

SLUM AID PROJECT (SAP)

MONITORING AND EVALUATION WORKSHOP REPORT

**HELD AT HOTEL GARDEN KAWEMPE
FROM 6TH -8TH JUNE 2008**

Slum Aid Project

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DAY 1 SESSION 1

1.0 INTRODUCTION

The Monitoring and Evaluation workshop was attended by 28 participants out of whom 19 were females while 9 were males. It was held from 6th-8th June 2008 at Hotel Garden Kawempe. It was attended by three (3) staff members. The workshop was facilitated by Ms. Irene Nakato from Ridge Consult (u) Ltd and Ms. The SAP executive Director as a co Facilitator. Participants introduced themselves together with their duties. Ms. Kyambadde opened the workshop with a vote of thanks to the participants for being committed to a better life to the slum community.

2.0 EXPECTATIONS AND GROUP NORMS

Led by Ms. Olga

Each participant was asked to write his/her expectations and give one out of the three as most important.

2.1 Expectations

Participants mentioned the following as some of their expectations

- Acquire more skills on Domestic Violence and Monitoring
- Learn skills in monitoring and Evaluation
- Learn more on Domestic Violence and Counseling
- Revisit work plans and learn to overcome challenges

2.2 Group norms

- i. phones in vibration mode
- ii. Keep time
- iii. Respect each other
- iv. Raise your hand if you want to talk
- v. No mini meetings
- vi. Full participation

2.3 OBJECTIVES OF THE WORKSHOP

- understand importance and use of participatory methods
- understand the essentials of M&E
- Be able to construct a simple M&E system
- Be able to apply Participatory M&E

SESSION 2:

3.0 INTRODUCTION TO PARTICIPATORY PROGRAMME DEVELOPMENT

The following were identified as the primary uses of Participatory Methodologies;

- Identifying problems
- Formulate plans
- Develop action plans and implement decisions

Participants were asked what they understood by participatory methodologies/ methods (PM). Below are some of their responses:

- Its not a one man show but must involve others
- Everyone has a role to play as a leader, recorder, facilitator etc
- Discover from the beneficiaries and find ways to solve it
- Sharing of knowledge and transfer of skills

3.1 COMPONENTS OF PARTICIPATORY METHODS OF PROGRAMS

1. Participatory Learning Action (PLA)
2. Participatory Rural Appraisal/Rapid (PRA)
3. Participatory Action Research (PAR)

- PRA: is a process that enables community members to:
 - I. Analyze needs
 - II. Identify possible solutions to meet those needs
 - III. Develop, implement and evaluate a plan of action
- Why do we need to know participatory methods (PA)?
 1. Beneficiaries/ target group are the custodian of knowledge
 2. PA enable us understand and know the resources with in a community that can be used for development
 3. Helps us understand that local people can also plan implement programs.
 4. Can be used in urban areas
 5. To have a participatory team
 6. Understand stakeholders

3.2 PILLERS OF PARTICIPATORY APPROCHES

- a. **Our behavior and attitudes; purpose: to create the trust of partners need to participate freely.**
 - Key aspects to remember
 - I. Respect for partners

- II. Patience, listening, not interrupting, showing interest etc.
 - III. Using materials, methods and language that empower partners to express and analyze their knowledge/ suggestions
 - Triangulation (looking at issues from different perspectives/ angles/points of view)The facilitator noted the following as the different forms of Triangulation;
1. Triangulation on Team composition i.e. a team of different people
 2. Triangulation on observation i.e. getting information from different levels of the community.(individuals, house holds, focus groups & community groups)
 3. Triangulation on tools (**engeri**) and techniques (**ebikozesebwa**).

b. Dealing with different types of bias

- I. Tarmac bias
- II. Seasonal bias
- III. Wealth &influence
- IV. Sex/gender bias
- V. Expectation bias
- VI. Politeness
- VII. Knowing our objective
- VIII. Get basic information only

The participatory process cycle

- i. Information collection
- ii. Problem identification
- iii. Problem analysis
- iv. Project identification
- v. Visioning
- vi. Project planning
- vii. Implementation
- viii. Monitoring
- ix. Evaluation
- x. Reflection and learning

c. dealing with bias *note* there different forms of bias;

- I. Tarmac bias
- II. Seasonal
- III. Wealth and influence
- IV. Sex/gender
- V. Politeness bias
- VI. Expectation bias

d. Knowing our objective and sticking to them.

- e. Going only as deep as we need to
- f. Exercise developing indicators
 - What is an indicator?, Give an example of an indicator

SESSION 4:

4.0 INTRODUCTION TO MONITORING AND EVALUATION

The facilitator asked participants what is monitoring and evaluation/ and to give an example of both cases.

4.1 WHAT IS MONITORING?

- Participants' divided in to 5 groups to answer the above.

Theses were some of the responses

1. Follow up of work done
2. Checking on what you have done
3. Okilondola emirimu egibagikoledwa
4. Supervising of work

- The facilitator emphasized that an activity has to match with the objective, of which the objective has to be clear.

- Monitoring focuses on;

Measuring outputs and is done on a daily basis throughout the project life.

Monitoring is done on a regular basis throughout the life of a project, which helps to ensure that the planned activities are on track.

- **Monitoring** is there fore a **routine** process of collecting and **analyzing information** to compare progress of an activity (or objective) with the **original plan**.

4.2 WHAT IS EVALUTION?

- Evaluation can be used in a number of ways;

- I. In initial assessment and appraisal of a situation
- II. The monitoring of the progress of a project/program
- III. The measurement of the overall impact of a project/program (Outcomes
The facilitator noted that when evaluating **measurements/ numbers** are used.

- **PREP**
 - a) What is an indicator?
 - b) Give an example of an indicator?

Participants viewed a film on; Participatory rural Appraisal (PRA)

- participatory Techniques
- poverty from different perspective

Participants noted from film that Participatory poverty Assessment encourages people of all ages.

- The following were identified as some of the poverty cases highlighted from the film;
 1. Land
 2. Policy & input e.g. Fertilizers
 3. Environmental degradation
 4. Savings and credit analysis

The facilitator noted that to understand Poverty, different techniques are used;

- Mapping on the ground using different symbols
- Seasonal analysis i.e. depending on the seasons & resources

DAY 11

Session 1:

Ms Hellen Sava led the recap of day 1 together with the participants where key points learnt were highlighted.

4.3: Monitoring and Evaluation from a community perspective.

Ms. Clare Nkirehe facilitated this session where she noted that some participants like Ms. Namiro Jane had seen SAP through the years.

4.5: Understanding SAP

- SAP started: 1991/92 as Katanga project
- Evolution: 1995 under Ministry of women in Development
- Programs then were :
 - Legal Education Project
 - Human Rights advocates (HRA)
 - Paralegals
 - Youth peer educators
 - Reproductive Health (safe sex, Condom distribution)
- Mission (1995-2003) changed as per to date
- Organizational Structure:
 - Annual General Assembly
 - steering committee
 - Secretariat
 - Key community volunteers (20 females & 10 males)

- 2004-2005 (Vision): To see that people of Uganda in Slum communities live and enjoy fair and dignified lives
 - Mission: to strengthen the capacity of slum communities in Uganda (men, women, children) to challenge and effect sustainable positive change in their lives through research capacity building and advocacy.

- Strategic plan 2000-2004: CSAE Project targeting girls was implemented.
- On this note Ms. Nkirehe requested participants from different communities to up date participants about the girls who benefited from the program. Among the updates where;
 - Nassaka Fausta and Muwanga Jennifer from Kisenyi: Some girls established salons
 - Alice Bagyenya from Katwe; Girls are disciplined now
 - Otema Josephine from Naguru; youth trained as peer educators in 2000, awerness programs and seminars held in communities, ERF given, home visit done especially to perpetrators and victims
 - Cissy Kwagala a girl child victim of Domestic Violence still being supporte by SAP and is currently in P.5 at Kampla parents school 2004 ltd.

- 2002/3 former Coordinator handed over to Ms.Nkirehe; during this time IGP's were established. again participants updates members on the current status of the IGA's
 - Naguru Tape water was still doing well
 - Wandegeya one tape was stolen but the one in Sowote still works though management of its finance is poor.
 - Kisenyi Chicken project collapsed due to political influences but some money was deposited on SAP account.
 - Clare requested members for written information regarding the existing IAP's for proper follow up and Monitoring & Evaluation

- 2003: Kibuli CSAE sensitizations programs held: updates
 - One beneficiary is a dancer in Crane Dancing Group in Kyambogo and is doing a Diploma sponsored by Crane.
 - One Jane has been educated, Born Again and doing well
 - Another in catering is also doing well

- 2005: More case Girls identified for assistance

- Amaniru Scovia who had escaped from Mityana is now back to school in Nsambya S.S Nalya
- Hadijja Namazzi was assisted in her defilement case still on going
- Kibuli-Wabigalo (KIWAB) Dram rehearsals was going on.
- Amina Nashiri is now confident in handling community issues.
- KIWAB Saturday cleaning was going on as per work plan
- Otema Josephine noted that SAP was not active in 2003 but as trained people they were working in the community. That even if SAP ceases there sustainable.
- Alice Bagyenye noted that though they had misunderstanding with in them members at the time of support Group formation, they were interested in forming it.
- Strategic plan 2000-2004;
- Scanned the Environment and SAP mission changed from happiness to Slum Communities where people live and enjoy fair and dignified lives.
- Capacity Building: where communities have been trained in to formation of support groups so that they can demand for their rights and development needs.

4.6: SAP and its work environment

Slums have unique and different needs, SAP work in partnership with;

1. -Government,
2. -slums
3. CSO's
4. -CBO'S
5. -partnerships
6. -support groups

4.7: SAP Organizational Structure:

1. Annual General Assembly
2. Board
3. Secretariat
4. Support groups

Session 3:

5.0: Developing an M&E SYSTEM

In developing the above the facilitator noted the following as important;

- a. community needs from different actors
- b. organizational objectives

- During the course of developing an M&E system, one has to know the hierarchy of needs and objectives. And Start as early as possible in the project cycle.
- Evaluation is the periodic assessment and review of the extent to which medium and long-term objectives of an activity/ program have been realized.

GROUP WORK

On this note the facilitator divided participants into 4 groups each to attempt the questions below:

QN: How do we monitor a project? (What tools do we use to measure outputs?
QN; How do we measure whether a project has met its objectives? (What tools do we use to measure outcomes?)

6.0: TOOLS USED TO MEASURE OUTPUT

- Indicators
- Behavioral change

The facilitator noted to participants that we monitor and evaluate a project by using indicator/signals. She explained this to participants to be like *traffic lights* which give signals to road users or an indicator to be a symptom.

When monitoring a project, progress indicators or output indicators are used.

EXERCISE

The facilitator asked participants to identify outputs from the sentences below.

- No of latrines constructed (Process)
- No of Condoms distributed (Output)
- No of women digging a garden(Indicator)

Compare a process indicator

- % of household that attend a meeting (process indicator)
- amount of money raised for Emergency Relief (out put)

When evaluating a project we use outcome indicators or impact indicators

Exercise;

- % of girls who complete primary school(i.e. its over a life time therefore an outcome)
- % of men who remain faithful to their wives(outcome indicator)
- % of children who are immunized (its an impact therefore an indicator)
- incidence/rates of diarrhea related deaths among children (impact)

6:1: Qualities of a good indicator

1. Easily observable, verifiable and accurate. Do not select an indicator if the information is difficult to get or leads to disagreements among the people who collect and analyze it.
2. Relevant to the activities or objectives we want to monitor /evaluate
3. Reliable and up to date i.e. to used for a long period without affecting results.
4. sensitive so as to record change

6.0: COMPONENTS OF DEVELOPING AN M&E SYSTEM

1. participatory learning and action(PLA)
2. participatory rural/rapid APPRAISAL (PRA)
3. participatory Action Research (PAR)

6:1: Examining support groups action plans and developing indicators

Participants grouped according to their respective parishes for an exercise to examine support group action plans and develop indicators basing on issues below;

1. Drainage cleaning Naguru
2. Drainage cleaning Katwe
3. Drainage cleaning Nakulabye & Wandegeya
4. Early marriage Kibuli & Wabigal

6:2: How do we develop our objectives?

- a. Identify a problem
- b. Identify a solution

Note 'Solutions' are normally the objectives and its better to develop more than 1 or 2 indicators because it's difficult to measures 1 indicator

- When doing an activity its good to have a baseline indicator (that is what you want to achieve) because it helps to measure how a particular situation might have changed the time before a particular project/ activity has been competed.

Note: for each of the Indicator:

1. develop a scoring mechanism
2. know how you are going to collect this information
3. know how who is going to collect the information and when

4. know how this information will be recorded

DAY 111

The facilitator did a recap for day11,

Session 1:

7.0: Developing a comprehensive M &E system / SAP community

Step 1:

- Project: Proper garbage disposal in Kampala Slum Communities

Objectives

1. To promote the practice of proper garbage disposal with in the slum
2. encourage living with in a cleaner environment in Slum communities
3. Having a designated place with in slum communities for garbage
4. disposal/ collection

Activities:

- a. Mobilize slum dwellers for sanitation meetings on the need to have a garbage collection point.

Step 2:

- Explain in simple terms what M&E is and encourage discussions among community members why you need to Monitor & evaluate your project activity.

Activities:

- a. Check on how much progress you make
- b. Build trust amongst
- c. Helps Get enough coverage to complete the project
- d. To control use of materials

Note: likely consequences of the project

1. Slum dwellers will start disposing of garbage in the place i.e. in the designated area
2. As a result there will no longer be garbage thrown all over the place
3. Slum dwellings will be cleaner
4. The garbage is likely to become a problem to dispose off completely.

Step 3:

Community defines what it wants to Monitor & Evaluate with respect to each of the activities/ objectives.

Activity:

- a. Consider hierarchy of activities/ objectives and discuss what needs to be monitored/ evaluated.
- b. Mobilization / sensitization meetings to lobby meetings with local authorities.
- c. Slum dwellers have participated in deciding on a garbage collection meeting.

Step 4:

Select indicators for each activity/ objective

Note: - different actors will want to M& E different things.

- Ask which of the indicators are baseline indicators
- Discusses how the relevant baseline information is going to be collected and when.

Step 5:

Scoring mechanism and information collection procedures

Note: - first draw up an activity plan

7.1: AN ILLUSTRATION OF AN ACTION PLAN/ ACTIVITY PLAN

| Project adjective | Activity | indicators | Person responsible |
|----------------------------|---------------------------|---------------------------|------------------------------------|
| Proper disposal of garbage | Meetings with Slum people | No of women/men attending | Project committee Local leaders |
| | | | |

Activities

- a. Mobilize slum dwellers for sensitization meetings on the need to have a garbage collection point.
- b. Mobilize slum dwellers to participate in establishing a garbage collection point
- c. Mobilize local authorities and other agencies to aid slum communities establish a garbage collection point.

Step 6: How the information will be recorded

Step 7: Trial run

Note do it practically each member tries to solve against indicators

Step 8: Monitoring sessions

Steps 9 &10: Analyze the information collected

- Discussion of the challenges in the planned project activity of conflict between private sector and support group committee

7.2: Functions of M&E

- a. Performance
- b. Accountability
- c. Communication
- d. Learning

9.0: Lessons learnt

- a. Learnt how to monitor and evaluate
- b. Learnt SAP history and progress
- c. Learnt SAP M&E system
- d. How to handle problems in the community especially on sanitation and child abuse
- e. How to get information from the community
- f. Work shop was good but no handouts were availed
- g. Participatory techniques and M&E system.

8.0: Closing Remarks from the Executive Director - SAP

The, Executive Director Ms. Clare Nkirirehe welcomed the guest of Honor ms. Hyamba Sopia women councilor for Kawempe Division, introduced participants and gave welcome remarks. Ms. Nkirirehe also gave an overview of SAP community programs with in established support Groups and the workshop objective.

On this juncture she noted to the guest of honor that in line with the support group activates, garbage collection and disposal had been identified as a major problem where members of support groups collect garbage but fail to dispose it off from their community due to lack of disposal fee required by KCC.

She ended by thanking the guest of honor for her time; she thanked Ms. Olga for good facilitation and lastly participants for being active.

8.1: Guest of honor closing speech

Ms. Ayumba Sopia thanked SAP for the good community work, participants and the facilitator. She noted to participants that garbage

collection is a challenge in Uganda unlike in Rwanda. And this is mainly due to political interests.

She recommended that policy makers should sensitize people about by-laws, to be approved and to ensure that they reach the grassroots community. Finally she closed the workshop by thanking all participants.

LIST OF PARTICIPANTS

| NO | NAME | PARISH |
|-----------|-----------------------|---------------|
| i. | Ms. Namusisi Victor | Nakulabye |
| ii. | Mr. Gonza Armstrong | Wandegeya |
| iii. | Mr. Ogola Hussein | Naguru |
| iv. | MR. Lamunu Grace | Naguru |
| v. | Ms. Ahebwa Benon | Naguru |
| vi. | Ms. Amina Nashiri | Wabigalo |
| vii. | Mr. Nkahebwa Denise | Naguru |
| viii. | Mr. Hussein Katongole | Wabigalo |
| ix. | Ms. Nansassi Harriet | Nakulabye |
| x. | Ms. Rashida Kamoga | Kibuli |
| xi. | Mr. Rakihm Ismail | Kibuli |
| xii. | Mr. Lule Bosco | Wabigalo |
| xiii. | Ms. Otema Josephine | Naguru |
| xiv. | Nassaka Fausta | Katwe |
| xv. | Ms. Bagenyi Al;ice | Katwe |
| xvi. | Ms. Matovu Hadija | Katwe |
| xvii. | Mr, Bukenya Nusa Bidu | Katwe |

| | | |
|---------|--------------------------|---------------|
| xviii. | Ms. Ssemakula Sherry | Wandegeya |
| xix. | Namiiro Jane | |
| xx. | Ms. Kamulegeya Sopia | Naguru |
| xxi. | Ms. Kwikiriza Teddy | Kibu;i |
| xxii. | Ms. Mugisha Anett | Kibuli |
| xxiii. | Hajati Siamu Mutegaya | Naguru |
| xxiv. | Ms.Muwanga Jenifer | Kisenyi |
| xxv. | Mr. Kyobe Denis | Nakulabye |
| xxvi. | Mr. Nsubuga Ganga | Kisenyi |
| xxvii. | Mr. Kassimu Yawhe Musoke | Wandegeya |
| xxviii. | Ms. Anne Angwenyo | Kisenyi |
| xxix. | Ms. Sava Hellen | Volunteer SAP |
| xxx. | Ms. Nakiyingi Shakira | Kibuli |
| xxxi. | Ms. Clare Nkirirehe | E.D SAP |
| xxxii. | Ms. Najjuma Sarah | Wabigalo |

Facilitator: Ms. Oluga Nakato

PROGRAM to be got from E.D

LIST OF ACRONYMS

- SAP** - **Slum Aid Project**
- PAR** - **Participatory Rural Appraisal/Participatory Rapid Appraisal**
- PLA** - **Participatory Learning Action**
- PAR** - **Participatory Action Research**
- M&E** - **Monitoring & EVALUATION**
- HRA** - **Human Rights Advocates**
- CSO's** - **Civil Society Organizations**
- CBO's** - **Community Based Organizations**