & Concepts on Sustainability

General Aim

Participants understand the impact evaluation framework and concepts on sustainability.

Specific Goals

1. Participants understand the types of evaluation
2. Participants understand the impact evaluation framework in the ACCESS
3. Participants understand ACCESS impact evaluation tools well
4. Participants understand ACCESS's sustainability design
5. Participants can produce a sustainability framework
6. Participants are able to integrate their understanding on sustainability into the evaluation process

Tools and materials

- Presentation 1 Materials – Types of indicators
- Presentation 2 Materials - ACCESS sustainability framework

Training session implementation

Briefly discuss the previous material content again and relate it to the following material that will be discussed.

Activity 1 Introduction (5 minutes)	Steps: <ul style="list-style-type: none"> ▪ Use participative methods to briefly review the points on participative monitoring and evaluation. ▪ Relate those summary points to the following topic ▪ Provide an overview on the material in module 3
Activity 2 Delivery of material on the framework of impact evaluation (45 minutes)	Step 1 <ol style="list-style-type: none"> 1. Explain the types of indicators that are used in monitoring and evaluation. Begin with input indicators through to impact indicators (use Presentation 1 Materials) 2. Ask the participants to provide examples on how to provide an understanding of the indicators in a program that is already running. 3. Give the participants an opportunity to ask questions until you are sure that everyone understands the main issues in the questions and answers.
Activity 3 Delivery of material on the framework of sustainability (60 minutes)	Steps: <ol style="list-style-type: none"> 1. Form discussion groups and ask the groups to discuss two things, which are: <ol style="list-style-type: none"> (1) What is meant by "Program Sustainability?" (2) What things facilitate a program to be sustainable? 2. Ask each group to present the outcomes of their discussion 3. Ask one of the participants to group the points 4. Facilitate them to make a summary 5. Relate the summary to the ACCESS framework of sustainability (use presentation 2 materials) 6. Facilitate a discussion to see the consistency between the principles of sustainability according to the group discussions and the ACCESS framework. They will complement each other.

<p>Activity 4 Integrate the sustainability framework and the facilitation process (30 minutes)</p>	<p>Steps:</p> <ul style="list-style-type: none"> ▪ Based on the outcomes of the framework of sustainability in activity 3, get the groups to discuss and identify probing questions in order to obtain information on a community's capacity to maintain program sustainability ▪ After the group discussion, hold a plenary discussion ▪ Summary and closing.
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Module 4 - Impact Evaluation Tools

General goals:

Participants understand Impact evaluation tools.

Specific Goals:

1. Participants have mastered the 10 questions in the impact evaluation tool.
2. Participants understand how to take the important points from a discussion process (to guarantee good quality documenting and to assist in analysis)

Tools and materials

- Presentation 1 Materials (impact evaluation tools)
- LCD, meta plan, paper butchers paper, markers, masking tape.

Training session preparation

Distribute the impact evaluation manual and ask the participants to read it.

Training session implementation

Briefly discuss the previous material content again and relate it to the following material that will be discussed.

Discussion on impact evaluation tools will be done in groups.

<p>Activity 1 Pengantar (5 menit)</p>	<p>Steps:</p> <ul style="list-style-type: none"> ▪ Use participative methods to briefly review the points on the framework of impact evaluation. ▪ Ask the participants to review the 10 impact evaluation questions ▪ Provide an overview of the material in module 4
<p>Activity 2 Delivery of material on impact evaluation tools (20 minutes)</p>	<p>Steps:</p> <ol style="list-style-type: none"> 1. Briefly go through the points on impact evaluation tools. You need to explain the values, definitions of each indicator, points that need to be developed and paid attention to (for example, a striking difference in values between the men and the women). 2. Then, discuss the steps in the facilitation process. 3. Provide an opportunity for questions and answers. Briefly discuss the previous material content again and relate it to the following material that will be discussed
<p>Activity 3 Group discussion (65 minutes)</p>	<p>Steps:</p> <ol style="list-style-type: none"> 1. Divide the participants into a few groups (3-4 depending on the number of participants) 2. Ask each group to discuss what the meaning of each key question is. For example, "What is the meaning of 'quality of life' according to your group?" 3. Ask each group to make a list of probing questions for each impact evaluation question 4. Then get each group to present their results 5. A plenary discussion to discuss the group presentations. 6. Make a summary of key words for probing the indicators for questions 1 – 10.

Module 5A - Facilitation Techniques

NOTE:

This module is to be used if the participants/prospective facilitators have not yet mastered basic facilitation theories and techniques.

General Goal:

Participants understand and master basic facilitation techniques.

Specific Goals:

1. Participants understand what facilitation is and the attitude a facilitator must have.
2. Participants know the difference between a facilitator, a speaker, an observer, an investigator as well as the role of a facilitator.
3. Participants know what probing questions are, how to use them and how to explain them in their own words.
4. Participants know how to read body language
5. Participants know how to reach an agreement and are aware of the possible impediments in the process.
6. Participants know how to create a group dynamic, where the resistance is in the group and how to address it.
7. Participants are able to develop alternative medias and techniques that can be used in the impact evaluation process.

Tools and materials

- Computer, LCD
- Metaplan paper, paper, butchers paper, markers, masking tape

Training session preparation

Facilitators master the materials and prepare alternative materials for delivery so that the process can run in a participative way.

Training session implementation

Briefly discuss the previous material content again and relate it to the following material that will be discussed.

Activity 1 Session: Facilitation (20 minutes)	Steps: <ul style="list-style-type: none"> ▪ Explain the aim of this session ▪ The facilitator explains what facilitation is, basic values of facilitation, what a good facilitator is, attitudes of a facilitator and how to develop facilitation skills ▪ The facilitator highlights the important points. ▪ Provide an opportunity for questions and answers.
Activity 2 Session: Role of the Facilitator (20 minutes)	Steps: <ol style="list-style-type: none"> 1. Explain the aim of this session 2. Facilitator explains what the difference between a facilitator, a speaker, an observer and an investigator is. 3. Facilitator explains what the role of a facilitator is. 4. Facilitator highlights the important points. 5. Provide an opportunity for questions and answers.
Activity 3 Session: Verbal Techniques (60 minutes)	Steps: <ol style="list-style-type: none"> 1. Explain the aim of this session 2. Facilitator explains the technique of asking probing questions followed by training. 3. Facilitator explains how to paraphrase, followed by training 4. The facilitator highlights the important points 5. Provide an opportunity for questions and answers

Activity 4 Session : Non-Verbal Tech- niques (30 minutes)	Steps: <ol style="list-style-type: none"> 1. Explain the aim of this session 2. Facilitator explains the art of observing and how to do it followed by training. 3. Facilitator explains what body language is and how to use it followed by training 4. The facilitator highlights the important points 5. Provide an opportunity for questions and answers
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Module 5B - Facilitation Techniques

NOTE:

*This module is to be used if the participants/prospective facilitators **have mastered** basic facilitation theories and techniques*

General goal:

Participants are able to apply the facilitation techniques in the impact evaluation process.

Specific Goals:

1. Participants get a refresher session on basic facilitation techniques and theories.
2. Participants are able to develop alternative media and techniques that can be used in the impact evaluation process.

Tools and materials

- Metaplan paper, butchers paper, markers, masking tape

Training session preparation

Facilitators master the materials and prepare alternative materials for delivery so that the process can run in a participative way.

Training Session implementation

This session uses simulations and discussions or reflections on the simulation in order to gain an understanding on how good and effective facilitation facilitates the impact evaluation.

Activity 1 Session: Introduction (60 minutes)	Steps: <ul style="list-style-type: none"> ▪ Explain the aim of this session ▪ Facilitator guides a discussion to determine who will do the facilitation simulation. ▪ Facilitator explains the topics that will be role played by the team in the simulation session. ▪ Facilitator gives the team an opportunity to prepare material and media that they will use in the simulation. ▪ Facilitator gives out the observation sheets to a few people who have to write their observation results for each facilitator in the facilitation process
Activity 2 Session: Role of Facilitator (3 hours)	Steps: <ol style="list-style-type: none"> 1. Do the simulation. 2. Arrange the time so that a few teams can do a simulation and everyone has the opportunity to try the facilitation. 3. Facilitator assists with the facilitation process and if needed provides input and urges other participants to participate (especially those in the role of the community).
Activity 3 Session: Plenary Discussion (60 minutes)	Steps: <ol style="list-style-type: none"> 1. Ask the observers to deliver their observation results. 2. Facilitator records important points to be put into the flipchart or the metaplan. 3. Facilitator guides a discussion on the important points of a good facilitation process 4. Reflect on the important points using facilitation theories 5. Make a summary of the points.

Module 6 - Impact Evaluation Analysis & Reporting

General Goal:

Prepare participative evaluation facilitators to understand the goals and process of implementing participative impact evaluation and develop an understanding of the evaluation framework, tools and facilitation process right through to analysis and reporting.

Specific Goals

Assist the Training Participants until they are able to:

- Know the important points that need to be analysed
- Analyse the evaluation facilitation process and record the evaluation results.
- Know the important points in compiling an impact evaluation report.
- Compile an impact evaluation report
- Take the lessons learned from the facilitation and reporting results

Tools and materials

- Presentation 1 Materials – Examples of badly written reports
- Presentation 2 Materials – Examples of impact evaluation results (in graphics)
- Copy of the Impact evaluation Reporting Format.
- Facilitation tools and materials (metaplan, markers, butchers paper, and so on – training packet)

Training session preparation

- Read and understand the points in the impact evaluation reporting format.

Training Session implementation

Briefly discuss the previous material content again and relate it to the following material that will be discussed.

<p>Activity 1 Review Impact evaluation (10 minutes)</p>	<p>Steps</p> <ul style="list-style-type: none"> ▪ Let the participants express their understanding of the previous material. ▪ Connect the previous material with the following material that will be presented.
<p>Activity 2 Understand the evaluation impact points that will be analysed and familiar with the impact evaluation reporting format. (50 minutes)</p>	<p>Step 1</p> <ol style="list-style-type: none"> 1. Quickly present the important things that need to be analysed in impact evaluation as well as the important points in the impact evaluation form (Presentation 1 material) 2. Give the participants an opportunity to ask questions until you are sure everyone understands the main points in the impact evaluation report. 3. Give a few different examples of accurate and inaccurate writing on supporting factors and impediments (presentation 1 materials). 4. Give the participants an opportunity to ask questions until you are sure everyone understands the questions and answers. <p>Step 2 Do an <i>ice breaker</i> to refresh everyone.</p>
<p>Activity 3 Writing the impact evaluation report (2.5 hours)</p>	<p>Steps 1</p> <ol style="list-style-type: none"> 1. Choose two teams (3 people per team, facilitator, co-facilitator and documenter) to practise facilitating an impact evaluation process with other participants taking the role of the community. 2. Give the two teams 10 minutes to prepare an impact evaluation facilitation scenario using participative methods. The participants who will be the community members need to prepare themselves so that they will really act like a community.

	<ol style="list-style-type: none"> 3. Determine some impact evaluation questions that will be practised (like question 2 on quality of life). 4. Make two groups for the facilitation practise (a men's group and a women's group). 5. Explain the rules of the game, the hoped for outcomes, the whole process and the time needed. <p>Step 2</p> <ol style="list-style-type: none"> 1. After the facilitation practise has finished, give the facilitation team some time to finish recording the evaluation results including the minutes, do an analysis, put the evaluation results into the impact evaluation report format and look at the lessons learned. 2. Also give the other participants (who had the role as community members) time as a group to discuss the facilitation process and techniques as well as comments, input and suggestions for improvement. 3. Give the facilitating team and a representative from the community team an opportunity to present their results. 4. Together discuss the important points relating to observations of the process and summarise. Use critical questions to get the participants to think about what is ideal in the evaluation process and reporting.
<p>Activity 4 Impact evaluation results report and benefits (30 minutes)</p>	<p>Step</p> <ul style="list-style-type: none"> ▪ Present how the impact evaluation is processed by ACCESS and how the content will be presented to the community and relevant partner institutes (presentation 2 materials). ▪ Summary and closing.

Module 7 - Impact Evaluation Plan

General Goal:

Prepare facilitators to be able to design an impact evaluation operational plan to be used in communities.

Specific Goals

1. Participants (working as a team) can design an operational impact evaluation plan as a follow up plan.
2. Participants can compile the key information that needs to be covered in an impact evaluation and determine implementing strategies for the community.
3. Participants can prepare all the details needed to run an impact evaluation facilitation in a community.

Tools and materials

- Impact evaluation plan format
- An ATK set to facilitate the learning process (markers, flipchart, tape and so on).

Training session preparation

- Duplicate the impact evaluation plan format.
- Rewrite the key information from the impact evaluation into metaplan cards.

Training Session implementation

The training session will be implemented through discussions.

<p>Activity 1 Introduction and open discussion (30 minutes)</p>	<p>Steps 1 Facilitator explains:</p> <ul style="list-style-type: none"> - The impact evaluation plan - Why the plan is important - What the plan content is
<p>Activity 2 Explanation of the group discussions (120 minutes)</p>	<p>Steps</p> <ul style="list-style-type: none"> - This is for the participants in the facilitator teams' including the facilitators from the communities that will be facilitated. Explain that the teams from the villages will only operate in their respective villages. The NGO facilitators will be active but will not facilitate in their own partner villages. - Ask each team, which is made up of a few villages, to engage in discussion (use impact evaluation framework plan manual).
<p>Activity 3 Plenary Discussion (90 minutes)</p>	<p>Steps 1</p> <ul style="list-style-type: none"> - Each facilitator team provides their plan results. - The other teams read through them and provide input

**Group Discussion Manual
To Plan Participative Impact evaluation**

1. Team Facilitator from NGO/CBO :
2. Impact evaluation village location :
3. Name of facilitator team village :
4. Goal of Impact evaluation :
5. Outcomes that must be achieved :
6. Initial data that is needed :
7. How to find initial data :
8. Make copies so you always remember which aspect is being Observed, scope and questions :
Write down and go over again the main point in each question
9. Determine who the discussion groups are (which elements) :
10. Discuss how to get the discussion participants to attend :
11. Discuss strategies in men and women's group discussions :
12. Discuss documenting strategies through to reporting :
13. Make a schedule to :
 - 13.1. Finish everything up in the village including analysis and reporting :
 - 13.2. Have a similar schedule in each village :
14. Division of facilitating tasks :
15. Read the manual, rewrite the main points of the probing questions and the steps for each question :


TIPS
Merancang Evaluasi Dampak

Participatively planning the impact evaluation in the initial phase, will increase the possibility of integration of the valuable benefits like learning together, cooperative decision making, which will be realised throughout the impact evaluation activity.

An impact evaluation facilitator can work with other parties during the initial phase to develop an impact evaluation plan and to get support that is needed to set up systems and run them.

Planning Impact Evaluation Manual

It is very important to plan the impact evaluation before the facilitation process occurs in the community. Planning, which is a part of preparation is everything. Three quarters of a process is planning. Planning is one of the important impact evaluation preparations, as is preparing ourselves as a facilitator to:

- Determine the goals and process of community-based impact evaluation.
- Rewrite aspects that need to be observed throughout the impact evaluation process
- Rewrite the essential points of each question
- Compile several probing questions that will assist the running and focus of the group discussions.
- Divide up the roles of the facilitators to ensure the process will run well – there needs to be someone facilitating for each group and there needs to be someone documenting the community members input (whether on changes they have experienced, evidence or causes for the changes).

Module 8 - Follow-Up Plan

General Goal :

Facilitators can put together a follow-up training plan in order to guarantee the implementation of the impact evaluation in various villages.

SpecificGoals

- Compile a detailed impact evaluation follow-up plan.
- Get the team to all agree.

Tools and materials

- Facilitation tools and materials (metaplan, markers, butchers paper – training packet)

Activity

Compile RTL
(90 minutes)

Steps

- Hold a participative discussion on the division of roles within the facilitator team, who will be implementing the impact evaluation in various places.
- Have a group discussion (in the formed teams) and ask each group to compile a detailed follow up plan to be implemented in the impact evaluation program in the pre-determined villages.

Module 9 - Training Evaluation

General Goal :

To see how far the training goals were accomplished based on the perception of the participants.

Specific Goals

- To get an assessment of the goals that were achieved in the training so that the achievements can be identified in order to improve for the future.
- To have a basis for comparison of the goals that were achieved in the training, if the training participants go on to attend the whole process (training in class, facilitation practise in the field, doing an analysis as well as writing reports).

Tools and materials

- Facilitation tools and materials (metaplan, markers, butchers paper – training packet)

Training session preparation

Prepare the Last Reflections on the Impact Evaluation Facilitator Training in ACCESS Partner Villages format

Training Session implementation

Participants are asked to provide a score for the evaluation points.

Activity 1 Evaluasi (60 menit)	Steps 1 <ul style="list-style-type: none"> ▪ Explain the evaluation points, assessment and how the methods will be used ▪ Let the participants give a score. Gather the scores and put them into a tabulation to get a percentage.
Activity 2 Diskusi pleno (30 menit)	Steps 1 <ol style="list-style-type: none"> 1. Plenary discussion on the score results. 2. Discuss the points that really stood out (for example a very low score) 3. Close the training session.





Community-Based Impact Evaluation

About ACCESS

ACCESS (Australian Community Development and Civil Society Strengthening Scheme) is one of the projects supported by the Australian Government through the Australian Agency for International Development (AusAID) as part of the bilateral assistance from the Australian Government to the Indonesian Government, represented by the Ministry of Home Affairs, specifically the Directorate General of Community and Rural Empowerment.

ACCESS aims to assist poverty alleviation efforts by directly supporting community empowerment and civil society strengthening in Indonesia with a focus in 8 districts in Eastern Indonesia.

ACCESS focuses on strengthening civil society organizations (CSOs) through capacity development efforts to enable CSOs to more effectively support the communities they serve, and to strengthen the community in community-led assessment and planning that includes women and the poor.

The Project also aims to improve the capacity of civil society organizations to promote good governance and better service delivery at the district level.

ACCESS also aims to improve the capacity of civil society organizations to promote good governance and service delivery at the district level.

ACCESS provides grants to help communities implement community empowerment activities that will help to improve the overall quality of life for poor communities.

ACCESS

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