Although little accurate information exists about the total number of street children, it is estimated that this figure is in the millions globally. A significant number of street children have no regular source of health care. Confronted with the harsh life of the street, these children engage in high risk behaviour in a quest to survive. Despite successful methods to increase knowledge on problems related to psychoactive substance use, street children who are often coerced into unsafe sexual practices will continue to be at risk for psychoactive substance use, HIV infection and other reproductive health problems. Intensive and ongoing services are required to meet their multi-facetted health and social needs.

As a contribution to global efforts, the WHO Street Children Project (developed in the early 90s) identified an inventory of factors that are key in effective interventions related to psychoactive substance use and reproductive health including HIV and STDs for this vulnerable population. The project findings were incorporated into a specifically developed training package - *Working with Street Children: A training Package on Substance Use, Sexual and Reproductive Health including HIV/AIDS and STDs* (WHO/MSD/MDP/00.14). This training package responds to the needs of field workers in a variety of settings and aims at better equipping street educators with essential knowledge and skills.

As a companion to the above mentioned training package a monitoring and evaluation handbook has been developed. No project is ever complete without monitoring and evaluation. Important lessons from any intervention help to shape the course of future work and avoids duplication of effort. This handbook is therefore complementary to the Street Children Training package produced in the year 2000. The Monitoring and Evaluation handbook is designed to be used by street educators, as well as other people working with street children. It aims to provide the user with an understanding of the importance of monitoring and evaluating a street children project, identify a wide range of appropriate strategies for this and consequently the development of confidence to implement monitoring and evaluation activities. An example of an imaginary street children project called **The Street Link Project** is used to facilitate acquisition of knowledge and skills in this area of work. There are 8 chapters in the handbook. The first two chapters evolve around the importance of monitoring and evaluation and the basis for outlining the project aims, objectives and activities. Chapters 3-7 present various aspects of monitoring, process and outcome evaluation, methods and target groups. The last chapter is devoted to the imaginary street children project - **The Street Link Project.**

Because this handbook is not inclusive of every possible issue on monitoring and evaluation references to other materials are included for individuals who would like detailed information. It is desired that there is active involvement of appropriate groups- street children themselves in prevention work and creation of opportunities for contacts with health and social professionals.

Working With Street Children

Monitoring and Evaluation of a Street Children Project

A Training Package on Substance Use, Sexual and Reproductive Health including HIV/AIDS and STDs

WORLD HEALTH ORGANIZATION

Monitoring and Evaluation of a Street Children Project

A Training Package on Substance Use, Sexual and Reproductive Health including HIV/AIDS and STDs

WORLD HEALTH ORGANIZATION
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Introduction

This monitoring and evaluation handbook is the final section of a larger training package for street educators and others working to improve the lives of street children Working with Street Children: A Training Package on Substance Use, Sexual and Reproductive Health including HIV/AIDS and STDs - WHO/MSD/MDP/00.14. The training package is comprised of an introductory handbook, ten training modules, a manual entitled 'trainer tips', and this handbook which aims to provide guidelines for monitoring and evaluating projects for street children.

The handbook has been designed to be used by street educators, as well as other people who are concerned about street children but may not have had any previous experience of monitoring or evaluating such projects. References to other materials are included for those individuals who would like more detailed information or those who have the resources to carry out more complicated monitoring and evaluation procedures.

The aims of this handbook are to provide you with an understanding of the importance of monitoring and evaluating the Street Children project; to help you to identify a range of appropriate strategies which could be used to do this; and to help you develop the confidence to implement monitoring and evaluation strategies in your work on the Street Children project. To help you make sense of some of the ideas presented in this handbook, we have included examples taken from an imaginary street children project called *The Street Link Project*. This forms the final chapter of the document.

Below are listed the learning objectives for the handbook.

Learning Objectives

After reading the information presented in this handbook and participating in the learning activities you should be able to:

✔ Define the terms 'monitoring' and 'evaluation'.
✔ Explain why monitoring and evaluation are essential to the success of a project.
✔ Describe the benefits of monitoring and evaluating your project.
✔ Define the aims and objectives of your project.
✔ Describe how the aims and objectives are derived from your needs analysis.
✔ Explain the link between aims and objectives and monitoring and evaluation.
✔ Explain the components of project monitoring.
✔ Describe the steps needed to plan a process evaluation.
✔ Identify relevant methods needed to monitor and evaluate the project.
✔ Describe the process by which a community can be monitored.
✔ Conduct an outcome evaluation of the Street Children project.
✔ Write a report to disseminate the results of the evaluation.

Chapter 1 Thinking about monitoring and evaluation

Introduction

Monitoring and evaluation strategies are essential components of any project and are crucial to its success. The challenge is to convince all who are involved in the project, such as street educators, project managers, support workers and the street children themselves, of the need to support the monitoring and evaluation process. In order to do this you will need to explain the meaning of the terms, the reasons why they are essential components, and the benefits to be gained from carrying out this activity.

1.1 Defining terms

For the purposes of this document we are focusing on a *project,* not a *programme.* As cited in the *Introduction* module (p. 7), programmes are 'Specific events or series of planned activities that are initiated with the aim of benefiting street children in some way'. They generally refer to a long-standing activity, whereas a *project* is of shorter duration and is frequently an offshoot of a *programme.* A project is a time-limited initiative that is undertaken to create a unique service. It therefore has a definite beginning and an end.
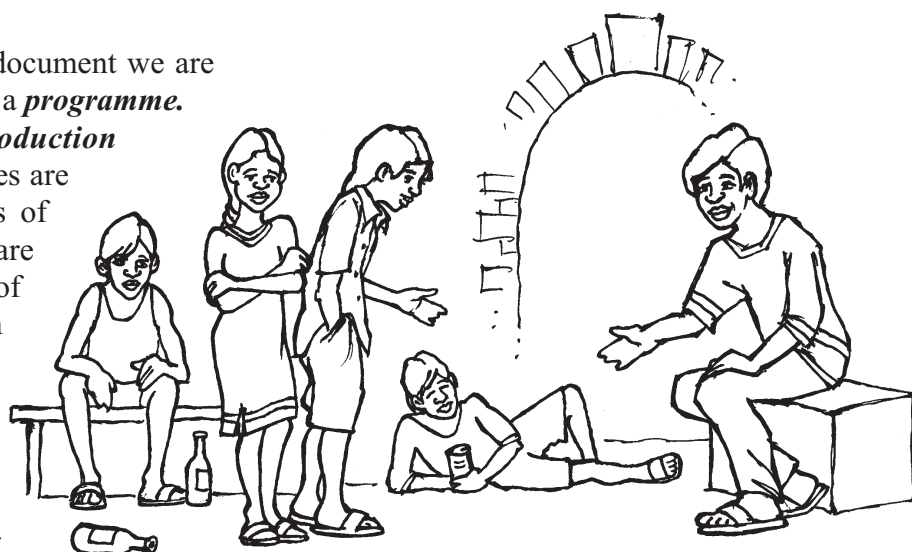
We like a street educator who is a friend, flexible, loving and a source of encouragement.

Monitoring is the process of collecting information about what is happening in a community and in a project. It is a systematic and continuous assessment of progress over a given period of time. It takes place throughout the implementation period of the project. **Community monitoring** provides information about issues such as the number of new children on the streets, the most serious health problems in the area, attitudes towards the use of substances, the knowledge and skills of street children in respect of sexual and reproductive health, or the incidence of new cases of HIV/AIDS or STDs among street children in a particular community.

Project monitoring, on the other hand, makes it possible to compare the way things are actually done with the way they were originally planned. For example, information from project monitoring might tell you how many street children are attending sexual health education sessions, how many classes are being held, who is teaching them, and what is actually being taught.

Reflective point

Study the drawing on the following page. What events are
taking place in this community that might be important to monitor?

Evaluation is the means by which a judgement can be made about the value or worth of something – in this case, about the value of the Street Children project. It is the method of assessing what has been achieved (the outcome) and how it has been achieved (the process). It requires looking critically at the intervention, assessing both its merits and shortcomings, and identifying how it could be improved in order to make it more efficient and effective. Recommendations on what changes could be made to improve the project are made as a result of an evaluation. If project workers implement the changes, then the evaluation can be considered to have had a large *impact* on the project. Conversely, if only minor changes are made, then the evaluation can be seen to have had little *impact.*

Who should do the evaluating?
The managers of some large, well-financed projects sometimes ask professional project evaluators from outside the agency to come in and evaluate their projects. Not only is this type of approach impossible for most street children projects, it is also inappropriate. Experience with community-based projects has shown that outside evaluations do not have as much impact on a project as an evaluation that has been started and carried out by the people who are actually doing the work and those who are receiving the services. The principles of a collaborative approach to a problem, as seen in the street children project, involve participation in, and ownership of, agendas by all concerned. Sharing the evaluation responsibilities between you and all others involved should promote mutual trust and respect, ensure a more successful outcome, and a more empowered community of street children. These ideas are discussed in Module 2 (p.3, p.19), in which you are asked to consider the characteristics of an effective street educator and the importance of establishing a trusting work relationship. In Module 6 (p.1) it is suggested that to be effective in implementing a project you need to 'ensure that street children participate as key players in these interventions'. Module 9 (p.15) provides an example of how a Community Advisory Committee (CAC) effectively involved the street children and emphasises the role of street children as partners.

> There are two ways to make an evaluation:
> You can make a judgement about a project. For example, you can say 'It's a good project'
> or
> You can collect some information about a project and use it to make your judgement.

Reflective point

> How do you make judgements about your project?
> How do you know you can trust your judgements?
> Do you practise a collaborative approach in which everyone is involved?

In a Primary Health Care approach, such as the street children project, monitoring and evaluation are value-driven processes and it is the values of primary health care that should be the driving force behind these activities. In other words, the needs of the people for whom the activities are carried out, i.e. the street children, should be the main focus of the process, but this needs to be considered in conjunction with your own identified needs and the potential benefits of the process.

1.2   Identifying the benefits of monitoring and evaluation: how monitoring and evaluation can strengthen a project for street children

The potential benefits of monitoring and evaluating will depend on the size, type and purpose of your project, but many of those benefits listed below will be applicable to most projects.

- **Help in setting priorities and managing time.**
  The information you gather in the monitoring and evaluation exercise should enable you to construct your own guidelines based on these findings. For example, monitoring information might show that most of the children attending the substance use sessions are children who work and beg near the marketplace. On the other hand, very few children who scavenge are ever seen at these sessions and you might decide to spend more time on the streets in areas where scavenging children work and only pass by the marketplace once in the morning to see if there are any new children who might not know about the substance use sessions.

An educator explains condom use to street children.

- **Providing baseline information**
  In order to find out if a project's efforts have actually led to improvements in the lives of the street children, you will need to collect baseline information, which is information that tells you what the children's situation was like before the intervention. For example, if one of your goals is to increase the use of condoms for all types of sexual intercourse, then collecting information about condom use from the beginning of the project will give you baseline information with which to make later comparisons.

- **Identifying new problems when they first appear**
  Many street children live in countries where the social, economic and political situation is undergoing rapid change. This means that the type of children who end up on the street may also change rapidly. For example, you may have planned a project for street children believing that most of them would be between the ages of 12 and 16 and would have been born somewhere in the city. However, monitoring information may tell you that the children who have entered the project most recently are actually children between the ages of 8 and 12 who come from rural areas in another part of the country. Regular monitoring will help you to find out about this new trend shortly after the start of the project, which allows you to make changes in your plan as necessary.

● **Eliminating unnecessary activities and redirecting resources**
Monitoring information can help you eliminate unnecessary activities and give you ideas about where to redirect your resources. Suppose you decide to offer several services to street children, based on information that you collected during the planning stage of the project. For example, you may have chosen to offer literacy classes, health examinations and recreational activities, but then discover through monitoring that a quarter of the participants are healthy, literate girls who work in the commercial sex industry and that none of these girls makes use of the recreational activities. This discovery would direct you to question the girls about their needs, and you may then decide to eliminate or reduce the literacy classes and direct your limited resources to offering classes about reproductive health and AIDS prevention. Alternatively, you may find that the timing of the recreational sessions conflicts with the girls' working hours and you may decide to offer some recreational activities at a different time of the day.

● **Replicating successes and avoiding the same mistakes**
Even though services for street children are now found in many countries in the world, relatively little is known about what types of projects are most effective and what objectives can realistically be achieved. Many project planners, administrators, funders and support workers are eager for guidance about the type of services to offer and how exactly to go about offering them. Monitoring and evaluation information from your project can provide some of this urgently needed information. It does not matter how small and under-funded your project may be, there are likely to be other, similar projects that could benefit by learning about your successes and mistakes.

● **Increasing confidence in your project**
As well as creating confidence that the project will eventually meet its goals, by regularly monitoring and evaluating your project you will demonstrate to the street children, support workers, community members, financial contributors and to the outside world that you are committed to building an effective project.

In order to plan a study to implement monitoring and evaluation of your project, you will need to understand the importance of project aims and activities. These are discussed in Chapter 2.

Learning Activity

1. Definitions

● What is your definition of monitoring?

Monitoring is:

2. Describe the benefits you would gain from monitoring and evaluating your street children project

3. Describe how monitoring and evaluating your project might strengthen your programme for street children

● What is your definition of evaluation?

Evaluation is:

Chapter 2 The importance of project aims, objectives and activities

Introduction

In Module 10, 'Implementing a Street Children Project', you were introduced to a method which outlined how to begin or expand a project for street children. Step 2 of this method described the development of a strategic plan - a document which serves as the framework for implementation of the project. As indicated in Module 10 (p. 4), the main components of a strategic plan are:

- The aim and objectives of the project
- An outline of the intended strategies to be used
- A list of activities, time frame, and assignment of responsibilities
- Budget
- A plan for monitoring and evaluation.

The overall aim and objectives of the project, then, should be written at the planning stage of the project and should reflect the result of your situation analysis (Module 10, p. 3). When you come to prepare a plan to monitor and evaluate your project, you will need to review the objectives of the project. If these were not written at the outset, then it will not be possible to monitor or evaluate your project effectively.

2.1 Writing aims and objectives

The aim of a project refers to the overall purpose or goal of the project. For example:

- To improve the health and the quality of life of street children.

As you can see, this is a very broad statement of intent which describes what you wish to achieve through your project. In order to help you set the direction of the project, your objectives need to describe in detail what you hope to achieve and may be written in general terms. For example:

- To increase the number of street educators.
- To provide more flexible opening hours at the Drop-in Centre.
- To encourage street children to seek health care from a health care worker.
- To decrease the frequency of substance use among street children.
- To decrease the incidence of unprotected sexual intercourse among street children.
- To increase street children's current level of knowledge about HIV and AIDS.
- To promote communication and sharing of resources between similar organizations.

As well as general objectives, your project will need specific objectives which must be easy to measure and possible to achieve within a set period of time. You will need to link each specific objective to a general objective. For example:

- To train five street educators in one year.
- To increase the opening hours of the Drop-in Centre to 10 hours a day, six days a week.
- To have a 30% increase in the number of children who receive health care from a health care worker at least once during a one-year period.
- To have a 30% decrease in the frequency of substance use among children who come to the Drop-in Centre at least once a week, within one year of their first contact with the programme.
- To have a 30% decrease in the incidence of unprotected sexual intercourse among street children.
- To have a 50% increase in street children's knowledge about how STDs, HIV infection and AIDS are transmitted.
- To establish a way to regularly consult and share resources with at least 5 other organizations that are working with street children in the city.

When you are deciding on specific objectives, keep in mind the human and financial resources of your project and the political and social situation of the community. Your project should have a realistic chance of achieving every specific objective that you set. Evaluations of projects with unrealistic objectives are not necessary because it will already be clear that the project has not met its objectives and probably will not be able to do so in the near future.
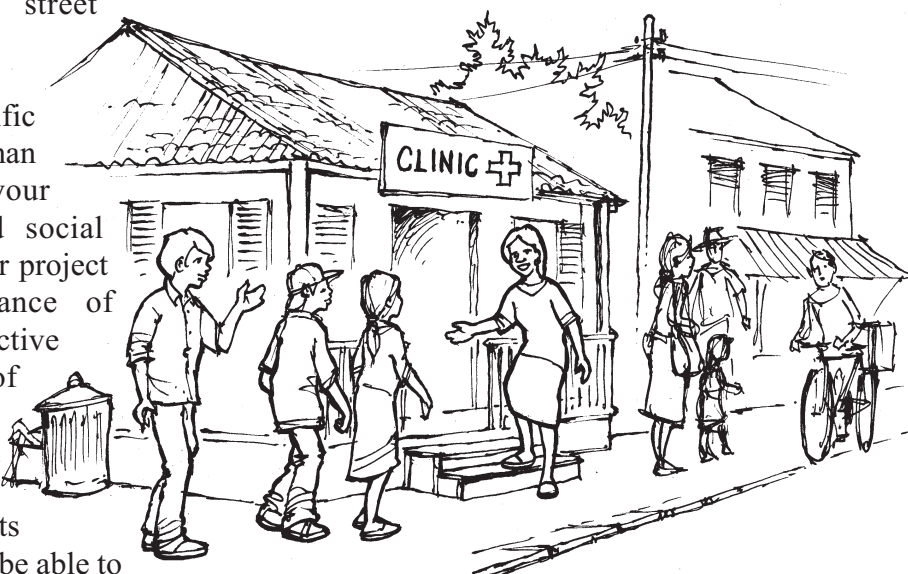
2.2 Describing project activities

Most of your activities probably relate to offering support and services to street children. Others might involve issues such as finding sponsors to fund activities, attending training workshops, organizing community groups or lobbying government officials.

If a regular activity does not seem to be related to the achievements of any of your project's objectives, you may want to consider adding additional objectives to your strategic plan. In other cases, you may want to reduce the role of that activity in the project or eliminate it all together.
See Chapter 8 for an example of how general objectives, specific objectives, and activities for the Street Link Project fitted together.

Once you are clear about the aims, objectives and activities of your project, you can begin to consider how to conduct your project monitoring and process evaluation. This is explored in the next chapter.

Learning Activity

Describe and give your own examples of aims and objectives

Is the aim of your project clear?
Do you have general and specific objectives?
Demonstrate how each general objective is logically related to the specific objectives.
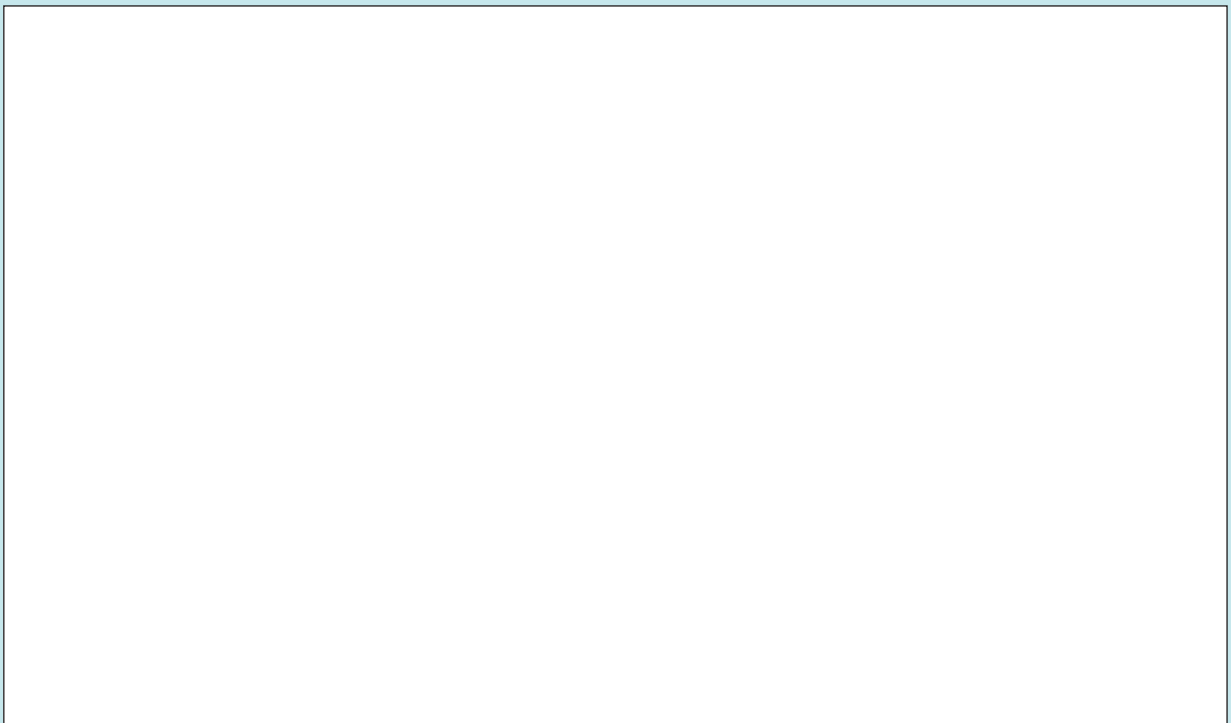
Have you set a time frame for achieving each specific objective?
Do you think your project has a realistic chance of meeting the specific objectives, given your resources and the situation of the community?

Write a list of all the activities of your project. Can you identify an objective for each activity listed?

Now use your list to try to connect each activity that is a regular part of your project to at least one specific objective.

Chapter 3 Project monitoring and process evaluation

Introduction

Project monitoring is the process of measuring:

- What services and how much service a project is providing.
- Who is providing and who is receiving the services.

Project monitoring is most useful when it becomes a routine part of the work of a project.

Process evaluation covers all aspects of the process of project delivery and involves the operation of a project. It aims to measure the activities of the project, project quality and who the project is reaching. Your first obligation in process evaluation is to make sure that:

- The activities you planned are actually occurring;
- That the project is meeting the needs of the intended population, i.e. the street children.

3.1 Deciding what to monitor and what to evaluate

Project monitoring should be an ongoing process in which project activities are constantly monitored. Formal process evaluation, on the other hand, is usually carried out when there is a specific need to assess the progress of the project. The frequency with which process evaluations are carried out will vary. For example, if a newly developed HIV/AIDS education project has been introduced to the street children, then it might be necessary to carry out a process evaluation every few months. However, if a project is well established, then it may only be necessary to conduct a process evaluation on a yearly basis. When carried out in conjunction, regular project monitoring and occasional process evaluations are beneficial for you as a street educator as they allow you to recognize new trends or problems as soon as they appear and to respond to them in an appropriate manner.

Street children projects operate in different ways. Consequently, there are no set guidelines for deciding what to monitor in a street children project. The type of information you may want to collect will depend on the objectives and activities of the project as well as the size of the project. Your aim should be to provide a complete and accurate description of the project as it really is rather than how it is described in official project documents. One way to begin designing a monitoring system is to review your list of activities (as identified in the learning activity for Chapter 2).

According to Hawe et al. (1990, p. 61),[1] there are some key questions you should ask about your project during process evaluation:

[1] *Hawe P, Degeling D, Hall J. Evaluating Health Promotion: A Health Worker's Guide. Sydney, Maclennan & Petty, 1990.*

- Is the project reaching the target group?
- Are all parts of the project reaching all parts of the target group?
- Are participants satisfied with the project?
- Are all the activities of the project being implemented?
- Are all the materials and components of the project of good quality?

You will find a range of examples of process questions listed in Table 3.1. As you will see, the areas have been grouped together under eight topics which you may wish to include in your monitoring plan. For example, topics such as 'Human Resources issues' or 'Opinions about the project' are relevant for any project. Some of the other topics, however, are specifically relevant for projects using the Modified Social Stress Model. Other topics frequently used include project activities, such as the work of networking, the work of the Community Advisory Committee and advocacy (see Module 9, Lessons 3 & 4).

Table 3.1 Examples of project process questions and variables

Process Questions	Project Variables
Project Participants	
• Who are the participants? • What are their needs? • Do the participants belong to the target group? • Are the types of children on the streets changing?	• Age • Gender • Place of birth • Type of work done • Usual sleeping location • Amount of education/literacy level • Amount of contact with family • Health status
Project Activities That Involve Direct Service to Street Children	
• Is the project carrying out the activities that it planned? • Is the project working towards the objectives listed in the strategic plan? • What is preventing activities from being carried out as planned? • Are activities offered when street children can attend? • Is the project reaching an acceptable number of street children? • How can the project reach more children? • What can be done to prevent needy participants from dropping out of the project?	• The project activities that actually take place • The content of activities in health, education or vocational development (what is actually taught or done) • Where and when the activities are offered • Children's most important working hours • Children's school schedule • Who offers the activities • How many children participate • How many children drop out of activities before they are completed and why

Process Questions	Project Variables
The Community Advisory Committee	
• Has a Community Advisory Committee been formed? • What are the backgrounds of the current members? • Are street children included on the Committee? • How often are meetings held? • What happens during the meetings? • Are decisions made by the Committee carried out?	• The names and backgrounds of the members • The dates of the meetings • The decisions made during the meetings • Actions taken outside the meetings
Financial Issues	
• How are the project's financial resources being used? • Do the most important objectives of the project receive the most funding?	• How much money is spent on each activity? • How much money is spent to achieve each objective on the strategic plan?
Networking and Advocacy	
• How many contacts have been made with other individuals and agencies? • What difficulties have been encountered? • What has been done to overcome them? • What advocacy activities have been planned? • What advocacy activities have been carried out? • What were the results of the advocacy work?	• Names of individuals and agencies in the project's directory of resources • The number of meetings that have been held • Resources that have been shared • Activities that have been planned with other organisations • Advocacy activities that have taken place • The number of street children who have participated in advocacy work

Process Questions	**Project Variables**
Training and Human Resources Issues	
● Do street educators have enough training to carry out their responsibilities? ● Have training workshops been held? ● What specific topics were covered? ● How useful did street educators find the workshops? ● Are street educators informed about important information, such as changes in activities and crises in the lives of participants? ● How do they feel about the basic purpose and values of the project? ● Do they leave the project at a normal rate?	● The level of training that street educators have received ● The number and type of workshops that have been held ● The number of street educators who actually participated in the workshops ● The opinions of street educators about the workshops ● How street educators obtain important information ● The level of motivation that street educators feel ● Their feelings and attitudes about their work ● The rate of turnover (how many and how quickly street educators and other support workers leave the project)
Opinions about the Project	
● Are the project activities accessible to street children? ● Do the activities meet the needs and interests of the target group? ● Are the opinions of street children having enough influence on project planning? ● How well do the street educators think the project is running? ● What problems do the staff think the project has?	● How easily street children can find or contact outreach workers ● What participants think about the activities ● Why children participate in certain activities ● Why children don't participate in certain activities ● Staff members' opinions about the successes and problems of the project
The Effects that the Project may be having	
● What effect does the project appear to be having on the participants?	● Whether and how participants think they have changed as a result of the project ● How street educators think the project has affected participants

3.2 Measuring project variables

The characteristics of a project that you measure as part of a monitoring system or during an evaluation are called project variables. As the name suggests, project variables will change from time to time. Below are some examples of project variables:

- The number of street children who participate in a specific activity
- The amount of money spent on training
- The opinions of the community about the project.

A street educator teaching pottery to a child.

When you are deciding which project variables to monitor, think about whether a piece of information will help you manage the project more effectively. For example, you may have discovered many interesting facts about the lives of street children but they will not all belong in a routine monitoring system.

The only questions that belong in a monitoring system are those that will help you make actual (not potential) decisions about the project.

> **Reflective point**
> Take a few minutes to think about your own project. Can you identify the variables that you think you need to measure in order to help you to manage the project more effectively?

Remember, every variable you monitor costs something. For example, it costs time to:

- Ask questions and record answers
- Summarize all responses
- Analyse and interpret the collected information
- Communicate the findings to others
- Store the information in such a way that it can be easily retrieved.

The fewer the number of project variables, the more likely it is that project workers and street children will take the time to measure and analyse them accurately. Once you have chosen the project variables you want to monitor, you will need to make some decisions about how you are going to measure them. Some of the information you need may be easily available, but mostly you will need to collect the information yourself. There are five methods that you can use to collect monitoring information about projects:

- Keep routine records
- Administer questionnaires to project workers and participants
- Conduct individual interviews with project workers and participants
- Organize focus group discussions with street children and project workers
- Observe the behaviour of project workers and street children.

Routine record-keeping

Routine records are a fundamental source of information in a monitoring system and include:
- Attendance lists
- Referral forms
- Daily logs of street educators
- Minutes from meetings
- Case files on individual street children.
    (For examples of routine records, see Appendix A).

The advantages and benefits of keeping accurate, up-to-date routine records to collect information about monitoring variables are:

- Easy and quick to record
- Their accuracy, as the information is recorded immediately
- Provision of relatively easy access to useful information on a regular basis
- It is easier to conduct process evaluations if some information about project variables already exists.

> **Reflective point**
>
> Take a few minutes to consider how you keep your records. How accessible are your records? Do you need to set up a record-keeping system?

To make the best use of modest resources, some projects have developed an easy way of gathering monitoring information from individual case records by using carbon paper to make a second copy of the form. The original case record is kept in a folder designated for a specific street child while the carbon copy is filed separately along with other carbon copies for other children. To protect the privacy of the children, some projects use carbon paper with spaces on it so that the child's name is not recorded on the monitoring copy. At the end of the month the carbon copies are reviewed and the project variables summarized providing an easily accessible, accurate record.

Using interviews, focus group discussions and observation as a means of collecting information.

Information that cannot be obtained from routine records, such as feelings and opinions, personal interactions and interpersonal communication, can be gathered by using the techniques involved in carrying out interviews, in facilitating focus group discussions and in undertaking observation. For example, you could conduct an interview to find out what staff thought about a training workshop on reproductive health. A focus group discussion could be used to interview the street children to find out what they think about the STDs, HIV and AIDS project; by using the technique of observation you could discover if the methods used to teach children about practising safer sex are appropriate. Refer back to Module 5 to refresh your memory about these three methods of collecting information.

3.3 Planning a process evaluation

Now that you have considered what you want to monitor and evaluate and which project variables are the most important and the best way to measure them, it is time to consider how to plan a process evaluation.

The steps listed below are the same steps that are used when planning any type of evaluation. If you have never planned an evaluation before, you may want to follow this outline.

Step 1. Decide when to conduct the evaluation

How do you know when it is time to conduct a process evaluation? Several different problems or issues may indicate that an evaluation is needed. For example, you may want to assess the progress of your project when:

- You need information to make major decisions about project changes;
- You have collected a lot of monitoring information about the project and the community and you want to analyse it;
- Other people are asking you for specific facts about your project that you do not currently have;
- Many changes have occurred in the project, such as new staff arriving, new activities beginning, changing locations;
- A long time has passed since the last process evaluation - projects, just like people, need regular 'check-ups'.

Step 2. Write down the questions you want answered

Writing specific questions that you want answered by the evaluation will help you focus the entire project. It will also make it more likely that you end up with information that will answer your questions.

Step 3. Decide how you will obtain the information

There are two considerations you may want to keep in mind when you are selecting a method for obtaining information:

- How much training and experience do your project workers already have in various methods? For example, have they already made observations, conducted interviews or facilitated group discussions? If not, do you have resources to train evaluators in how to use these methods of information collection?
- What is the level of education of the street children, parents of street children or community members whom you might be questioning? Can they read and write? What type of questions will they be able to understand?

Step 4. **Prepare the necessary forms for collecting information**

The next step, once you have chosen a method to collect your information, it is easy to prepare the appropriate forms. These may be new routine case record forms, questionnaires, interview guides or rating scales for observations.

Step 5. Decide who will collect the information

Ask yourself whether some project workers could devote some of their time to reviewing records or conducting interviews. If not, do you have the resources to hire outside help? Many students who are studying social sciences or health are often interested in participating in these types of projects.

Whenever possible, it is a good idea to involve as many regular project workers as possible in monitoring and evaluation work. Project workers who are involved in collecting (and analysing) the information can learn from their own experience the value of monitoring and evaluating their work. The more people participate, the more quickly monitoring and evaluation will be accepted as a normal and necessary part of a well-run project.

Step 6. Train the information collectors

Whatever type of information collection method you choose, the people who are going to collect the information will need to be trained. Even if they are only reviewing routine records, they must understand what information they are looking for and how to record it accurately on a summary form. Interviewers and facilitators of focus groups will need to practise their skills before beginning to collect their information.

If you plan to use people from outside the project to collect the information, they will need time to get to know the project before they start work. Equally important, the street children in the project will need time to get to know the information collectors. Previous experience has shown that street children are much more likely to reveal accurate and detailed information to someone with whom they have already formed a positive relationship. Frequently, they are very hesitant to reveal much about their activities and opinions to a stranger.

Step 7. Decide when the information will be collected

In your particular project, when do you think is the best time to collect different kinds of information? Is there a certain time of day, week, month or year when the information will be more relevant and easier to collect? It may be that the street children or project workers who can provide the answers to your questions are only available at certain times and certain places. You may prefer to collect all of the information over a short, intensive time span. Alternatively, you may prefer to collect information slowly over a longer period of time.

Step 8. Decide who will analyse the results

Generally, information analysis is best done by a small group of people who represent all individuals who are involved in the project. For example, you may want to form a team composed of one street educator, a visiting nurse, one street child, one administrator and maybe a member of the Community Advisory Committee. The group should review the information as it is collected to make certain that information is complete before starting the analysis.

Step 9. Planning for information analysis

The information that you collect during regular monitoring and process evaluations will not automatically answer the questions you set out to answer. In order to make sense of it, the information must first be summarized, analysed and interpreted. This includes descriptive information from interviews or observations, as well as numerical information which may need to be averaged or presented in a graph or chart.

During the planning stage, try to decide exactly how you will analyse the information from each project variable. Begin by listing each question that you have, the variables you plan to measure to answer the question, and the information collection method you will use to measure the variables. Then you may be able to see exactly what you will need to do with the information to actually answer the question.

One way to analyse process information is to write a description of each project activity using the information from several different project variables. For example, from routine records you can describe the outreach work of a project by calculating the average number of new and old contacts during a week and the most frequent service provided during an encounter. From interviews you can find out how workers feel about their outreach work. You may learn from the combination of this information that a surprising number of contacts on the street involve a health issue or a specific medical problem and that street educators frequently feel uncertain about how to respond. Based on these findings, you may recommend that street educators receive additional first-aid training and health education.

Self-evaluation

The importance of taking time to reflect upon your practice and to evaluate your own performance cannot be over-estimated. However, it is frequently an area that gets forgotten in the evaluation process. In your work as a street educator one of your aims is to promote learning with, for example, the street children. Some questions you might ask yourself in order to evaluate your own performance are:

- Did I facilitate a relationship based on collaboration and cooperation?
- Did I respect and value the children's contributions?
- Did I use thoughtful silence to encourage a child to talk?
- Did I use open-ended questions?
- Did I help the child to clarify his or her understanding and to describe how he or she was feeling?
- Did I use appropriate language (including body language)?
- Did I acknowledge cultural/ethnic/class/gender differences and needs?

So, as well as asking the question what have I achieved, it is as important to reflect upon how the aims of the project, in relation to your own contribution, were achieved. Would you do the same again? If yes, clarify for yourself what was good about it. If no, consider what you would do differently next time.

In addition to developing a plan to implement monitoring and evaluation of your project you need to be familiar with a range of methods and techniques for collecting, analysing and interpreting the information. These are discussed in the next chapter.

Learning Activity

Try to imagine that someone who is interested in starting a street children project similar to yours comes to interview you about the activities of the project. Write down all the questions that the person might ask you about your project. For example, what type of children are involved in your project? How much money would be needed to provide health education sessions?

Having studied the questions outlined in Table 3.1, try to write down the process questions that you think would be relevant for your project.

From your list of questions, write down what information you think you would need in order to answer them.

Chapter 4 Methods for monitoring and evaluation

Introduction

This chapter offers some guidelines for using some of the methods that are commonly used to monitor communities and to conduct process and outcome evaluations. Many other publications are available that describe the methods in more detail.[1][2][3][4]

Any discussion on monitoring and evaluation of street children projects must be considered alongside assessing and determining the needs of street children. The two cannot be separated and it is essential that, as far as possible, you think about how you will monitor and evaluate your project before you start the project. For the purpose of this chapter, you will find it helpful to refer back to Module 5, Determining the Needs and Problems of Street Children, in which you were introduced to many of the methods which we shall discuss more fully in this chapter.

Monitoring and evaluation involves the use of both quantitative and qualitative methods. For example, some projects may require you to have knowledge of the average or normal and to categorize and generalize this knowledge. This can be provided by using quantitative methods. Imagine, for instance, that you wanted to find out how many and how frequently street children attend the 'Drop In' centre over a period of a month, then it would be appropriate for you to use a quantitative method to collect the information. The quantitative method, then, tends to be a formal, objective, systematic process of using numerical information to obtain information about the world, in your case about the Street Children project.

The qualitative method, on the other hand, is a systematic, subjective approach used to describe life experiences and give them meaning. Information obtained using qualitative methods helps to provide meaning and understanding of the specific rather than the general, of values and of life experiences. For example, you might choose to talk with a group of street children to find out how they feel about their life on the street. To do this you would need to use a qualitative method, such as a focus group discussion, to collect your information. The ability to use both qualitative and quantitative approaches, and to achieve a balance between the two, is important when monitoring and evaluating street children projects.

[1] Dawson S, Manderson L and Tallo V L (1993) 'A Manual for the Use of Focus Groups'. WHO document No.TDR/SER/MSR/92.1. Prepared for UNDP/World Bank/WHO Special Programme for Research and Training in Tropical Diseases. Boston, USA: International Nutrition Foundation for Developing Countries.
[2] Feuerstein M T. (1986) 'Partners in Evaluation: Evaluating Development and Community Programmes with Participants. London, UK: Macmillan
[3] WHO (1994) 'Qualitative Research for Health Programmes' No. WHO/MNH/PSF/93.3 Geneva: WHO
[4] Nichols P (1991) 'Social Survey Methods: A Fieldguide for Development Workers' Development Guidelines No. 6 Oxford, UK: Oxfam

> **Reflective point**
>
> Before continuing with this chapter, think for a moment how you normally collect information for your projects.
>
> Write down what methods you use or have used in the past.
>
> Try to describe why you chose those methods.

4.1 Asking questions

In Module 5, Lesson 2 you explored why asking questions is important and how questions should be asked. One method which can be used to ask questions is to use a questionnaire. This is a set of written questions on a sheet with spaces provided for respondents to reply to the questions. Questionnaires are frequently self-administered or they may be used during an interview. A questionnaire is most useful when you want to collect a small amount of clearly defined facts from a large number of people.

Although very useful, there are two important disadvantages of self-administered questionnaires:

- Only people who can read and write can answer them (many street children are not literate);
- Less opportunity exists for street children to explain confusing answers.

Consequently, in a project for street children, self-administered questionnaires are probably only useful as a way to monitor the feelings and opinions of street educators and support workers. However, you can always use a questionnaire in the form of an interview guide, in which case you will be the person who reads the questions and records what the respondents (street children) say in reply to your questions.

Talk to the street child away from peers and families.
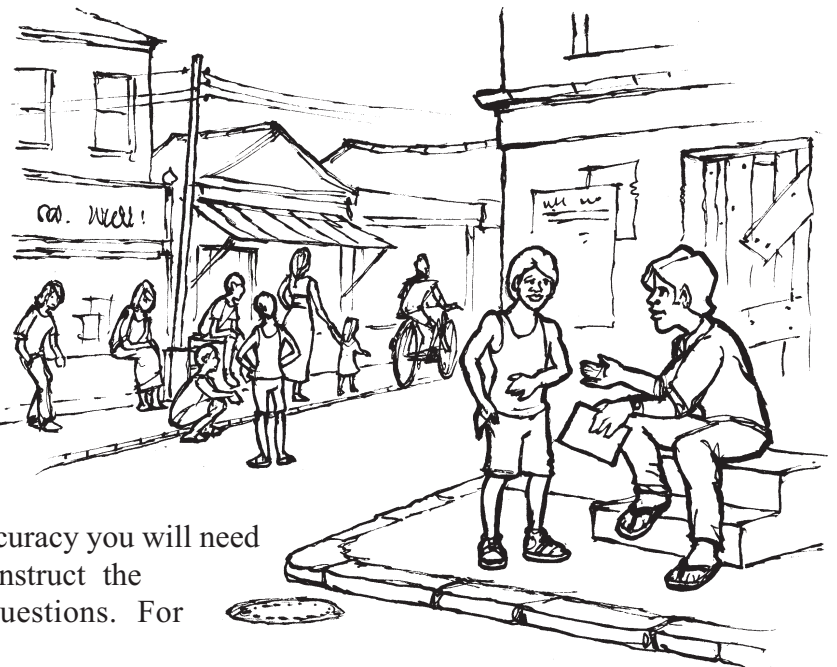
In order to gain a high degree of accuracy you will need to be careful about how you construct the content and sequence of the questions. For example, consider the question:

'Are you likely to stop using substances in the next month?'

The reply you might get to this question would probably differ from the reply you might get to a similar question:

'What do you think will make you stop using substances in the next month?'

When designing a questionnaire, the first step is to write down the broad areas you wish to cover. Think about what you are trying to measure or record. For example:

- Knowledge?
- Attitudes?
- Beliefs?
- Characteristics?
- Behaviour?

This will help you to determine the style of your approach. For example, in assessing knowledge you may provide formats such as true/false responses to statements, while to assess attitudes you may decide to ask participants to agree or disagree with a series of written statements. These types of questions are referred to as close-ended and information from close-ended questions are usually easy to analyse and, provided you offer suitable alternatives, will give accurate answers. See Table 4.1 for examples of close-ended questions.

Table 4.1 Examples of close-ended questions

1.   **A simple yes/no question:**
     Have you ever used solvents?   Yes ☐   No ☐

2.   **A scale where street children are asked to rate the extent to which they agree or disagree with a statement:**
     It is important for street children to protect themselves against sexually transmitted diseases

     Strongly Agree ☐

     Agree ☐

     Not sure ☐

     Disagree ☐

     Strongly Disagree ☐

3.   **A scale where street children must select one category:**
     How often do you have sexual relations with other people? Tick one only

     Less than once a month ☐

     Once a month ☐

     A few times per month ☐

     Once a week ☐

     More than once a week ☐

     Daily ☐

4.   **A multiple choice question, where the street child must choose just one answer:**
     Which of the following is the most likely to be a method of transmission of the AIDS virus? Tick one only

     Sharing kitchen utensils ☐

     Sharing needles ☐

     Toilet seats ☐

5. **A multiple choice format which allows multiple responses:**
Where do you normally go to receive medical care? You may tick more than one.

Family ☐

Church ☐

Friends ☐

School hospital ☐

Other hospital ☐

Doctor ☐

Do not receive care ☐

6. **A rank order in which street children are asked to put items in order of importance:**
Please number the following health problems in your community in order of importance. Place a 1 next to the problem which you think is the most important. Place a 2 next to the problem which you think is the next important and so on until you get to 5 for the problem of least importance.

Alcohol and drug dependence ☐

Loneliness and depression ☐

Hunger ☐

Sleeping on the street ☐

Sexually transmitted diseases ☐

In contrast, open-ended questions offer no potential answers and respondents are permitted to respond in any way they choose. Open-ended questions allow the respondent to answer in his or her own words. The questionnaire does not provide a list of answers or options from which the respondent must choose. Open-ended questions are particularly useful when you want to ask about ideas or opinions, and when you really do not know what answers to expect. An example of an open-ended question is:

'What do you think you could do to protect yourself from the risk of acquiring HIV?'

The way the question is worded is important and this applies to both open and close-ended questions. Below are a few points which you should keep in mind when writing questions.

- Use the language that suits your respondent.
- Ensure your questions are clear and specific.
- Each question should address only one issue.
- Avoid 'double' questions such as 'do you prefer to seek advice from male doctors and male nurses?' (yes/no)
- Avoid asking 'leading' questions such as, 'Do you think that using inhalants is bad?' A better question would be, 'What do you think about using inhalants?'
- Sequence questions in a logical order. For example, questions about a particular topic should be arranged one after the other.
- Provide clear, detailed instructions about how to answer the questions.
- Start with factual questions that are easy to answer.
- Take special care in the wording of sensitive questions, such as those concerned with behaviour or attitudes which, the street child fears, others may not approve of.
- Always test out a questionnaire on a few people before it is finalized. You may find that some of their questions on the first draft are unclear to other people, or that the instructions are confusing, or that some important alternatives are missing from close-ended questions.

See Appendix B for an example of open-ended and close-ended questions which have been taken from a questionnaire used in Project Alternatives in Honduras to collect information about street children in Tegucigalpa. In this project the street educator did not ask the children specific questions. Instead, he/she spent two or three meetings with a child, asking informal questions about the child's background. The street educator then completed the questionnaire at a later date, based on what he/she had learned about the child during the meetings.

4.2   Conducting interviews

Interviewing is one of the commonest method of collecting information from individuals. It is not surprising, then, that interviewing takes several forms:

- **Structured** interviews, in which the wording of the questions and their sequence is the same from one interview to another; the respondents must choose from a limited number of answers that have been written in advance.

- **Semi-structured** interviews, in which the interviewer asks important questions in the same way each time but is free to alter the sequence of the questions and to probe for more information; respondents can answer the questions in any way they choose.

- **Unstructured** interviews, in which interviewers have a list of topics they want respondents to talk about but are free to phrase the questions as they wish; the respondents are free to answer in any way they choose.

Interviews can be conducted in a variety of ways; for example, by telephone or as a face-to-face interview using an interview schedule to guide your questions (see Table 4.2 for an example). For the purposes of monitoring and evaluating a street children project, you will probably find face-to-face interviews to be the most useful and appropriate. Using the face-to-face interview technique when carrying out the monitoring and evaluation of your street children project will allow you to explore answers thoroughly. However, a disadvantage of the interview method is that it can be time-consuming in terms of collecting and analysing the information obtained.

There are several things you should keep in mind when using face-to-face interviews to collect information:

- Keep the time limit to a minimum - an hour is the maximum time required for an interview and this may be far too long for a street child who may have a short attention span.
- Ensure you word the questions clearly and avoid asking close-ended questions.
- Gently probe your respondents for details about their feelings and opinions.
- Provide training for your interviewers. Interviews need to be recorded accurately, by writing detailed notes and/or by tape-recording.
- Where appropriate, obtain permission to tape-record the interview from the respondent. Some street children will not accept the use of a tape-recorder as they fear that their answers will become known to people who could hurt them.
- It is usually better to collect demographic information, such as age, source of income, and level of family contact, at the end of the interview.

Table 4.2 that follows provides an example of a semi-structured interview guide.

Table 4.2 Example of a semi-structured interview guide

Name of interviewer:

Name of interviewee:

Place of interview:

Date of interview:

Questions:

- What do you see as your most important responsibilities and tasks?
- Can you tell me the things you like most about your work?
- Do you find some things difficult about your work? Can you tell me about them?
- What important achievements have you accomplished since beginning work here?
- Do you feel that you receive encouragement from your supervisors and co-workers?
- How satisfied are you with the supervision you receive?
- How well do you and your supervisor communicate?
- How well do you and your co-workers communicate?
- How well do you think people in the project cooperate with one another?
- Do you feel safe working in this environment? If not, can you tell me why?
- How involved are you in planning the work you actually do?
- Do you feel your comments and suggestions about the project are understood and appreciated?
- How much influence do you think street children have over what happens in the project?
- Have any obstacles prevented you from accomplishing your work tasks? Can you tell me about them?
- Do you feel you need additional training to do this work? If so, in what areas?
- Do you feel you have an opportunity to use fully your knowledge and skills in the project? If not, can you tell me about this?
- How well do you think this project meets the needs of street children?

4.3 Collecting qualitative information from key informants

In Module 5, section 3.5 you were introduced to the concept of interviewing key informants to collect first-hand information. Such individuals are normally experts in their field and will provide valuable information about a specific topic.

4.4 Focus group discussions

As demonstrated with asking questions and conducting interviews, in Module 5, Lesson 3, you explored, in depth, the concept of collecting information by setting up and carrying out focus group discussions. However, you might find it useful, at this point, to revise your learning by:

A focus group discussion is an organized discussion among 6-12 individuals on a single topic.

Some important points to remember about the focus group as a means of collecting information:

- This method is frequently used to explore a new issue in monitoring and evaluation studies and to discover what street children or project workers might *think* or *feel* about a question or problem. For example, why an outreach project has not been successful.

- The goal is to provide an opportunity for participants to talk to *one another* about a specific topic.

- The facilitator is there to *guide* the discussion but should avoid intervening in the discussion.

- Unlike questionnaires and interviews, the focus group is *not* a good way to obtain numerical information, such as the number of street children who use substances or how many street children would be interested in attending a new education project concerned with HIV and AIDS.

- Focus groups help workers involved in monitoring work to keep up to date with changes in the community or among the street children themselves.

An introductory activity that appeals to the group is useful!

Another advantage of using focus group discussions is that they often fit easily into the everyday working environment of a street children project. For example, after an organized activity, it makes sense to ask young people to sit down and discuss what they liked and did not like about the activity. However, when you are interpreting the information, remember that the consensus that usually forms in a group does not necessarily represent the opinions of all the members. Frequently, a few individuals tend to dominate the discussion and the less assertive people tend not to contribute. Also, some street children might think it is more important to agree with the dominant view of the group rather than appear to be different.

4.5 Observing behaviour

In Module 5, section 3.4, you were briefly introduced to *observation* as a method to gather information about a specific group of street children. It is, perhaps, the technique most closely related to everyday life. It involves watching and recording the behaviour of individuals or groups, or the events that occur in a particular place. One of the advantages of using this approach is that you may choose when and where to carry out the observation procedure and so ensure that you will have a good chance of seeing the people or the behaviour you wish to observe.

Roles of the observer

There are two types of observer, each of which requires a different approach. You may be a participant or a non-participant observer:

Observation is a good technique of coming up with new ideas about the lives of street children.

- As a *participant observer* you may actively join in the activities of the people you are observing. This may require you to eat, work, play or join in the conversations of the group. In this situation you will need to try not to let taking notes interrupt the normal flow of events. In some situations you may find it better to wait until the activity is over and then record your observations.

- As a *non-participant observer* you will need to avoid interacting with the group unless approached. If this happens, then you will need to do your best to keep your interaction to the minimum while retaining social etiquette. The aim of non-participant observation is to make your observations without your presence influencing the behaviour of those you are observing.

When compared with non-participant observation, information from participant observation often contains more information about things that you would otherwise find difficult to see, such as the motivation, ideas, feelings and attitudes of the group you are observing. This means it is often easier for you to understand the behaviour that you have observed. However, the more you are involved with the people you are observing, the less you will be able to make unbiased conclusions about the events you observe. This may be an especially serious problem for you as a street educator when you try to observe street children.

In monitoring and evaluation work, observation is frequently used to measure indicators of the progress that a community or project participants are making. For example, you might observe children in order to count the number who wash their hands before a meal as an indicator of the effectiveness of your health education sessions. It is also a good way to check the accuracy of information collected at interviews. For example, street children may have indicated that they wash their hands before eating, and by observing their behaviour you will be able to confirm (or not) their statements.

4.6 Examining routine records

You were introduced to the role of routine record-keeping in a project monitoring system in Chapter 3 of this handbook. However, it is worth reiterating here the importance of examining records as a means of collecting information for monitoring and evaluation. Whatever subject is being monitored and evaluated, the biggest advantage of this method is that a large amount of reliable information can be obtained without questioning many people.

However, in practice, examining records is not as easy as it first appears. For example:

- You may not be permitted to look at some records because they contain confidential information.

- Routine records of many organizations are disorganized and difficult to read.

- It may take a long time to open a large sample of records and to extract the needed information.

- The specific information you need may be missing from the records.

Clearly, it is important to keep good records about various aspects of your project as they are a valuable tool for monitoring and evaluation. These records should be clear, simple and easy to access.
Whichever method you use to collect information it is important to remember that all of them are prone to certain advantages and disadvantages. These are summarized below in Table 4.3.

4.7 Methods for analysing and interpreting the information

Collecting information is just one part of the process of monitoring and evaluating a street children project. When you have gathered together all the relevant information, then it is time to consider the next step, i.e. the process of analysis which forms the basis for interpretation. In Chapter 3 of this handbook you were introduced to the importance of planning how you will conduct your evaluation (please refer to steps 8 and 9 of the outline plan which are concerned with information analysis). As indicated previously, before analysis and interpretation can take place, the information must be prepared if it is numerical (quantitative) or transcribed if it is verbal (qualitative). All analysis involves description: it may involve looking for associations between different characteristics; or looking for interesting differences between individuals, groups, organizations or changes over time. Please refer to Module 5, Lesson 4, in which you were introduced to certain techniques to help you analyse information from a focus group discussion.

Analysing verbal information, gained in the process of interviewing individuals or groups of street children for monitoring and evaluation purposes, involves breaking down the information to allow you to see the information in a new way. For example, you may need to listen carefully to the tape-recording of an interview in order to write it down as closely as possible to the original interview. Or you may need to examine carefully the written notes that you recorded during the interview. Whichever method you used to collect the information, your analysis will allow you to identify different themes and categories which appear to be important.

Table 4.3   Advantages and disadvantages of information collection methods[1]

METHOD	ADVANTAGES	DISADVANTAGES
Observation: Obtaining information by carefully watching a person, a group of people or an activity occurs at a specific location. The observations can be written down as the observer is watching or immediately afterwards.	● Observations usually provide descriptions of events ● Observations can be used to check the validity of information collected by other means. ● Most people, including street children, can become reliable observers with training.	● The presence of the observer may cause people to act differently than they would if they were not being observed. Thus, observations are not always valid indicators. ● Observations of the same group or the same location must be made several times to make sure that the observations are accurate and describe typical occurrences. ● Making covert observations has ethical implications.
Interviews: Generally, interviews are carried out as face-to-face meetings in which the respondents answer questions posed by the interviewer. An interview can be structured in which the interviewer chooses the questions in advance; semi-structured in which the interviewer poses some of the questions but allows other pertinent issues to be discussed; unstructured in which the respondent is asked to talk freely about a certain issue. The respondent's answers are frequently recorded in writing and sometimes with a tape-recorder. A detailed summary of the answers is written after the interview has ended.	● Interviews can be used to obtain information from people who cannot read. ● Interviews permit flexibility. The interviewer can explore issues raised by the respondent.	● Interviewing is time-consuming ● The interviewer can unfairly influence a respondent's answer by his or her tone of voice, attitude or behaviour. ● Some people might not want to discuss certain issues face-to-face, especially with a stranger.

[1] This Table is based in part on King JA, Morris LL, Fitz-Gibbon CT. How to Assess Program Implementation. Newbury Park, Sage, 1987: 46-47.

METHOD	ADVANTAGES	DISADVANTAGES
Focus Group Discussion: This is a discussion about a specific topic among a similar group of people. The discussion is guided by a facilitator and recorded by a documenter.	● It is a good way to explore feelings, attitudes and opinions ● The atmosphere of the discussion may allow members to express emotions as well as opinions. This often helps both the facilitator and the participants to develop a deeper understanding about an issue.	● It is not an appropriate method for collecting numerical information. ● Facilitators must be well trained for the discussion to produce useful information. ● A few individuals may dominate the discussion; others may not contribute. ● Participants are vulnerable to criticism and 'put-downs' by other members. ● Some participants may not respect the confidentiality of the discussion.
Examination of routine records: Information gathered from attendance sheets, log books, case records and other similar documents is analysed.	● If records already exist as part of a project's administrative procedures, little additional time and energy is needed to gather together the needed information. ● People tend to accept the validity of information gathered from existing records because records are thought to be unbiased and accurate. ● Records set down events soon after they occur rather than long afterwards, which also makes them more unbiased and accurate.	● Records are often incomplete. ● The process of examining them and gathering relevant information can be time-consuming. ● Certain records are meant to be confidential and may have ethical and legal restrictions which may prevent access to them. ● Workers may feel that keeping records specifically for project evaluation is too much of an additional burden.

Monitoring and evaluation of information which has been obtained using quantitative methods will involve turning responses into numbers. Numbers are useful for answering questions which begin with how much? how many? how long? However, they can be meaningless unless they are presented in a visual way when they are referred to as descriptive statistics. These statistics provide a useful way of summarizing relatively large amounts of quantitative information. See Appendix C for examples of forms used to summarize information from a process evaluation.

For monitoring and evaluation purposes, the statistical information will need to be presented in a graphical form. For example, for displaying monitoring and evaluation information about a single variable, the most commonly used graphs are the Bar Chart and Pie Chart for nominal and ordinal information; and the Histogram for interval/ratio information.

The Bar Chart presents the frequency of information using a series of vertical columns with a space between each bar. Each category is depicted by a bar and the gap between bars reflects the individual categories. It is typically used to display nominal information i.e. the categories are just names, there is no order of the categories (e.g. gender: male/female), or ordinal information where this is a logical order for the categories (e.g. severity of pain recorded as: None/Mild/Moderate/Severe.

Example of a Bar Chart
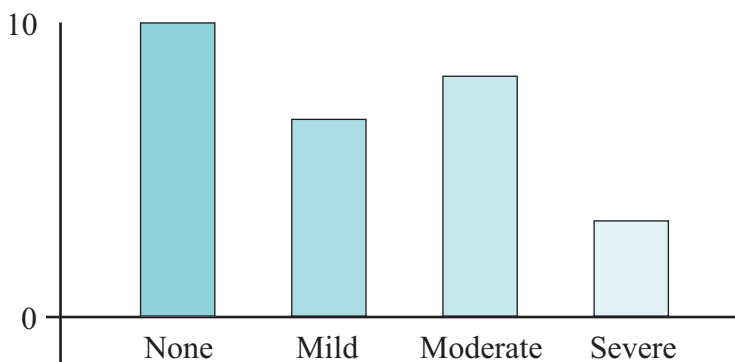
The Pie Chart is particularly useful for displaying nominal information gained in the process of monitoring and evaluation. As its name suggests, the pie chart is a circle divided into segments. Each segment represents a category of the variable. The size of each segment depends on the proportion of the population the category covers.

Example of a Pie Chart
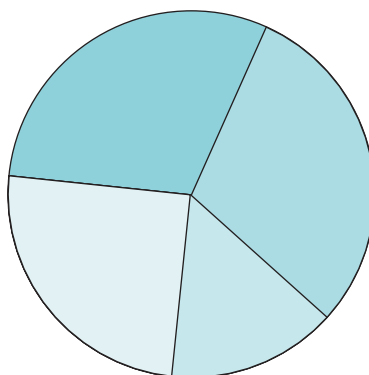
The Histogram also presents the frequency of information, but the columns in the histogram are adjacent to each other. This is because the bars represent measurements on a continuous scale. It is used to present interval/ratio variables where there is an order in the categories and the intervals on the scale are equal (e.g. measures of height or weight).

Example of a Histogram
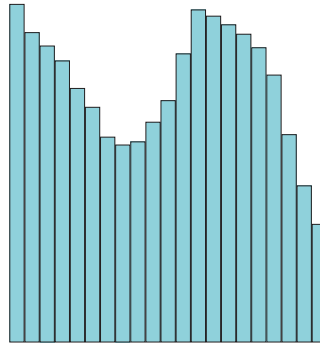
Making calculations from numerical information

Where the monitoring and evaluation information is concerned with associations, relationships or differences, these can be addressed through the use of statistical tests. For example, if you wanted to compare the street children's request for condoms six months before they joined the HIV/AIDS awareness sessions with the number of requests six months after they had completed the sessions, then you could use a statistical test to demonstrate whether the change was significant or not. Which statistical test is appropriate will depend on the type of question, the type of information, and the assumptions that it is reasonable to make. If you can answer these questions, then you will be able to search through a statistical textbook and select an appropriate test. However, making calculations can be quite complex and complicated. You would find it much easier if you have access to a computer and computer package that is able to carry out the test for you by doing the calculation. If you would like more information about statistical testing, publications are available that describe the methods in more detail.[1] It is often useful to get assistance from experts in this field to help you analyse and interpret the findings.

As mentioned previously, the community is an important part of any street children project. In the next chapter we will consider how to collect information from the community and how to implement community monitoring.

[1] Hart A. Making sense f statistics in healthcare. Abingdon, Radcliffe Medical Press, 2001.

Learning Activity

Make a list of the qualitative and quantitative methods of collecting information you use in your monitoring and evaluation work.

Provide your reasons for choosing these methods.

What are the advantages and disadvantages of your chosen methods?

From your work on the street children project, describe situations when you think observation would be a useful method of collecting information.

Chapter 5 Monitoring the community

Introduction

In Module 9 you were introduced to the importance of involving the community in all aspects of your street children project. This includes monitoring the community as part of a routine process and which involves collecting information about your particular community.

There are several benefits to be gained from monitoring the community:

- To gain information which will help you to become more effective as a street educator.

- Monitoring information will help keep you up to date with the social, economic and political forces that affect the lives of street children, particularly current public health issues that need to be addressed.

- Information about the community forms an essential part of conducting a process evaluation of a project (as discussed in Chapter 3).

Although community monitoring may sound like a large task, you have probably been doing it since you started working with street children. For example:

- every time you talk with a health worker about the price and availability of condoms;

- every time you cut out an article about street children and substance use;

- every time you talk with a group of street children about their knowledge of HIV and AIDS;

- every time you speak with a local official about changes in government policy.

The purpose of this Chapter is not to teach you a complicated new procedure but rather to help you plan and organize your monitoring so that it becomes a routine part of your work.

5.1 Making decisions about what to monitor

You will find that there are many aspects of your project which should be included in the monitoring of activity but three areas are particularly important:

- The characteristics of street children in your community and the problems they face.

- The family, social and economic context in which the children live.

- The local and national responses to the problems of street children.

These areas, along with examples of monitoring questions, are presented below and form an outline for community monitoring.[1] Additional ideas for areas to monitor may be found in the WHO question menus in Module 5, Determining the Needs and Problems of Street Children.

[1] This outline for community monitoring is partly based on 'Methodological Guide on Situation Analysis of Children in Especially Difficult Circumstances', written by the Regional Office of UNICEF, Bogota, Colombia.

An Outline for Community Monitoring

The Characteristics of Street Children and Street Life

This is the most fundamental area to monitor. It includes information about the typical lives of street children and the problems that they face. It also includes facts about street children as a group, such as the number of children in your area, their ages and their gender. Monitoring changes in the characteristics or problems of street children is especially useful.

Consider:

- From where do the children obtain food and clothing?

- Does the number of street children in the area seem to be changing?

- Is violence against street children becoming more common?

The Context of Street Children

Current information about the family, social and economic context of street children is equally important for you as a street educator. Much of the success of the project depends on whether its activities are compatible with what is happening in the larger community. Thus, you will need to monitor the situation of the families of street children as well as any changes in the economy, in social attitudes, in law enforcement or in the health of the community.

Consider:

- What is happening to the families of street children?

- Have more adults recently lost their jobs?

- Are the police monitoring trade in illegal psychoactive substances more closely?

Local and National Responses to the Problems of Street Children

Local and national governments in many countries are now addressing the problems of street children. They are making laws and creating new policies specifically about street children. Governments also make policies and take actions in other areas that directly or indirectly influence the lives of street children. Consequently, you as a street educator will need to monitor these changes to find out if they will have an impact on the participants of your project.

In addition to monitoring laws and policies, you will find it useful to monitor the work of nearby institutions and programmes that involve children. These organizations may try to promote the wellbeing of children through health, educational, religious or vocational services. You may want to monitor whether their activities are having an impact on the participants of your project. You may also want to assess whether the approaches they are using to solve problems are effective or ineffective.

Consider:

- Has the policy of promoting family reunifications been implemented?

- Has the income level of street children changed since employers were prohibited from hiring children for dangerous jobs?

- Are there any new services in the area for children?

- Has a national health campaign to discourage the use of substances affected the behaviour of children in your area?

- If not, why not?

- Has a national health campaign to prevent the spread of HIV, AIDS & STDs affected the behaviour of children in your area?

- If not, why not?

5.2 Implementing community monitoring

The community can be monitored in many different ways and it is likely that you are already using some of the methods we shall discuss in this section. Some monitoring methods require additional time, energy and planning but the valuable information they provide should prove to be worthwhile for you. In order to work through this section you will need to refer to your copy of Module 5, Determining the needs and problems of street children, in particular Lessons 2 and 3.

5.2.1 Talking to people and asking questions

One of the easiest and most effective ways to monitor a community is to talk to people who know what is happening in some section of the community. This requires asking questions and in Module 5, Lesson 2, as well as in Chapter 4 of this handbook, you learned some of the skills and knowledge you need in order to ask appropriate questions. In Module 5 you also explored question menus (pages 7-21) and it would be useful for you, at this point, to return to these to refresh your knowledge of this important area.

Who should you approach for your monitoring information?

Examples of people you meet in the course of your day to day work may provide you with the information you need. They include:

- health workers

- teachers

- law enforcement officials

- market vendors

- community leaders.

A street educator visiting a vocational centre.

Here are some examples of the questions you may wish to ask:

- **Market vendor:** How many people do you currently hire to help transport or sell your goods?

- **School teacher:** How many students are dropping out of school to earn money for their families?

- **Community leader:** Is the new political leader interested in the problems of street children?

Talking is useful, but you will need to find ways to ensure that talking becomes an effective method of monitoring. Here are some suggestions.

Formal conversations:

- Decide in advance what topics you want to monitor.

- Decide who is most likely to have the information you need.

- Try to conduct your conversations with people on a regular basis.

- If that is not possible, devise a plan to speak to them, for example, every few months.

Casual conversations:

- As soon as possible, record the name of the person you spoke with, the date of the conversation, and a brief summary of what you learned from the encounter.

- File your information in an appropriate folder, for example a folder marked 'Health Issues' or 'Legal Issues' or 'Employment'.

There are several benefits of keeping accurate records of your meetings.

- They will help you remember the important points of the conversation.

- You can share the information easily with other staff members.

- Written records will provide you with evidence from which you can make accurate conclusions.

- People are more likely to believe your conclusions if you have written down the facts as you collected them.

5.2.2 Holding focus group discussions

Many of the projects that are involved in the WHO Street Children Project have found that focus group discussions are an efficient and effective way of collecting information to plan and improve activities. In Module 5, Lesson 3, you learned that to facilitate a focus group discussion, in order to determine the needs of street children, requires considerable skills and knowledge. The same applies to using this method to collect monitoring information and it would be a good idea if, at this point, you refer to Module 5, section 3.2, and Chapter 4, section 4.4 of this handbook, to refresh your knowledge of the focus group discussion method of collecting information.

Who should you invite to participate in a community monitoring focus group discussion?

To a large extent this depends on the areas you want to monitor. You can find examples of questions used in focus group discussions with both street children and adults from the community in Module 5, section 2.3.

5.2.3 Gathering existing information

Much of the information you need for community monitoring may already exist in different reports from:

- government policy documents

- reviews of census information

- statistics on health problems

- religious groups

- nongovernmental organizations

- university researchers

- international development agencies

- hospitals and clinics

- other street educators.

Gathering information formally about the street children themselves is more difficult as this information is seldom included in any educational, economic or health reports. However, you can still request and use these documents to compare the situation of children in your project with that of children in the mainstream of society. This will help you to assess the seriousness of certain problems facing street children. For example, you can compare the extent of substance use in the community to the extent you observe among the participants of your project. This type of comparison will also help you set realistic objectives for your project and provide a basis for advocating improved services for street children.

5.2.4 Studying the mass media

Valuable and understandable information that is relevant to you as a street educator often appears in the mass media and these include:

- newspapers and magazines

- television and radio news programmes and documentaries.

Assessing the mass media is a good way to get the street children involved in the monitoring activity. For example, you can work with them to identify and cut out articles that they consider are relevant to their lives. These can then be displayed in areas which are visible to the staff and the children. You can also encourage literate children to write brief summaries of television programmes or films and include them as part of the project's monitoring information.

5.2.5 Observing the community

Observation as a method of collecting information was referred to in Module 5, section 3.4, and explored again in Chapter 4 of this handbook. However, it is useful here for you to consider the benefits to be gained from observing different aspects of the community in your search for monitoring information. Such observations may be carried out at a variety of venues and these include:

- religious festivals

- bus stations

- community meetings

- political gatherings.

Your observations may help you to make some estimates of numerical facts, such as the number of children who attend a specific event, but also to collect some facts about street children who

Street children trying to earn money.

may not be able to speak freely to you. For example, you may not be able to interview children in certain criminal or welfare institutions, but you may be permitted to observe their physical condition and their behaviour. Similarly, street children who are employed in jobs that are legally prohibited to children, such as the sex industry, may be afraid of losing their jobs if they speak to you as a street educator. But you may still observe them working and obtain some needed information.

5.2.6 Interviewing key informants

Key informant studies are frequently used as a means of gaining high quality monitoring information from people who are particularly knowledgeable about a topic. These studies were referred to in Module 5, section 3.5, and you explored the techniques of carrying out interviews in some depth in Chapter 4 of this handbook.

5.3 Making conclusions from community monitoring

While working through this chapter you will have realized that community monitoring is an ongoing process in which you need continually to collect new information. Consequently, there is no clear point in the process when you should interpret and make conclusions about the information. You will need to set your own timetable to identify when you hope to analyse and interpret the information you have collected. For example, you may decide to review the information every month, every six months, or at the beginning of each year. Whenever you decide to do this, you should try to ensure that you have collected information from more than one source before making conclusions about your findings. For example, if you are thinking about beginning or changing an outreach project for those who work in the sex industry, try to wait until you have obtained a government report about

the industry, talked to several workers, and carried out a focus group discussion with people who are knowledgeable about the topic. As a general rule, a mixture of numerical information and descriptive information leads to the most accurate conclusions.

In order to ascertain whether or not your project is having an effect, you will need to carry out an outcome evaluation. Outcome evaluation is discussed in the next chapter.

Learning Activity

In this learning activity you should try to relate the questions presented in 'An Outline for Community Monitoring' to your own community.

Describe the characteristics of the street children and street life in your own community.

Describe the context of the street children in your own community.

Outline the local and national responses to the problems of street children in your own community.

Chapter 6   Conducting an outcome evaluation

Introduction

In Chapter 1 you were introduced to the meaning of the term evaluation and the difference between outcome and process evaluation.

Reflective point

Before continuing with this Chapter you may find it helpful to:

- write down a definition for each type of evaluation;

- use your own project to think of an example of each type.

In this Chapter we shall consider in detail the knowledge and skills needed to conduct an outcome evaluation.

6.1 The purpose of undertaking an outcome evaluation

The main reason for conducting an outcome evaluation is to discover whether your project is having the effect you intended it to have. For example, you might want to evaluate if the street children who participated in the sexual health education activities are engaging in healthier sexual practices now than they were before the project began. However, although outcome evaluations are extremely valuable sources of information, they are only appropriate for projects where almost all of the planned activities are actually taking place on a regular basis. If activities are not yet taking place regularly, then there is little chance that the activities are having much effect on the participants of the project, on the community or on laws and policies.

6.2 Deciding when to evaluate

In order to establish whether a project activity has produced an effect, you will need to collect information both before (baseline/pre-project implementation information) and after (outcome/post-project implementation information) the activity. Comparing baseline information with outcome information will tell you whether changes have occurred that might have been caused by a project activity. For example, in order to evaluate whether your education activities raised the self-esteem of the street children who participated, you will need to know how the children felt about themselves before and after the project. Similarly, to know whether your advocacy work has produced changes in local laws and policies, you must know what the laws and policies were before and after you began advocating. However, if the project activities are still undergoing lots of changes, it will not be clear what produced any effects that are found. In cases like these, it would make more sense to postpone the outcome evaluation until project monitoring indicates that the activities are stable and regular.

6.3 Deciding what to evaluate

Outcome evaluation, like process evaluation, is designed to answer questions. The general types of questions that might be asked during an outcome evaluation of a street children project are listed in Table 6.1.

Table 6.1 General evaluation questions for a Street Children project

Has the project achieved its specific objectives?

How have the street children who participated in the project changed? Have there been improvements in their:

- physical health

- emotional health

- social development

- intellectual development

- living conditions

- employment situation.

If the participating children have changed, was it the project that changed them? Or did something else change them, such as an improvement in the employment opportunities or the supply of illegal substances in the neighbourhood?

If the participating children have changed as a result of the project, which particular aspects of the project produced the changes (e.g. contact with the street educator; learning to read; having the opportunity to make more supportive relationships with other street children)?

Have other things or people besides street children changed because of the project? For example, have laws, policies or community attitudes changed?

Is there any evidence that achieving the specific objectives of the project has led to the achievement of the general objectives?

Has the project had any unexpected results, both positive and negative. For example, an increase in the political activity among the participants or in the number of children who are members of a gang? What produced the unexpected results?

The most common mistake evaluators make is to attempt to answer too many questions at once. Sometimes, because evaluators want to demonstrate all the possible effects that their project might have, they try to measure too many variables and end up with too much badly collected, incomplete and inconsistent information. It is almost impossible to make any useful conclusions on the basis of poor information.

Many projects for street children are not routinely evaluated. Some do not have the resources needed to devote to evaluation projects. In these circumstances it is suggested that the best approach is to attempt to answer only one question during the first evaluation project: Is the project meeting its objectives?

The first step in answering this question is to review the specific objectives of your project. This will help you decide whether the project activities associated with each objective are ready to be evaluated. If some of the planned activities have not yet taken place or if they take place infrequently or are undergoing changes, then it might be sensible to postpone the evaluation of these objectives until a later date.

Reflective point

In Module 7, Teaching Street Children, section 4.5 you were introduced to the concept of project evaluation as an important indicator for future educational activities with street children. As part of the learning activities for the module you were asked to develop a lesson plan and to include some questions you would ask in order to evaluate the lesson.

Please refer back to your lesson plan and evaluation questions and consider them in relation to the questions outlined in Table 6.1.

6.4 Selecting indicators to measure

Indicator variables are measurable pieces of information that indicate whether the project is achieving an objective. For example, if one of the objectives of your project is to prevent and reduce the use of substances among street children, there may be several variables which may indicate whether or not this objective is being achieved. These variables may include:

- the street children's positive or negative attitudes towards substance use;

- the number of street children who actually use substances;

- the number of substance users who would like to stop.

All of these variables will indicate whether or not the project is having any effect.

Indicators are not the same as information collection methods. For example, if you select 'use of inhalants' as an indicator of substance use, you have several different options for actually gathering information about this indicator:

- observing street children sniffing substances;

- interviewing individual children about their use of inhalants in the past seven days;

- counting how many times, over a three-month period, the street children arrive for an activity while intoxicated with inhalants.

You will also need to consider the validity and reliability of each indicator. Validity refers to the ability of an indicator to measure what it is supposed to measure. For example, imagine that one of your objectives is to increase the use of condoms among street children. An indicator for this objective may be to observe how frequently children attend an activity where a small meal is served as well as providing an opportunity for them to obtain condoms. Some street children, who may be having difficulty obtaining food, may attend the activity to receive the meal rather than to obtain the condoms. In this case, attendance at this activity may not be a valid indicator of interest in using condoms.

Reliability indicates the accuracy of the indicator irrespective of who carries out the measurement or how frequently it is measured. For example, you may ask a street child if he or she is a substance user. The child might answer 'yes' if he or she uses substances frequently, or 'no' if he or she is an occasional user of substances. In this case the single question 'are you a substance user?' is not a reliable indicator of the child's true account of substance use. You would gain more reliable information if you asked several questions about substance use such as:

- How do you feel about substance use?

- Why do some children use substances?

- Would you encourage other children to use substances?

- Would you like to stop using substances?

In summary, we have seen that one single indicator is not always a measure of validity or reliability in its attempt to measure and record a possible effect. However, be careful about adding too many variables to your plans. Never add a second, unreliable indicator just to have more than one! As a general rule, the shorter and more focused your list of indicators is, the easier it will be to gather information and interpret the results.

6.5 Selecting methods for measuring indicators

Once you have chosen the indicators for your objectives, you will need to select a method for measuring them. Most indicators can be measured in more than one way. As we have seen, different methods of collecting information provide different types of information and it is essential that you are clear about what you want to know before you choose your methods for measuring indicators.

Indicators about people can be divided into categories. For example, some indicators describe the way people behave; others reveal their attitudes and beliefs; some provide information about the reasons why people act in a certain way. It follows, then, that different categories of indicators will require different methods for measuring them. Refer to Table 6.2 which demonstrates some possible methods for measuring different types of indicators.

Table 6.2 Types, examples and methods for measuring indicators

TYPE OF INDICATOR	EXAMPLE OF INDICATOR	METHODS FOR MEASURING INICATOR
Indicators of behaviour	Sharing food with friends Snorting cocaine	Interviews Observations
Indicators of beliefs or Attitudes	Beliefs about AIDS Attitudes about using condoms Attitudes towards smoking and drinking	Informal conversations Unstructured interviews[1] Semi-structured interviews[3] Focus group discussions
Indicators about the number of people who hold a certain belief or who behave in a certain way	Percentage of programme participants who inhale solvents	Structured interviews[2] with a sample of participants who are representative of the entire group
Indicators about the reasons for certain behaviours	Reasons why market children do not participate in recreational activities	Interviews (unstructured, semi-structured or structured) Focus group discussions

[1] In an **unstructured** interview the interviewer may ask the respondent any question that seems important at the time; the respondent is free to answer how he or she wishes.

[2] In a **semi-structured** interview the interviewer asks important questions in the same way each time but is free to alter the sequence; respondents can answer the questions in any way they choose.

[3] In a **structured** interview the wording of the questions and their sequence is the same from one interview to the next; the respondent must choose from a limited number of answers that have been written in advance.

Later, when you come to plan the methods you will use to analyse your information, you may add a fourth column which will describe how you will analyse the information about each indicator. See Table 6.3 for an example.

Table 6.3 Example of a plan for an outcome evaluation

PROJECT OBJECTIVES	INDICATORS	METHODS OF INDICATOR MEASUREMENT	METHODS OF INFORMATION ANALYSIS
To encourage supportive friendships among street children	The number of peers from whom the participants say they could ask for help	Baseline interview when children enter the project Outcome interviews after 6 months	Calculate the average number of supportive peers participants can identify at baseline and 6 months later. Compare the two figures. If there appears to be a sizeable change, analyse the information using a statistical test[1] to show that the change is significant.
To improve the image of street children that is presented in the press	Number of positive and negative articles about street children in the city's main newspaper	Review of relevant articles in the newspaper over a one-year period	Write guidelines for classifying the content of articles as 'positive', 'neutral' or 'mixed'. Count the number of articles in each category. Make a graph of the results at the end of each month. Compare the graphs to see if changes are occurring. If changes are occurring, describe how the image of street children in the newspaper has changed.

[1] See Chapter 4 for information about statistics.

6.6 Planning for information gathering

The steps in planning to gather information for an outcome evaluation are similar to the ones for a process evaluation. At this stage you will need to decide how you intend to obtain the information, prepare the necessary forms, and choose and train individuals to gather the relevant information. However, an important difference between process and outcome evaluations is the need for baseline information, as discussed in section 6.2. You will need, therefore, to plan when you intend to collect both the baseline and outcome information.

It is also important to allow enough time to pass between the two information gathering exercises and this will depend on what type of change you want to measure. For example, if your goal is to teach a set of facts to street children (such as the physiological effects of certain substances), then you can measure whether the children have learned the information immediately after the educational activity where the facts were presented. If, on the other hand, you want to measure changes in attitudes or behaviour regarding substance use, you may have to wait until a child has been involved in your project for several months or even years. Changes in government policies or cooperation among children's organizations may also take a long time to occur.

A second consideration is the frequency and intensity of your activities. For example, if you are only spending a few hours each week working with street children, then changes in the children's skills, attitudes and behaviour will happen slowly. Also, in your work with employers, you may find that carrying out several face-to-face meetings with them, rather than sending them a series of letters, will be more successful in helping them to change their ideas about hiring children.

Instead of gathering information for your outcome evaluation just once at baseline and once during the evaluation, you can gather it continuously through monitoring. The advantage of doing this is that you would then be able to measure how much and how quickly the change is happening. For example, evaluators might count how many street children have been accepted into local schools at each intake or school term in order to see how much progress is being made in changing school policies.

One of the easiest ways to collect baseline information about street children is to interview each child soon after he or she becomes involved in your project. During the interview you might ask the child to provide information about each of the indicators that you have chosen for your outcome evaluation. Later, when it is time to gather outcome information, you can interview the child again about the same indicators, if possible asking closed questions that are worded exactly the same way during both interviews. This will make it much easier to see if any changes have actually occurred.

6.7 Planning and managing information analysis

Planning

In common with planning for all other parts of the evaluation, planning how you will analyse your collected information must be decided in advance. There are two important reasons for this:

- If you do not make a plan before you begin, you may find that you do not know how to use the information that you have obtained to answer your evaluation questions.

- You may find that you do not have sufficient information to answer the questions.

Methods for analysing and interpreting information were discussed in Chapter 4, section 4.7.

Managing

In order to manage the information efficiently, you will need to review and summarize the information from focus group discussions and from interviews. You may wish to list each major conclusion that you have reached from the collected information, and put in direct quotes those that support your conclusions.

If the information is numerical, you may plan to summarize it by making averages, graphs or charts. Sometimes you may need to make a few statistical calculations to show that a change has occurred. Part of an information analysis plan is an explanation of what precise pieces of information will be considered when you make conclusions about whether a specific objective has been met. A useful format is to make a Table that lists the indicators, methods of measurement, and analyses that will be needed to answer each evaluation question, as shown in Table 6.3.

- Think about how you will analyse the information before you gather it.

- Thinking about analyses early on will help to ensure that you do not overlook key questions and indicators.

There is little point in carrying out monitoring and evaluation projects without considering how the results will be reported and disseminated to the relevant agencies, government bodies and, importantly, the people (e.g. the street children) who will be most affected by them. These issues are discussed in the next chapter.

Learning Activity

Reflect upon the planned activities associated with each objective of your project.
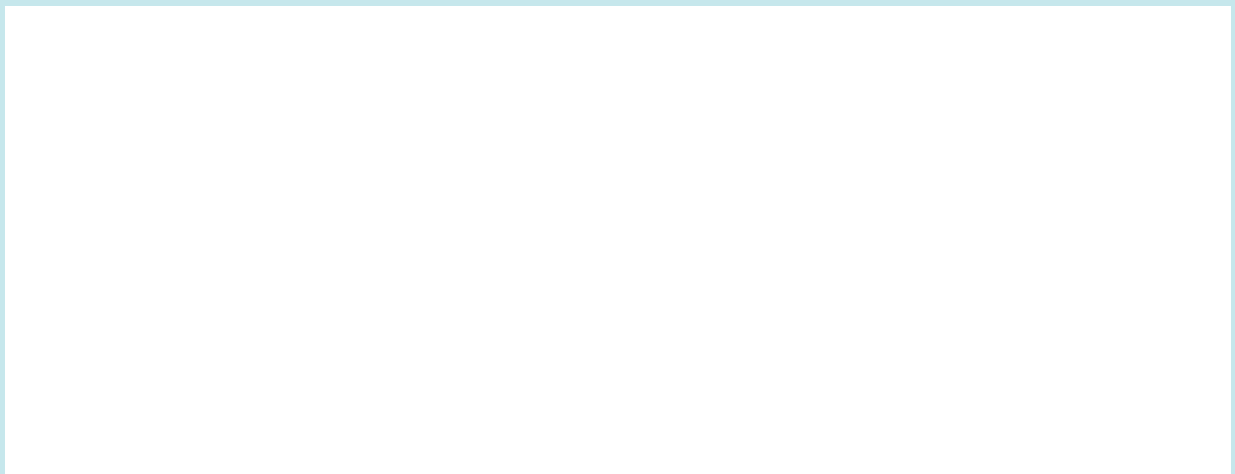
State why you consider the planned activities are ready/not ready to be evaluated.

Consider how you will approach the design of your own outcome evaluation.

Draw up a Table and write down:

1. An indicator you would like to measure.
2. The method(s) you would use to do so.

Now justify your reasons for your choices and say why you believe your indicator is valid and reliable.

Chapter 7 Reporting the results

Introduction

In Module 5 (p. 3) you learned about possible sources of information which may be used to determine the needs and problems of street children. A valuable resource identified was the use of evaluation reports. You will probably be aware by now that an evaluation is not finished until the results of the work have been communicated to the people who need them. The purpose of this chapter is to help you to explore different ways in which you can choose to communicate the results and how best to present them. However, as you will see, this will depend upon the characteristics of your audience.
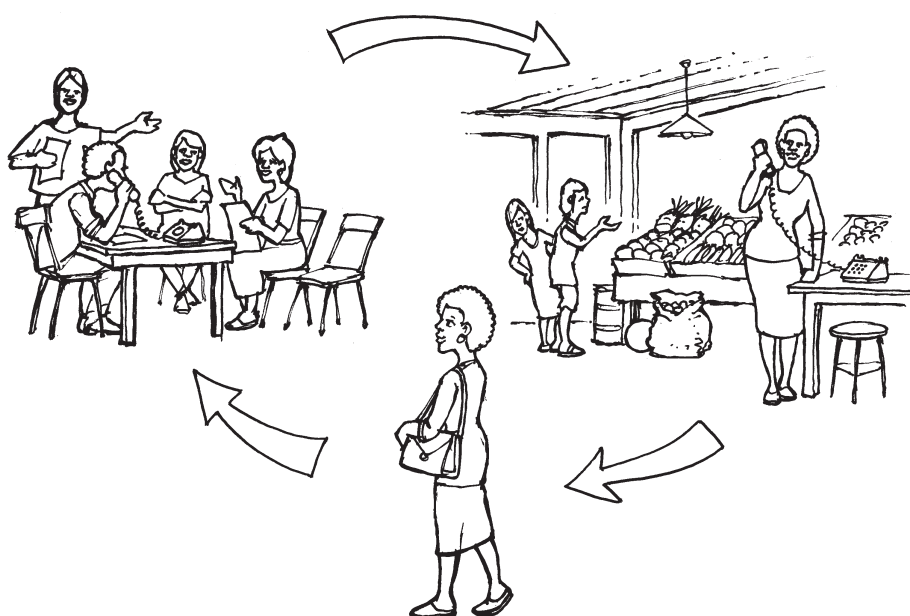
7.1 The value of a written report

There are several reasons why an evaluation report is so important:

- It provides a written history of the project which can be referred to easily and quickly.

- It serves as a record of why certain changes were made after the evaluation.

- It provides a means to compare findings between this and any future evaluations you may carry out.

- It allows new street educators who join your project to learn quickly what happened during the evaluation and the results.

- It enables you to give a written account or summary of the findings to people who may be interested in your project.

7.2 Who needs to know about the results of the evaluation?

The street children

It is very important to ensure that you always present the results of the evaluation to the children in your project, irrespective of whether the results are positive or negative. There are three main reasons for this:

- To demonstrate your respect for the children - they deserve to know the outcome of the study if they have given their time and cooperation by answering questions, collecting information, or recruiting other children to participate in the study.

Always present the results of the evaluation to the children.

- To find out the street children's interpretations of the information - children often come up with valuable interpretations that project workers sometimes miss.

- To ensure cooperation for future evaluations - if you plan to make changes in the project as a result of the evaluation, the street children will be more likely to accept them if you have taken the time to present the results to them.

As you learned in Module 6 (p. 9), it is possible that providing information may have a negative influence on the street children. In these circumstances it is essential that you avoid:

- giving children frightening or scary messages;

- blaming the children for their activities;

- glorifying negative aspects of certain activities.

Others

Presenting and communicating a written evaluation report provides an opportunity for others, such as funding agencies, government officials, researchers and street educators from other projects to learn from your experience. However, whether you are presenting to street children or to other interested people, you will stand a much greater chance of acceptance if you communicate your findings and recommendations in a collaborative way.

Reflective point

Take a few moments to consider how you collaborate with the people involved in your project.

What methods do you generally use to pass on information?

7.3 The components of an evaluation report

Below is an outline for the type of information that is usually included in an evaluation report.

Reflective point

Before reading the steps of the outline, write down some headings of what *you* think you would need to include. Now compare your list with the outline below.

AN OUTLINE FOR AN EVALUATION REPORT

Title Page

- Name of the report

- Name and address of the project

- The time period covered by the evaluation

- The date the report was completed

- The name of the author(s) of the report.

Summary

The summary is one of the most important parts of the report because many people who are given a copy of a report will only read the summary. Others will read the summary first in order to decide if the main sections of the report contain information that is relevant for them. It is usually easier to write the summary after the rest of the report has been finalized.

The summary is usually one or two pages long. It normally contains the following information:

- The purpose of the evaluation.

- A very brief description of the project.

- Who carried out the evaluation and how.

- Important results.

- Important conclusions.

- All the recommendations.

Table of Contents
The table of contents will help your readers to quickly find the information they want.

Description of the Project
This section describes the history and the objectives of the project. Your readers will understand the project better if you also include a brief description of the target group(s).

Description of the Evaluation Process
This section explains why the evaluation was conducted and what exactly was evaluated. It also describes the evaluation procedures that were used. You should state who carried out the evaluation, when and where it was conducted, and the methods you used to collect the information and analyse the results.

Results
The results of the information analysis are presented in this section. This is also the place to give your own interpretations of the findings.

Conclusions and Recommendations
This section includes your conclusions on the project based on the results. Your recommendations about changes that you would like to make to the project or for future evaluations can also be placed in this section.

Appendices
Whenever possible, you should include appendices that contain additional information that some readers might want such as:

- A list of officials or community leaders who may have been interviewed as a part of the evaluation.

- Examples of interview guides, observation checklists, etc. that were used to collect the information.

- Tables, diagrams and statistical information which are too long to include in the main body of the report.

- A list of related documents and other references.

As stated in the introduction to this handbook, the Street Link project is an account of an imaginary project, the purpose of which is to try to help you make sense of the material we have covered in this handbook. The Street Link project comprises the final chapter of this handbook.

Learning Activity

In Module 10 (p. 11), as part of the learning activity, you were asked to formulate an objective, identify resources, activities, time frame, resource person(s), budget, and expected outcome for a written report.

Refer back to this activity and compare your plan with the information provided in this chapter.

Write a checklist which highlights all the potential challenges to monitoring and evaluation mentioned in this handbook.

Chapter 8 The Street Link Project

Introduction

As mentioned in the introduction to this handbook, the Street Link Project is an imaginary street children project, the purpose of which is to help you make sense of the material you have covered in this monitoring and evaluation handbook.

8.1 Background

Street Link is a project designed for children working or living on the streets of a large city. It was founded seven years ago by a religious order which was one of the first groups to respond to the needs of street children when they first appeared on the streets in large numbers. From its early days the project has grown rapidly and now receives funding from a variety of government and private agencies.

In recent times Street Link has initiated a Community Advisory Committee (CAC) which is comprised of healthcare workers, people who employ street children, a local government official, an administrator from a similar project, an employee at the train station where many children spend their day, a teacher from a local school, and two former street children. In addition to providing much needed advice for the Street Link volunteers and project workers, the CAC is currently trying to form partnerships with health clinics, schools and others who are working on similar street children projects in the hope that these partnerships will enable sharing of resources and services, which in turn will benefit the children involved in the Street Link project.
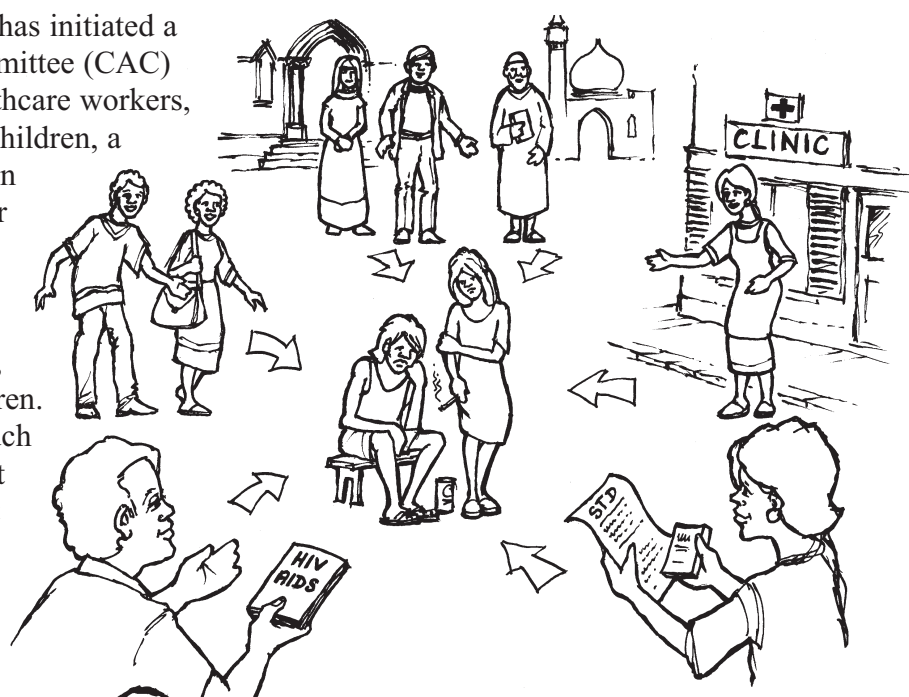
The administrative offices of Street Link, which were donated by the religious foundation, are located in a few rooms of a previously abandoned building in the centre of the city. One of these rooms has been furnished with bed rolls and is earmarked for children in need of temporary, overnight shelter.

Street Link has two target groups.[1]

- *Children who work in the large central market*
  Most of these children are girls between the ages of eight and fifteen who live at home with their parents; many of them engage in sexual activities.

- *Boys between the ages of ten and sixteen*
  These boys tend to live near the centre of the city and reside almost entirely independently of their families. They may occasionally sleep at the home of a relative but mostly they will find shelter in an abandoned building, a public space or seek shelter from a caring organization. The boys mostly support themselves through begging, shoe-shining, car washing and guarding, petty theft, or helping street vendors and restaurant owners. The majority engage in sexual activities.

Most of the work of Street Link occurs at three outreach sites in the city:

- The central market

- A large city park

- The main train station.

8.1.1 Rationale for the monitoring and evaluation activity

When Street Link had been up and running for seven years, the project Director decided to put into place a plan to monitor and evaluate the activities of the project. This decision was influenced by the rapid growth of the Street Link initiative and the need for future direction for the project. Also, workers on other street children projects had requested information about the success of Street Link, which was difficult to provide without monitoring and evaluation information. In addition, the Director considered that there would be a better chance of receiving money from funding agencies if a thorough monitoring and evaluation survey was carried out.

In order to devise a workable plan for the monitoring and evaluation activity the Director and street educators together decided to establish a monitoring and evaluation team. The team comprised the Director, a secretary, the most senior street educator, and a former Street Link street child. Between them they decided that those who are involved in the monitoring and evaluation of the project, including some of the children, should help to collect the information. They also decided to invite a social work student from the local university to help the team develop the monitoring system and the evaluation plan.

[1] The target group refers to the group of children the project is intended to help. Different street children have different needs and are therefore assigned to different target groups. For example, a project may target market children, while another targets children who use substances. A third may target children in need of education about HIV, AIDS and STDs.

8.2 The Street Link project's aims, objectives and activities

One of the first tasks for the monitoring and evaluation team was to clarify the aims, the general and specific objectives, and the activities of the project. The overall aim of the project was to improve the health and quality of life of the children involved in the Street Link project, with particular reference to their exposure to harmful substance-use practices and their risk of infection from HIV, AIDS and STDs. The team decided to devise a Table which depicts the relationship between the general and specific objectives, as seen in Appendix D, Table 1.

8.3 The monitoring and process evaluation of the Street Link project

Having devised a clear statement of Street Link's objectives and activities, the team members were now in a good position to decide what needed to be monitored and evaluated. They needed to find out if the stated activities (outlined in Appendix D, Table 1) were actually occurring and also if the project objectives were successful in meeting the needs of the target groups (see section 8.1).

In order to do this, the team used the Project Process Questions and Variables Table (see Chapter 3, Table 3.1). As you can see from the Table, the team were able to break down their process questions into manageable groups by identifying eight clear categories:

- Who are participating in the Street Link project?

- What activities does Street Link provide that involve direct service to the target groups?

- What is the role of the Street Link Community Advisory Committee?

- What financial issues need to be considered?

- Are methods of networking and advocacy in place in the Street Link project?

- What training and human resources issues need to be considered?

- What are Street Link workers' opinions about the project?

- What effects are occurring as a result of Street Link?

This activity proved to be very valuable to the monitoring and evaluation team and enabled its members to be clear about the project variables. For example, they were able to ascertain how many street children in the Street Link project were participating in each specific activity; and how much money was being spent on training;

In order to measure Street Link's project variables, the team needed to ask questions and record answers, summarize the responses, analyse and interpret this collected information, communicate their findings to each other, and store the information in such a way that it could be easily retrieved. The main focus of the Street Link project was to improve the health of street children and the circumstances in which they were living. Thus, the context of street children, including the community in which they lived and worked, was recognized as an important part of the monitoring process and that the health of the children was closely related to the health of the community. For example, the street children who were sexually active faced a growing risk of becoming infected with HIV in the same way as any other sexually active young person in the community.

8.3.1 The Street Link project and community monitoring

The importance of community life had been a feature of the work of Street Link since its inception and this emphasis has been preserved by the current project workers who, although they had no formal system for identifying topics to monitor or for collecting information, were constantly alert to any new developments which might be affecting the lives of the street children in their community. As part of their overall strategy, the team decided to review the current methods they use to monitor the community and record information as well as discuss whether the information they were obtaining was relevant for their activities. This involved examining street children and street life.

Up until the present time, most of Street Link's monitoring work had focused on keeping abreast of the circumstances which affected all of the city's street children. By observing and spending time with the children in their own project, Street Link's street educators were constantly learning things about these particular children. However, it was uncertain how much the street educators knew about the situation of children who were either new to their project or who were not involved in their project. It is well known that in a project such as Street Link the street children will not disclose information about their personal lives until they have established a trusting relationship with the street educator. So, a street educator who meets with a street child infrequently may find that months can pass before he or she is able to determine what is happening in the life of a particular child. It became clear to the monitoring and evaluation team that they would need to be careful in their choice of methods to monitor and evaluate the project.

8.3.2 Methods used to monitor and evaluate the Street Link project

Once the team had chosen the Street Link project variables they wished to monitor, they then needed to make some decisions about how they intended to measure these variables. This involved identifying the most appropriate methods to collect information and these fell into several categories:

- Keeping routine records of the most important activities of the project: this involved designing record sheets for each of the three outreach sites, as well as establishing a case record for each child.

- Conducting unstructured interviews with Street Link project workers and volunteers: these involved asking open-ended questions about training needs, about any obstacles that may have prevented them from carrying out their activities, any problems they faced while working on the Street Link project, and what influence, if any, the project had had on the target groups of street children.

- Administering a semi-structured questionnaire to all the project workers and volunteers who had left Street Link in the previous three years to try to ascertain why there was such a high rate of worker turnover.

- Obtaining information about the attitude of the community towards street children by means of informal non-participant observation and by collecting newspaper and magazine articles about street children.

- Organzing focus group discussions with a sample of street children to try to find out the participants' feelings and opinions about the Street Link project, and to provide an opportunity for those children not yet involved with the project, as well as those who had recently joined in Street Link's activities, to participate in the focus group discussions.

- Organizing a focus group discussion to which the team invited specific members of the community, namely a health worker from a substance-use treatment centre, two officials from the health department who had an interest in the issues of substance use and HIV, AIDS and STDs, and substance users and street children known to be HIV positive. The purpose of this focus group was two fold: to provide a forum for a discussion about the availability of legal and illegal substances in a confidential environment, and to explore the reasons why street children do not take advantage of the sex education sessions and the low uptake of free condoms.

- Using the results of the focus group discussions, the team designed a structured questionnaire to use with all participants of the project.

The members of the monitoring and evaluation team also decided to gather existing information by obtaining official documents and statistics from government and nongovernmental organizations. They intended to use this information to supplement that obtained from the focus groups. The team also asked a teacher who was a member of the Community Advisory Committee to advise the group about the local school curriculum, and in particular whether information about substance use, sex education and reproductive health was included.

8.3.3 Planning the process evaluation for the Street Link project

Chapter 3, section 3.3 presented an outline, the aim of which was to help you to plan your process evaluation. This same outline was used by the Street Link monitoring and evaluation team to help them decide:

- when to conduct the evaluation;
- what questions they wanted answered;
- how they would obtain their information;
- which forms they would need to prepare to collect the information;
- who would collect the information;
- what training was needed for information collection;
- when was the optimum time to collect the information;
- who would analyse and interpret the results;
- who would write the report;
- how the findings would be communicated to the relevant people, agencies, etc.
- how they would ensure that self-evaluation and reflection was included in the plan.

As a result of these considerations, the monitoring and evaluation team drew up a Table (Appendix D, Table 2) to help them keep focused on the needs of the evaluation.

8.4 The outcome evaluation of the Street Link project

As discussed in Chapter 6, section 6.2, any outcome evaluation requires the collection of baseline (pre-project implementation) and outcome (post-project implementation) information. In order to help them with this part of the evaluation the Street Link monitoring and evaluation team identified some questions to help them focus their thinking:

- When should the baseline information be collected?
- When should the outcome information be collected?
- Which indicators should be selected in order to best measure the variables?
- What methods should be used to measure the variables?

In line with process evaluation, outcome evaluation requires careful planning. The team made a plan of how they would gather the information and how they would manage the information analysis.

The steps involved in planning to gather information for the outcome evaluation were similar to those used for the Street Link process evaluation. This involved:

- preparing the necessary paperwork;
- training individuals to gather the relevant information;
- interviewing the children currently involved in the Street Link project to explain to them about the baseline information collection.

The team agreed that most of the outcome information should be collected twelve months after the collection of baseline information. However, some of the information for a few of the indicators could be collected on a continuous basis. For example, observations could take place at each of the

monthly CAC meetings; routine records could be reviewed on a monthly basis to determine information about the number of street educators who were present at the outreach sites and the number of street children who were seen by the community nurse.

For an example of an information collection plan for the outcome evaluation
of the Street Link project, please refer to Appendix D, Table 3.

It was agreed that everyone who was involved in the Street Link project would be asked to help collect the information for this stage of the project. The information analysis would be carried out by the monitoring and evaluation team with help from a local university researcher.

Please refer to Appendix D, Table 4, for an example of the information analysis plan for the outcome evaluation of Street Link.

8.5 Reporting the results of the monitoring and evaluation of the Street Link project

As you learned in Chapter 7, accurate reporting of the results of the complete monitoring and evaluation exercise is crucial to its success. The monitoring and evaluation team for the Street Link project used a similar format to that outlined in Chapter 7. Below is an extract from the final report.

The Street Link Project Monitoring and Evaluation Report

June 1998 - November 1999

Report edited by Maria Valdez

12 February 2000

Summary

The overall purpose of the monitoring and evaluation exercise was to collect information to inform the future direction of the Street Link project. Baseline information was collected from street children who participated in the Street Link project, volunteers and project workers, the Community Advisory Committee, selected members of the community, and existing government documentation. The information was collected by the members of the monitoring and evaluation team, as well as community members and the street children themselves. The methods used to collect the information included observation, individual interviews, focus group discussions, semi-structured questionnaires, and examination of routine records and published documents. The collected information was analysed and interpreted by the monitoring and evaluation team with help from a student and a researcher from the local university. The conclusions and recommendations include recruitment and training of additional volunteers, work to strengthen the relationship with local schools, the development of sex education sessions to include assertiveness and other empowerment skills, continue the substance use education sessions...

Description of the project

Street Link, a project founded seven years ago, was designed for children many of whom live and work on the streets of a large city. The project had two target groups.

- Children, mainly girls, who work in the central market but still live with their parents.
- Boys who live independently of their families and who support themselves through a range of activities such as begging, petty theft, shoe-shining.

The majority of the children were engaging in sexual activities and it was known that some of them were habitual substance users.

The overall aim of the project was to improve the health and quality of life of the children involved in the Street Link project, with particular reference to their exposure to harmful substance-use practices and their risk of infection from HIV, AIDS and STDs.

The objectives of the project were:

- to increase the number of street educators at each of the outreach sites;
- to explore the street children's attitudes towards substance-use practices;
- to increase street children's current level of knowledge about HIV, AIDS and STDs;
- to...

Description of the evaluation process

A monitoring and evaluation team, comprised of the project Director, a secretary, a senior street educator, a former Street Link child, and a social work student, was convened to initiate the monitoring and evaluation process.

Baseline information was collected from:

- Routine records
- Unstructured interviews with project workers and volunteers to explore their perceived training needs, any obstacles that may have prevented them from carrying out their activities
- Semi-structured questionnaires to project workers and volunteers who had previously worked on the Street Link project to try to ascertain why there was such a high turnover rate
- Non-participant observations of the community to elicit attitudes about street children
- Focus group discussions with street children to elicit attitudes about substance-use practices, fear of infection from unprotected sexual intercourse, and general feelings about the Street Link project
- Focus group discussions with members of the community who were known to have an interest in issues concerning substance use and HIV, AIDS and STDs.

Results

1. Availability of street educators

The number of street educators present at each outreach site was ascertained by reviewing the activity records during the 12-month evaluation period.

Two street educators (either paid or volunteer) were present at the market for 75% of the time; at the train station for 50% of the time; at the central park for 67% of the time.

One street educator (either paid or volunteer) was present at the market for 92% of the time; at the train station for 83% of the time; at the central park for 71% of the time.

The comments from the street educators, when interviewed, help to explain these findings:

- A large number of children come to the market site each day, which makes it a more popular place to work for the street educators.

- The market site is the closest to the Street Link office and is therefore a convenient place to work.

- The train station is the newest outreach site with fewer regular participants, so when a shortage of educators occurs they are least likely to go to the station.

- Working at the park is the most difficult of the three sites because it is sited in an unsafe area of the city. It is also the city base for the illegal drug trade and the sex industry. The police who work in the area do not trust the street educators and frequently interrupt their activities. Therefore, most of the educators avoid working in the park unless they have a fellow educator as a partner.

- Too many staff meetings and training workshops arranged by the Director prevent the educators from working at the outreach sites.

2. Street children's attitudes towards, and behaviour concerning, substance-use practices

Thirty-five percent of the sample of street children interviewed at baseline expressed a negative attitude towards substance-use practices. That is, they considered it was not 'OK' to get high on inhalants and other substances or to become intoxicated with alcohol. Twelve months later, the outcome evaluation revealed that 60% held a negative attitude which represents an increase of 25%.

Some possible reasons for this success are:

- Discussions about substance use and art projects related to the use of substances.
- Health education projects at school had been introduced and many of the Street Link market children attend school at least on a part time basis.

- Some street educators had spoken with school teachers about substance use and the teachers had agreed to included lessons about substance use as a way to support the activities of Street Link.

3. Street children's current level of knowledge about HIV/AIDS and STDs

The majority of street children interviewed were aware of the danger of acquiring infections from unprotected sexual intercourse. Similarly, they were aware of HIV and AIDS as a specific threat but felt unable to influence the possibility of contracting the disease.

Some possible reasons for this were:

- Poor level of education about the transmission of STDs.
- Low self-esteem and lack of confidence to influence difficult situations.
- Peer pressure to engage in unsafe sexual practices.

Conclusions

1. Availability of street educators

Although the Street Link project has succeeded in ensuring that at least one educator is present at each of the outreach sites five days per week, its goal to have two educators at each site has yet to be reached.

2. Street children's attitudes and behaviour concerning substance use

The results of the evaluation indicate that the project had met and exceeded its goal of increasing by 20% the number of children who hold a negative attitude towards substance use. However, although the attitudes of some of the children may have changed, their behaviour does not necessarily equate with their stated attitudes. For example, one street educator observed a group of three boys inhaling glue although these same boys had told the educator that they avoided substances because they thought they were harmful.

3. Street children's current level of knowledge about HIV/AIDS and STDs

Although the results of the evaluation indicate that the majority of the street children are reasonably knowledgeable about HIV, AIDS and STDs, still more education work is required, especially in relation to the transmission of the diseases. The evaluation also indicated that children need help with a range of empowerment skills, such as assertiveness training, to help them acquire more control about their sexual choices and protect themselves against contracting disease.

4.   ...

Recommendations

- Recruit and train additional volunteers to work at the outreach sites.
- Set up a volunteer on-call system to cover when all of the paid staff are not available.
- Meet with police officers working near the park to discuss the goals of Street Link.
- Encourage the Community Advisory Committee to consider solutions to the problem of safety and police harassment at the park.
- Continue the substance use education sessions using the same general approach and activities.
- Work to strengthen the relationship with local schools.
- Continue and develop the sex education sessions to include assertiveness and empowerment skills.
- Future evaluations should include some exploration of the behaviour of street children, as well as their attitudes towards substance use practices and sexual activities.

Appendices

Table 1. Objectives and activities of the Street Link project
Table 2. A plan for a process evaluation of the Street Link project
Table 3. Information collection plan for the outcome evaluation of the Street Link project
Table 4. Information analysis plan for the outcome evaluation of the Street Link project

Conclusion

Communicating your findings to the relevant people or agencies is the final step of the process of monitoring and evaluation and is essential if your findings are going to benefit the recipients of your project. However, evaluation should never be viewed as an end in itself - it should be a cyclical, ongoing process and not separate from the activities of the project. As pointed out in the 'Trainer Tips' handbook, the actions to be taken for monitoring and evaluation of any project should be incorporated into the strategic plan from the beginning. In Appendix E you will find some 'trainer tip' suggestions of ways to enhance learning about monitoring and evaluation, which you might find useful in your work with new or less experienced street educators.

The importance of working together, sharing your knowledge and experience, and collaborating with others has been a constant theme running throughout this handbook. If street children are to become empowered to make health decisions for themselves, they must be included in all decisions concerning their health and wellbeing. This includes the monitoring and evaluation of a project, of which they are the central focus. As Kieffer (1984)[1] states:

'The fundamental empowering transformation...is in the transition from sense of self as helpless victim to acceptance of self as assertive and efficacious citizen.'

[1]Kieffer CJ. Citizen empowerment: a development perspective. In: Rappaport J, Swift C, Hess R, eds. Studies in empowerment: Steps towards understanding and action. New York, Haworth Press, 1984.

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Appendix A

Examples of routine recording forms for outreach street educators

1. Number of contacts

Name of street educator:

Outreach site:

Date	No. of contacts made		No. with whom discussion took place		No. counselled		No. to whom other services were provided	
	Old	New	Old	New	Old	New	Old	New

2. Type of service provided

Name of street educator:

Outreach site:

Date				
Counselling about: ● Relationship ● Reproductive health (eg. safe sex, contraception) ● Substance use ● Other				
Referral for: ● Accommodation ● Health services ● Substance use problems ● Sexual health problems ● Legal problems ● Other				
Other services provided: ● First aid ● Informal education ● Health education ● Other				

Appendix B

Examples of open-ended and close-ended questions from a questionnaire used in the Project Alternatives, Honduras

This project was designed to collect information from street children in Tegucigalpa.

CHILDREN 'ON' AND 'OFF' THE STREET

Identification and Tracking Cover Sheet

Please write the name and nickname of the child on this page. In order to protect the child's privacy, make certain that the child's name does not appear on any of the other sheets.

Name of the child (last name)

First and Middle Names

Nickname (if any)

Record Number

CHILDREN 'ON' AND 'OFF' THE STREET (cont.)

Background information

Record number:
(This must be the same as it appears on the cover sheet)

Birth date: Current age: Sex: Male/Female

Religion: Catholic   Protestant   Other:

● In what part of the city was the child born?

     1. North zone   4. West zone
     2. South zone   5. Central zone
     3. East zone   6. Other:

● What part of the city does the child currently live in?

Family members:

Relationship:	First and last names	Sex	Age	Occupation
(1)		M/F		
(2)		M/F		
(3)		M/F		
(4)		M/F		
(5)		M/F		

● Is the child an orphan?   Yes/No

● The parents of the child are:

     1. Married   4. Widow/Widower
     2. Divorced   5. Deceased
     3. Separated   6. Other:

● If applicable, how would you characterize the relationship between the child and his/her family?

     4. Excellent   1. Bad
     3. Good   9. Not applicable
     2. Average

- Are there any specific family problems that the child has discussed with you?

Which ones? [   ]

- Who does the child live with?
    1. His/her mother only   6. With godparents
    2. His/her father only   7. Adopted home
    3. Father and mother   8. Institution [   ]
    4. Other relatives   9. On the street
    5. With friends

- If the child is living on the street, for how long has he or she been living there?

[   ] days   [   ] weeks   [   ] months   [   ] years

- The child's usual sleeping place is in:
    1. His/her neighbourhood   5. The stadium
    2. His/her housing estate   6. The cemetery
    3. The street   7. Other: [   ]
    4. The market

- Does the child have an adult who takes care of him/her on the street?   Yes/No

If yes, please write the adult's name [   ]

- Does the child currently attend school?   Yes/No

    If YES: What is her/her grade? [   ]

    If NO: Which was his/her last completed grade? [   ]

- Can the child read and write?   Yes/No

- Does this child belong to a group of street children who support each other?
    0   No
    1   Yes: How large is the group? [   ] members

● How does the child earn money? (Mark all that apply)

1. Begging
2. Washing car windows
3. Taking care of cars
4. Stealing
5. Running errands
6. Shoe-shining

7. Selling newspapers
8. Working at the market
9. Vending
10. Sex work
11. Carrying/bearing

● How else does the child earn money? (Be specific):

● Does the child keep the money he/she earns or is it shared with his/her family?

1. He/she keeps his/her money
2. He/she shares his/her money

● Does the child's family require him/her to work?

1. Yes   2. No

● Has the child ever been:

	No	Once	A few times	Many times
Arrested by the police	1	2	3	4
Imprisoned	1	2	3	4
Bothered or threatened by the police	1	2	3	4

● Based on what you know so far about this child, do you think that the child:

	No	Yes, occasionally	Yes, regularly
Uses solvents	1	2	3
Drinks alcohol	1	2	3
Smokes cigarettes	1	2	3
Smokes marijuana	1	2	3
Uses cocaine	1	2	3
Injects drugs	1	2	3

● Use this space to provide additional information you have learned about the child's involvement with substances:

● How would you describe the general state of the child's:

	Excellent	Good	Regular	Bad
Mental health	1	2	3	4
Physical health	1	2	3	4
Nutritional condition	1	2	3	4
Survival capacity	1	2	3	4

- In your opinion, does the child show any signs of the following problems?

	Yes	No
Cognitive deficiency	1	0
Emotional difficulties	1	0
Psychosis	1	0
Chronic depression	1	0
Antisocial behaviour	1	0
Maladaptive behaviour	1	0

If any of the preceding questions are answered Yes, please explain.

- When was the last time this child visited a doctor or any other health professional?

    1. This week
    2. This month
    3. Sometime in the last six months
    4. Sometime in the last year
    5. More than one year ago

- Where does this child usually go to receive medical care, if he/she needs it?

    1. Family   6. School hospital
    2. Church   7. Hospital San Felipe
    3. Friends   8. Other: _____
    4. Dr Cesar   9. Does not receive care
    5. Dr Cesamo

- How many meals does this child normally eat each day?

        3   2   1   0

- Where and what does this child usually eat? _____

● Does this child have any minor health problems, major physical handicaps or any discomforts and syndromes which seem to require medical care? Please give more specific details about these problems.

● On the basis of what you know about the child at this time, do you think the child is sexually active?　　　　　0.　　　No

1.　　　Yes　　　　　(If Yes, answer questions A to E below)

A. How old was the child when he/she had his/her first sexual experience?

[　　　] years old

B. Has this child received medical treatment for a sexually-transmitted disease?
   0. No
   1. Yes, once
   2. Yes, few times
   3. Yes, many times

C. How often does this child have sexual relations with other people?
   6. Daily
   5. More than one a week
   4. Once a week
   3. A few times per month
   2. Once a month
   1. Less than once a month

D. Is this child:
   Heterosexual　　　　Homosexual　　　　Bisexual　　　　Unknown

E. Has this child ever worked in the sex industry?
   No　　　　　Yes

● Is there any other important information about the social, physical, mental and economic condition of this child that should be noted?

Date: [　　　　　　]　　　Number. of previous contacts with this child: [　　　]

Name of interviewer: [　　　　　　　　　　　　]

Appendix C

Examples from forms summarizing information from a process evaluation

Process question 1. What activities were planned as part of the project?

Activity planned	Date planned
Daily classes at the Drop-in centre to teach children how to reduce the harm that may result from substance-use practices.	Classes planned to begin October 1 and conducted daily Monday to Friday, 3-4 p.m.

Process questions 2 and 3.   Are activities taking place as planned?
Who participates in the activities?

Activity	Date conducted	Participants
Ask children to identify dangerous practices and create informative posters that can be put in places where street children congregateresult from substance-use practices.	First class was conducted on 1 October. Thereafter, Monday to Friday, 3-4 p.m.	Mostly female, between the ages of 7 and 10, who work in the market and live with a family member. Average number of children in class, 5. One child had previous formal education.

Appendix D

Tables of the Street Link project

Table 1. Objectives and activities of the Street Link project

General objectives	Specific objectives	Summary of activities
To reduce the amount of stress street children experience in their daily lives.	To ensure that street children have overnight shelter when needed.	Provide temporary, overnight shelter for children in need.
	To ensure that street children have adult guidance and support when needed	Offer immediate, individual counselling to street children who are emotionally distressed or who are experiencing a crisis.
	To improve the attitude of the community towards street children	Organize one public event every 6 months (e.g. an art show, a theatre presentation). Encourage members of the CAC to educate other people with whom they have contact.
To make the use of substances less accepted and normalized[1] among street children.	A 20% increase in the number of street children who hold negative attitudes towards substance use.	Discuss substance use during health education activities every few months. Ask all participants in art groups to illustrate the consequences of substance use.
	A 50% decrease in the number of locations which supply inhalants to street children.	Make visits to stores, workplaces, schools and other places where glue is available and discuss preventive actions with appropriate individuals.

[1]According to the Modified Social Stress Model, using substances is 'normalized' in a group of people if the group thinks that substance use is normal and acceptable.

General objectives	Specific objectives	Summary of activities
To reduce the harm that may result from the use of substances.	A 60% increase in the number of children who are informed about dangerous substance use practices.	During health education sessions, ask children to identify dangerous practices and create informative posters that can be put in places where street children congregate.
	To increase to at least 20 the number of workers, volunteers and street children who know and can use resuscitation and first aid.	Arrange first aid training courses with local Red Cross.
To increase the number of attachments that street children have with people not associated with substance use.	To have 2 street educators available in 3 outreach sites Monday to Friday.	Recruit and train at least 8 workers or volunteers.
	To facilitate peer support for street children who want to avoid the use of substances.	Encourage non-using children to form their own 'club' and provide guidance and space for the club's activities.
To increase the number of coping skills that street children have.	A 25% reduction in the number of street children who are involved in fights to resolve disputes.	Teach conflict resolution skills through the use of drama and through direct intervention whenever disputes arise during activities at the office or the outreach site.
To increase the number of health and educational resources that are accessible to street children.	Provide primary health care to participants.	Arrange for a public health nurse to visit the office and outreach sites once a week.
	Establish partnerships with 3 local schools, 2 health clinics, and 2 other organizations that work with street children.	Arrange meetings between members of the CAC and representatives of other organizations to explore possible ways to make their services and resources available to street children.

General objectives	Specific objectives	Summary of activities
To make the act of unprotected sexual activity less acceptable among street children.	A 20% increase in the number of street children who hold negative attitudes towards unprotected sexual activity.	Discuss HIV, AIDS and STDs during health education sessions every few months. Provide opportunities for street children to demonstrate the correct use of condoms.
To increase empowerment skills among street children to enable them to make informed decisions and to act upon these choices in relation to their sexual activities.	A 20% decrease in the incidence of unwanted pregnancy. A 25% decrease in the incidence of STDs including HIV and AIDS.	Teach assertiveness skills through the use of role play. During health education sessions, provide opportunities for children to increase their knowledge of sexually transmitted infections.
	A 50% increase in the number of places which provide condoms for children free of charge.	Identify and visit places where street children might visit and which might provide condoms for street children.

Table 2. A plan for a process evaluation of the Street Link project

Process questions	Programme variables	Method of information collection	Method of information analysis
Activities What activities were planned as part of the project? Are the planned activities taking place? If not, why not? What other activities are taking place?	Activities that were included in the project plan. Activities that have taken place in the last 6 months.Obstacles to holding activities.	Review the project plan. Review activity records and minutes of CAC meetings. Unstructured interviews with workers about activities.	Make a list of the project activities that were planned. At the end of 6 months, make a list of the activities that actually took place and compare it to the list of planned activities. Explain why some planned activities were not conducted.
What types of street children participate in activities?	Number of participants in each activity.Age, gender, living situation, educational background, work activities of participants.	Review of activity records. Review of individual case records for background information on each participant.	Count the number of participants for each activity. Prepare a Table which presents the age, gender, living situation, education background and occupation participants.
Why do many project workers leave the project? What can be done to slow the rate of departures?	Opinions of current workers about the difficulties of their working situation.Accounts from former workers about the reasons for their departure.	Unstructured interviews with current staff.Questionnaire for former workers.	Summarize in writing the problems that current workers express and the reasons why former workers left. Make a list of the most frequently mentioned problems.

Process questions	Programme variables	Method of information collection	Method of information analysis
What do participants think about project activities?	Feelings of participants about activities. Appeal, value and convenience of each activity to participants.	Focus group discussions with participants. Structured interviews with as many participants as possible.	Summarize the discussion in writing. List all the important comments about the programme that participants made during the discussion. Summarize ratings that participants give to each activity on the questionnaire.

Table 3. Information collection plan for the outcome evaluation of the Street Link project

Specific objectives	Indicator Variables	Method of information collection
1. To ensure that street children have overnight shelter when needed.	Children who said they needed shelter and could not find it, since they had become involved in Street Link.	Focus group discussions with street children at baseline and 12 months later.
2. To ensure that street children have adult guidance and support when needed.	Children who said they needed adult guidance or support and could not find it, since they had become involved in Street Link.	Focus group discussions with street children at baseline and 12 months later.
3. To improve the attitude of the community towards street children.	Number of positive and negative statements made about the street children during community meetings. Opinions of adults who are found near the 3 outreach sites about street children (e.g. whether they are honest, hardworking, deserving of support).	Observation of community meetings for 12 monthsKey informant interviews carried out every 6 months. Survey of adults with structured questionnaire at baseline and 12 months laterKey informant interviews carried out every 6 months.
4. A 20% increase in the number of children who hold a negative attitude towards substance use.	Number of participants who think it is not OK to use substances.	Individual interviews with street children at baseline and 12 months later.
5. A 50% decrease in the number of locations which supply inhalants to street children.	Number of people or places in the neighbourhood where children can obtain solvents.	Individual interviews with street children at baseline and 12 months later.
6. A 60% increase in the number of children who are informed about dangerous substance-use practices,	Number of participants who can identify 5 dangerous substance-use practices.	Individual interviews with street children at baseline and 12 months later.
7. To increase to 20 the number of workers, volunteers and street children who know and can use resuscitation and first-aid techniques.	The use of resuscitation or first-aid techniques by street educators, volunteers or street children to respond to a health problem (including ones that are related to the use of substances).	Two or three brief case studies. Observation of participants practising resuscitation techniques on a model.

Specific objectives	Indicator Variables	Method of information collection
8. To have 2 street educators available at 3 outreach sites Monday to Friday	Number of street educators who were available at sites during previous 12 months.	Review of activity records.
9. To facilitate peer support from street children who want to avoid the use of substances.	The number of non-using peers to whom participants feel close.	Focus group discussions with street children at baseline and 12 months later.
10. A 25% reduction in the number of street children who are involved in fights to resolve disputes.	The number of participants who report being involved in a fight during the last month. The number of fights occurring at the centre and outreach sites.	Individual interviews with street children at baseline and 12 months later. Review of activity records.
11. Provide primary health care to participants.	The number of street children seen by a nurse. The number of scheduled follow- up appointments that street children kept with the nurse.	Review of nurse's records. Review of nurse's records.
12. Establish partnerships with 3 local schools, 2 health clinics and 2 other organizations who work with street children.	Evidence of collaboration (e.g. Agreements made between Street Link and other organizations, activities sponsored jointly by Street Link and other organizations, active participation of representatives from other organizations on Street Link's CAC.	Review of the Director's and CAC's records.
13. A 20% increase in the number of street children who hold negatives attitudes towards engaging in unprotected sexual intercourse.	The number of participants who think it is not OK to engage in unprotected sexual intercourse.	Individual interviews with street children at baseline and 12 months later.

Specific objectives	Indicator Variables	Method of information collection
14. A 20% decrease in the incidence of unwanted pregnancy.	The number of female street children who present at a clinic requesting help to terminate a pregnancy.	Review of clinic records at baseline and 12 months later.
15. A 25% decrease in the incidence of STDs including HIV and AIDS.	The number of street children who present at a clinic requesting help with an STD.	Review of clinic records at baseline and 12 months later.
16. A 50% increase in the number of places which provide condoms for street children free of charge.	The number of places in the neighbourhood where street children can obtain condoms free of charge.	Review of activity records.

Table 4. Information analysis plan for the outcome evaluation of the Street Link project

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Method of information analysis

1. Count the number of respondents at the outcome point who said they could not find needed shelter. Calculate what percentage of all the respondents[1] this total represents.

2. Count the number of respondents at the outcome point who said they could not find adult support. Calculate what percentage of all the respondents this total represents.

3. Count the number of people each month who made positive, negative, neutral or mixed statements. Prepare a chart of the findings. Based on the content of the comments made about street children, describe in writing any changes in attitude that appear to be occurring.

    Give each adult surveyed a score of 1 to 5 based on his/her answers to the 5 questions. Calculate the average score at baseline and 12 months later. If there appears to be a sizeable difference between the two averages, analyse the information using a statistical test to see if the change is significant.

4. Calculate the percentage of the sample at baseline and 12 months later who held a negative attitude towards substance use. Compare the two figures.

5. Make a list at baseline and 12 months later of all the supply locations in the neighbourhood. Compare the length of the two lists.

6. Calculate the percentage of the sample who could identify at least 5 dangerous substance-use practices at baseline and 12 months later. Compare the two figures.

7. Write a detailed account of each incident describing the situation, the type of injury or problem the person suffered, and the actions of the Street Link educator or participant.

8. Count the number of days when 0, 1 or 2 educators were present at each of the 3 outreach sites over the past 12 months.

9. Calculate the average number of non-using friends who street children can identify at baseline and 12 months later. If there appears to be a sizeable difference between the two averages, analyse the information using a statistical test to see if the change is significant.

10. Calculate the percentage of the sample who were involved in a fight during the previous month at baseline and 12 months later. Compare the two figures.
    Count the number of fights that occurred at the office and outreach sites each month, starting at baseline. Make a graph illustrating the total for each month.

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[1] Respondents, in this case, refer to all the street children who were interviewed during the outcome evaluation.

11. Count the total number of children seen by the nurse each month. Make a graph illustrating the totals. Calculate the percentage of scheduled appointments that were kept each month. Make a graph illustrating the totals.

12. Review the evidence of collaboration and estimate the strength of Street Link's partnerships with each organization.

13. Calculate the percentage of the sample at baseline and 12 months later who hold a negative attitude towards engaging in unprotected sexual intercourse. Compare the two figures.

14. Count the number of children who have requested help to terminate a pregnancy at baseline and 12 months later. Compare the two figures.

15. Count the number of children who have requested help to treat a sexually transmitted disease at baseline and 12 months later. Compare the two figures.

16. Make a list, at baseline and 12 months later, of the places where street children can obtain condoms free of charge. Compare the two.

Appendix E

"Trainer Tips"

The purpose of this Appendix is to present information which will help to consolidate the learning you have gained in the Monitoring and Evaluation handbook. In line with the material covered in 'Trainer Tips', the information is designed to complement the module material and assist you in training street educators and others working with street children in the area of substance use, and sexual and reproductive health including HIV, AIDS and STDs.

Monitoring and Evaluation of a Street Children Project

Learning objectives:

- Define the terms 'monitoring' and 'evaluation'.
- Explain why monitoring and evaluation are essential to the success of a project.
- Describe the benefits of monitoring and evaluating your project.
- Define the aims and objectives of your project.
- Describe how aims and objectives are derived from your needs analysis.
- Explain the link between aims and objectives and monitoring and evaluation.
- Explain the components of project monitoring.
- Describe the steps needed to plan a process evaluation.
- Identify relevant methods needed to monitor and evaluate the project.
- Describe the process by which a community can be monitored.
- Conduct an outcome evaluation of your Street Children project.
- Write a report to disseminate the results of the evaluation.

☞ **Trainer Note:** The 'reflective points' which appear in all the chapters of the handbook can be used as a framework for small group discussions.

Chapter 1   Thinking about monitoring and evaluation

Learning Activity

☞ **Trainer Note:** Encourage trainees to work in small groups to clarify their understanding of monitoring and evaluation and to share their ideas of how they think their own projects might benefit from a planned monitoring and evaluation exercise.

Chapter 2   The importance of project aims, objectives and activities

Learning Activity

☞ **Trainer Note:** Working in small groups, ask the trainees to identify the aims of their project and to write these on flip charts. Each group can then be asked to provide feedback from their small group to the larger group. Discuss with the group why it is so important to have clear aims, objectives and activities in order to carry out any monitoring and evaluation exercise.

Chapter 3   Project monitoring and process evaluation

Learning Activity

☞ **Trainer Note:** Use an imaginary situation in which a new street educator who is interested in starting a street children project asks for help from another more experienced educator. Ask the group to divide into pairs and each pair to role play the two educators - one to provide a list of questions, the other a list of possible answers.

Chapter 4   Methods for monitoring and evaluation

Learning Activity

☞ **Trainer Note:** Ask the group to brainstorm the different methods which can be used for monitoring and evaluating a street children project. Transfer the responses to a flip chart. Ask the group to identify the advantages and disadvantages of each method in turn.

Working in small groups, ask the trainees to identify methods they might use to collect information for their project. Ask them to provide reasons for their choices and to feedback to the larger group.

Working in pairs, ask the trainees to write some open-ended and close-ended questions which they think would be a means of collecting information for their project. Discuss writing questions with the large group.

Chapter 5   Monitoring the community

Learning Activity

☞ **Trainer Note:** In a large group, brainstorm potential members of a Community Advisory Committee (CAC). Discuss with the group why it is important to involve the community in any monitoring and evaluation exercise. Working individually, ask the trainees to consider how they communicate with their own CAC and then to share this information with the larger group.

Chapter 6   Conducting an outcome evaluation

Learning Activity

☞ **Trainer Note:** Provide the group with an imaginary case study such as the Street Link project. Working in small groups, ask the trainees to devise detailed plans of how they would approach information gathering and how they would manage information analysis.

Ask the groups to justify their choices and to report back to the larger group.

Chapter 7   Reporting the results

Learning Activity

☞ **Trainer Note:** Discuss with the group the reasons why a written report of a monitoring and evaluation exercise is so important. Ask the group to brainstorm whom they think such a report should be sent to.

In small groups, ask the trainees to identify the components of an evaluation report. Using an imaginary case study, ask the trainees to prepare an example of a written evaluation report.

Although little accurate information exists about the total number of street children, it is estimated that this figure is in the millions globally. A significant number of street children have no regular source of health care. Confronted with the harsh life of the street, these children engage in high risk behaviour in a quest to survive. Despite successful methods to increase knowledge on problems related to psychoactive substance use, street children who are often coerced into unsafe sexual practices will continue to be at risk for psychoactive substance use, HIV infection and other reproductive health problems. Intensive and ongoing services are required to meet their multi-facetted health and social needs.

As a contribution to global efforts, the WHO Street Children Project (developed in the early 90s) identified an inventory of factors that are key in effective interventions related to psychoactive substance use and reproductive health including HIV and STDs for this vulnerable population. The project findings were incorporated into a specifically developed training package - *Working with Street Children: A training Package on Substance Use, Sexual and Reproductive Health including HIV/AIDS and STDs* (WHO/MSD/MDP/00.14) This training package responds to the needs of field workers in a variety of settings and aims at better equipping street educators with essential knowledge and skills.

As a companion to the above mentioned training package a monitoring and evaluation handbook has been developed. No project is ever complete without monitoring and evaluation. Important lessons from any intervention help to shape the course of future work and avoids duplication of effort. This handbook is therefore complementary to the Street Children Training package produced in the year 2000. The Monitoring and Evaluation handbook is designed to be used by street educators , as well as other people working with street children. It aims to provide the user with an understanding of the importance of monitoring and evaluating a street children project, identify a wide range of appropriate strategies for this and consequently the development of confidence to implement monitoring and evaluation activities. An example of an imaginary street children project called **The Street Link Project** is used to facilitate acquisition of knowledge and skills in this area of work. There are 8 chapters in the handbook. The first two chapters evolve around the importance of monitoring and evaluation and the basis for outlining the project aims, objectives and activities. Chapters 3-7 present various aspects of monitoring, process and outcome evaluation, methods and target groups. The last chapter is devoted to the imaginary street children project - **The Street Link Project.**

Because this handbook is not inclusive of every possible issue on monitoring and evaluation references to other materials are included for individuals who would like detailed information. It is desired that there is active involvement of appropriate groups- street children themselves in prevention work and creation of opportunities for contacts with health and social professionals.