



EVALUATION EXPEDITION

A game to evaluate the quality and performance of an intervention

Materials

- Intervention Forest board
- Question cards on evaluation criteria
- Counters (can be replaced by coins or buttons)
- Response grid to record answers and scores
- Pencils

Purpose of the game

The aim of this tool is to assess an intervention by going on a themed journey through the Intervention Forest. The game is designed for groups of between 6 and 12 players. These individuals should represent the full range of actors involved in the intervention (target population, beneficiaries or their representatives; local team or members of the implementing organisation; external evaluators or evaluation facilitators; representatives from bodies providing support or donors, etc.) Players have to respond to questions related to different aspects of the project, namely: relevance, effectiveness, efficiency, impact, sustainability and lessons learned from the intervention. The aim is that by the end of the game, the participants have reflected on and evaluated all aspects of the initiative. The game is intended to help participants understand how much they know about their intervention and—given that there will be some gaps in their knowledge—define areas for future improvement, whether during the design or implementation phases.

Instructions

1. Sort the cards into groups according to the animal image found on each card, each of which represents an evaluation criterion. There is no need to arrange them in numerical order. Once sorted, place them in the white area on the board designated for that animal.
2. Start on the owl square, which corresponds to relevance. Here, you will reflect on the coherence and feasibility of the proposed actions.
3. One player should draw a card from the pile of owl cards at random. The number on the card corresponds to a numbered square on the board. The player should read the card aloud and answer the question. Then, the other players comment and share their opinions. The group should aim for consensus. Record your agreed conclusions in the numbered space on the grid. Take turns picking up and reading out cards, with everyone commenting on each question.
4. As a group, assess the quality of each answer recorded in the grid and assign a score from 1 to 4 by marking the appropriate column. Points are assigned as follows:

1 point: the answer is insufficient or weak, either due to lack of consensus or information.

3 points: the answer is adequate but needs to be developed or more information added.

2 points: the answer is basic. In other words, it gives some information but does not go into depth.

4 points: the answer is complete, precise and well justified.

Place a counter on the square that shares the same number as the selected card (for example, square 1 on the board for card/question 1). If a question is not relevant to the intervention being evaluated, the question should be crossed out on the response grid. Place a counter on the corresponding square on the board to show that it has been seen. Then, the next player should take a card and read it aloud.

5. Move along the board answering all the questions in the owl area and marking the squares of answered questions with counters. When all the questions in the owl area have been answered, move to the next animal area and repeat the same procedure.
6. The activity ends when the group has answered all the questions that appear along the forest track or when time runs out.
7. At the end of the game, review the answers and the scores noted down on the grid, identifying areas where additional information is required to improve understanding or generate new ways of improving the intervention. Determine which aspects of your intervention or programme should be evaluated given the lack of information or due to a particular issue that has been identified. You can now use this information to construct your own evaluation questions.

LET'S PLAY!

Note: Keep in mind that, rather than focusing on answering the questions, the purpose of the game is to encourage the group to reflect on the project they are a part of, always seeking to learn from the experience and find collaborative solutions to the principal challenges posed by the intervention.