

INSTRUCTIONS



WHAT SHALL WE EVALUATE?



A GAME TO FACILITATE THE FORMULATION OF EVALUATION QUESTIONS TO ASSESS DEVELOPMENT EXPERIENCES, PROJECTS OR OTHER TYPES OF INTERVENTIONS.

Objective

The objective of the game is for the participants to work together to agree on the formulation of evaluation questions.

Materials

- The game board
- A set of blank cards to write questions on
- A dice

How to play?

- First, turn the board over and read the instructions.
- Second, decide which experience, project or programme you are going to evaluate. If it is a very broad or complex intervention, the group may decide to address only some aspects of it. For example, you can assess only the 'methodology' or 'short-term results'.
- Third, look at the game board. It has six basic types of evaluation questions: (1) *relevance* and *timeliness*, (2) *effectiveness* and *efficiency*, (3) *lessons learned*, (4) *impact*, (5) *sustainability* and (6) *participation*.
- Fourth, the participants decide who will start the game. This person rolls the dice to select the number of one of the criteria boxes on the board. They then give an example of a question that could be used in the evaluation that corresponds to the selected criteria. For example, if someone rolls a 1, the dice has selected 'Relevance & Timeliness' and a possible question would be: 'To what extent did the programme design take into account the needs that were prioritised by the target population?'
- The next player rolls the dice again and suggests a new question according to the number rolled. If a player does not have a suitable question for the criteria selected, they roll again.
- After an hour, the group can add other questions not covered by the six basic evaluation criteria (see box 'X').
- When the group feels that they have no new evaluation questions to add, the process of asking questions is closed. Finally, the questions that have emerged are summarised and prioritised.

- The game ends with a list of evaluation questions that express the informational desires of the participating group. The group can use these questions later to design an evaluation matrix,¹ which will link the evaluation questions to indicators, means of verification and instruments for data collection, etc.

Note. This game is intended to facilitate the process of formulating evaluation questions. It can be adapted or recreated according to each case. The key is to involve those social actors most involved in the intervention process in the process of defining the evaluation questions. In many cases, there are differing views on what should be evaluated among the target population, beneficiaries, management groups, technical staff, local government and funding institutions. Therefore, a key starting point in any participatory evaluation is the act of bringing all these actors together to discuss and agree on the main evaluation issues and questions.

LET'S
PLAY !

¹ The evaluation design matrix is an essential tool for planning and organising an evaluation. Simply put, there is a table with one row for each evaluation question and columns that address evaluation design issues such as data collection methods, data sources, analytical methods, criteria for comparisons, etc. The design matrix links each evaluation question to the means for answering that question. You can access the matrix in the book [SOWING & HARVESTING. Participatory Evaluation Handbook](#) (page 86)