

Steps and Procedures for Impact Assessment in Kenya

The Impact Assessment (IA) in Kenya (Oct. 2007 – Feb 2008) was prepared and organised in a participatory way along certain steps which shall be described in the following.

The 2 external consultants worked closely together with the national component coordinators (GTZ as well as national staff) and the regional project staff in the field (called Cluster Managers).

1. Steps

1.1 Preparation

1. Project team selected Enumerators
 - Enumerators: students and preferably experienced with surveys
 - Enumerators should be qualified, self confident, communicative
 - (need to receive: bags, pencil, rubber; exchange Tel #)
 - Should receive a certificate in the end
2. Project team together with consultants developed a time frame for the assessment preparation and implementation.
3. Selection of districts, villages, households, schools, restaurants and producers (according to selection criteria¹)
4. Information of local authorities about the visits
5. Step: Results chains
The consultants together the local team jointly developed the project's results chains². In this way the project strategy was analysed and relevant assessment fields for the IA were identified along these results chains. Result-Indicators were formulated.
6. Definition of Impact indicators
Impact indicators were developed and compared with the HERA list of impact indicators as developed from the EnDev Impact Assessment Guide³. In this way the EnDev guide could be verified.
7. Criteria for sustainability of a market system as prepared by HERA⁴ were presented and partly included into the list of indicators along the results chain.
8. Assessment tools were developed jointly:
 - a. Questionnaires for usage: households, schools, restaurants
 - b. Questionnaires for production: stove producers/traders
 - c. Interview guides for village head interviews
 - d. PRA tools for group discussions
9. Introduction of household survey questionnaire to Cluster managers and enumerators.
Clarification of roles of cluster managers/coordinators:
Training of enumerators and cluster managers (as backstoppers) in a two day workshop:

¹ Selection criteria available

² Document with Results Chains available.

³ EnDev Guide and List of impact indicators available.

⁴ Sustainability Criteria as model available.

day one:

- a. Presentation of the purpose, scope and aim of the Assessment
- b. Presentation of household (HH) questionnaire to all
- c. Going through questionnaire a second time question by question to clarify and discuss if needed each question with all enumerators
- d. Enumerators split into groups of 4, joined by one cluster manager and one of the consultants.
Role play: Within the groups they conduct their first interview, pretending a real situation (interviewer, house wife, husband); one enumerator is supposed to observe what happens and judge the performance and the backstopper observe as well.
- e. Analysis of Role play experience – separately as observer, backstopper, interviewer and family: along questions:
 - 1. What went well for you/your observation?
 - 2. Which question/situation was causing difficulties?
 - 3. What would you do better next time to improve?
or What can be recommended to improve?
- f. Feedback round: everybody gives a feedback within the groups (the interviewer starts) – documentation of the main observations and lessons learnt for later presentation to the other groups
- g. Repetition of the role play with changing roles/players → for consolidation of lessons learnt
- h. Finally all groups meet again and exchange their experiences.

day two:

- i. Pre-testing of questionnaire in the field: Splitting into teams again and pre-testing of the questionnaire within selected and informed village(s). The enumerators go in pairs together with one backstopper to the households.
- j. One enumerator conducts the interviews, while the other one and the backstopper observe.
- k. Next household the enumerators change roles.
- l. Afterwards they provide feedback to each other. Documentation for later exchange with other teams.
- m. All groups come together again and exchange their experiences of the field day.

Optional day three:

- n. Training of enumerators in technical issues about cooking energy, if needed (especially stove maintenance, replacement of stoves, typical damages, good cooking practices)
- o. Translation of questionnaire into local language, if needed

10. Joint development and review of remaining tools with project team.

11. Pre-testing of each tool

12. Feedback round: exchange about the experiences with the tools

13. Reviewing and adjusting tools if necessary.

1.2 Implementation

- a. Organisational preparation (transport, accommodation, food, material)
- b. Maximum number of household interviews per day and enumerator: 5
- c. Backstoppers coordinate and calculate time for enumerator supervision during interviews, interviews with producers and gathering all enumerators for feedback round each day
- d. Backstoppers review all filled out questionnaires, to guarantee complete and correct information

1.3 Data analysis

- e. Data entry
- f. Data analysis
- g. Data interpretation – in exchange with the project team (in a workshop)
- h. Report writing

2. Roles and Lessons Learnt regarding functions

2.1 Roles of cluster managers/backstoppers:

- Provision of district information
- Identification and confirming of enumerators
- Information of local authorities for pretesting and survey
- Backstopping enumerators during assessment and arranging feedback sessions
- Reviewing questionnaires every evening and answering questions to enumerators
- Guaranteeing that interviews will be done properly
- Interviewing producers, schools and restaurants during survey

2.2 Consultant/Coordinator:

- Experiences in social surveys (qualitative, quantitative, PRA methods)
- Experiences in household energy/cooking energy
- Experiences in statistics and with SPSS and other analytical tools
- Accompanied with supporters (for supervision and for data entry)
- Include the final data analyst in the preparation since the beginning.
- Provide transparency about data analysts and who does what.

2.3 Enumerators:

- Too important for data collection – to be selected carefully!
- Experience with survey, if possible with household energy
- Good experiences with students of agriculture
- Good experiences with enumerators from Central Statistics (who make census)
- Open, talkative approaching – good communication skills
- People who are self-confident
- For their preparation:
 1. field visit to see technology and project approach and activities
 2. Training and questionnaire pre-testing with enumerators (first amongst themselves with feedback and then with HH)

3. General lessons:

- o Being careful with figures and observe the national and regional energy statistics regularly

Main observations of cluster managers	Western Cluster – Bungoma & Vihiga districts	Transmara Cluster – Bomet & Kisii district	Central Cluster ...
On questionnaires	Questionnaires pretested were easy to apply – questionnaires not pretested were difficult to apply	Limited time for preparation on questionnaire for SI and PU	Added information to questionnaire, which was not expected
On enumerators	Enumerators became stove dealers and bought stoves for sale	- enumerators were flexible on HH selection (in case HH members were not there) - added experienced enumerators	

On process	Correction of questionnaires / feedback round at lunch and evening time – mid day was very important for enumerators and validity of answers		Assessment generated interest and demand for stoves among HH not having stoves
On PRA	- took long - women enjoyed talking about themselves - provides perception of women	Encouragement of women → at the same time it was a womens day of learning	

Difficulties met	Solutions found
Chief might not know different types of stoves and the respective users – therefore might have difficulties to select HH	Identification of HH through stove installers
Responsibles at schools were not available for an interview	Provided for several meetings with social institutions
HH cook was not available for an interview	Identification of alternative HH by enumerators – according to wealth characteristics
Public school refused to provide data. Bad management of data in public schools	Selected and interviewed another school
Expectation of group discussion participants to be paid for attending PRA sessions (takes some hours)	Provided lunch or drinks