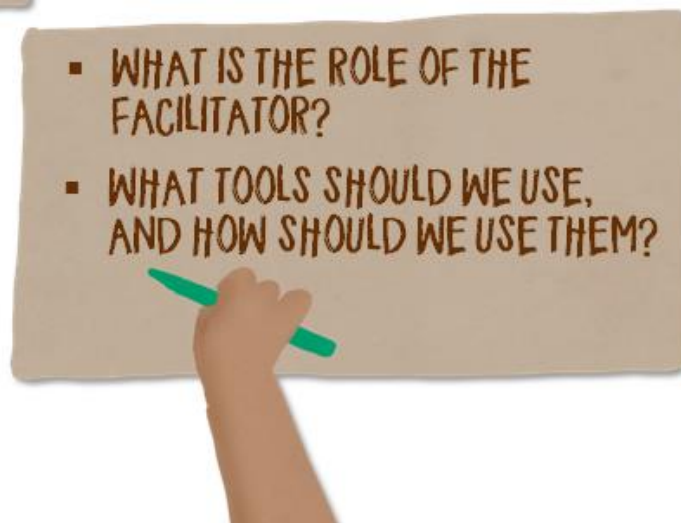




INTRODUCTORY COURSE

PARTICIPATORY EVALUATION

CONCEPTS, METHODS AND PRACTICAL EXPERIENCES



PARTICIPATORY EVALUATION CONCEPTS, METHODS AND PRACTICAL EXPERIENCES

OBJECTIVE



Participants in this introductory course will learn about a set of concepts and methodologies relevant to Participatory Evaluation (PE). By the end of the course, it is intended that participants will: (1) have developed knowledge, skills and aptitudes concerning the objectives and steps of PE methodology and the instances when it may be applied; (2) understand the essential elements so that they can apply the methodology and facilitate a PE process; and (3) be equipped to share their acquired knowledge with those they work with.

WHO IS IT FOR?



This course is intended for members of foundations, civil society associations, the public sector, academic institutions, and development NGOs who want to strengthen their capacities so they can facilitate participatory processes in the evaluations of their interventions. The course is open to those with experience in project management, monitoring and systematisation, or evaluation who believe that their work would benefit from adopting a participatory evaluation approach.

FORMAT



The online course incorporates live workshops and individual learning. There are four modules that combine lessons and presentations with practical activities. The participants carry out individual exercises and group activities, applying the topics to their own organisation. Further reading material and accounts of practical experiences are also made available. The course content may be tailored to the needs of the participant group, their prior experience in evaluation and their desired learning outcomes.

CONTENT



This course is organised into four modules. The first module introduces the topics of evaluation and participation, with a focus on defining what PE is. It covers conceptual aspects, its background and nuances, its principles and implications, and the analysis of a specific experience. The second module addresses how PE should be carried out. It looks at how to develop the method and construct an evaluation matrix. The third module explores the task of facilitation, reflecting on the role of the facilitator and the peculiarities of external actors. The fourth module focuses on the tools and techniques of PE, analysing their potential and limitations, clarifying what selection criteria should be used, and classifying the tools by modality and purpose.



PETAS

RESEARCH PROGRAM ON EMPLOYMENT,
ENVIRONMENT & SOCIETY



Universidad
Nacional
de San Juan



Strengthening a Culture of Evaluation and
Learning in Latin America with a Global Outlook

