<table>
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<th>Examples of Monitoring and Evaluation Methods</th>
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<td><strong>Quick evaluation/feedback sheet</strong></td>
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| **Surveys** | - Can be informal, formal, quantitative, qualitative.  
- Phone, written, electronic questionnaires.  
- Personal, face to face interviews.  
- Example of a post-activity survey finding:  
  “The workshop participants found that the workshop was highly relevant (80%), contained useful information (60%), that they would need additional follow-up in future (80%), that they intended to use the information (100% of farmers) and they would strongly recommend the workshop to other farmers and advisors (100%).  
  In discussion after the workshop, the 15 farmers said they intended to implement soil carbon recording using the protocol and I said I’d call and give them a hand next week.” |
| **Surveys** | - There are three main times to use surveys – pre, during and post activity.  
  1. **Pre-activity surveys - BEFORE**  
     Used to determine the baseline before your research or activity. Coupled with post-activity surveys, these can enable you to measure the changes that can be attributed to an activity.  
  2. **During activity surveys, also called formative surveys.**  
     These can be used to measure changes that are occurring during the activity, or provide feedback on the progress of your project.  
  3. **Post-activity surveys, also called summative surveys - AFTER**  
     These can be used to determine changes that have occurred by the end of the activity and identify future needs and opportunities. |
| **Minute paper** | - Quick, 2-4 question form particularly useful for evaluating learning outcomes and adaptive management.  
- Best used straight after a learning activity.  
- For example:  
  1. “What is the most important thing you have learned during this workshop (or activity)?” This tells you whether they have ‘got’ what you wanted to tell them.  
  2. “What is the most important unanswered question this workshop has left you with?” This tells you what their expectations were.  
  3. “Comments and suggestions?” |
| **Yes/no polling or voting** | Did you receive the fact sheet on stubble retention and management distributed in last week’s local paper, the Bugle? |
| **Case studies** | Especially over time, case studies can be a useful way of capturing and evaluating knowledge and adoption outcomes.  
For an example of case studies, please see the Masters of the Climate Revisited booklet at www.lwa.gov.au |
| **Metrics** | Tangible and measurable. For example:  
- Sale figures for seed,  
- The numbers of farmers practising stubble retention,  
- The number of policy advisers attending a seminar,  
- Website hits and downloads, and |
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<th>Activity</th>
<th>Description</th>
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| Attendance and engagement information      | Attendance numbers and percentages for an event. Some key evaluation questions are:  
  - Were the 'right' people here and engaged?  
  - What level of engagement was achieved?  
  - What is the breakdown of the group?                                                                                                              |
| Focus groups                               | Focus groups may provide information on a range of areas - putting knowledge into practice, preferred adoption pathways, needs, barriers and possible solutions. Focus groups can include interviews and facilitated discussions. |
| Photo booklets and flipcharts              | Photographs may, for example, record a series of on-farm measurements, or a community's involvement in your project.                                                                                       |
| Narrative report                           | Narrative report may include:  
  - Most Significant Change, a participatory evaluation approach that involves the generation of stories and their interpretation by project stakeholders.  

An example of a narrative report:  
"When we started, none of the 60 growers in the Newford region had tried to use climate forecasts. The first thing we did was get a DVD on climate forecasts. Then we were interested so we invited some researchers through the CMA to talk over the whys and wherefores.  

They went off and developed a new way of including their knowledge into the software we already used to help run our businesses.  

We then tried it, using last year's crop data, and estimated we could have saved $50 per hectare on inputs using the forecasts. It doesn't sound like much and for the smaller growers it isn't worth doing with all the computers stuff.  

But then some of the bigger growers found it really made a difference. So we got one of the growers to write the forecast up on the bush fire brigade board. That way everyone knew. We reckon, over the 1,000 hectares cropped differently it was chalk well spent!