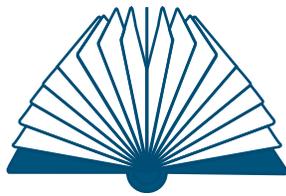


# Starting Your Project Guide

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Developed by the NWT and Nunavut  
Literacy Councils



2008

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The opinions expressed in this publication are those of the authors and do not necessarily reflect the official views of the Public Health Agency of Canada or Health Canada.

Contact the NWT or Nunavut Literacy Councils to get copies of this resource.

### NWT Literacy Council



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# Introduction

This guide provides information to help groups and organizations get off to a good start with their project. It covers working with people, developing a communication's plan, an evaluation plan and report writing.

There are two other guides that accompany this guide: Project Planning and Proposal Writing.

You can call or email the NWT or Nunavut Literacy Councils if you need help with your project.

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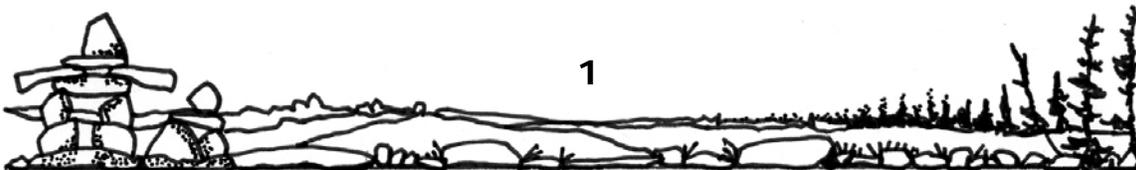
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## Starting Your Project

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### Watch for these symbols

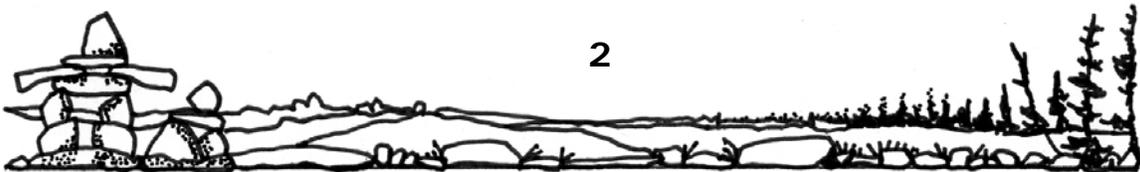
For information about different topics related to starting your Project.



Activities are things you can do to help with your project.



Worksheets are pages you can copy and fill in to help you with your project. Look for this symbol.



# Working with People

Any project requires that you work with a range of people. And sometimes working with people can be difficult. This section talks about working with your partners, staff and funders.



## Partners<sup>1</sup>

A partnership is formed when people with different backgrounds, ideas, skills and resources agree to work together, as equals, to reach a common goal. Partnerships usually form when groups of people have a common cause or a common need. Most projects these days are required to have some partners.

To reach their vision, the partners agree to share:

- ✓ The work;
- ✓ The decision-making;
- ✓ The resources;
- ✓ The problems that may happen along the way;
- ✓ The good that comes from working together.

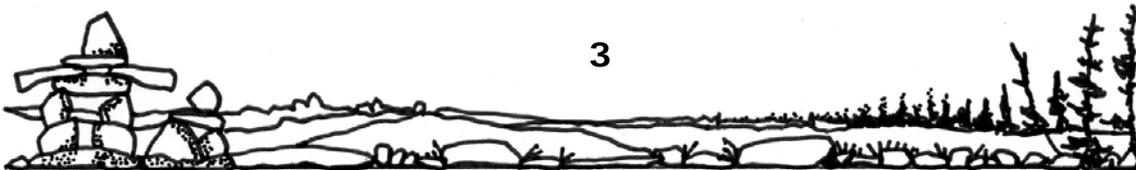
**Community-based partnerships** happen when the common cause or need is felt by the community. The members of a community form a vision for the future of their community.

### Community-based partnerships:

- ✓ Are formed by the community for the community;

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<sup>1</sup> Adapted from Tea you could trot a mouse on: The elements of Community-based Economic Development, by Barbara J. Parker, pages 238 -267



## Starting Your Project

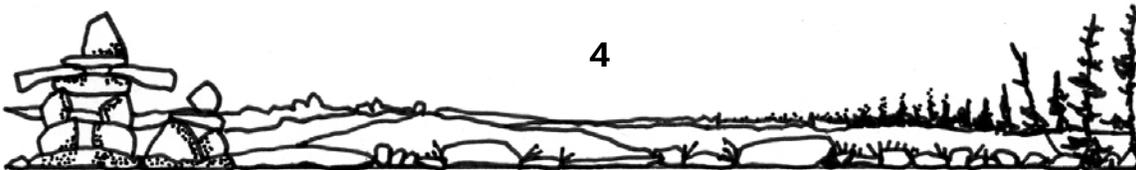
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- ✓ Are formed by people who want change for their community;
- ✓ Keep the power and decision-making in the community;
- ✓ Support local products and services;
- ✓ Bring together a number of community goals – including social goals, economic goals, environmental goals and cultural goals.

### Why form a partnership?

Partnerships are formed for many different reasons. People create partnerships to:

- ✓ **Bring different people together**  
Partners from different groups can bring different ideas and views to the table.
- ✓ **Get inspired**  
Partners can bring new ideas and enthusiasm to the project.
- ✓ **Lighten the workload**  
Partners share the work and the responsibility.
- ✓ **Save resources**  
Partnerships can save money by sharing things like equipment and materials.
- ✓ **Build on success**  
The more people involved in the project, the more ideas and better chance of success.
- ✓ **Give strength**  
Partnerships can give people a united voice which is often heard more than a single voice.



## Starting Your Project

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### What can go wrong?

Whenever people work together, problems arise. Partnerships can also:

- ✓ **Make more work**

If the partnership is not going well, people can end up spending more time talking about the partnership than working towards their goal.

- ✓ **Take more time**

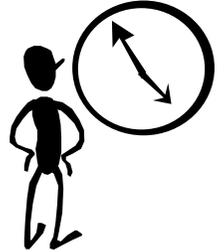
It can take longer to make decisions in a partnership.

- ✓ **Cause stress**

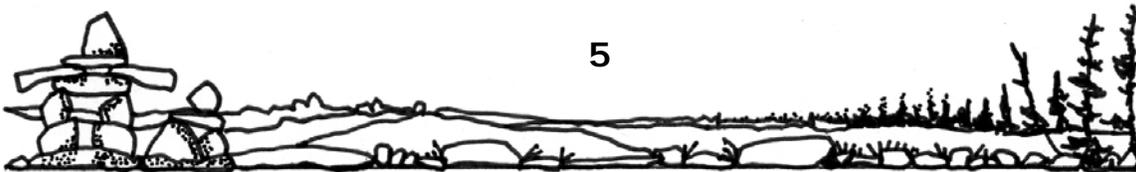
Some people get stuck in their own ways of thinking and working.

- ✓ **Seem unfair**

There has to be a balance of power in a partnership. If one partner has more power than the others, the relationship can seem unfair.



On the next page is a story about working together for a common goal.



### Partnerships - A Story



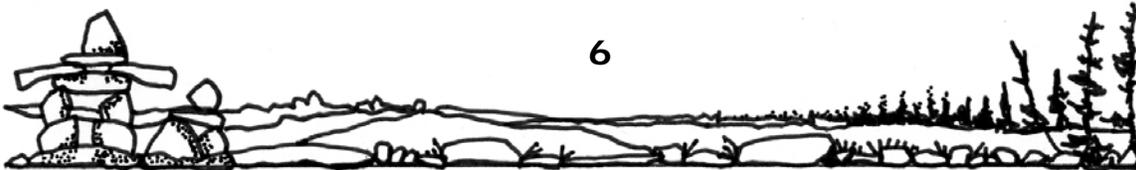
Mary is a single mother, of two children, under the age of 5. She lives in a northern community and goes to school full-time. Her sister, Margaret, looks after her children while she is at school. Margaret has three children of her own: Joyce the oldest goes to school, Delphine is three, and Peter is still in diapers.



One morning, Mary arrives at Margaret's house and finds her in bed with the flu. Mary gets Joyce off to school and calls her Mom to see if she can look after the other four children. Her Mom is almost eighty, and it seems unfair to ask her, but what choice does she have?

She arrives at school two hours late and misses an important workshop. Her teacher suggests that she find an alternative babysitter for when there is an emergency. Mary still has to figure out what to do for the rest of the week.

One night each month, Mary meets with a group of women called "Community Women Take Action." They have worked on several successful projects like the youth and elder project and the family literacy night. The next time the group meets, Mary talks about her issue with childcare. Many of the women in the group have been in the same situation. Their community really needs an affordable daycare. They know that starting a daycare is a big project that they can't do alone. They will need partners.



### Seven key elements to building a partnership

Building a partnership is a process. In order for a partnership to be successful certain things must be put into place.

#### 1. The members

A good partnership brings together the right mix of people with the right skills and attitudes. You need a wide range of people and/or organizations to be involved in a partnership.



Will you need someone who is a good fundraiser?  
Will you need someone who is good with numbers?

#### 2. The vision

People come together because they have a goal or a vision for their community. A vision is a statement about the future. When people work in groups the vision must be the same for each member so that all members are working towards the same thing.



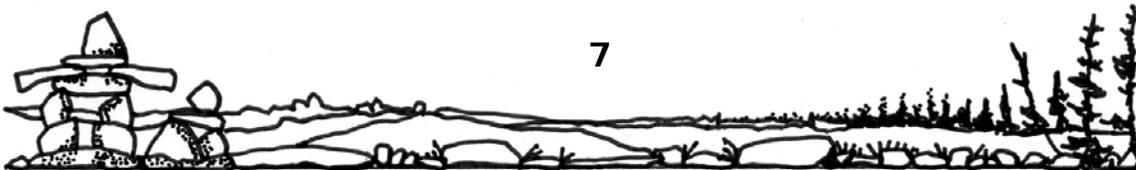
#### 3. The plan

What are your goals, objectives and actions for your project?

#### 4. The structure

Partnerships need guidelines to give them shape. The members need to know how they will work together. The guidelines help to define who will do what and how:

- ✓ To keep records
- ✓ To make decisions
- ✓ To call meetings



## Starting Your Project

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- ✓ To run meetings
- ✓ To manage money
- ✓ To solve problems
- ✓ To settle conflicts

### 5. The resources

What do you have and what do you need? Partnerships need resources in order to meet and work together. There are four kinds of resources:

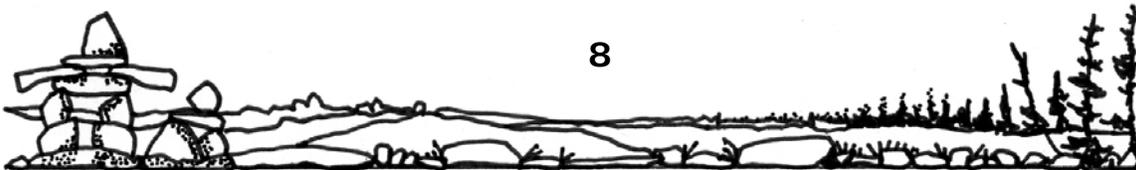
- ✓ People (people give their time, skills and abilities)
- ✓ In-kind (free space, supplies, computers)
- ✓ Environment (funding options, community interest)
- ✓ Money (hard cash)

### 6. The communication

Good partnerships depend on open and clear communication. Groups made up of people from diverse backgrounds need to take special care communicating.

### 7. The evaluation

A plan to evaluate your partnership and the project. On-going evaluation means that small problems do not turn into large issues.



### Staff

Before you can start your project you will need to hire some staff. Working with staff can be great or it can sometimes be difficult.

Before we get started think about a project that you have worked on before.



- ✓ What kinds of staffing issues have you had or seen?
- ✓ How did you or your manager deal with them?
- ✓ What would you do differently?
- ✓ What ideas would you give your manager?

### Hiring Staff

Once you get funded for your project you will need to hire some staff. You will need a manager for the program and staff to carry out the activities. If the project is really small you may only have one staff member who reports to a board. For example, the Family Literacy Coordinator in Fort Providence reports to the District Education Authority.

Hiring staff in small northern communities might be difficult. People may not have the skills and education needed to do the job. If you hire someone with limited skills you will need to help them develop and deliver programs and services. Too many times, people are hired and do not have the support they need to be successful in their job. Hiring people that don't have the skills and not supporting them sets them up for failure.

### Ongoing Support

Once you have hired your staff make sure you support them in their work. Have weekly meetings to discuss how the project is coming along. This will help to



## Starting Your Project

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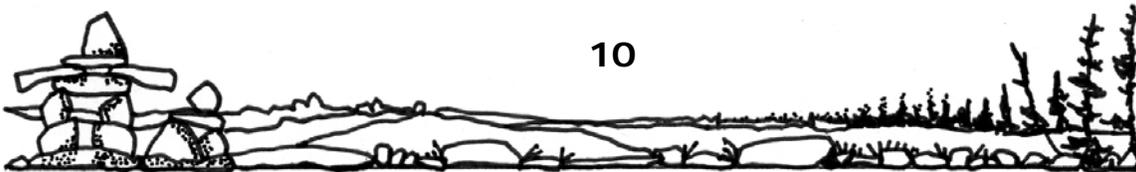
deal with problems as they arise. This helps create an opportunity to give your staff feedback on a regular basis.

Follow the process below for your weekly meetings.

1. Have meetings once a week to discuss the project and to give feedback to staff.
2. Check with them first about how they feel about the project. Are they having any problems? Do they need more support or training? Are things at home interfering with work?
3. Give your feedback about the project. Make sure you stick to the facts. For example, you could say I noticed that only three families came to the last family literacy night. Why do you think that is? How can we get more families interested in participating?
4. Request a change. If there is a problem request that they make a change to deal with the problem. If they are having problems with attendance, ask them to promote the activity more. Or ask them to go door to door to invite people to the event.
5. Ask them what support they need.

You can use this process for all issues with your project. For example your staff member may be late or not showing up for work. Follow this guide.

1. Have a meeting.
2. Ask them how they are doing? Give them a chance to talk about the issue.
3. Give them your feedback. I noticed that you were late three times last week and you didn't show up for work one day last week.



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4. Request a change. Ask them to show up to work on time and call when they will not be coming in.
5. Ask them what support they need to make the change needed.

### Understanding Conflict

Conflict itself is not a problem. Conflict that is not resolved is a problem.

Think about a time that you had conflict at work.

- ✓ What was it about?
- ✓ How did you resolve it?
- ✓ How did it make you feel?

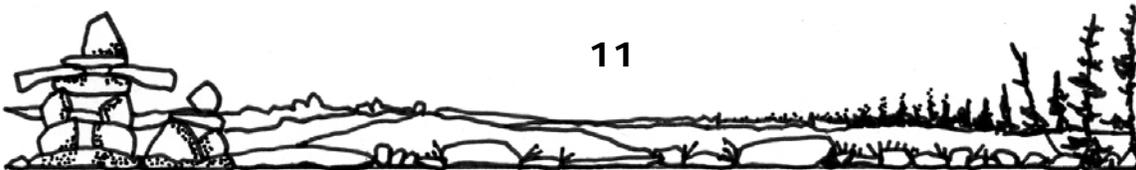


When people work together there is conflict. It is not uncommon for a minor conflict to escalate into a major crisis without even those involved noticing the signs along the way. People often ignore the early signs of conflict as they do not seem important enough to deal with. Often people like to avoid conflict but this often creates even worse situations.

The first step in the art of resolving conflict is to look for conflict clues. If you learn to recognize the early clues you can often save a situation from escalating into something more serious and difficult to manage.

**The first clue is Discomfort.** Discomfort is the intuitive feeling that something is wrong, even though you may not be able to put your finger on it. It is important to pay attention to these feelings. Ask yourself, "What is bothering me and what can I do about it?"

**A minor conflict is another clue.** Something minor happens that leaves you feeling upset or irritated for a while. Often these incidents seem so minor it feels unreasonable to make a fuss, and it is soon forgotten. At least it appears to be. These little incidents, however, often keep simmering at an unconscious



## Starting Your Project

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level and the next time something similar happens, the level of irritation increases.

Examples include:

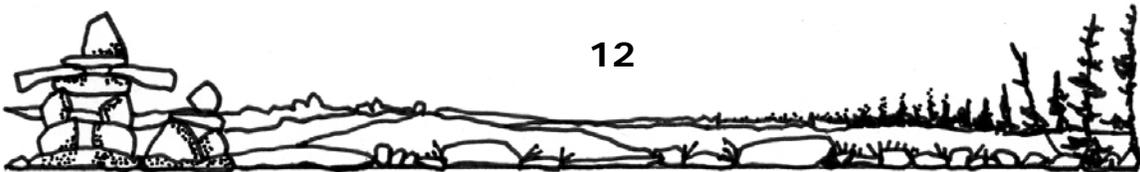
- The person who is always borrowing something and never returns it without being reminded. The level of irritation increases with each incident until he/she borrows something that is needed urgently and cannot be found.
- The member of the family or household who is almost always out when it is their turn to cook or wash up.
- The person who constantly uses up the last of the milk, but never buys a new carton.

**Misunderstanding is the next level of conflict.** Often people make assumptions about things that may not be true. Sometimes these misunderstandings arise because the situation raises a touchy issue and people respond based on their feelings.

**Tension is another obvious clue.** Your own tension distorts your view of another person and of what they do. The relationship can become very negative and almost any incident can cause a significant rift.

A person may walk out of a job or relationship over an unresolved conflict. A crisis can lead to heated arguments or abusive behaviour. People are overwhelmed by their feelings and can no longer behave or think rationally.

Crises usually only occur because people have ignored or been unaware of the earlier signs of conflict. The point is never regard something as too minor to deal with at the time of its occurrence. Early handling or management of minor issues will save much time and energy resolving them in the future if they escalate into something more serious.



### Learnt Responses to Conflict

Not many people feel comfortable with conflict. This is not surprising as most people have learnt how to deal with conflict in their families, and few have positive models.

For many, family experiences of dealing with conflict have been:

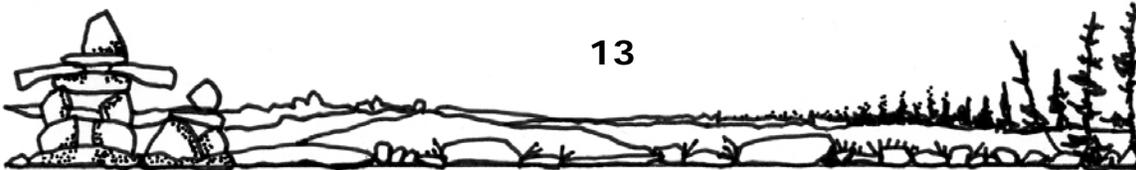
- To avoid or withdraw;
- To get angry or use verbal or physical aggression;
- To use emotional blackmail;
- To us inappropriate use of power;
- To be passive aggressive;
- To compromise and give in.

Given that our early experiences of conflict have often been unpleasant, it is not surprising that most of us do not feel comfortable when faced with conflict in business or in the workplace.

### Working through conflict

Conflict resolution tools are ways of helping people to think and act in a new way. We sometimes get attached to our ideas, our opinions and our ways of doing things. Because we've done things our way for a long time, we begin to think that our way is the only way.

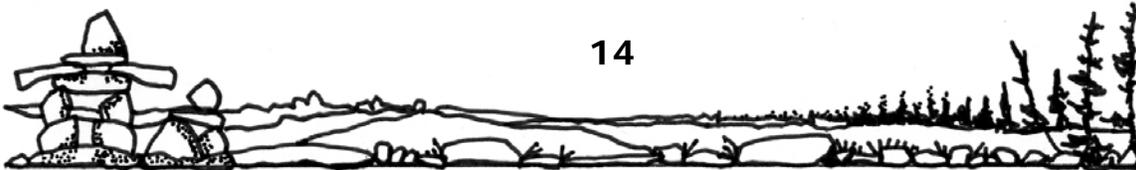
1. **Think win/win** – Instead of thinking: I want my side to win. Think: How can both sides win? When we look for 'right' and 'wrong' we can miss the answers that could work for both sides. The first step to resolving conflict is to stop thinking in terms of right and wrong, winners and losers. Think instead about finding an answer that is fair for both sides.



## Starting Your Project

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2. **Stay focused on the problem** – Don't attack the person. Tackle the problem. Never say anything that attacks or hurts another person. This will only create new problems.
3. **Get to the heart of the matter** – Ask direct questions. Be an active listener. Ask direct questions to find out what needs must be met. Ask direct questions to find out the facts behind the conflict. Repeat back what you've understood in your own words, to be sure that you've understood and that everyone agrees on the facts. Use your listening skills!
4. **Ask questions** – What are my needs? What are your needs? It is important to recognize your own needs and be able to tell others what the needs are. You also need to ask others what they need in order to find the right solution to resolve the conflict.
5. **Be open to change** – Don't get stuck on one answer. Both sides of a conflict must be willing to listen closely to what the other side is saying. Both sides must also be willing change their position because of what they hear. If one side is unwilling to change, the conflict cannot be resolved.
6. **Be creative** – Think outside the box. Be willing to give what might seem like a strange idea a chance. Be willing to take a risk. Be willing to take a chance, and to fall. Keep your sense of humor.
7. **Keep the peace** – Ease strong emotions. People can get very emotional. People might even yell. People yell when they feel that they haven't been heard or understood. People also yell to communicate anger. Anger though doesn't solve problems. If someone directs their anger at you, recognize it and say so. "I know that you're feeling angry about this." Once you have acknowledged what they are feeling, they won't need to express it as much. Keep your voice calm when you speak and don't shout. Speak in a regular tone so that they must be quiet in order to hear you.



### Funders



Maintaining a good relationship with your funder is very important.

Think about the relationship from the funder's point of view: if it was your money you were handing over, what would you expect in return?

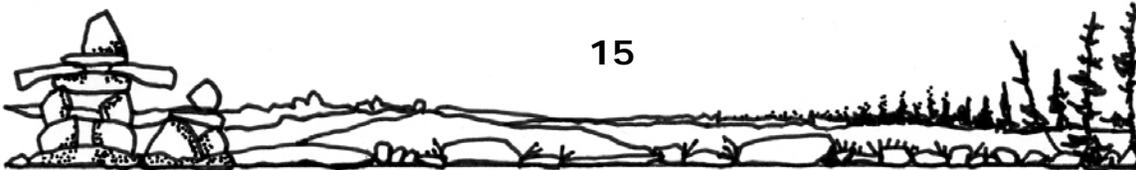
- ✓ To be kept in touch with progress?
- ✓ To be told if there are problems?
- ✓ To hear about progress made in the longer term?
- ✓ To be invited to the occasional event or Annual General Meeting?

Different funders vary in how they expect you to report formally – and obviously making sure you meet their criteria in full is vital to establishing a good relationship. A lot of charitable funders and donors do not ask for much in the way of formal reports. But keeping in touch can make a real difference to their perception of the group, and their willingness to fund again in the future.

Many successful groups set up a system or file to help them to keep track of who has funded what, when and when the funding was received and when they were last in touch. This helps to identify who might be interested in news about the group, or about particular activities the group is involved in doing.

For example, if a funder or donor has contributed to the cost of taking a group of young people out on-the-land – you might consider writing thank notes to the funder that include photos of the trip. This is a simple way of ensuring that the funder or donor knows that their gift has been appreciated and well used.

Many funders say that they often do not get a thank you. Remember: funders are people too!



# Communication Plan<sup>2</sup>



## What is a communication plan?

A communication plan provides a step by step guide to providing information about your project to people in the community, your funder and your partners. A communication plan provides different information to different groups.

A communication plan is a written document that describes

- What you want to communicate to targeted audiences;
- How and when you will communicate these messages;
- How you will know that you have been successful with your messages.

## Why do you need a communication plan?

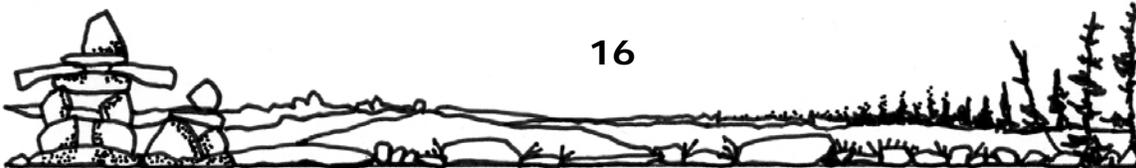
A communication plan helps to keep everyone informed of what you are doing in your project. For example, community members need to know about the project so they can plan to attend any activities that are planned. Also, funders need to know how well the project is going and what problems have arisen.

It's difficult to do this well without a plan. But your communication plan doesn't have to be complex. In fact, the best strategies are often the simplest ones.

Perhaps the most important thing to remember when writing a communication's plan is to have fun and be creative. When you're enthusiastic about your project, it's easier to get other people interested as well.

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<sup>2</sup> [http://www.idrc.ca/en/ev-48400-201-1-DO\\_TOPIC.html](http://www.idrc.ca/en/ev-48400-201-1-DO_TOPIC.html)



### Develop a Communication Plan



Work with your group to develop a basic communication plan for your project. Follow the steps below.

#### 1. Background: Where are you now?

Start by thinking about how you are communicating now. Are you saying what you want to say, to the people you want to say it to? By taking some time to think about the current situation, you'll be ready for the next step—setting some objectives.

#### 2. Objectives: What do you want to accomplish?

Why do you want to communicate with people? Is it to raise the profile of your project with decision-makers in your community? To get people interested in supporting your project? Or to encourage local people to participate in activities you are delivering?

Of course you can't do everything, so try to keep your objectives realistic. The best communications plans have no more than three to four objectives.

#### 3. Messages: What do you want to say?

The best messages are short and simple. Using a family literacy project as an example you might have these messages:

- ✓ Literacy is for everyone.
- ✓ Parents are the first and most important teachers of their children.
- ✓ Family literacy is fun and for everyone

#### 4. Target audiences: Who do you want to say it to?

You may want to communicate with many different audiences, including:

- ✓ Policy-makers (local, territorial or national)
- ✓ Like-minded organizations



## Starting Your Project

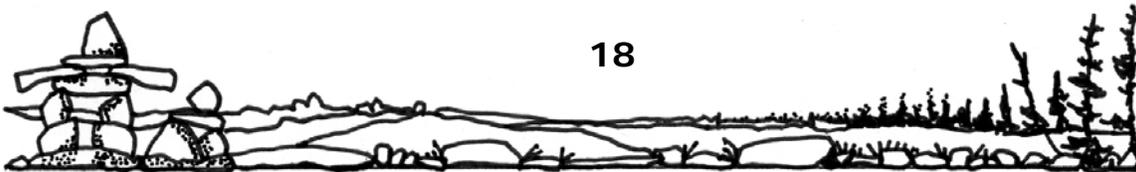
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- ✓ The media
- ✓ Community people
- ✓ Families
- ✓ Teachers
- ✓ Community groups
- ✓ Community groups

### 5. Approach and activities: How will you get your message out?

Everything you've done so far is preparation for this part of the plan, where you set out how you're going to achieve your objectives. Don't forget to keep your messages, audiences and strategic considerations in mind. Start by deciding on your **approach**, then make a list of **activities** that support it.

For example, if your objective is to raise the profile of literacy among decision-makers in your community, your approach could be to share your successes with them through a newsletter.



## Communication Plan Worksheet



### Background: Where are you now?

Write down how you communicate your messages now.

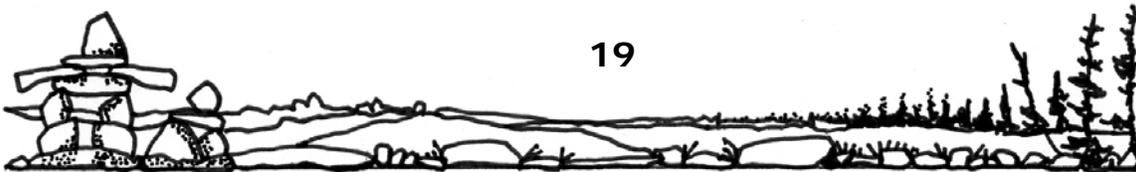
### Objectives: What do you want to accomplish?

What are your objectives for communicating? For example, a literacy project might want to:

- ✓ Inform local people about literacy programs in their community;
- ✓ Persuade local government that literacy is an issue in the community that needs to be addressed;
- ✓ Encourage parents to be involved with their children's literacy development.

Write down your objectives for your communication plan.

- 1.
- 2.
- 3.
- 4.



## Starting Your Project

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### **Messages: What do you want to say?**

What messages do you want to people to hear? What do you want to say? For example a literacy project might have these messages:

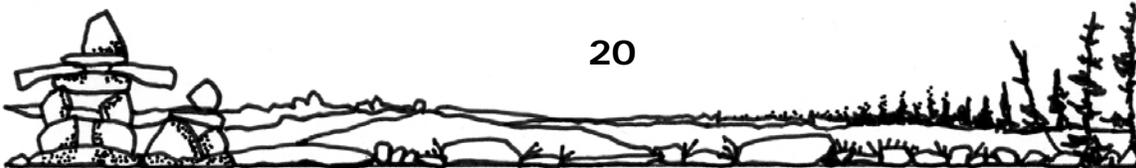
- ✓ Everyone has the right to an education.
- ✓ Literacy is for everyday living.
- ✓ Literacy is life-long
- ✓ Parents are their first and most important teachers.

Write down the messages for your project.

- 1.
- 2.
- 3.
- 4.
- 5.

### **Target audiences: Who do you want to say it to?**

You will need to communicate to many different audiences. List your target audiences.



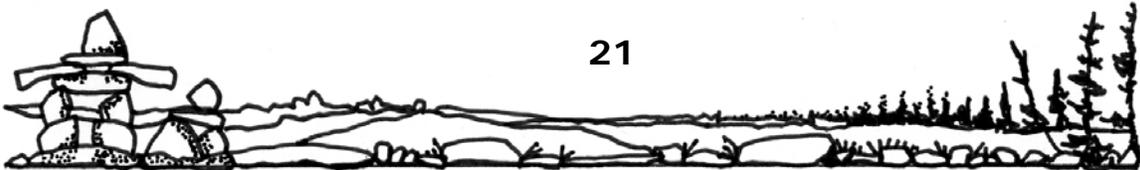
## Starting Your Project

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### Approach and activities: How will you get your message out?

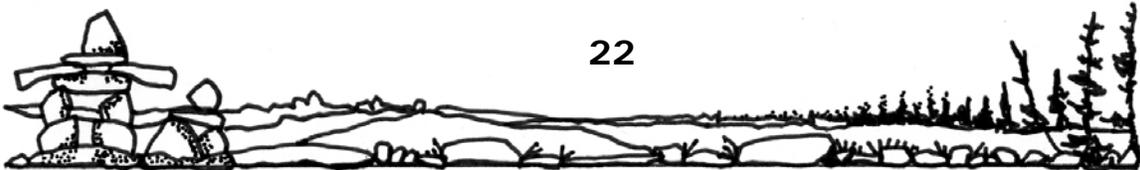
Write down your objective and then decide on your **approach**, then make a list of **activities** that support it. For example:

Objective	Approach	Activities
Inform local people about literacy programs in their community.	Use the newspaper, radio stations, posters and invitations	<ul style="list-style-type: none"> <li>✓ Make posters for activities for NWT Literacy Week and National Family Literacy Day</li> <li>✓ Put ads on the radio for National Family Literacy Day</li> <li>✓ Develop a brochure about all the literacy programs in our community</li> </ul>
Persuade local government that literacy is an issue in the community that needs to be addressed.	Talk to people, hold meetings and give information to the local government.	<ul style="list-style-type: none"> <li>✓ Hold a meeting about literacy with community members and local government.</li> <li>✓ Develop a brochure about the literacy levels in the NWT and our community and give to local leadership.</li> </ul>
Encourage parents to be involved with their children's literacy development.	Flyer, information sessions, workshops	<ul style="list-style-type: none"> <li>✓ Develop an interactive flyer about family literacy for parents and caregivers.</li> <li>✓ Hold a workshop and/or information workshop on brain development and family literacy</li> </ul>



# Starting Your Project

Objective	Approach	Activities



# Evaluation



We have already touched on evaluation in the project planning section. This section will provide a more in-depth overview of evaluation.

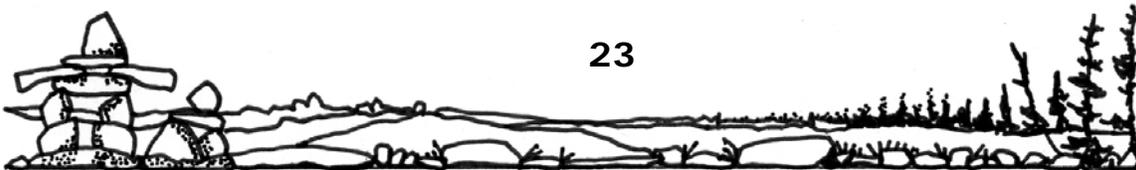
Evaluation is an important tool that your organization can use to show that it is accountable, to improve programs, and to better access funding in the future. Project evaluation helps you understand the progress, success and effectiveness of a project.

You can use the results of a project evaluation to:

- ✓ Identify ways to improve your project activities;
- ✓ Make changes to your project plan;
- ✓ Prepare project reports;
- ✓ Plan for long-term projects;
- ✓ Demonstrate your organization's ability to develop and deliver projects;
- ✓ Learn more about the strengths and weaknesses of the project.

This section will cover:

1. Develop an Evaluation Plan
2. Evaluation Tools
3. Sharing Your Results



### 1. Develop an Evaluation Plan



Follow the template below to create your evaluation plan.

#### **Step One: Project Goal**

State your project goal. Your project goal is a broad statement about the purpose of your project. A project goal is supported by up to three objectives. You can take this information from your proposal.

#### **Step Two: Project Objectives:**

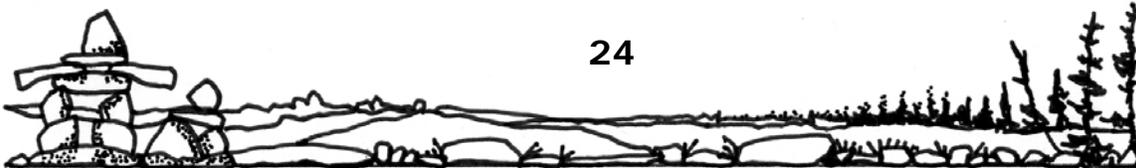
State your objectives. Objectives describe the ways in which you will carry out your project goal. You will be able to use these objectives throughout your project to see how well you are doing in reaching your project's goal. You can take this information from your proposal.

#### **Step Three: Identify Evaluation Stakeholders**

Stakeholders are the individuals or organizations that have an interest in your project. Prepare a list of individuals and organizations that have an interest in your project. Identify potential evaluation participants. Ask them to be part of the evaluation team. Identify potential users of the products and activities of the project.

#### **Step Four: Project Outcomes**

The outcomes of a project are the changes that happen. Outcomes are changes or effects that participants or other stakeholders of your project experience as a result of their involvement. Because outcomes of your project may appear gradually, it is often helpful to divide them into two stages – immediate and intermediate outcomes. For example the intermediate outcome or result of a family literacy project might be more parents reading to their children.



### Step Five: Selecting Evaluation Types

Selecting an evaluation type provides direction for your evaluation.

There are two most common types of evaluation: formative and summative. You can do both a formative evaluation and a summative evaluation of a project.

**Formative evaluation** is an ongoing evaluation that starts early in the project. It is used to monitor activities to make sure a project is running smoothly. Formative evaluations help you monitor your project and make changes during your project. Formative evaluations can be done by internal staff. An example of a formative evaluation might be asking participants of a workshop to fill in an evaluation half way through the training. The feedback you receive will help you meet the needs of the participants.

**Summative evaluation** is an overall assessment of the project's effectiveness and achievements. It shows whether the project did what it was suppose to do. It also provides information for future planning. This type of evaluation should be done by someone outside the project. A summative evaluation might be done by a phone survey or focus groups.

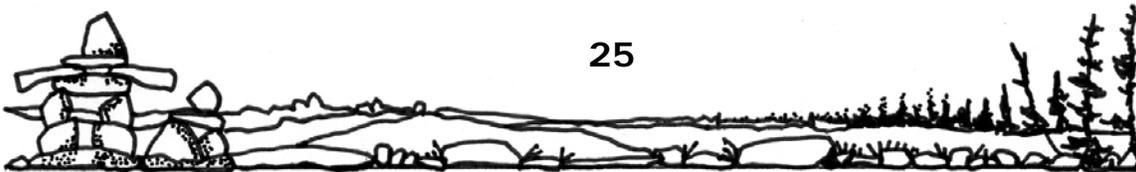
### Step Six: Choosing Evaluation Questions

Evaluation questions are the key questions that you need to answer to help you understand the impact, effectiveness and achievements your project has had. You will have different questions for formative and summative evaluations.

#### Examples of Questions

Formative evaluation questions:

- ✓ Are the activities happening as planned?
- ✓ Is the project reaching the target audience?
- ✓ Is the project reading the intended number of participants?



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- ✓ How satisfied are the participants of the project?
- ✓ How should the activities be modified to meet the needs of participants?
- ✓ What lessons have we learned so far?

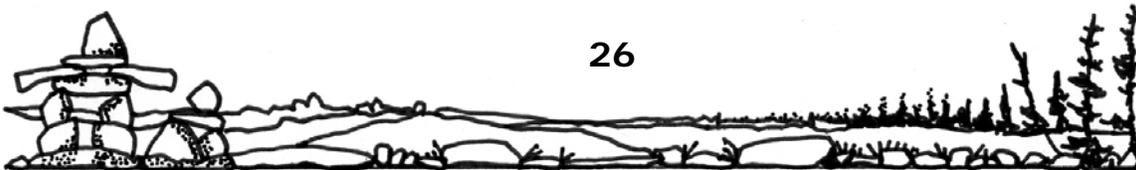
Summative evaluation questions:

- ✓ Did the participants experience any changes in their skills, knowledge, attitudes or behaviours?
- ✓ What changes were expected? What changes actually happened?
- ✓ What are the effects of the project on our organization (pride, networking, partners)?
- ✓ What could be the long-term impact of this project?
- ✓ What could we have done differently to be more effective?
- ✓ What are the lessons learned for the future?
- ✓ What would we like to continue?

### Step Seven: Choosing Evaluation Tools

Evaluation tools help you gather the information you need to answer your evaluation questions. You can use both formal or informal ways of gathering information. Formal evaluation tools include focus groups, interviews and survey questionnaires. Informal evaluation tools include observation, informal conversations and site visits. Use the chart below to help you decide on what tools to use.

Evaluation Tool	Description	Formal	Informal
Survey	A written document that is give to participants at the end of the workshop.	✓	
Interview	A set of questions about the project that are asked of a target	✓	



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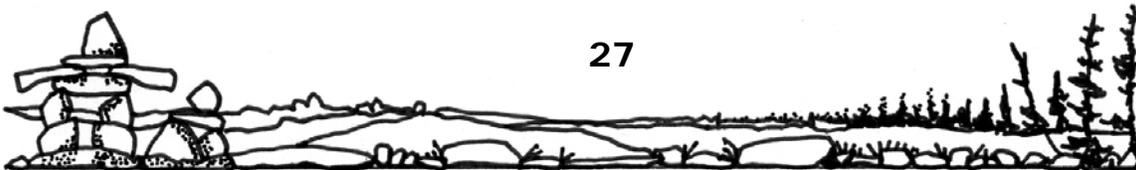
	group.		
Focus Group	Group discussions about the project.	✓	
Evaluation form	A set of questions for a target group at the end of the project.	✓	
Observation	Notes taken during the project.		✓
Conversation	Talking to participants about the project.		✓
Anecdotal (stories)	Stories about the project described by staff or participants.		✓

### Step Eight: Identifying Evaluation Indicators

Indicators are measurable factors or evidence that show the extent of the project’s progress, success or achievements. Indicators can be quantitative, such as the number of participants, number of hits on your website, and rate or rank of opinions. They can also be qualitative, such as positive or negative feedback, problems or comments. You can also use project outputs or deliverables as indicators. For example, if one of your objectives is to provide other agencies with a family literacy tool kit, a complete version of this kit is an output or deliverable that indicates your project’s progress.

How to identify evaluation indicators?

1. Review the project objectives and think of the information and evidence that you need to demonstrate the achievement of each one.
2. Review the evaluation questions and think of the information you need to answer each question.



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3. Review the project activities and look for any measurable factor indicating each activity's progress.
4. Review the projected project outcomes and think of the information and evidence that ensure those outcomes occur.
5. Review the project output or deliverables and determine how they can represent the project's progress and achievement.

### Examples of Indicators

#### Quantitative indicators

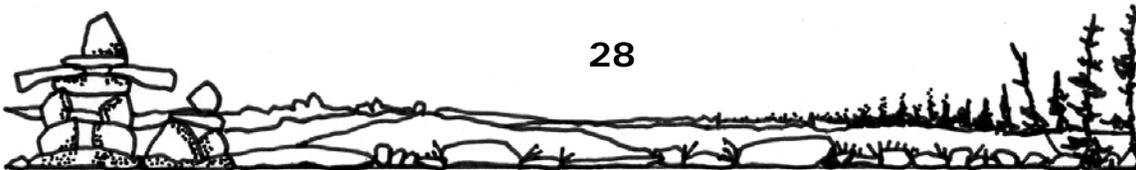
- ✓ Response rate to an advertisement or announcement
- ✓ Number of hits on your website
- ✓ Number of inquiries
- ✓ Participants' level of satisfaction (for example 1 – 4 scale)
- ✓ Number of resources used

#### Qualitative indicators

- ✓ Types of inquiries
- ✓ Feedback on workshops or training
- ✓ Reported or observable changes in attitudes, behaviours, skills, knowledge, habits, etc.
- ✓ Types of problems or complaints
- ✓ Participants perceptions of the project or services

#### Products as indicators

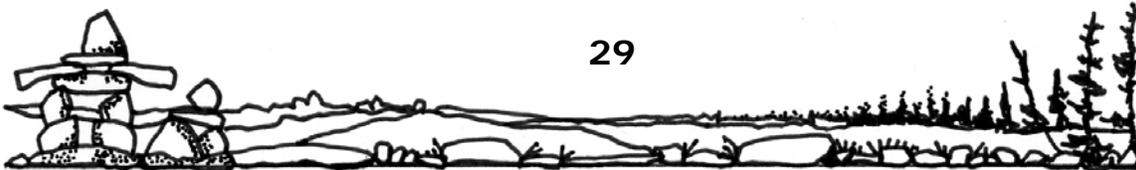
- ✓ Number of workshops held
- ✓ Number of people trained
- ✓ Resource developed
- ✓ Number of resources distributed
- ✓ Website
- ✓ Training kit or workshop tool



### Step Nine: Evaluation Map

Take all the information that you have developed for your evaluation and put it all together in an evaluation map. This map will show you and your funder at a glance how you plan to show success of your project. It will outline all your activities and provide details on your evaluation plan.

Develop a chart that shows how you will evaluation each objective. The chart should include: objectives, activities, indicators, evaluation questions, evaluation tools and sources of data. The evaluation template gives an example of an evaluation map.



## Evaluation Plan Worksheet



Follow the template below to create your evaluation plan.

### Step One: Project Goal

What is your goal?

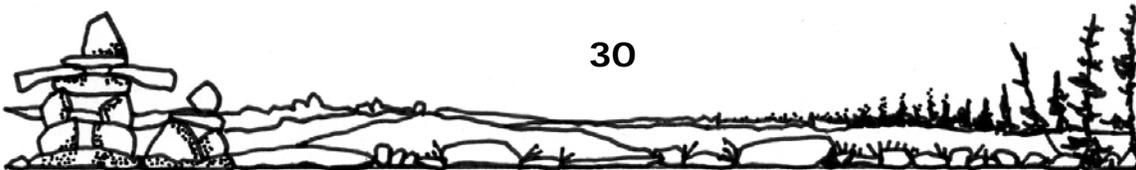
### Step Two: Project Objectives:

What are your objectives?

- 1.
- 2.
- 3.

### Step Three: Identify Evaluation Stakeholders

Who are your stakeholders?



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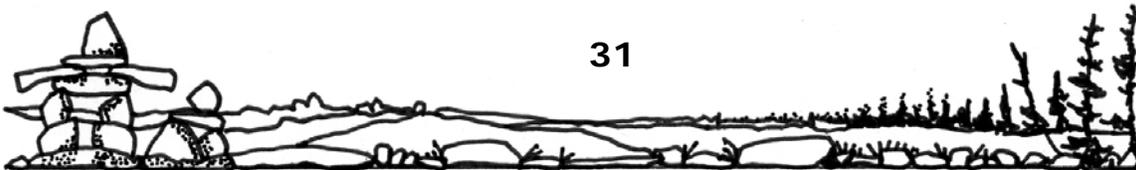
Which stakeholder should participate in this evaluation?

Which stakeholders will need information from this evaluation and will see the results?

### Step Four: Project Outcomes

What outcomes do you expect to achieve during or right after the completion of your project?

What outcomes do you expect to achieve within three to six months after the completion of your project that you can attribute to the activities of your project?



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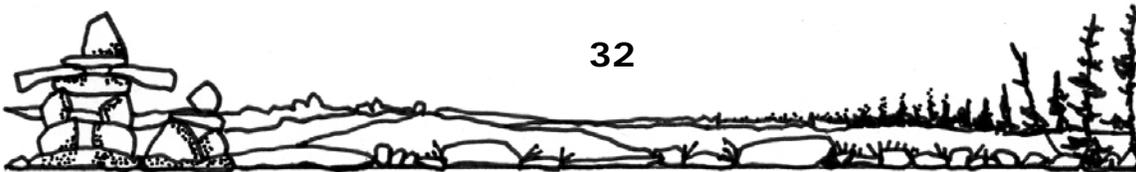
### Step Five: Selecting Evaluation Types

What evaluation type will you use?

### Step Six: Choosing Evaluation Questions

What evaluation questions will you use?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.



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### Step Seven: Choosing Evaluation Tools

What evaluation tools will you use for each question?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

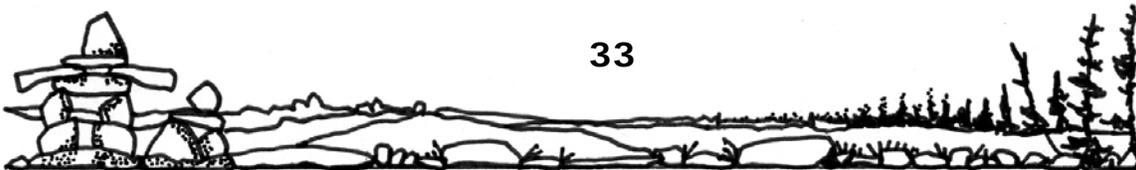
### Step Eight: Identifying Evaluation Indicators

What are your indicators?

Quantitative

Qualitative

Outputs or Deliverables



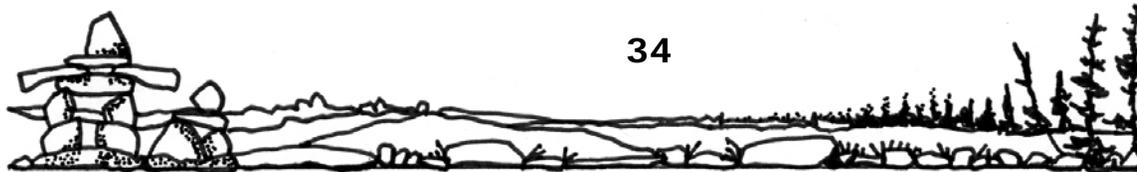
## Starting Your Project

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### Step Nine: Evaluation Map

Fill in the chart below with all the information from your evaluation plan. This chart will help you organize and keep track of your information.

Objective	Project Activities	Indicators/ Deliverables	Evaluation Questions	Evaluation Tools	Sources of Data
Objective 1					
Objective 2					
Objective 3					



## 2. Evaluation Tools



1. Focus Groups
2. Designing Questionnaires
3. Surveys
4. Interviews

### Focus Groups

#### What is a focus group?

A focus group is a guided discussion used to explore people's thoughts, feelings, and opinions on a specific topic. Usually, focus groups involve six to 12 people who are asked to respond to a series of questions. A focus group usually last about two hours. Often groups do several focus groups to get better information about their project. Focus groups help obtain information that may be otherwise difficult to get.

#### When should you use a focus group?

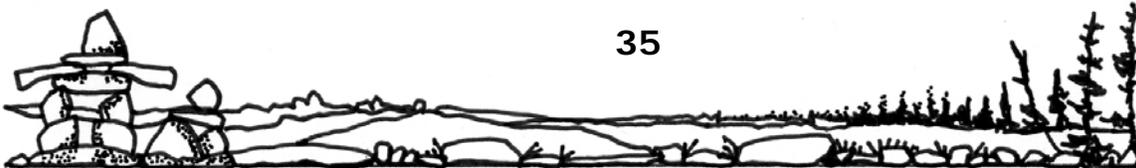
Often focus groups are used to evaluate a large project that has run for several years. It is not necessary to use a focus group for small projects.

### Designing Questionnaires

#### What is a questionnaire?

A questionnaire is a tool for gathering information from individuals and organizations. They can e used to measure opinions, attitudes, behaviours, and perceptions. You can also use them to collect demographic information such as gender, age, etc.

#### Types of questions



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Open ended questions ask people to answer in their own words. For example: Why did you attend the family literacy program? The information gathered from open-ended questions is considered qualitative information.

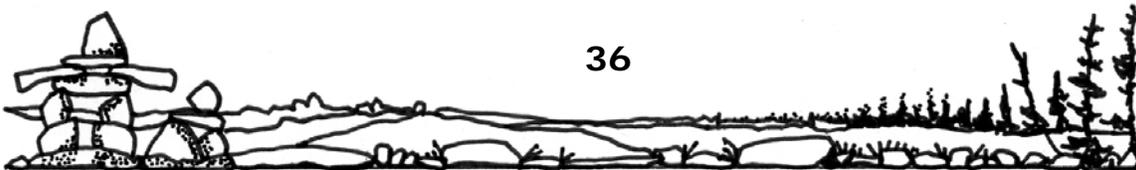
Closed-ended questions ask people to select an answer from a list. For example: Which of the following is the main reason you attended the family literacy program? The information gathered provides quantitative data.

### Tips for designing a questionnaire

- ✓ Questions should be easy to read and understand.
- ✓ Questions should explore one piece of information and be related to the project.
- ✓ Questionnaires should be organized so that the questions are arranged in a logical order and the first few questions are easy to answer.
- ✓ Use both closed and open-ended questions.
- ✓ Test your questionnaire on a few people:
  - Make sure it is only 15 minutes long
  - Make sure that all the questions are easy to understand and answer

### Surveys

Surveys help to study individual opinions, attitudes, behaviours and beliefs by using a set of questions for a small group of people. Surveys use a sample of the target population. Sampling means that you only select some people from the target audience. You would use this kind of evaluation tool if you had a large target audience. For example: You might survey your community to find out if the advertising you used for your program was effective.



### Interviews

An interview is a conversation for gathering information. Interviews can be conducted face-to-face or over the telephone. The Internet is also emerging as a tool for interviewing. Interviews are used to collect in-depth information on people's opinions, thoughts, experiences, and feelings.

How to conduct an interview?

- ✓ Define your objectives. Identify what you want to achieve and the information you need to gather.
- ✓ Choose appropriate people.
- ✓ Decide on how you will conduct the interview. (telephone, face-to-face, Internet)
- ✓ Decide on how you will ask people to participate.
- ✓ Decided on how you will record the interviews.
- ✓ Make a list of questions.
- ✓ Decide on who will conduct the interviews.

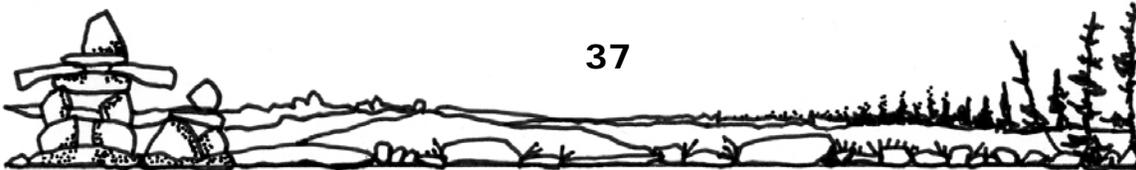


### 3. Sharing Your Results

You should communicate the results of your project to both external and internal stakeholders. Most project require that you write a report about your project. The next section provides a guide for report writing. You can also share your results through presentations, the media and the Internet.

You can use the results of a project evaluation to:

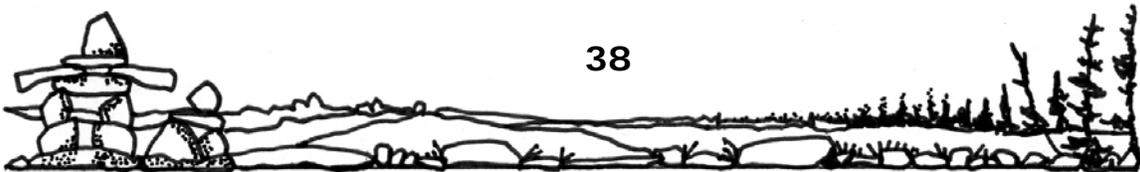
- ✓ Identify ways to improve or shift your project activities;
- ✓ Facilitate changes in the project plan;
- ✓ Prepare project reports;
- ✓ Inform internal and external stakeholders about the project;



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- ✓ Plan for the long-term;
- ✓ Learn more about the target population of the project;
- ✓ Present the worth and value of the project to your stakeholders and the public;
- ✓ Plan for other projects;
- ✓ Compare projects;
- ✓ Be accountable to your funder and other stakeholders.



# Report Writing



You will need to write several reports for your funders. Often funders want an interim report and a final report. An interim report is usually written at the mid point of the project and the final report is written when the project has been completed. A report provides a record of your project and its results.

Your report should tell the funder what activities you did and what the impact was of your project. When you write your report refer back to your proposal and make sure you covered all your activities and deliverables or outputs. When you report on your project you want the funder to have a good picture of what happened, how it happened and why it was important.

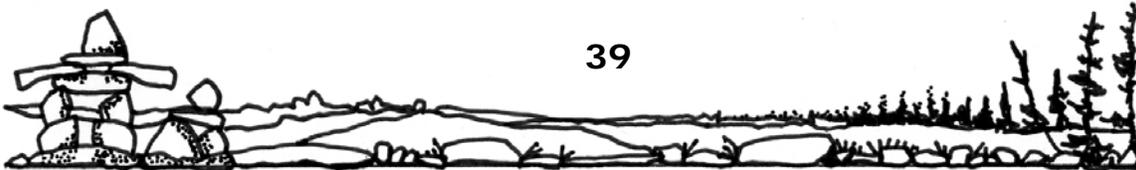
## Words for Reporting

Your project **goal** is a broad statement about the purpose of your project. A project goal is supported by up to three objectives.

**Objectives** describe the ways in which you will carry out your project goal. You will be able to use these objectives throughout your project to see how well you are doing in reaching your project's goal.

**Products** are tangible or intangible objects produced as a result of your project. A product could be a workshop, a family literacy flyer or the number of people trained in a training workshop.

**Outcomes** and **results** of a project are similar. The outcome or result of a project is the change that has happened. For example the outcome or result of a family literacy project might be more parents reading to their children.



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The **impact** is the long-term outcome or result of a project. If more families are reading to their children, the long term result may be that children are better equipped for school or that literacy rates increase in the community.

## Guidelines for Writing Your Report



Your report should include the following:

### 1. Project Summary of Project

Provide a brief summary of your project. Use the information from your proposal.

### 2. Goal and Objectives of Project

Describe your goal and objectives. Use the information from your proposal.

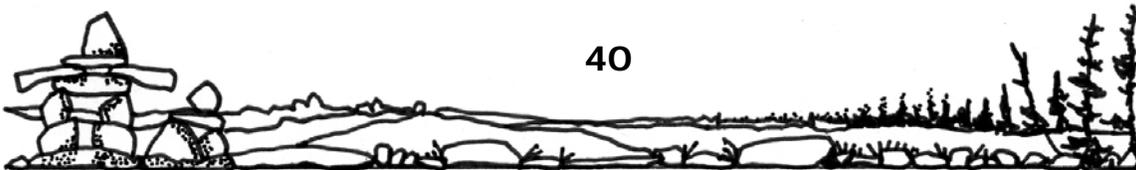
### 3. Activities and results to date for each Objective

Describe the activities for each objective and the deliverables for each activity. Refer to your work plan and evaluation plan from your proposal. Set this section up as a chart.

Objectives	Activities	Deliverables (what did your project produce)
Objective 1		
Objective 2		

### 4. Impact/Outcomes (final report)

Discuss the results of the project. What changed as a result of this project? Are



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more parents reading to their children? Are people more aware of literacy issues in their community? Was the project worthwhile? Why or why not? What would you do differently if you did this project again?

### 5. Next Steps (final report)

What would you recommend for your next project? What changes would you make? What would you do the same?

### 6. Dissemination Plan (final report)

How will you disseminate your results of the project? Many funding agencies are interested in seeing how their financial support of your project will extend to other audiences. This may include newsletters, workshops, radio broadcasts, presentations, printed handouts, slide shows, training programs, etc.

