FFT
Family Farm Teams
SOLOMON ISLANDS

Solomon Islands Family Farm Teams Evaluation Pack

A Resource for FFT Trainers and Facilitators

PROJECT OFFICER TRAINING EVALUATION PACK

This evaluation pack is part of the Family Farm Teams series, which includes training guides, evaluation materials and other program resources.

About

The Project Officer Training Evaluation Pack has been developed for the Solomon Islands' Family Farm Teams project, Improving agricultural development opportunities for female smallholders in rural Solomon Islands, funded by ACIAR (Australian Centre for International Agricultural Research). It was originally designed as a resource for project team members using the Family Farm Teams manual.

The initial process and thinking behind the development of the evaluation pack was discussed in a co-authored article, reflecting on reconfiguring Participatory Action Research methods and relationships during COVID-19 (2020-2021) when international travel was prevented, and communication between project team members could no longer be face-to-face.

The original evaluation pack was further developed, using instructional design principles, by Navid Sabet and Deborah Hill, in collaboration with Delmay Basi and Godwin Rahe. The images and diagrams reflect the Family Farm Teams workshops undertaken in Longgu district, north-east Guadalcanal, Solomon Islands (2021-2022).

Further reading about the development of this resource: McKinnon, K., Hill, A., Appel, M., Hill, D., Caffery, J., & Pamphilon, B. (2022). Reflections on reconfiguring methods during COVID-19: Lessons in trust, partnership, and care. *Frontiers in Sustainable Food Systems*, 6, 1-11. Doi: 10.3389/fsufs.2022.751612

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PROJECT OFFICER TRAINING EVALUATION PACK

Glossary

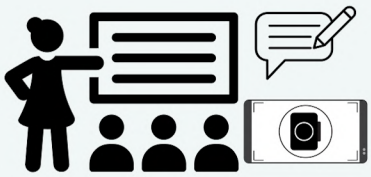
FFT - Family Farm Teams
VCE - Village Community Educator(s)
VCF - Village Community Facilitator(s)

Evaluation/evaluate - to judge or calculate the quality, importance, or value of something (e.g. FFT training).

Reflection/reflect - to think carefully, especially about possibilities and opinions (your own and others' opinions). Reflecting helps you evaluate better.

Interview - a meeting where one person asks questions and one person gives answers. Interviewing helps you get more information. More information helps you evaluate better.

HOW TO USE THE EVALUATION PACK



DAILY ACTIVITY

VCE INTERVIEW ACTIVITY

Your notes, photos, videos and audio from these activities will help you complete the Field Report Template.

FIELD REPORT TEMPLATE

VCF REFLECTIONS AND SELF-EVALUATION

GROUP ACTIVITY: WHO WILL VCEs TRAIN FIRST?

EVALAUTING WHILE TRAINING: DAILY ACTIVITY

Use this guide in combination with your training resources

COLLECT EVIDENCE | GET FEEDBACK | WRITE REPORTS

PREPARE

- Decide which activities you will use for each FFT Module.
- Prepare the training materials you need.

For each training activity you need...

you need at least one or two trainers

and one observer.

For observing and recording you need...

PHONE (at least one)

Charge phone beforehand.

PAPER

PENS or PENCILS

For counting preferences you need...

3 x A4 PAPER & PENS

2 TYPES OF LOCAL MATERIALS FOR COUNTING

3 x BASKETS

x3

You can collect these from the community.

Example: Collect 3 stones for each female VCE and 3 sticks for each male VCE.

TRAIN

VCEs should have something to write on: a school exercise book and a pen or pencil.

Begin the day with a prayer or a song.

Use energisers between activities (a song, a game).

Let VCEs know what time you have a break for lunch or a small break, as well as what time you finish.

- Set up the room so that everyone can see and can talk to each other. Remember to let everyone have a say. Check if there are questions or comments.
- Give a summary of the day at the end of the day.
- Ask VCEs which activities they preferred (evaluation activity).

OBSERVE & RECORD

Make sure that the training group is asked if they agree to be recorded at the beginning of the workshop and explain how the images and videos will be used.

Observer writes down

Number of men and women

Whether VCEs are listening/engaged

VCE responses to questions (include VCE gender in notes)

Observer's comments/ suggestions on how the activity is run

Observer should also

Take photographs

Record short 2-5 minute videos of training

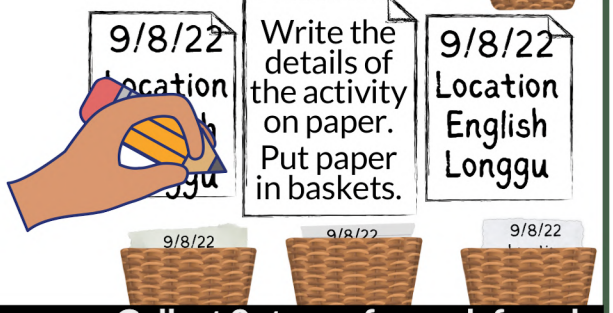
At the end of the day

Write up the observation notes.

Transfer images to Dropbox or SD card.

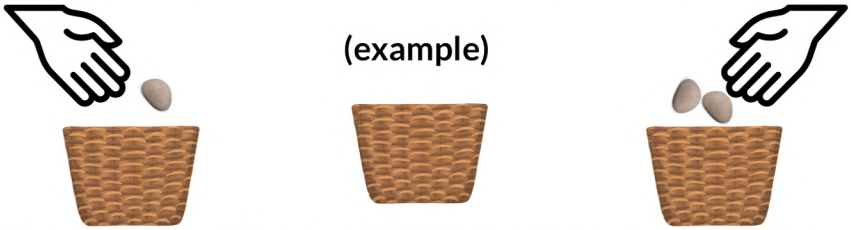
GET FEEDBACK

Collect 3 baskets from the community. x3



Collect 3 stones for each female VCE, 3 sticks for each male VCE

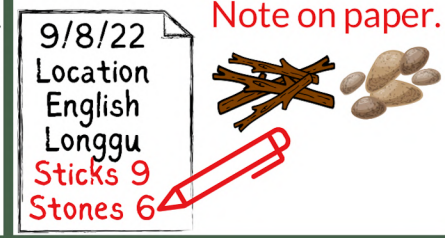
At the end of the day, hand out the stones to the female VCEs and the sticks to the male VCEs. Tell them to use the sticks and stones to show which activity they liked best.



They can put all 3 in one basket (showing one activity they liked best), or they can put two stones in one basket and one in another (showing us that they liked two of the activities, one of them a bit more than the other), or they can put one stone (or stick) in each basket (showing that they liked and learned from all three activities).

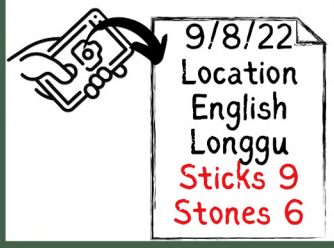
Before and after the VCEs drop the stones and sticks in the baskets, take a photo of the baskets.

Count the stones and sticks in the baskets.



If you don't want to carry paper

Take photos of the paper



Transfer photos to Dropbox or SD card

REPORT

Include information from trainers, observers, VCFs, VCEs

Include gender information

Especially include any comments women or men have made

Make sure you have followed the instructions and stored all photos and notes securely. You will need these to write your report. See the report writing section for instructions on report writing.

VCE INTERVIEW ACTIVITY

PREPARE

For interviewing you need...

- **PHONE**

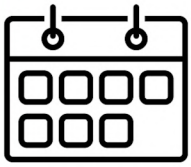
Charge phone beforehand.

- **PAPER**
- **PENS or PENCILS**

- This activity could be done by one VCF interviewing a VCE each day.
- The activity could be done in an informal way during the lunch break or in the evening.
- The interviews should be done separately (e.g. if interviewing a female, don't have the male there at the same time).

Set a time to meet with 1 male VCE and 1 female VCE each day or evening.

Plan to interview 4 male VCEs and 4 female VCEs during the week.



Try to choose a quiet place where there is not too much background noise (if possible).

RUN ACTIVITY

Start recording when you are ready to ask questions.

The interviewer asks the VCE these questions:

a)What did you learn today?

b)Why do you think it was interesting (good/new)?

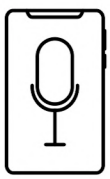
c)Will it be useful to you in your life? If yes, how or why?

AFTER THE ACTIVITY

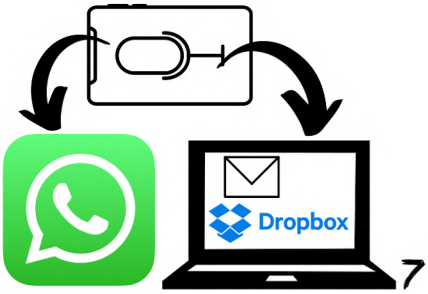
At the end of the week, summarise the key points made by the VCEs.

The summary can be in writing or it can be a small recording.

OR



Transfer any recordings to a computer or send by WhatsApp so that we have a record of it.



GROUP ACTIVITY: WHO WILL VCEs TRAIN FIRST?

PREPARE

You need enough **PAPER** and **PENS** or **PENCILS** for each group

PHONE (optional) for facilitator/VCF to take photos of notes. Charge phone beforehand.

Choose one day of the workshop to do this activity (e.g. end of Day 3 or beginning of Day 4)

Write questions on paper

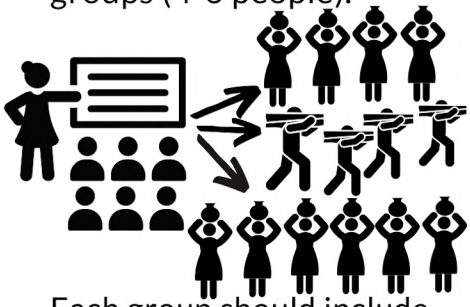
What are the top 3 lessons you have learned in these two Modules?

What are the top 3 lessons you want to share with other people in your family? (they could be the same ones)

Who will you train first in FFT modules? Make a list. Write the kin term, not the name. For example: galegu mwelageni (my daughter); sigu mwelageni (my younger sister); sa'i nau (my uncle).

DO ACTIVITY

Put the VCEs in small groups (4-6 people).



Each group should include only men or only women.

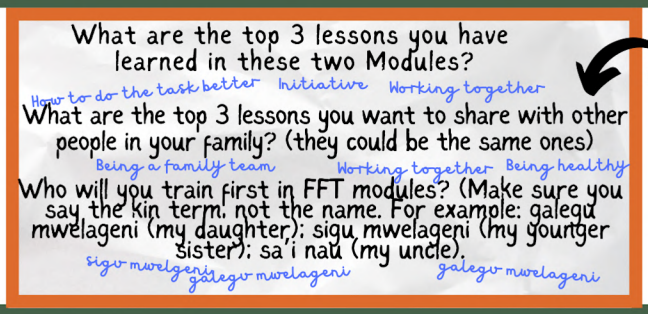
Explain activity

Each group should choose one person to report back or take notes during their group's discussion.

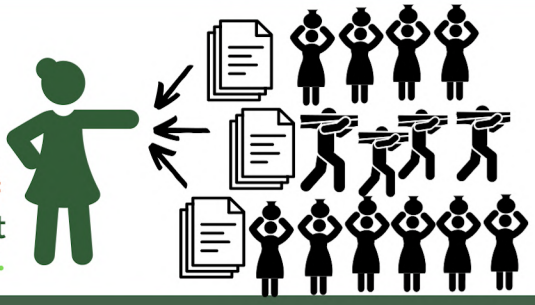
Give enough time so that VCEs can talk together about what they learned and what they want to tell others.

Make sure that they talk about who they will share this with after the workshops. This will take between 30 minutes and 1 hour.

STORE INFORMATION



Facilitator (or VCF) can **take a photo of the notes**, or **collect the pieces of paper**.



WHY THIS ACTIVITY IS IMPORTANT

In this project, we want to know who VCEs will teach first. That is because we want to support other Solomon Island communities in using kinship and social networks through the Family Farms Teams program.

We also want to know what the VCEs think are the most important things in the modules for them. We want to know if men and woman think the same things are important, so we make sure that the small groups are either just men or just women.

VCF REFLECTIONS AND SELF-EVALUATION

The purpose of a reflection and self-evaluation is to think back over what happened and think about what went well and what could have been better. A reflection always includes something about what we learned from the things we did (e.g. training, workshop).

One female VCF and **one male VCF** reflection/self-evaluation should be recorded during the training week.

The VCFs can record themselves or another person can record them.

PREPARE

For reflections and self-evaluation you need....

- **PHONE**

Charge phone beforehand.

- **A QUIET PLACE TO RECORD**

Not too much background noise.

- **TWO PLANNED TIMES**

RUN ACTIVITY

The recording should include....

- Name of the VCF
- Date of interview
- Location of interview
- VCF responses to **these questions.**

INTERVIEW QUESTIONS

1. Were there any special challenges in the training this week? How did we handle these challenges?

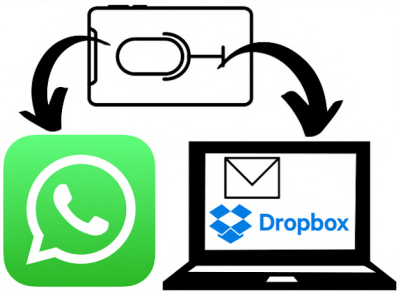
2. What were the highlights/best parts of the week for you as a VCF?

3. What do you think the best part of the week was for the VCEs? What did they talk about to you?

VCFs can say whatever they want in their responses. Responses do not need to be long. Two or three points is enough.

AFTER ACTIVITY

The recording needs to be transferred to a computer or sent by WhatsApp at a later time.

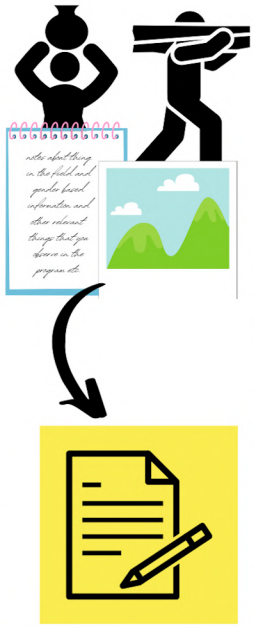


The reflections can be summarised in writing after the recordings have been made, if there is time.

FIELD REPORT TEMPLATE

Instructions

- Use your notes, photos, videos and audio from training and evaluation activities to help you complete this report template.
- Include as much detail as possible.
- Include information from trainers, observers, VCFs, VCEs.
- Include gender information.
- Send a copy of the report to the Project Leader as soon as possible.



Project Officer's report

The Project Officer's report is an important part of training and evaluation. It will help inform the Project Leader's report.

Basic Information

Project Name

Date of trip

Purpose of the trip

Names of people who travelled on the trip

Training Activities

Workshop activities (days, dates, time, place, who facilitated the workshop and who supported the facilitator(s))

Information about the participants (VCEs) (the number of people, gender, age), community observers

FIELD REPORT TEMPLATE

What activities worked well for females and why?

What activities didn't work well for females and why?

What activities worked well for males and why?

What activities didn't work well for males and why?

What would you change if you did these workshops again in the future and why?

Describe any community meetings, meetings with others, discussions with VCFs that formed part of the trip.

Is there anything else that you would like to discuss about the workshops and the trip?

Monitoring Activities

Describe the monitoring visit after the training. Include any stories of change you collected.

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