





 <b>MODULE 1</b>	<b>Designing the activity</b>	
 <b>MODULE 2</b>	<b>Delivering the activity</b>	
 <b>MODULE 3</b>	<b>Evaluating the activity</b>	 <b><i>You are here</i></b>



# MODULE 3:


## EVALUATING THE ACTIVITY


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## Pre-requirements

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 To use this module as reference material you should:





-  be able to communicate facts, situations as well your own thoughts in a written form and with objectivity.



## General objectives

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 By the end of this module you will be able to:

-  process the information obtained from the evaluation;
-  prepare your own report;
-  communicate the information to the people involved in the activity;
-  use the information to incorporate changes in future activities.

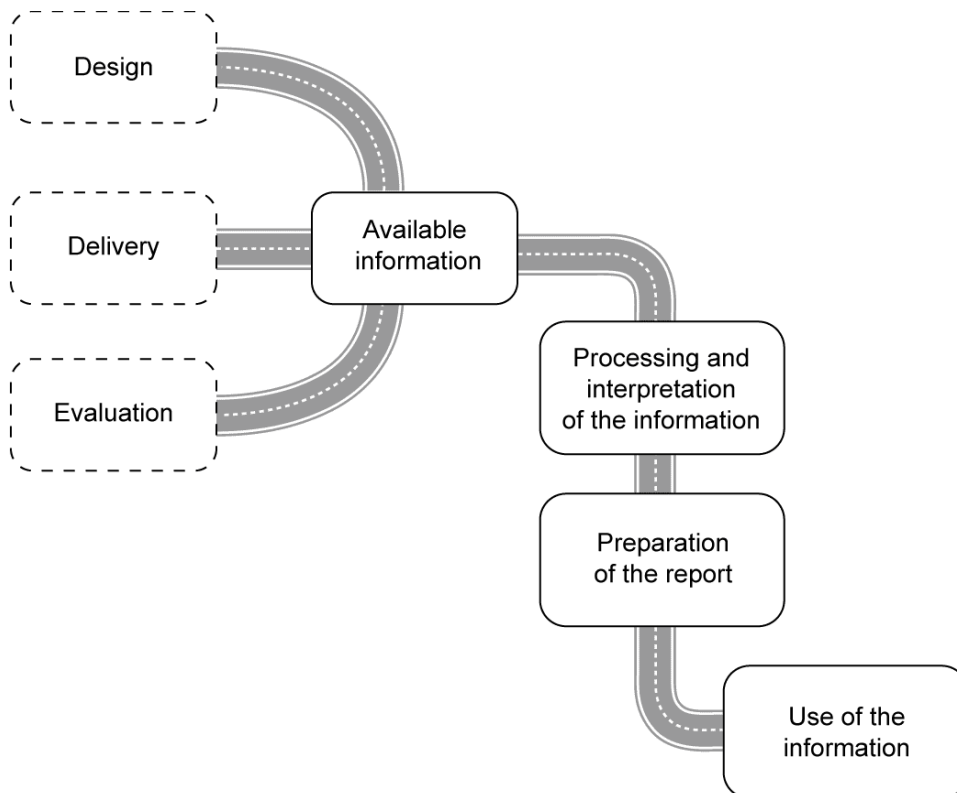
Hezron, Roy, Mary, Lucy and John have delivered their activity.

“Now what shall we do with the experience we have obtained?”

“How can we use all the information we have got?”

“... we must still be clear about the path we follow”.

Let’s see how to proceed on the basis of the available information.






# UNIT 1

## PROCESSING THE EVALUATIONS

### Specific objectives

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 By the end of this unit, you will be able to:

-  gather the information obtained from the evaluation;
-  process and interpret the gathered information.

## 1. What information do we have?

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During the delivery of the activity, a significant amount of information is generated. It should be processed and directed to the people involved.

The information is within your reach.

All the different parts of the activity have generated a set of qualitative and quantitative data that must be organised to be used as input. In order to do this, it is advisable to follow a logical sequence for information collection and processing.

The information consists of the design of the activity, the tools used to promote the activity, the evaluation of the participants and lastly your own evaluation.

Work upon the available information and ask yourself the following questions:

<b>Design:</b>
What parts of the design went according to plan and what parts did you have to change?
<b>Delivery:</b>
Did the promotion and invitation process have the expected results?
What obstacles did you find in organising the activity?
Were you able to overcome these obstacles?



What will you do next time if you find yourself in similar situations?

During the activity, did you succeed in assuming your role?

What were the difficulties?

How did the group react?

**Evaluation:**

What was the opinion of THE participants?

What aspects did the participants emphasise and which aspects did they not have any opinion about?

What is your own opinion of the activity as a whole?



## Practical Exercise

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

- Process and interpret the information. On the basis of the previous analysis, identify the weak points and give your own explanation of the causes that gave rise to these situations. Then identify the strong points and explain the reasons of those positive results.
- Using the evaluation of the participants, draw up the quantity of positive and negative responses obtained using your scale. Use the results to make comparisons with the questionnaire you compiled and check the points where opinions coincided or diverged.

## UNIT 2

# PREPARING REPORTS

### Specific objectives

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-  By the end of this unit, you will be able to:
-  prepare a report containing the results of the evaluation;
  -  communicate the results to the people involved;
  -  formulate conclusions and recommendations on the basis of weaknesses and strengths.

## 1. What is a report?

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The purpose of the report is the fast identification of information required in accordance with the type of decisions to be taken.

The main reason why it is a good idea to agree on the qualities of a good report is that many such documents are difficult to read. The most common drawbacks occur when the report does not clearly explain the type of information on which the results are based or how this information was collected. This lack of transparency about the methods or tools used also generates a lack of credibility in the validity of results.

The report content and format must also take into account that:

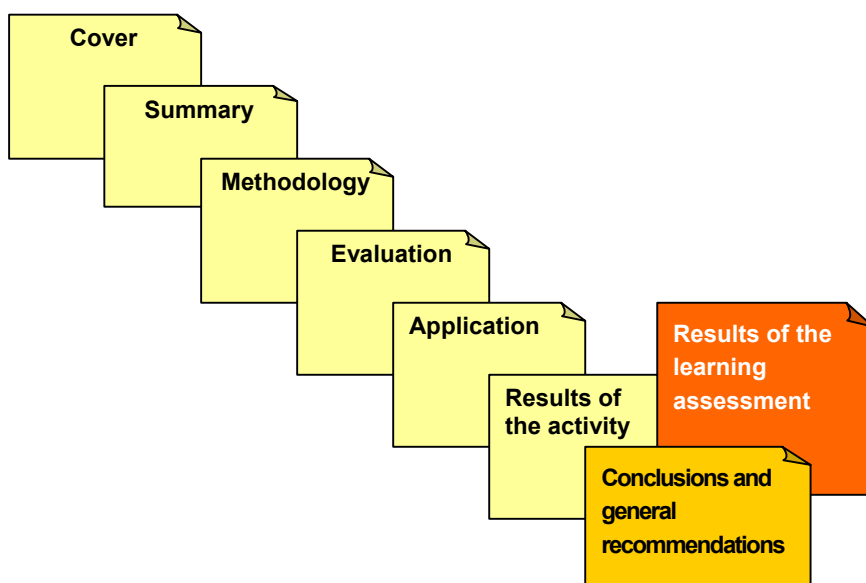
- the information supplied is directly connected with the objectives of the activity;
- the report is directed at other specific readers who use the information to take decisions. This means that the report should be prepared in such a way that it meets the requirements of the people who requested the results of the activities.

A report combines the gathered information.

## 2. What must the report contain?

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(Figure 2.1)



Below we have given some suggestions that will allow you to construct a format appropriate to the specific contexts in which you are working.

**Table 2.1**

<b>Cover</b>	<b>Cover</b>
Activity modality:	
Name of the facilitator:	
Date of the activity:	
Date of the report and signature of the facilitator:	
<b>Summary</b>	<b>Summary</b>
What were the objectives of the activity? Who were the participants? How many people participated? Was the backing of the institution obtained?	
Short description of the activity: description of objectives, human, material and financial resources, practical exercises and context	
What were the most significant results?	
<b>Information collection methodology</b>	<b>Methodology</b>
What methods and tools were used?	
<b>Evaluation during the activity</b>	<b>Evaluation</b>
What were the results of the practical exercise?	
Were comments received from the participants?	
<b>Application of questionnaires at the end of the activity</b>	<b>Application</b>
Did they answer the questions? (We suggest attaching a blank questionnaire as an annex to the report).	
<b>Results of the activity evaluation.</b> (These should be ordered in relation to the different objectives of the activity)	<b>Results of the activity</b>
Were other results obtained that are unrelated with the set objectives but relevant to the activity <i>per se</i> ?	
Were other significant results obtained that demonstrate the merit or success of the activity?	
Which results responded to which aims of the activity?	
Which results obtained were contradictory?	
Which alternative explanations may be given for the results?	
What are the critical areas in the evaluation carried out?	

<b>Results of the learning assessment</b> (in the case of a training activity). (These should be ordered in accordance with the various learning objectives)	<b>Results of the learning assessment</b>
Were other results obtained that are not related to the learning objectives, yet are relevant to the training activity?	
Were results obtained that confirm that expectations were met?	
<b>Conclusions and general recommendations</b>	<b>Conclusions and general recommendations</b>
What are the important conclusions?	
What are the recommendations?	
What facts or situations would support this?	

### 3. How to use the information?

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Relevant information can be obtained does not matter the modality of the activity.

The conclusions and recommendations at the end of the report are a significant aid to people who take decisions about future activities or adjustments to the current.

The full report may possibly only be of interest to the project team. A summary of the report and its conclusions should nevertheless be shared with the people who took part in the activity. Inviting the group to meet again or sending the report to the participants is a way of showing your thanks and maintaining the contact you have established.

Taking into account that the report should be addressed to the managers who requested the evaluation, to other bodies involved and/or other authorities and national organisations, it is a good idea to include some suggestions based on the results of the evaluation that can be communicated in written and oral form.

**Table 2.2**

<b>When informing those involved</b>	<ol style="list-style-type: none"> <li>1. Get to know the various groups involved.</li> <li>2. Ask for information about what these groups want to know about the evaluation and why.</li> <li>3. Try to understand the viewpoint of the various audiences.</li> </ol>
<b>When giving an evaluation message</b>	<ol style="list-style-type: none"> <li>4. Relate the information to future activities to be undertaken.</li> <li>5. Do not give so much information that the superfluous information prevents the essential information from being understood and heard.</li> </ol>
<b>When giving information in written form</b>	<ol style="list-style-type: none"> <li>6. Begin with the most important phrases.</li> <li>7. Emphasise everything you wish to emphasise.</li> <li>8. Draw up the information clearly.</li> </ol>
<b>When preparing an oral presentation</b>	<ol style="list-style-type: none"> <li>9. Prepare an interesting and entertaining presentation.</li> <li>10. Adopt a natural tone.</li> <li>11. Present clear, understandable diagrams and figures that summarise the results of the evaluation or whatever you wish to convey.</li> <li>12. Involve the audience in the presentation.</li> <li>13. Leave time for questions.</li> </ol>
<b>When dealing with difficult audiences</b>	<ol style="list-style-type: none"> <li>14. Involve people who are important to the audience in the presentation.</li> <li>15. If you do not feel able or in a condition to deliver a presentation, ask someone else to take charge of it.</li> <li>16. Deliver a relaxed, motivating presentation.</li> </ol>
<b>When dealing with the press</b>	<ol style="list-style-type: none"> <li>17. Explain the technical vocabulary.</li> <li>18. Try to write the press release personally.</li> <li>19. Use tables and diagrams.</li> </ol>
<b>Under all circumstances</b>	<ol style="list-style-type: none"> <li>20. Always be honest and limit yourself to the facts when describing the results.</li> </ol>

Lastly, remember that a concise, objective and well organised report is more useful than a rambling document containing irrelevant details.