



Evaluation Handbook

**Project for Community-Based Entrepreneurship Promotion
(The D-HOPE Project)**

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PREFACE

Community Development Department of Ministry of Interior, Kingdom of Thailand (hereinafter referred to as “CDD”) and Japan International Cooperation Agency, the government of Japan (hereinafter referred to as “JICA”) agreed and signed the technical cooperation project for community-based entrepreneurship promotion (hereinafter referred as “the D-HOPE project”), based on the results of former grassroots project in Surin province, for 4 years from November 2018.

D-HOPE is an approach for community capacity development through participatory approaches and strategic settings. It also emphasizes the concept of “Experience Economy” to elevate economic aspect of development. Together, the D-HOPE project has been attempting to respond the current challenges such as inequality and poverty eradication in rural communities for sustainable development of Thai communities.

The first phase of the project (February 2018-June 2019) targeted 9 provinces; Chonburi, Chantaburi, Chiang Mai, Lamphun, Nakhon Phanom, Mukdahan, Surin, Trang and Ranong, which covers all regions of the country. The idea was to expand the project target areas through learning from these provinces to neighboring provinces, although, the second phase has started in the middle of the first phase due to the fiscal year differences from Japan and Thailand. International Relation Unit, Planning Division is responsible for 5 provinces from Central and South while the Local Wisdom Promotion Unit of the Bureau of Local Wisdom and Community Enterprise Promotion is responsible for 20 provinces in Northeast as well as 3 provinces in North, therefore there are 28 provinces in total and Chiang Mai, Nakhon Phanom, Mukdahan and Surin provinces are also the targeted again.

Now that we are finally in the evaluation phase for the first 9 provinces, this reading material on evaluation is developed. We believe that evaluation is one of the strongest and most effective tools for program improvement. Although the evaluation development has widened up its uses and possibilities, it is still lacking understandings and appropriate use in evaluation practices for community development. Hence, it is important first to understand evaluation and how to use it, then to reconsider what is an appropriate evaluation for community development. Through our research, one answer we came across is Empowerment Evaluation and the D-HOPE project adopted its concept and use aiming community champions for improving entrepreneurial activities as well as CD workers’ quality of work.

PART I chapters were contributed by the chief advisor of the D-HOPE project, Emeritus Professor Koichi Miyoshi. It primarily introduces the concept of evaluation for rural

development. The chapter 1 explains the basics of evaluation to reconfirm what is evaluation. The chapter 2 introduces the concept of community policy structure by presenting the case of Oyama-machi in order for evaluation and planning to be relevant and meaningful. The chapter 3 explains the concept of policy structure in details discussing the scope of recognition applicable to policies, programs and projects, the concept of evaluation of policies, programs and projects, localization, decentralization, model projects and aid coordination, in relation to policy structures.

The PART II is developed mainly based on the book entitled Collaborative, Participatory and Empowerment Evaluation -Stakeholder Involvement Approaches- (Fetterman, Rodriguez-Campos, Zukoski and et al. 2018) along with other qualitative research books and our concept of evaluation from PART I. The chapter 4 is the report of empowerment evaluation in case of Chonburi province. The chapter explains basic concept of empowerment evaluation and its applied case of the Decentralized Hands-on Program Exhibition (D-HOPE) approach.

It is our intention for this reading material to be modified into CD curriculum as well as for other units' guideline in pursuit of evaluation practice meaningful and fruitful for CD works. Thus, it is our hope that this will be a significant contribution for future CDD's policies, programs and projects through its application in CD works.

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PART I

Evaluation

*The PART I is a revised version of Miyoshi, K. (2012). Chapter 7,8, and 9. In Miyoshi, Banyai and Okabe (Eds.), *Community Capacity and Rural Development: Reading Material for JICA Training Programs* (pp. 73-108). Kitakyushu, Japan: Japan International Cooperation Agency.

Chapter 1

What is Evaluation?

1. Evaluation and the Emphasis on Results

These days, the term “evaluation” is encountered in a variety of different spoken and written contexts. Issues regarding evaluation of government bodies and universities, for example, are often covered in the mass media. The growing interest in evaluation stems from the fact that people are becoming more concerned with not only the actual initiatives pursued by government and other organizations, but with the outcomes that these initiatives generate. More attention is being directed to the tasks of clarifying objectives and identifying merits and demerits of various means to achieve them.

While it may seem quite natural that such matters are being brought to light, one needs only to look back on some familiar cases to realize that sometimes it is never actually clear why projects and activities are being carried out. The same can be said of government policies and programs. For example, for whose benefit do national, prefectural and municipal public authorities conduct their various projects? Do they really provide a quality of service that corresponds to the levels of tax paid? And do the projects contribute to development of the kind of society that people actually want? The public is showing greater interest than ever before in obtaining answers to these questions and realizing improvements in the system. This new outlook has made its way into many areas of everyday life, with people questioning, for example, whether or not the services provided by universities and other educational institutions are of genuine value.

It is against this backdrop that evaluation has come to be practiced as an important means to shed light on a project's outcomes. Identifying outcomes has made it possible to achieve better definition of the roles of parties involved in decision-making and implementation, and to determine where responsibility lies. Slowly but steadily, evaluation is beginning to permeate our everyday lives.

The promulgation of the Act on Access to Information Held by Administrative Organs in 1999 helped enhance the transparency of public projects and promote a new emphasis on evaluation. Further impetus was lent to the evaluation trend by the introduction of policy evaluation as part of the restructuring of central government ministries and agencies in January 2001, and by the introduction of the Government Policy Evaluations Act in April 2002. These moves resulted in fundamentally all national-level administrative activities being made subject to evaluation. Administrative evaluation is also starting to be implemented among local government bodies at the prefectural and municipal levels. By accessing the website of a government organ, anyone can view the results of evaluation conducted on the activities the organ has implemented. A similar focus on third-party evaluation is now becoming common in universities and other educational organizations. Even greater importance will be attached to evaluation from now on, and it will need to evolve even further.

This chapter provides an overview of evaluation as a precursor to discussion in the chapters following. According to what frameworks is evaluation conducted? At what levels is it implemented? What is the relationship between evaluation and the management cycle? And, what is “good” evaluation? These are the issues addressed in this chapter.

2. Frameworks for Evaluation

2.1 Defining evaluation.

Evaluation is commonly understood as the organized assessment of the implementation and effects of various policies, programs and projects (Weiss 1988; Miyoshi 2005). Originally formulated as a means to establish whether or not the implementation of social policies, programs and projects actually had any effect on society, the practice of evaluating administrative activity has developed through the actual experience of assessing and verifying various policies, programs and projects. As a result, its orientation is more applied than academic, with an emphasis on practical methods applicable to real-life administrative practices. In particular, it is hoped that evaluation will come to be implemented as a routine and continual practice within the context of various policies, programs and projects, and ultimately bring positive change to society.

2.2 Purposes of evaluation.

There are two broad purposes of evaluation, both of which can be comprehended in terms of providing feedback: the first aim relates to improving administrative operations by achieving a better understanding of the content and outcomes of those operations; the second involves the provision and publication of the results of evaluation to stakeholders, in the form of reports. The first purpose is thus learning, while the second is accountability (OECD-DAC 2001). “Accountability” is widely translated into Japanese as *setsumei sekinin* [duty to explain] – considering the true sense of the term, it may be better to employ the phrase *kekka sekinin* [responsibility to outcomes].

Learning is the process of applying a variety of lessons drawn from experience gained through evaluation to the overall management of administrative operations and implementation of future activities. Accountability is an obligation of the organizations and individuals who manage and oversee funds and resources, and is imposed to ensure that the roles of those involved in planning and implementation of policies, programs and projects are made clear. The obligation involves explaining and reporting to funding providers and other stakeholders – in the case of governmental activities, for example, this would include taxpayers and the nation’s citizens as a whole – on whether or not the funds and resources provided have been used effectively and as intended, as well as what actual outcomes have been achieved.

There is a great deal of overlap between these two purposes, but there are also many differences in regards to the users addressed and the approaches adopted. For this reason, it is necessary to clarify the exact aims of any evaluation activity before implementing it. Because evaluation is usually subject to constraints in terms of both time and money, clarifying how the results will be used and who are the likely users of those results will facilitate more effective evaluation. Identification of purposes in turn makes clear what it is that the evaluation is hoping to ascertain, thus helping to define evaluation questions and framework.

2.3 Framework of evaluation

The framework of evaluation comprises subject of evaluation, evaluation questions, and evaluation method.

2.3.1 *The subjects of evaluation.*

It is important first to identify exactly what is to be evaluated: this involves clarifying the policy, program or project in question to a conceptual form that is amenable to evaluation.

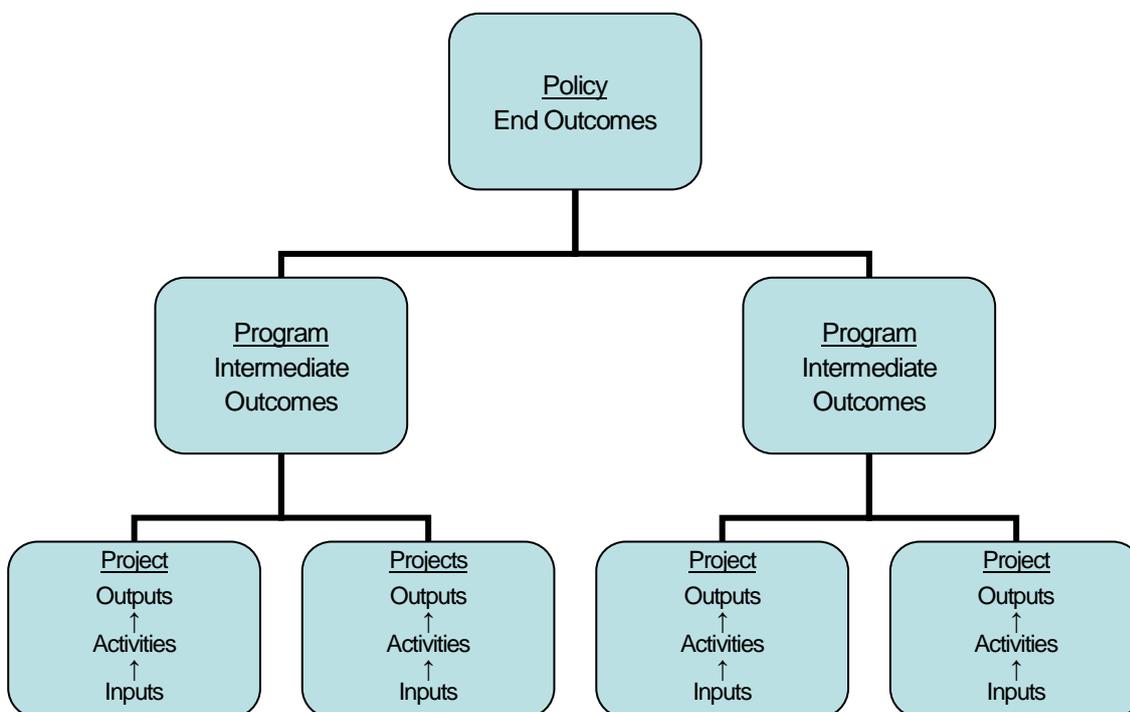
Ordinarily, policies, programs and projects have certain objectives, with policy-makers, administrators and project managers employing various measures in an effort to achieve those objectives. Accordingly, implementation will be founded on linkage between the series of objectives envisaged – whether explicitly or implicitly – by the above parties, and the means employed to achieve them. Put another way, intrinsic to any administrative action is a relationship between the methods that constitute its cause and the ends that constitute its results. This relationship underpins all policies, projects and programs.

In the context of evaluation, the relationship between ends and methods is conceptualized as a “program theory” or “logic model”. Most evaluation addresses causal relationships between constituent elements of the subject policies, programs and projects: end outcomes (effects manifested as change in the society in question), intermediate outcomes (effects manifested as change in target groups, including both individuals and organizations), outputs (goods and services generated by the activities), activities (actions taken in order to apply inputs to the generation of outputs), inputs (human and material resources, operating funds, facilities, capital, expertise, time, etc.). Thus the subject of evaluation is the theory that forms policy structure (see Figure 1).¹

2.3.2 Evaluation questions.

Designing evaluation questions clarifies what information is required in order to achieve the purposes of the evaluation. Identifying exactly what the evaluation seeks to determine enables formulation of more appropriate methods. Questions can generally be divided into three broad categories: measuring performance, examining implementation processes and clarifying causal relations (US General Accounting Office 1991). The actual content of the evaluation will depend on what one wants to know and the three activities are sometimes implemented separately, with

Figure 1 The Policy Structure



Source: Created by Miyoshi

measuring performance known as “performance measurement”, examining implementation processes as “process evaluation”, and clarifying causal relations as “impact evaluation”.

2.3.2.1 Measuring performance.

This task involves assessing what has been achieved as a result of implementing the policy, program and project, and judging whether or not those achievements meet expectations. Specifically, the evaluator examines the degree to which outcomes have been achieved (in terms of the degree of change effected in society as a whole and in the target group), the nature of outputs produced (goods and services generated), and the inputs made into project activity, measuring these factors as they stand at the time of evaluation and comparing these measurements to the targets set at the planning stage. It is thus essential to establish appropriate indicators and tools for measurement when evaluating performance.

Measuring performance is related to the issues of performance measurement and evaluability (Wholey *et al.* 1994).

2.3.2.2 Examining implementation processes.

A review of implementation processes encompasses all stages of implementation of the policy, program and project, examining their internal dynamics to assess factors such as whether the policy, program and project have been implemented according to plan, whether they have been managed in an appropriate manner, and how the perceptions of stakeholders has changed. In other words, the central task is to gain an understanding and comprehension of what is actually happening in the process of implementation under the policy structure. Directing one’s attention to the project level makes it possible to determine whether activities are being implemented in accordance with the original plan and the extent to which they are linked to outputs, as well as what elements in the implementation process are impacting on outputs and the achievement of outcomes. The information obtained in the course of examining the implementation process often includes factors impeding or contributing to the manifestation of positive effects from the project. A focus on the policy level enables the evaluator to identify the perceptions of stakeholders – particularly those involved in policy-making and implementation – towards the policy or end outcomes, and the factors influencing the achievement of those outcomes.

2.3.3.3 Clarifying causal relations.

To assess impacts, the evaluator examines whether or not the measured degree of achievement of objectives can actually be attributed to the implementation of the policy, program or project. Another key theme is whether or not the chosen combination of projects is actually contributing to the achievement of policy objectives. Policies, programs and project are, from the viewpoint of society at large, forms of intervention. At the same time, however, they are never the sole influence. Even if effects were realized according to plan, these effects may have been caused by factors other than the policies, programs and projects; and if the planned effects are not realized, there may be some problem with the design of the policies, programs and projects themselves. For example, if a causal relationship can be established between the effects and project implementation, it becomes possible to draw conclusions regarding whether or not it was worth implementing the project. Several different methods can be employed to achieve this, such as assessing the effects *per se* by comparing the region in which the project is implemented with regions that are not subject to implementation,

or establishing what changes have taken place within the subject region by comparing conditions before and after implementation.

2.3.3 Evaluation method.

Methods for data collection and analysis are selected through the process of formulating evaluation questions. As appropriate, methods may be drawn from fields such as social science, economics, business management and cultural anthropology, and may include quantitative and/or qualitative approaches.

3. Levels of Evaluation

3.1 Policy, program, project: conceptual boundaries and scopes for evaluation.

Approaches and methods employed in evaluation can vary greatly depending on whether the evaluation focuses on the level of policy, programs or projects.

Policy evaluation primarily uses end outcomes as a starting point for assessing the distribution and combination of intermediate outcomes, while program evaluation primarily uses intermediate outcomes as a starting point for assessing the suitability of the distribution and combination of outputs and their influence on end outcomes. For project evaluation the principal reference point is outputs: their influence on intermediate outcomes, and subsequently end outcomes, is addressed. Thus, policy evaluation, program evaluation and project evaluation differ as to how their understandings and analyses are constituted. This conceptual differentiation between the different levels of a policy framework – policy, programs and projects – is crucial to the practice of evaluation. Figure 2 applies a matrix format to the policy structure introduced in Figure 1 to illustrate the conceptual boundaries and scopes for evaluation activity conducted in each of the three levels.

The conceptual boundaries between policy, programs and projects express both variation in perspective and differences in levels addressed. They also relate to variations in capacity to control the end outcomes, intermediate outcomes, outputs, activities and inputs under the policy structure. That policy structure itself, meanwhile, expresses the will of the administrative organs in question, and is only embodied if perceived in terms of the interconnection of ends and means. However, the

Figure 2 Outline of the policy structure and conceptual boundaries and scopes domains for evaluation of policy, program and project

End outcome	Intermediate outcome	Outputs	Activities	Inputs
EOC	IOC1	OP1/1	A1/1	IP1/1
	Project	OP1/2	A1/2	IP1/2
	IOC2	OP2/1	A2/1	IP2/1
		OP2/2	A2/2	IP2/2
Program				
Policy				

EO = end outcomes; IO = intermediate outcomes; OP = outputs, A = activities, IP = inputs.

Source: Miyoshi (2002)

different aspects of administrative activity – that is, the interconnections between end outcomes, intermediate outcomes, outputs, activities and inputs – are not manifested in unitary form. A policy structure is comprehended within the boundaries of each level – policy, program, and project: its actual functions are only revealed by superimposing these different levels of comprehension on one another. This means that in order to understand a policy structure, we must examine the mechanisms by which policy, program and project are perceived within actual organizations and sites of administrative activity.

The following paragraphs provide an organized overview of the different levels, first in terms of conceptual recognition.

The recognition adopted when addressing the “project” level directs attention to outputs and fundamentally limits its focus to these outputs. This can be understood by examining, for example, what goods and services have been produced by a municipal project, or what facilities and equipment have been constructed under a national project. The emphasis on end outcomes is weak, as is the attention given to intermediate outcomes and outputs – especially in cases where activities and inputs are being examined. This approach conceives projects in terms of a method for management: administering inputs within a limited time frame in order to achieve a particular objective (Ando 2001). This is consistent with the conceptual boundaries of the project level as discussed in this section. Administrative operations are managed and executed, generating goods and services and necessitating awareness of the beneficiaries who may feel the direct influence of them.

For “programs”, the focus of recognition is initially on intermediate outcomes, addressing the projects conducted to achieve those intermediate outcomes – in other words, multiple outputs. The effect of the program of these intermediate outcomes on policy, or end outcomes, is then considered, thus establishing the conception of a “program”. Because it is difficult to comprehend the entire range of activities and inputs, emphasis on these components is weak at program level. Instead, attention is directed to how to select and/or combine different projects to achieve the expected changes in the target group. Particular emphasis is placed on the selection and combination of goods and services or outputs generated through administrative activity.

The initial concern of “policy” is end outcomes: achieving the expected social change as an end outcome and then determining which programs and target groups should be selected in order to achieve the expected social change as an end outcome. Secondly, the policy as a whole is addressed: what kinds of project outputs constitute the programs within it. The emphasis on projects themselves, however, is weak, and there is almost no consideration given to specific activities or inputs. On the other hand, the conceptual recognition of policy has the potential to incorporate a considerable range of political factors. The tendency for individual activities to be overlooked in the course of debate and discussion of policy issues is justified under this conception of policy recognition.

Policy evaluation, program evaluation and project evaluation are each conducted according to the conceptual recognition discussed above, with each limited in scope by its subject’s conceptual boundaries. Within the different contexts of the policy structure of policy, program and project, there are differences of boundary of recognition and thus varying scopes of evaluation. Policy evaluation is addressed as the relationship between intermediate outcomes as the means and the ends of end outcomes, as well as the relationship between outputs as a means to achievement of intermediate outcomes, and how each of the intermediate outcomes and outputs are allocated. This enables the evaluator to consider what combination of intermediate outcomes would secure the achievement of the end outcomes. A similar approach applies to the evaluation of programs and projects. In each

case, the subject of evaluation is the ends and methods as comprehended at each conceptual level: the linkage relationships between them, and their allocation – that is, the combination of methods employed.

3.2 Policy structure and responsibility.

We now turn to examine the idea of responsibility within the policy structure. This section will clarify the meaning of responsibility in the various contexts of policy, programs and projects, thus establishing the scope of the concept of accountability.

The boundaries of responsibility basically correspond to the conceptual boundaries of the policy, program and project and the scope of evaluations conducted in each boundary, as discussed in the previous section. Different people and divisions are responsible at each level.²

Responsibility for policy entails selecting end outcomes in terms of change in society, and choosing the intermediate outcomes that will achieve this change – that is, the programs. The task is thus to select and allocate intermediate outcomes – in other words, settle on the expected direction of change in society – and determine the type of change in the target group that will function to achieve those outcomes. Target groups can be both beneficiaries of administrative activity and the subjects of control by it. In cases such as determination of subjects for taxation, political factors play a significant role in the definition of target groups. Politics assumes a major function here.

The responsibility of a program is that of clarifying the intermediate outcomes selected as policy, and choosing the outputs required for achievement of those outcomes: in short, determining the combination of projects required to achieve intermediate outcomes. Put another way, the responsibility of a program is one of choosing the projects to be planned and implemented in order to achieve the expected type of change in the target group.

The responsibility of a project involves clarifying the outputs selected and choosing and implementing the activities required to achieve them. Those responsible must seek greater efficiency in the activities pursued to generate outputs.

The above paragraphs have outlined the extent of responsibilities within the policy structure. When apportioning responsibility, a high degree of consciousness of project responsibility is common, but responsibility for policy and programs is often poorly defined. As a result, parties responsible for implementing projects are often called to account for policy and program-related issues as well. One major reason is that while implementation of a project can be controlled and managed, the responsibilities of policies and programs derives from the causal relationship between ends and means, and is not necessarily explicit. In the absence of explicit responsibility of a policy and program it is not possible to develop definite indicators and measures of the attainment of intermediate and end outcomes. Under these circumstances, the policy structure itself cannot be clearly defined, and a project-centered orientation must be adopted: the “project approach”. If outcomes are considered important, it is crucial that the responsibility of policies and programs be well defined, so that accountability can be sought and the overall policy structure made apparent. Greater emphasis is placed on evaluation of policy and program as the responsibilities within these boundaries becomes clearer.

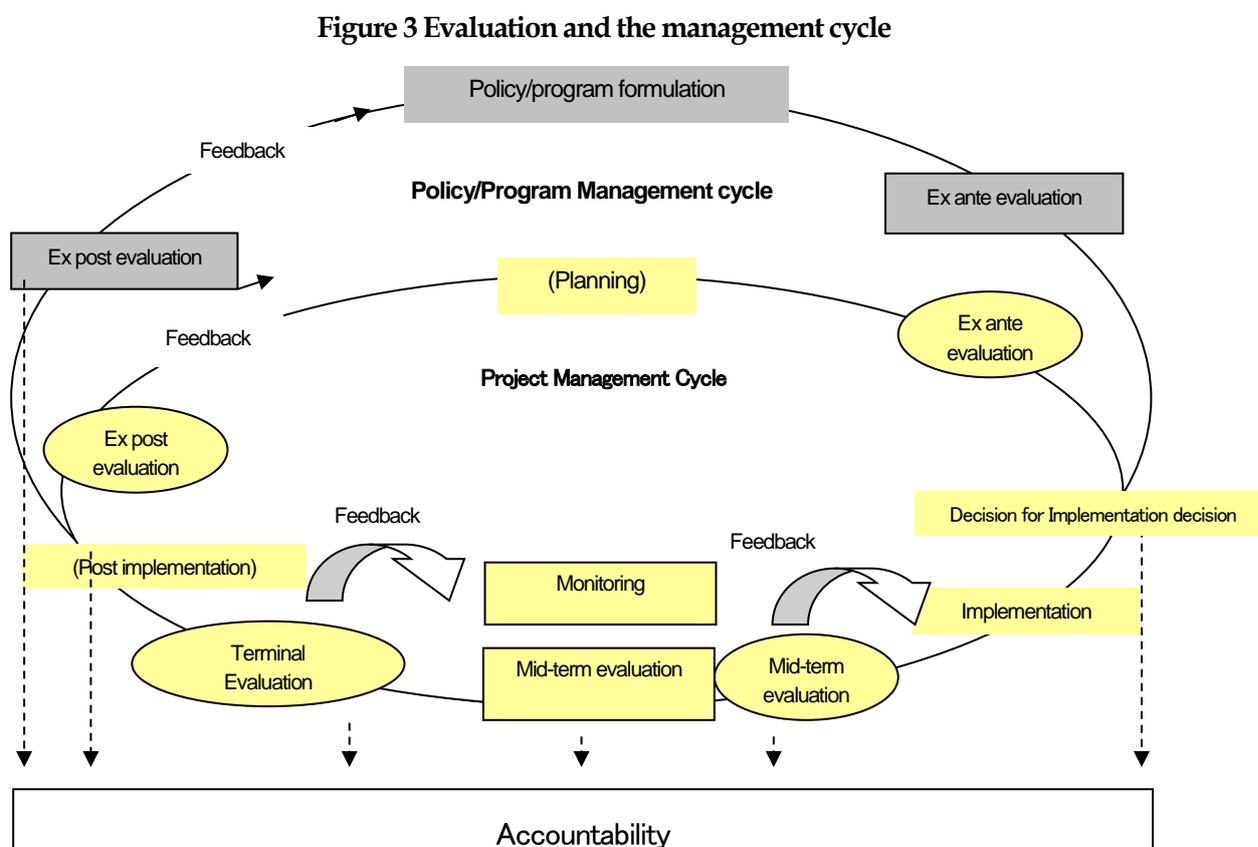
4. Evaluation and the management cycle

It is important to understand evaluation as part of a management cycle. In the context of this cycle, evaluation activities can be placed into three broad categories. The first is ex ante evaluation of policy,

program and project formulation and design, the second is monitoring, mid-term and terminal evaluation conducted up to the completion of their implementation stage, and the third is ex post evaluation, carried out after a certain period of time has elapsed since the policy, program and project completion (see Figure 3). In general use, the term “evaluation” refers to ex post evaluation. However, as a result of the recent trend of stronger focus on outcomes together with the need to respond to a more rapid pace of change in society, increasingly strong emphasis is placed on ex-ante evaluation at the planning and design stages of a policy, program or project, as well as on monitoring and evaluation conducted during implementation. This demonstrates the recent shift in how evaluation is perceived: more importance is now placed on evaluating outcomes during the process of implementation and applying the results of such evaluation to make immediate revisions and modifications. In particular, on-going modification of policies, programs and projects can generate progressive evolution and development of policy structures, bringing important changes to society.³

4.1 Ex ante evaluation as a starting point for comprehensive evaluation

Ex ante evaluation involves using estimates and forecasts to assess, at the planning stage prior to implementation, the clarity and appropriateness of the end outcomes and intermediate outcomes, outputs, activities and inputs that constitute policy, program and project of policy structure, and examine whether or not the causal relationship between ends and means is appropriate.



Source: Adapted from Planning and Evaluation Department, Office of Evaluation Management ed. 2004.

In order clearly to identify the various constituent elements, it is important for the evaluator to assess the suitability of indicators and measures, target values and the methods used to obtain them, whether they be quantitative or qualitative. Indicators clarify the level and scope of each of the subject phenomena. Their capacity for appropriate measurement can exert a great influence on policy, program and project implementation. For this reason, baseline data, including that relating to costs of collection should be capable of ongoing measurement continuously beyond completion of implementation.⁴

Examination of causal of relation as ends and means between intermediate outcomes and outputs, for example, involves assessing the feasibility of attaining the expected objectives, and thus the very reasons for existence of the subject programs and projects. When assessing causal relations at the ex ante stage, the evaluator should choose methods appropriate to the prevailing conditions: a range of choices may be available, including discussion with stakeholders in group or workshop organization, soliciting expert opinions, and reviewing existing evaluation reports and academic literatures. It is advisable to apply a broad-range of approach to the investigation, addressing issues including what kinds of existing models are being applied, the existence of best practice in the field, and whether or not the body responsible for implementation will be receptive to the model chosen. It is also important to be aware constantly that the process of identifying causal relations that constitute a program and project and the process of formulating indicators are mutually closely related.⁵

4.2 Monitoring, mid-term evaluation and terminal evaluation.

Monitoring, mid-term evaluation and terminal evaluation are conducted in order to examine whether or not end outcomes, intermediate outcomes and outputs have actually realized the levels initially anticipated, and whether or not satisfactory progress is being made towards attaining the results expected. For example, the purpose of monitoring and mid-term evaluation of a project is to assess and confirm the project's progress and needs, and to determine if any changes to the initial plan are required. Terminal evaluation mainly involves examining and analyzing the degree of attainment of initial goals, the efficiency of the implementation process, and prospects for sustainability of the project's effects into the future. A judgment is made about whether it is appropriate to terminate the project, or whether it needs to be extended.

In this type of evaluation, importance is attached to the provision of feedback for projects still in progress. The focus is on project activities and processes, together with objectives and outputs.

4.3 Ex post evaluation.

Ex post evaluation seeks to determine the extent to which end outcomes, intermediate outcomes and outputs have been attained, in order to assess the ultimate value of the policy, program or project in question. In general use, the term "evaluation" is most often used to denote this type of evaluation. It addresses all stages from planning through to post-completion to determine effectiveness and appropriateness of the policy, program or project a certain period of months or years after its completion. The purpose of this level of evaluation is to realize accountability for the achievement of outcomes, as well as to generate lessons learned and recommendations for developing more effective and efficient policies, programs and projects in the future. These lessons learned and recommendations are presented with the expectation of influencing the policy, program or project beyond them as the subject of evaluation. The nature of the evaluation is essentially prescribed by its subject and its questions. These evaluations may be conducted in the forms of self evaluation, internal

evaluation, external evaluation, or joint evaluation with other related organizations. They may be focused on projects and examine their roles in the context of broader programs and policies. In some cases the results of other evaluations may be examined as part of a “meta-evaluation”, synthesizing various evaluation results to conduct a comprehensive analysis and assess the evaluation system itself.

The effects of policies, programs and projects do not necessarily manifest themselves within a short time frame. It may be a number of months or years after completion before effects can be evaluated. The ex post evaluation approach is well suited to the task of evaluating policies, programs and projects in a comprehensive manner after a set period of time has elapsed since their completion. It also enables a wide-range of analysis, for example of multiple completed projects, as well as comparison with other projects. Evaluation is thus not limited to the intrinsic elements of a particular project, but can yield a broad spectrum of insights. In order to make full use of evaluation results, however, it is vital to clarify the purposes and mechanisms for provision of feedback.

5. Standards for good evaluation

If the results of evaluation do not provide information that is useful and reliable, they cannot be applied to improve of policies, programs and projects. In addition, when making results available to the public for the purposes of securing accountability, it is essential to provide high quality information that is both trustworthy and impervious to needless misinterpretation. In order to furnish appropriate information that merits active use – in other words, “good evaluation” – certain standards must be met, including: (1) usefulness, (2) impartiality and independence, (3) credibility, and (4) participation of stakeholder (JICA Planning and Evaluation Department, Office of Evaluation Management ed. 2004).

5.1 Usefulness of evaluation information.

It is essential that evaluation results are understandable, helpful and easily used if an evaluation is to be applied actively in an organization’s decision-making processes. The purposes of the evaluation must first be made clear, so that the evaluation reflects the needs of its anticipated users. In order to produce useful information with limited resources and time, considerations such as for what purpose the evaluation is being conducted, and who is to be provided with feedback from the evaluation, should be addressed from the design stage and applied to narrow the scope of the investigation. Information from evaluations has an important role to play at all different stages, from strategy formulation through project design and implementation to completion. To fulfill these roles, however, evaluation results must be accessible and the evaluation conducted at the appropriate juncture.

5.2 Impartiality and independence.

Evaluation must be conducted impartially and from a neutral standpoint. Insofar as it assures unbiased analysis of evaluation results, impartiality can also contribute to the credibility of the information provided by the evaluation. It is important, for example, to incorporate the opinions of a wide range of stakeholders, rather than just a specific segment of individuals or organizations involved in a project. Meanwhile, ensuring independence can function to keep antagonism between different stakeholders in check.

However, the purpose of securing independence should not be allowed to impede the sharing of evaluation information among different stakeholders and the provision of feedback. Although evaluators and implementers are mutually independent in terms of the roles they play, they share a common goal of using evaluation to effect improvements in policies, programs and projects and should thus establish close partnerships. Ample communication is vital when designing evaluations, with the evaluator working to gain a sufficient grasp of the needs of anticipated users of the evaluation results, engaging in two-way discussion of those results and exploring measures for future improvement together.

5.3 Credibility.

Achieving a high degree of credibility requires the evaluator both to possess specialist knowledge of the subjects for evaluation and to be fully familiar with evaluation methods. Such an evaluator will be able to analyze a full range of factors both for and against, thus producing information that is highly credible. It is also important that information on the evaluation process itself is shared among the stakeholders subject to the evaluation. This is known as securing transparency. The evaluator, after having identified any limitations on the evaluation in terms of budget, implementation period or methods, must report to related parties and make public the details of the entire evaluation process, from design, including selection of methods, through implementation to collation of results. If this process has revealed any differences of opinion between the evaluator and other parties in terms of conclusions, lessons learned or recommendations, the opinions of both sides should be presented in parallel within the evaluation report, leaving it to readers to assess the legitimacy of each opinion. Securing transparency in this way is crucial to establishing the credibility of the evaluation and can also have a great degree of influence on the extent to which evaluation results are actually used.

5.4 Degree of stakeholder involvement.

Evaluation results do not always gain the approval of all stakeholders. The values held by different stakeholders today are becoming very diverse, and there may not be any consensus among them regarding the objectives of the policies, programs or projects in question. Most processes of evaluation seek to clarify causal relationships between the constituent elements of policies programs and projects: end outcomes, intermediate outcomes, outputs, activities, and inputs. Social phenomena, however, differ from those in the natural sciences in that they are not readily amenable to prescription of clear relationships between cause and effect. The issue of how evaluation results are to be interpreted is dependent to no small degree on social, economic and political factors such as the value systems of the stakeholders. Moreover, in today's rapidly changing environment, values themselves can shift and evolve. A substantial period of time can pass between the formulation and the ultimate completion of the policies, programs and projects that form the subjects of evaluation: in cases where the evaluation is conducted at a point subsequent to conclusion, it is natural that the evaluation conditions may themselves be affected by changing social realities.

This means that it is important to construct an appropriate overall framework for evaluation, addressing questions such as who the evaluators are, what are their standpoints, how they will involve stakeholders in the evaluation process, and how the evaluation will actually be conducted.

6. Concluding remarks: towards more active use of evaluation

This chapter has discussed evaluation with a focus on framework, level, implementation cycle and what constitutes good or bad evaluation. The notion running through this discussion has been that evaluation is, in essence, is a series of activities that ultimately seeks change in society. It is this outlook that informs the presentation of two final issues for this chapter, as below.

Hitherto, evaluation has functioned to influence stakeholders and wider society to promote societal change. The discussion in this chapter has repeatedly referred to this fact. Of late, however, greater awareness is emerging of the importance of using the evaluation process itself as a tool for change in society, among stakeholders, and in target groups. This conception underpins the practice of participatory evaluation (Miyoshi & Tanaka 2001). It will become increasingly important from now on to integrate the use of evaluation results with the use of evaluation processes in order to realize even more effective forms of evaluation.

Greater effort should also be directed to the utilization of recent advancements in information and communications technology. Evaluation results form a cumulative knowledge base for society. They should be available for use by a greater number of people. It is important that information technologies are harnessed to facilitate easier access to and use of evaluation results. Making results more widely accessible will also enable stakeholders to evaluate the evaluations themselves, generating interaction between stakeholders and evaluation results that will ultimately help enhance the quality of evaluation.

Chapter 2

Evaluation and Planning for Rural Development

1. Framework of Planning and Evaluation

Evaluation and planning are important elements of the functions of community capacity (Chaskin et al. 2001, Miyoshi and Stenning 2008a, 2008b). To enhance the understanding of these functions, this chapter explores the details of evaluation and planning, the elements that guide changes in a community.

Evaluation and planning are standard-based tools that enable organized analysis to understand an existing situation and improve it. In the context of community, it is necessary to clarify the subject of evaluation and planning by conceptualizing people's daily live and the activities of organizations that are part of the community. This conceptualization process encompasses the community policy structure, in addition to establishing and examining what must be clarified to create a better future for the community. This chapter discusses these aspects of evaluation and planning.

First, a framework for evaluation and planning must be defined. This framework consists of evaluation and planning subjects, evaluation and planning questions, and examination methods for conducting evaluation and planning. It is critically important to clarify the subject of the evaluation and planning. This means, conceptualizing the policies, programs and projects of the evaluation and planning. Next, based on the identified subjects, questions must then be formulated and asked. Examination methods are then selected and the questions answered based on the evaluation and planning subjects. In general, I feel that the process of identifying the subject of the evaluation and planning is often neglected. In my experience, if the subject is adequately defined, the results of the evaluation and planning will be satisfactorily solid.

This chapter clarifies the role of evaluation and planning in the process of examining and revising an existing policy structure. Then to move the discussion along, five evaluation criteria from the Organization for Economic Co-operation and Development's Development Assistance Committee (OECD/DAC) for international development will be introduced.

I see the five OECD/DAC evaluation criteria as the result of the developing countries discussion on development with developed countries. Making the use of the criteria is most beneficial to already developed nations engaged in rural development programs. Much effort has been poured into reducing poverty in developing countries; however the results of these programs have not always been good. The successful cases only came when developing countries implemented ideas for integrated development based on their own local contexts, including specialized rural or urban development. These successful examples of local development are implemented without many of the setbacks that occur when external, developed countries implement international development programs. The similarities between these examples reveal new perspectives for rural development.

2. Evaluation and Planning, and the Community Policy Structure

It is critically important to clearly identify the subject of evaluation and planning. But while it is easy to understand and develop a subject for evaluation, identifying a subject for planning can be more puzzling. Community activities are ongoing and contained within the community people's daily lives. Community planning is the process of taking these activities and envisioning their ideal forms in the future. It is necessary to understand evaluation and planning as two inextricably linked processes that target the lives and activities of community actors.

Figure 1 depicts a policy structure based on the people's live and organizational activities. Figure 2 shows the organization of evaluation and planning, the subject of which is this conceptualized policy structure. Communities hold policy structures relating to end outcomes. Changes in communities are secured by evaluating, planning and implementing these policy structures to achieve the corresponding end outcomes.

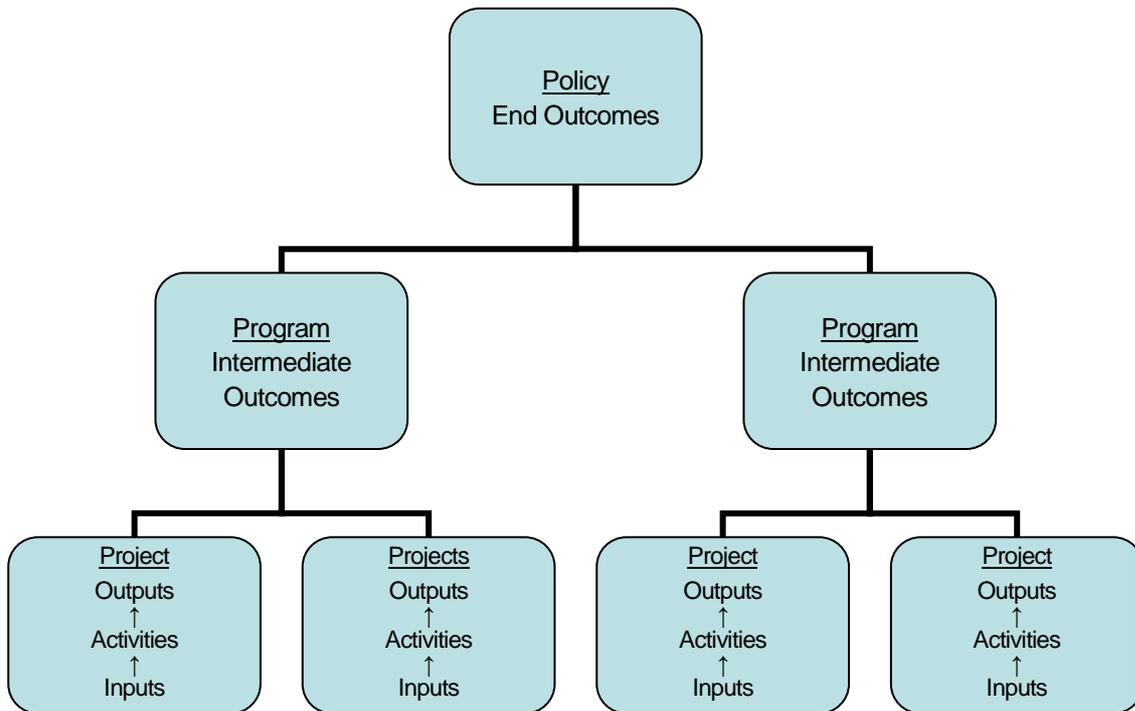
Although it may be repetitive, I would like to confirm the subject of evaluation and planning again. Readers may be wondering about the word order of "evaluation and planning" used up to this point. Why wouldn't this be "planning and evaluation?" In Figure 2, the order becomes easier to understand. The reality of the situation must first be established through evaluation, with planning commencing based on the findings of the evaluation. If reality is the starting point in considering evaluation and planning, it is only natural that evaluation comes first. Planning often comes first, but this inevitably results in plans that ignore reality, or plans that do not identify reality as the evaluation subject. This clarifies that planning must target reality, making it important to conceptualize reality as the subject of the evaluation.

In general, people's daily lives and organizational activities have reasonable ends, and people and organizations make efforts, using various means, to achieve those ends. When applied to communities, linked relationships between the community ends envisioned by people and organizations and the means of achieving them, explicitly or implicitly, must be considered to achieve visions, values or norms. Connecting ends and means forms the community's policy structure. This results the creation of a community policy structure, whether it is explicit or implicit.

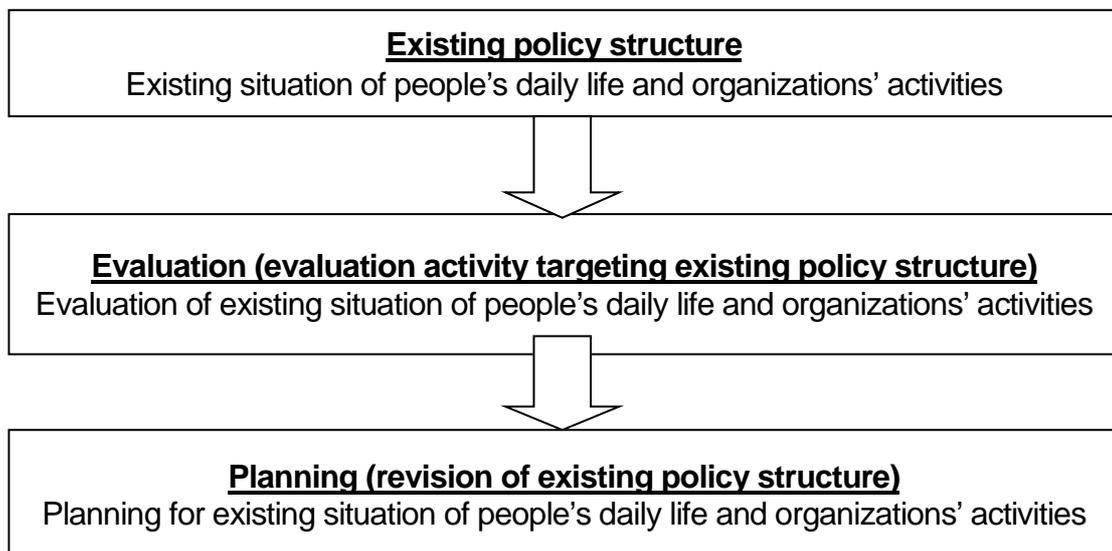
By introducing the concept of community policy structure, we are able to discuss more precisely the socially constructed aggregation we call community. In actuality, though, it is rare for such a policy structure to be explicitly recognized by individuals and organizations in the community. It is safe to say that a community's policy structure is comprised of the overlapping accumulation of administrative activities by actors such as the city hall, town hall or village office serving as the community's core, as well as the activities of organizations such as agricultural cooperatives, chambers of commerce, and tourist associations.

The policy structure includes End Outcomes (effects realized as changes in the target community), Intermediate Outcomes (effects realized as changes in target groups including individuals and organizations), Outputs (goods and services generated through activities), Activities (series of actions that use Inputs to generate Outputs), and Inputs (hum an and material resources, operating funds, facilities, capitals, expertise, time, etc.).

With the introduction of a more explicit community policy structure, the lives of the people and the activities of the organizations can become more sophisticated, organized and refined, enabling further enrichment of people's lives.

Figure 1 The Policy Structure

Source: Created by Miyoshi

Figure 2: Evaluation and Planning

Source: Created by Miyoshi

The evaluation and planning of communities are processes through which change to an existing community policy structure is possible. The community activities are distilled through the policy structure; this policy structure is evaluated, and then based on the evaluation results, a future policy structure is established.

Figures 3 and 4 show changes in the policy structure through evaluation and planning. Figure 3 shows how evaluation and planning result to community goals that are unachievable through conventional programs. New programs are then introduced to achieve these community goals, and the policy structure revised to enable relevant operations. As programs are introduced, new target groups for intermediate outcomes are set and new operations and activities are implemented to change these new target groups.

Figure 4 depicts a case with no existing established explicit community policy structure. Here, the existing operations and activities are evaluated, planning is done based on the evaluation results and in the end an explicit policy structure is created. Actually, explicit community policy structures are rare. Also, the process of explicitly formulating policy structures is often not conducted with willful recognition in many communities. In many cases, municipal policy structures are formulated as a part of basic planning, or in relation to such planning, but they are based on the municipality's administrative activities and therefore not necessarily applicable to the community as a whole. However, if the community's future vision, recognized by individuals and organizations that are members of the community, is included in the municipal policy structure and if each member acts based on such recognition, then it can be said that a community policy structure exists.

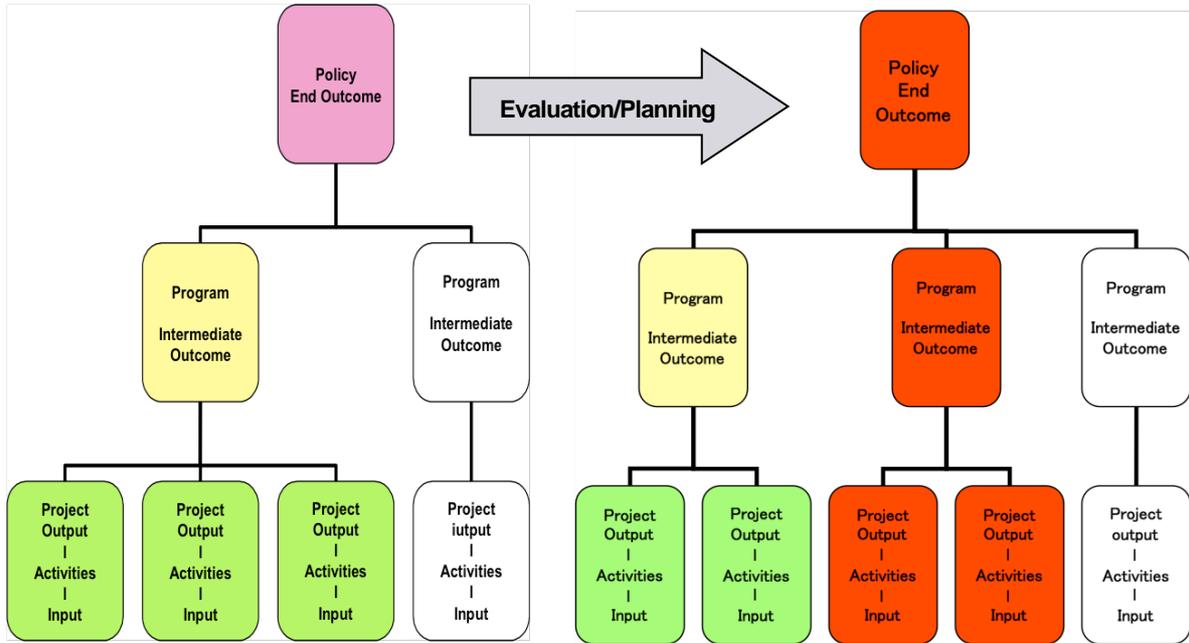
This is the realistic process that must take place if a community wishes to combine collective activities with higher added value to ensure better, more enriched lives for its members. Formulating such a policy structure is the starting point of community development.

The community evaluates, plans and implements activities based on the existing policy structure, then reevaluating the structure to create a continuous cycle. During this process community capacity improves and more complex and sophisticated policy structures evolve. Figure 5 shows this cyclical process.

3. Characteristics of the Community Policy Structure

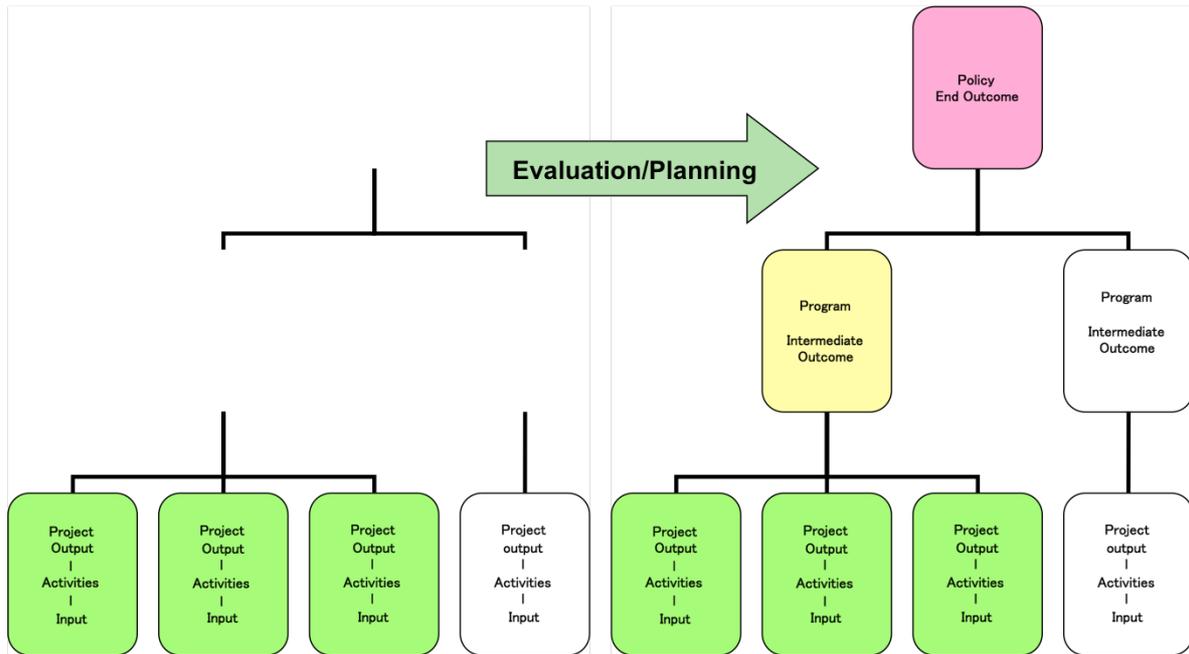
Community capacity development interacts with the community policy structure, influencing adoption and adaptation. Policy structures are representations of the economic, social, environmental and political aspects of the daily lives and activities of the people of the community. The dimensions of a community policy structure depend heavily on the status of community capacity. When the community develops and improves its capacity, it can evaluate, plan and implement to transform the policy structure into something new and more refined, or adopt more sophisticated policy structures. This phenomenon is similar to a figure skater delivering a wonderful performance through the use of his/her physical abilities acquired through basic training, where practices are based on technical capacity. Performance and capacity are mutually related.

Figure 3: Characteristics of Evaluation and Planning



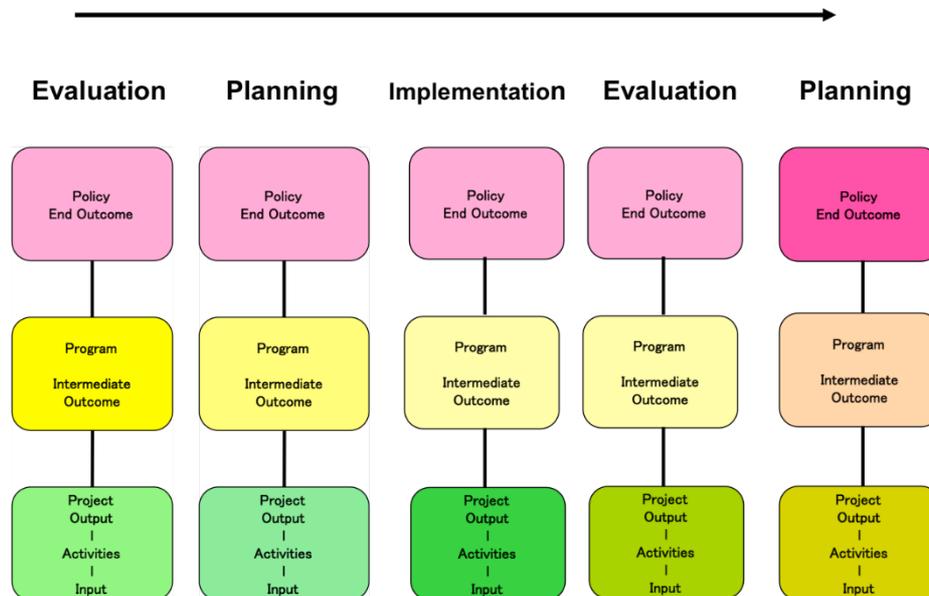
Source: Created by Miyoshi

**Figure 4: Characteristics of Evaluation and Planning
(no existing community policy structure)**



Source: Created by Miyoshi

Figure 5: Continuous Revision of the Policy Structure



Source: Created by Miyoshi

Mainstream narrow-mindedness limits the definition of development to purely economic considerations, such as per capita GDP, directly focusing on accumulation of capital while sacrificing other important development items (Friedmann 1992). This narrow view, still present today, ignores impoverished people in rural areas, and by doing so, drives them into destitution. For alternative development to be effective, the scope of development must be widened. This model of policy structure requires emphasis on the diverse, non-economic aspects of social and political activities, in addition to formal and informal activities. The community policy structure shows the activity process through the use of program theory.

The policy structure is viewed in various ways: as the process of agricultural production activities, a specific development initiative, community events, or informal yet special processes. The model clarifies these processes through program theory showing the relationship between the series of goals and the means of achieving them on a logic model (Funnell 1997, Rogers et. al 2000, JICA 2004, Miyoshi 2002 and 2008) to the logical framework and program theory.

Determining the community policy structure and successfully deploying it depends heavily on the status of community capacity. In other words, as the community develops and enhances its capacity, its ability to create a more complex, sophisticated policy structure with higher added value increases. On the other hand, the process of the community using its capacity for to evaluate, plan, and implement the policy structure contributes to community capacity development, as long as it results to changes in the target groups (intermediate outcomes) or society (end outcomes). The process of policy structure implementation and the development of community capacity are mutually beneficial.

Community policy structures are typically recognized through the overlapping and accumulated administrative activities of administrative actors, but they actually are a consolidated accumulation of individual policy structures of activities conducted by each organization and each person. Community policy structures vary in meticulousness depending

on the development status of the community and the level of evaluation and planning functions. What is important is to identify the community policy structure, recognize community activities, evaluate, devise a plan, and respect the efforts made toward creating a better community.

4. Examples of Community Policy Structures

Let us now look at specific examples of how to conceptualize community policy structures. As previously explained, this chapter proposes handling communities as a socially constructed aggregation in order to view them as an operable unit of development. The basis of this is the community's policy structure. In the previous section, the conceptualization of the community policy structure was outlined in the objective tree form, as seen in Figure 1. To enhance operability, this section uses the program theory matrix. The program theory matrix displays the logic in the objective tree in table form (Table 1).

Table 2 shows the development process of Oyama-machi organized into a community policy structure. I formulated this policy structure when I was involved with Oyama-machi. The community does not explicitly recognize the Oyama-machi community policy structure but collective and individual activities construe efforts toward a richer life; therefore, it can be said that a policy structure does exist. Triggered by the three-phased NPC Movement, the Oyama-machi community policy structure developed and evolved. Since the beginning, the NPC Movement has been recognized by the individuals and organizations of Oyama-machi, and many activities have been planned and implemented in connection to the various phases of the movement. As a result, a policy structure that achieved three end outcomes has been established.

The first phase of the NPC Movement was named after the New Plum and Chestnuts campaign. The first phase aimed to increase income. This was a development movement to make Oyama-machi, a poor rural town in Oita Prefecture, a more prosperous town through agricultural conversion from the main crop, which is rice, to plums and chestnuts. A production format with higher added value was sought to ensure profit even for farms with only a small amount of land. As a result, today's complex and sophisticated community policy structure combines all of their collective and individual activities.

Oyama-machi calls this multiphasic production method the "centipede agriculture" -- where the town facilitates everything from the production to marketing, making plums and enoki mushrooms core products, and encouraging small-lot production of a variety of vegetables and easily produced products to secure steady income.

Table 1: Program Theory Matrix (PTM)

End Outcome	Intermediate Outcome	Output	Activities	Input
EOC	IOC/1	OP-1/1	A-1/1	IP-1/1
		OP-1/2	A-1/2	IP-1/2
	IOC/2	OP-2/1	A-2/1	IP-2/1
		OP-2/2	A-2/2	IP-2/1

Source: Created by Miyoshi

Table 2: Oyama-machi Community Policy Structure (Overview)

End Outcome	Intermediate Outcome	Projects Output	
		Projects, Activities, etc.	Collective community activities
Phase 1 NPC Movement (Seeking income increase) Securing confidence as agricultural producer	Sales increase of producers of plums and tree fruits	Rice production	
		Plum production: promotion of orcharding (Conversion to production of plums and chestnuts: Plums become the mainstream)	Purchasing and operating agricultural machinery Distribution of plum and chestnut seedlings Orcharding of new fruits (sugar plums, citron, etc.) Operation of fruit sorting center (preparing fruit sorting equipment) Agricultural cooperative shipment Konohana Garten (sales) Study tour
		Umeboshi processing	Processing of agricultural products (processing plant) Umeboshi Contest (from 1991) (Improvement of <i>umeboshi</i> quality)
		Brewing <i>umeshu</i> (plum wine)	Hibikinosato (cooperation with corporations)
	Sales increase of enoki mushroom producers	Enoki mushroom production (Oyama method)	Production of mushroom beds (Enoki mushroom mycelium center) Soil improvement with used mushroom beds
	Increase in total sales of small-scale farms	Vegetable production (small-lot production of many varieties)	Watercress, etc. Konohana Garten (direct sales)
	Change in agricultural awareness of farms that are shipping (Market-oriented production)	Konohana Garten (sales)	Market revolution (Direct connection between producers and consumers) Production regulations, etc. Direct-sales shops (sales): 8 shops
	Increase in sales total of small-scale farms	Hibikinosato	<i>Umeshu</i> Sales of processed products (farmers/Hibikinosato)
	Change in agricultural awareness of farms that are shipping (Market-oriented production)	Roadside Station: Mizubenosato Oyama	
		Organic restaurant	Women of the farming village: chefs 3 restaurants
	Promotion of communication awareness with urban areas	Green tourism	Ogiri-hata Green Tourism Society
Phase 2 NPC Movement (Human resource development) Securing wide perspective	Promotion of sense of belonging Information sharing	Oyama Cable Broadcasting (OYHK)	Information sharing
		Oyama Cable TV: CATV: OYT (from 1987)	Information sharing
	Obtaining information on overseas status	Hawaii trip (from 1967) 1st to 34th times	Implemented as town project
		Training on a kibbutz in Israel (from 1969) 1st to 19th sessions	Implemented as town project Sister-city relationship with Megiddo, Israel
		Training in South Korea for 9th graders (from 1991)	Implemented as town project
		Homestay training in Idaho, USA	Implemented as town project
		European tour for women for beautiful urban planning	Implemented as town project
	Promotion of sense of belonging Information sharing	Lifestyle Academy (from 1971), "Let's Learn about World Society"	Implemented as town project
		Morning softball games, nighttime track meets, gateball competition	Implemented as town project
		Oyama Dance Song, Song for the Townspeople, etc.	Implemented as town project
Economic boost symposium, National Oyama-machi Summit		Implemented as town project	
Phase 3 NPC Movement (Environmental development) Securing a rich living environment	Vision sharing	Everyone's Wish Statue (1979): Flags for eight groups within town	Implemented as town project
	Richness of life	Operation of day care center	Implemented as town project
		Community center: village center	Implemented as town project
		Marine center: gymnasium, swimming pool	Implemented as town project
		Welfare center	Implemented as town project
	Maintenance of environment	Increase in flow volume of Oyama river	Implemented as environmental activity

Source: Compiled by the author, with reference to JICA training materials, overview of Oyama-machi, Hita City, etc.

Oyama-machi's plum-related production and processing operations began when they gave up on the cultivation of rice, which is not very productive in semi-mountainous areas like Oyama-machi, and introduced plum and chestnut orcharding. Processing plums into *umeboshi* (pickled plums), as well as producing other fruits such as sugarplums and citron came later. The National Umeboshi Contest that began in Oyama-machi not only set quality standards for *umeboshi*, but also provided ample opportunities for *umeboshi* producers in Oyama-machi to obtain information, helping them accumulate more knowledge on *umeboshi* production. Later on, the local processing facility of Hibikinosato linked up with Nikka Whiskey to produce high-quality plum wine. Hibikinosato purchases plums, from local farms at a price higher than market value. This is an example of a fair trade-like system of purchasing and processing.

Enoki mushroom production was started by Kinji Yahata, Hirofumi Kurokawa and their colleagues. They later shared the enoki growing technology with the agricultural cooperative, which went on to establish the mycelium center to handle the technical portion of mushroom bed production. Farmers use the prepared mushroom beds to produce and harvest the mushrooms -- this is the Oyama method of enoki mushroom production. Using this method, enoki mushroom farms make profit. When demand is low and production is costly, such as in summer, the agricultural cooperative produces the mushrooms to ensure continuous shipment and maintain the Oyama brand enoki mushrooms year after year. This approach is also unique to the Oyama method.

Konohana Garten was built in 1991 and provides Oyama-machi agricultural producers an innovative marketplace. Konohana Garten uses a system where producers and consumers are directly connected, and where agricultural producers, who are unable to systematically ship agricultural products that meet the demands of larger public wholesale markets, can sell fresh vegetables and processed goods directly to consumers. Sellers decide how much to sell and at what price, receiving 80% of sales as revenue, which is much bigger than through the public wholesale markets. Currently, the number of direct-sales antenna shops under Konohana Garten has increased, subsequently increasing sales. The Organic Farm Restaurant was established to use the vegetables from Konohana Garten. The restaurant serves traditional cuisine of Oyama-machi cooked by local housewives, providing another source of income. People who want an agricultural experience, especially junior high-school students, are also being accepted to stay on the farms in order to promote exchange between urban areas and farm villages, a form of Green Tourism.

The second phase of the NPC Movement was the Neo Personality Combination campaign. This second phase aimed at human resource development and involved learning activities. For example, the Lifestyle Academy opened as part of the learning activities at the community center, where tea ceremony lessons, martial arts lessons, seminars and lectures by famous experts, concerts, were held. This emphasized character self-improvement.

Training tours were encouraged and conducted so community members could learn agricultural skills and community development methods. Networking was also a big focus of these tours. Tours around Japan were arranged to explore model examples of agricultural development. Overseas, many young people participated in training on a kibbutz in Israel. The Oyama-machi model was presented to aid in developing agricultural skills and

community development methods on kibbutzim. Junior high-school students were sent to the U.S. and late-middle-aged adults were sent to China in an effort to broaden people's horizons.

To make use of the newly found free time that became available with the termination of livestock breeding, Oyama-machi supported the exercise activities of the townspeople by organizing morning softball games and nighttime track and field meets. Many townspeople enthusiastically participated in the softball games and tournaments between residential zones within the town. These activities played a major role in cultivating a common awareness as town members. Other opportunities to discuss the town's ideal state and heighten connections between residents were found in the Oyama Dance Song, Song for the Townspeople, an economic boost symposium and the National Oyama-machi Summit.

The third phase of the NPC Movement aimed at environmental development and securing a rich living environment, and was named the New Paradise Community. During this third phase, the Everyone's Wish Statue was created in 1979 to share the same vision: to demonstrate the shared vision and desire of the townspeople in Oyama-machi (Figure 6). When walking around Oyama-machi, one finds a number of signs stating the views and ways of thinking of the townspeople. "Listen to the choir, a town full of culture," or "Going after the dream to make Oyama-machi global." Hopes of the people are everywhere in such words. Their intentions are also visible in flags made for the eight groups in the town, and the various facilities that aid enrichment and promote collective activities. Operation of day-care centers, community centers, village centers, marine centers, gymnasiums, swimming pools, and welfare centers are initiatives meant to promote connections among people. Oyama-machi provides water to Fukuoka City. However, due to the conventional supply agreement, the flow volume of the Oyama River is restricted. Efforts to increase the volume and conduct ongoing maintenance began in order to preserve the environment, and both have been developing with the aim of making the river fit for sweetfish habitation.

I organized the community policy structure of the Oyama-machi community based on the NPC Movements in the town. In Oyama-machi, the "wish to work," "wish to learn" and "wish to love" comprise "everyone's wish" culminating in what became known as the NPC Movement. Under this movement, many activities were conducted, some continuing today. You can look at the individual policy structures created by the Oyama-machi residents, including any of the activities conducted in order to achieve the community's vision and goals. Collective activities are conducted formally and informally. Main community actors, such as the town hall and the agricultural cooperative, serve as core bodies for such collective community activities. Collective activities make up the core of the community policy structure in Oyama-machi, providing the foundation through which Oyama-machi people conduct their activities with the goal of a richer life. Such a policy structure enables us to understand the macro events of the movements and the community in Oyama-machi, as well as how the people and organizations of Oyama-machi characterize and conduct each of their activities.

Figure 6: Everyone's Wish Statue



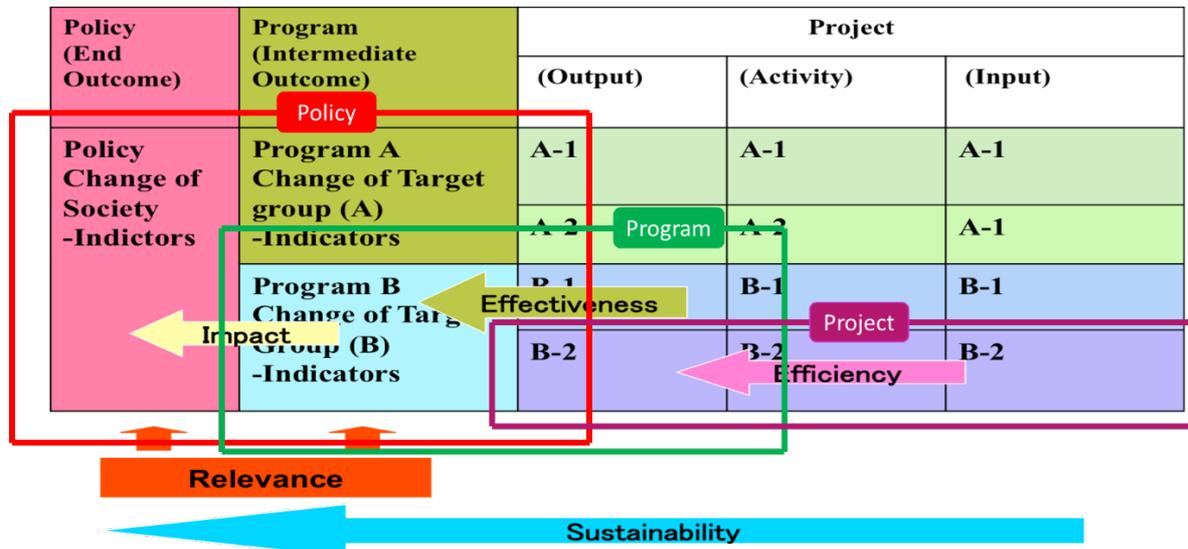
Source: Photographed by Miyoshi

5. Questions Regarding Evaluation and Planning

As previously mentioned, evaluation and planning is a dual process that conceptualizes the tangible activities of people and organizations as an existing policy structure; then, based on this conceptualized policy structure, examines and revises the current situation to lead to better future activities. It is “evaluation” when the main emphasis is on examining the current situation, and “planning” when the main emphasis is on revising the current situation. However, evaluation and planning are inextricably linked.

Evaluation and planning are conducted using basic questions. What kind of questions should be chosen? In the arena of international development, the DAC of the OECD proposes five standard evaluation criteria. These criteria are related to the policy structure, categorized into five main areas. The five criteria are relevance, impact, effectiveness, efficiency, and sustainability (Miyoshi 2005). These criteria reflect upon the current situation, but if the questions are directed to the future and efforts are made to revise the current policy structure, then they become planning criteria as well. Now, let us look specifically at questions that would be asked. Figure 7 shows the role of questions in these five categories in relation to the policy structure chart. Visualizing in chart form clarifies which part of the policy structure is being questioned. Relevance determines whether the changes envisioned by the society or target group are applicable. With transitions in the environment surrounding the society, changes needed in the society transition as well. Changing times bring changes to social values. The expected end outcomes change along with changes in people’s values, visions and norms, and it is important to continuously question relevance. It is no exaggeration to say that this is where evaluation and planning begins.

Figure 7: Policy Structure and Evaluation/Planning Questions



Source: Created by Miyoshi

I consider this part very important. Which standard should be used to judge the end outcomes of your community? Is it an urban standard? Is it a standard of the rural area where one resides? It is important to formulate one's own visions, values, and norms as a rural community then creating one's own set of standards.

The people of Oyama-machi designed their future vision of through the NPC Movement. Kokonoe-machi aims to become Japan's top rural area. Himeshima wants to create a comfortable living environment on a remote island. Onpaku has been working for local revitalization by creating multilateral connections among people through the use of human and other local resources. Each of these movements has succeeded in designing their own future vision. Their standards for relevance in evaluation and planning come from this, not from something borrowed from urban areas.

What we must look at next is the logic applied in order to achieve the end outcomes. You must question the appropriateness of the linkage between ends and means. Regarding ends and means, DAC's evaluation criteria call the relationship between intermediate outcomes and end outcomes impact, the relationship between intermediate outcomes and outputs effectiveness, and the relationship between outputs and inputs efficiency. Impact, effectiveness, and efficiency are definitions of the linkage between ends and means in a policy structure. You use these to give meaning to the established relationships during the process of evaluation and planning, Impact asks who must be changed in order to achieve the desired society. This is a very difficult item to examine. Who must change to enrich the community? Many possible choices exist, such as changes in people within the community, or changes in people outside of the community.

It may be necessary to create consumers who will purchase the community's products to become prosperous. Can it be expected that people from neighboring urban areas will change to purchase those products at supermarkets in their cities? Can it be expected that those living

in urban areas will change to recognize the community's products? Can it be expected that those living in urban areas will change and travel to the community to purchase their products? The selection of who to change, or which target group to change, greatly influences activities of the community.

In the past, agricultural products from Oyama-machi had been shipped to urban markets through conventional agricultural cooperatives. Profits for Oyama-machi depended on how much the market broker purchased the products and, therefore, it was necessary to harvest shipments of agricultural products that met the broker's standards. The richness of the lives of people in Oyama-machi depended on the relationship of ends and means. The end here was to increase the profit from agricultural products from Oyama-machi, and the means of achieving this would be to increase the buying inclination of the brokers, the target group. Therefore, farmers were forced to meet the prices, volumes and shipping standards of agricultural products in the market. Unfortunately, not too many farmers in Oyama-machi were able to sufficiently meet such standards.

How can we sell agricultural products using pricing, volumes and shipment standards different than the public wholesale market? How can we price products at levels we see fit? How can we decide how much to ship? How can we ship products we think are good? How can we sell agricultural products directly to our target consumers? The direct-sales shop of Konohana Garten began in order to address these questions, directly targeting consumers who purchase agricultural products.

The completion of Yume Otsurhashi, Japan's longest pedestrian suspension bridge, in Kokonoe-machi brought more visitors than expected. Yume Otsurhashi brought in as much foot traffic as the busy commercial avenues of large urban areas. Kokonoe-machi had always been a major producer of tomatoes and shiitake mushrooms, but now, with about two million people visiting the suspension bridge every year, Kokonoe-machi changed to make the visitors to the bridge the target group. New shops were built at the bridge location and products using agricultural products produced and manufactured in Kokonoe-machi were put on sale. The increase in sales brought a greater variety of products. Kokonoe-machi made those visiting the bridge a top priority, complementing its efforts to become the top rural area of Japan.

How should intermediate outcomes be selected, or, in other words, who should be selected as the target group in order to change the community? It is possible to select yourself as the target group. The young people of Oyama-machi were dispatched to a kibbutz in Israel and were expected to change through the experience. In Onpaku partners involved in about 150 programs were expected to become more creative through the process of implementing the programs and networking with other people.

Amid the changes in the environment surrounding the community, selection of target groups as intermediate outcomes is important. Social values change, people's lifestyles change, the environment surrounding the communities change. To achieve the end outcome despite these environmental changes, strategic selection of target groups becomes increasingly important. Developments in the information industry have also brought major changes to the environment. People who conventionally could not become target groups are now becoming possible candidates. The relationship between end outcomes and intermediate outcomes in

the existing policy structure, and impact in evaluation and planning must be comprehensively and systematically examined in order to strategically establish better policy structures. This is the key element in the community's development.

Effectiveness focuses on intermediate outcomes, which are changes in the target group, and asks questions regarding operations such as what should be done to change the target group, which operations should be deployed, what combinations of operations are effective, which operations are effective, and are the outputs of the operations reaching the target group.

Selecting the operations often entails major decisions. In Himeshima, the village office prioritized healthcare in its budgeting. The village makes efforts to secure medical and health care personnel and facilities to enable the healthy living of villagers. The Himeshima government conducts necessary operations on its own, such as water projects and running the ferry, when the private sector cannot fill the needs gap. This means that projects are not large-scale, but based on priority and the vision of the community. Efforts to maintain facilities without spending much money, such as the renovation of the community center into village office, are made in order to maintain vital service in the island like health care, ferry operation, water, and electricity. Decisions in rural communities often differ from decisions made in urban areas.

The construction of Yume Otsuribashi, Japan's longest pedestrian suspension bridge, in Kokonoe-machi was a major decision. How could Kokonoe-machi attract people? It was necessary to attract urban people to visit the bridge in Kokonoe-machi. The construction project started from the ideas of the townspeople and was eventually carried out by the town hall. Upon construction, every bridge with "Japan's No. 1" title was investigated. It was found that all bridges that boast being "No. 1 in Japan" attract a certain number of visitors. Backed by such preparation and confidence, the Yume Otsuribashi construction commenced. After completion, aspects of the bridge such as the seasonal scenery seen from the bridge, the bridge's height, the way it swings, and its location as a node connecting tourist spots such as Beppu, Yufuin and Kurokawa Onsen, attracted an unexpected number of visitors. With these visitors as target groups, the town selected and implemented the operation of production, processing, and sales of agricultural products.

The direct-sales shop of Konohana Garten in Oyama-machi and direct-sales antenna shops in Fukuoka City, Oita City and Beppu City provided a marketplace for the farmers of Oyama-machi. Through the distribution channel that allows farmers to sell their produce directly to consumers, farmers have the opportunity to ship only the produce they want to ship, to select them based on their own standards, and to price and sell them on their own. This is an unusual market revolution. Recognizing that an area within 1.5 hours of travel as a "direct market" the new distribution system that directly approaches consumers is now an established operation.

Operation selection in Onpaku is supported by information technology. Onpaku, as in Oyama-machi's Konohana Garten, provides a market place for the collective activities of its partners in its website, receiving online participation reservations, publishing and distributing a brochure, and organizing and operating the Onpaku fan club. By establishing such an operation format, partners can use their resources to attract new businesses or improve existing businesses at low risk. Onpaku expects its partners to take initiative, and through

collective activities, enable continued operations that aid in regenerating the community. Examining effectiveness is important to identify target groups, to specify changes, and to select collectively beneficial operations.

Efficiency examines the competence of activity's implementation. Focusing on the process of inputs to outputs, the overall operation is questioned. Has the operation been productive? Are the activities effective? Were planned activities feasible? Was the cost worth the outputs? Was the operation appropriate for generating the outputs? Basically, the suitability of each operation is examined.

Improving the soil for organic cultivation has been an ongoing activity for the last 30 years in Oyama-machi. Soil improvement using mushroom beds was proved effective in cultivating products that are desired by consumers. Their cable TV broadcasting also regularly provides information on the market pricing of agricultural products. Such activities establish one pricing standard for all farmers. It is said that people in Oyama-machi have a habit of actually going to see something when they hear it is good. Information collection like this empowers production activities. Such production skills have been provided without interruption since the beginning of the NPC Movement and are contributing to the advancement of agricultural production skills.

When evaluating and planning it is important to take the community policy structure and change it for the better by investigating its relevance, impact, effectiveness, and efficiency in order to achieve the final goal of desired social change. Furthermore, it is important to constantly examine whether such a community policy structure can maintain and develop with changes over time. Many elements demand changes in the format of the community policy structure, such as changes in technology or in the economic, social, environmental, and political states surrounding the community. Decentralization also becomes a big factor. Sustainability is then checked to examine that the community policy structure can be maintained and developed amid such environmental changes. I believe that it is necessary to evaluate and plan a policy structure for sustainability within the community. Communities are constantly put to the test on how to make selections based on their existing policy structure in order to continually, strategically, and systematically improve it.

6. Conclusion

New policy structures can be established through evaluation and planning. Community development is brought about by such steady efforts. However, in many rural communities, due to a lack of community capacity or insufficient understanding of the community policy structure, community development activities do not adequately occur. Nonetheless, for rural areas to compete against urban areas and realize their vision, it is necessary to identify the community policy structure, and based on that, conduct individual and collective, formal and informal, and economic, social, environmental and political activities in a comprehensive, systematic, and strategic manner.

Chapter 3

Evaluation and Policy Structure

1. Introduction

This chapter addresses the interrelations of a policy structure and its evaluation and the characteristics of each level of evaluation (policy, program or project evaluation), focusing on the framework and constituent elements of the policy structure to be evaluated.

2. Framework of Evaluation

In general, an evaluation is considered a systematic assessment of a policy, program or project with respect to its implementation and effects (Weiss 1998, Miyoshi 2008). The evaluation itself should be conducted as an ordinary and permanent activity that is part of the operation of the respective policy, program or project with a view to changing the society for the better. In order to carry out such an evaluation, it is necessary to clarify the framework of the evaluation.

When conducting an evaluation, it is first necessary to clearly identify the subject to be evaluated. To carry out an appropriate evaluation of a policy, program or project based on a well-defined concept of the subject, it is important to have a clear understanding of what should be evaluated.

As a general rule, all policies, programs or projects have their own objectives. Policy makers, administrative officers and project implementers endeavor to achieve their respective objectives by using every possible means at their disposal. Therefore, as a matter of course, such policies, programs or projects would be implemented based on the causal sequences, either express or implied, between their objectives and the means for achieving them as contemplated by the policy makers, administrative officers or project implementers. For every project activity, there exist a causal sequence between its objectives and means for accomplishing them - a relationship between the means that constitute the causes inherent in the project activity and the objectives that constitute the results of the activity - and this relationship provides the function to support the respective policy, program and project.

In order to achieve the purpose of an evaluation, an evaluation question is used to identify what should be assessed. The more clearly the subject of evaluation is identified, the more appropriate the evaluation method would be. Generally, evaluation questions can be divided into 3 groups: those designed to confirm performance (Normative questions), those designed to identify process (Descriptive questions) and those designed to explore causes and effects (Cause-effect question) (GAO 1991, Miyoshi 2008). The design and nature of an evaluation may differ depending on what should be made known and, for this reason, there can be cases

where the confirmation of performance, identification of process, and exploration of causes and effects should be conducted, independently of each other, as a performance evaluation, process evaluation and impact evaluation, respectively.

In the past, most evaluations were conducted on an ex-post basis and therefore in order to evaluate a policy, program or project it was necessary to monitor the process of performance of each policy, program or project being evaluated. Today, however, an evaluation is recognized as an activity to be conducted through the entire evaluation management cycle embracing ex-ante evaluation, mid-term evaluation, terminal evaluation, and ex-post evaluation. Under this evaluation concept, if we can identify the performance of a policy, program or project, or in other words if we can identify what has been achieved by implementing a policy, program or project, and if we can assess the performance in comparison to expectations in an appropriate manner as part of the management cycle of a project evaluation, such process itself can serve as a monitoring function. Specifically, under this assessment process, the performance will be assessed with respect to the production of outputs (as to how much of goods and services has been produced), the use of inputs in project activities, and the degree of achievement of outcomes (as to how much the society has changed or what change has occurred to target groups) as of the date of assessment and will be evaluated in comparison to the expectations set forth at the planning stage. To do this evaluation in a proper manner, it is important to define appropriate performance indicators and criteria of measuring the performance.

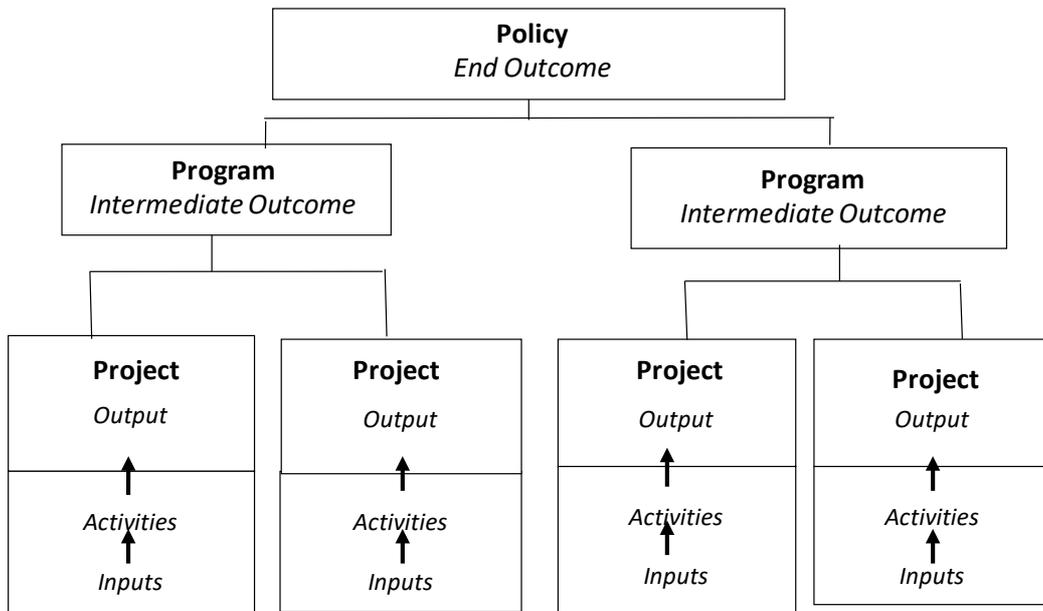
3. Policy Structure

The process to identify the relationship between objectives and means of achieving them as discussed above, which is the subject of evaluation, is called a program theory or logic model. In the case of evaluation based on this program theory or logic model, the evaluation will be conducted to assess the theory underlying the policy structure, namely, the causes and effects of interactions between end outcomes of respective policies, programs and projects (effects realized as a change in the target society), intermediate outcomes (effects realized as a change in target groups including individuals and organizations), outputs (goods or services resulting from activities), activities (actions taken to produce outputs by using inputs), and inputs (resources used to produce outputs including personnel, equipment and materials, administrative expenses, facilities, funds, expertise, time, etc.)¹ (Figure 1 and Figure 2 as examples).

Figure 3 shows the schematic diagram of a policy structure as given in Figure 1 by using program theory matrix. Figure 4 is an example of a policy structure in program theory matrix

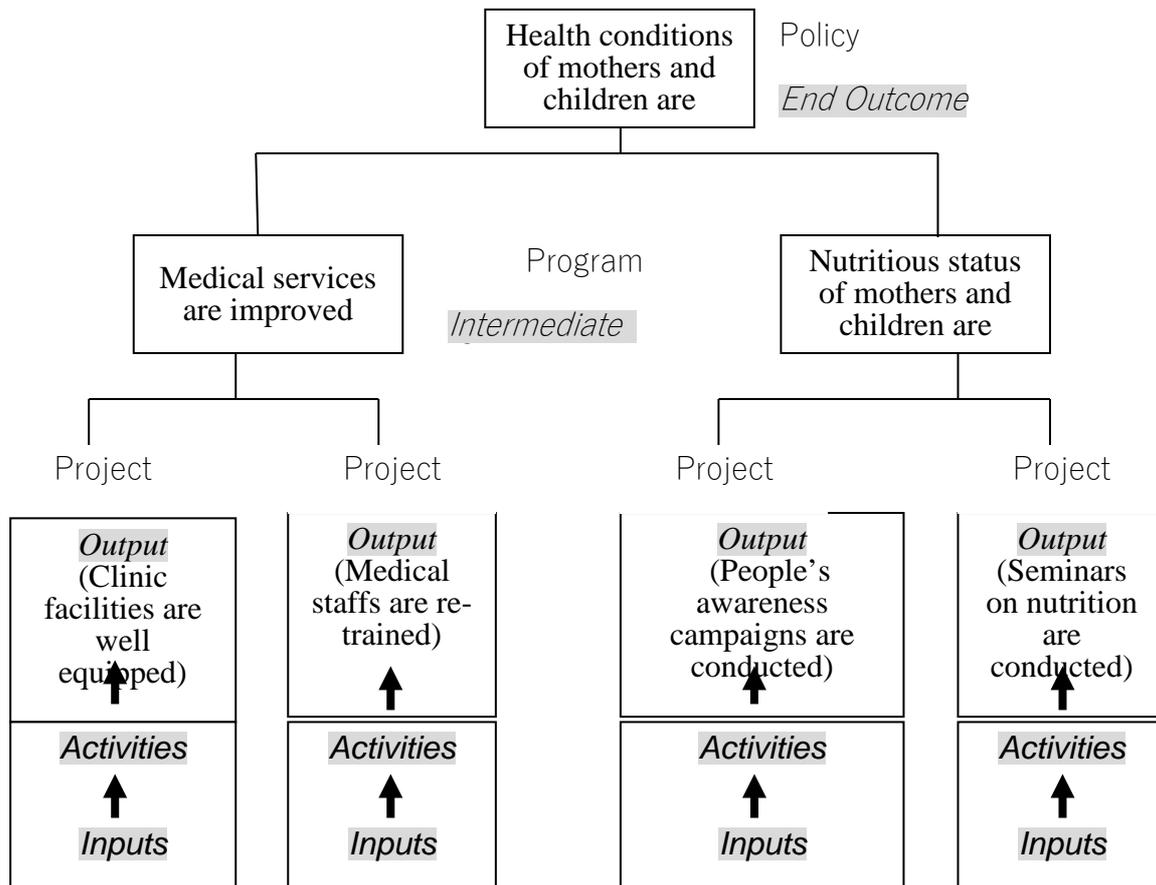
¹ In the world of evaluation, a problem in causal relationships at the planning phase of a project is referred to as a theory failure, and a problem in the implementation of a project is referred to as an implementation failure. Theory failure implies that there is/are a problem(s) in the chain relations between the objectives and the means to achieve the objectives of each policy, program or project, namely, a problem in the logic on which the success or failure of the portion of a plan that cannot be directly controlled depends, which portion of the plan covers the intermediate outcomes and end outcomes in the form of a change in a target group or the society, and implementation failure indicates that there is/are a problem(s) in the implementation of project activities that an implementer of the project can control throughout the process from inputs to outputs. It is important to distinguish the two types of failure and analyze them differently in their respective contexts.

Figure 1: Policy Structure



Source: Created by Miyoshi

Figure 2: Example of Policy Structure and Logic Model



Source: Created by Miyoshi

Figure 3: Program Theory Matrix

Policy End Outcomes	Program Intermediate Outcomes	Project		
		Outputs	Activities	Inputs
EOC	IOC1	OP1/1	A1/1	IP1/1
		OP1/2	A1/2	IP1/2
	IOC2	OP2/1	A2/1	IP2/1
		OP2/2	A2/1	IP2/2

Note: EOC, IOC, OP, A, IP stands for End Outcome, Intermediate Outcome, Output, Activity, and Input under respective policy structure.

Source: Created by based on Miyoshi (2008)

Figure 4: Example of Program Theory Matrix

Policy End Outcomes	Program Intermediate Outcomes	Project		
		Outputs	Activities	Inputs
Health Conditions of mothers and children are improved	1. Medical services are improved	1.1 Clinic facilities are well equipped		
		1.2 Medical staffs are re-trained	<ul style="list-style-type: none"> •To carry out training courses •To develop training materials 	Trainers Training facilities
	2. Nutritious status of mothers and children are improved	2.1 People's awareness campaigns are conducted		
		2.2 Seminars on nutrition are conducted		

Source: Created by Miyoshi

form. A table in a matrix format can provide a lot of information in a concise manner. In the real world, a central government has as many policy structures as the number of its policies. However, in actual cases of evaluation, policy structures are not always clearly identified as the subject of evaluation. If a policy structure is unclear, its evaluation cannot be done in an appropriate manner. The precise definition of a policy structure is particularly important for its evaluation.²

4. Levels of Evaluation and Policy Structure: Scope of Recognition and Scope of Assessment for Evaluation of Policies, Programs and Projects

While a policy structure should be evaluated, the concept of evaluation largely varies depending on which level the policy structure should be evaluated. The concept and method

² Traditionally, in the evaluation of international coordination, a logical framework (LF) approach, including Project Design Matrix (PDM), has been used as a basic tool of evaluation through which points of evaluation can be determined and generalized into a concept of a program theory, namely a policy structure by relating to each level of strategic elements to be evaluated the five evaluation criteria (relevance, effectiveness, efficiency, impact and sustainability) as defined by the Development Assistance Committee (DAC) of the Organisation for Economic Coordination and Development (OECD). However, LF and PDM are a project-oriented tool designed chiefly to evaluate the effects of a project on intermediate and end outcomes and, therefore, are not considered an ideal tool when intending to extend the evaluation beyond the level of a project to the level of a program or a policy.

of evaluation can be quite different depending on whether the focus of the evaluation should be on policies, programs or projects.

The evaluation of a policy or program should start from outcomes and primarily focus on the assessment of the appropriateness of the allocation and combination of the outputs produced by the policy or program. On the other hand, the evaluation of a project is mainly aimed at assessing the effects of its outputs on the outcomes produced. There is a clear distinction between the evaluation of a policy or program and the evaluation of a project in terms of the scope of recognition of the subject to be evaluated and respective analytical elements. Therefore, in order to conduct an evaluation, it is essential to ensure that the scope of such recognition and analytical elements should be precisely defined with respect to each policy, program and project within the policy structure. Figure 5 is a program theory matrix that shows a conceptually categorized view of the scope of recognition and the scope of assessment applicable to the evaluation of the respective policies, programs and projects within a policy structure. Figure 6 is its example.

The difference in the scope of recognition between the evaluations of a policy, program and project comes from the difference in perspectives between a policy, program and project, at the same time the hierarchical difference between the subjects of evaluation. Further, such difference in the scope of recognition is also related to the difference in the capacity to control end outcomes, intermediate outcomes, outputs, activities and inputs. On the other hand, a policy structure is an expression of the intention of an administrative agency and can be materialized only when it is recognized as a chain of objectives and the means to achieve the objectives. However, not all administrative activities that constitute a policy structure such as a chain of end outcomes, intermediate outcomes, outputs, activities and inputs can be identified here. A policy structure can function only if it can be recognized at each level of policy, program and project and each of such recognition is harmonized with each other. Therefore, in order to define a policy structure, it is necessary to clarify how and by what mechanism each policy, program and project are recognized by the respective organizations or administrative agencies in their actual activities.

We shall now discuss the issue of recognition in detail. When recognizing a project, the perspective of recognition is basically focused on outputs. It may be easy to understand this question if you pay attention to, for example, what goods or services have been produced from the administrative activities of a local government, or what facilities or equipment have been created under a national project. In the case of a project, the recognition of end outcomes tends to be weak and, where the focus of recognition is placed on activities or inputs, the recognition of intermediate outcomes or results also becomes weak. A project is understood to be an approach to control inputs during a certain limited period and this understanding is consistent with the scope of the project being discussed here. Administrative activities are implemented and managed, they produce goods and services and then, as a result of such process, the beneficiaries who will be directly influenced are recognized.

Figure 5: Policy Structure and the Scope of Recognition

End Outcome	Intermediate Outcome	Output	Activity	Input
EOC	IOC1	OP1/1	A1/1	IP1/1
		OP1/2	A1/2	IP1/2
	IOC2	OP2/1	A2/1	IP2/1
		OP2/2	A2/1	IP2/2
Program				Project
Policy				

Note: EOC, IOC, OP, A, IP stands for End Outcome, Intermediate Outcome, Output, Activity, and Input under respective policy structure.

Source: Created by Miyoshi based on Miyoshi (2008)

Figure 6: Example of Policy Structure and the Scope of Recognition

End Outcome	Intermediate Outcome	Output	Activity	Input
Health Conditions of mothers and children are improved	1. Medical services are improved.	1.1 Clinic facilities are well equipped.	A1/1	IP1/1
		1.2 Medical staffs are re-trained.	A1/2	IP1/2
	2. Nutritious status of mothers and children are improved.	2.1 People's awareness campaigns are conducted.	A2/1	IP2/1
		2.2 Seminars on nutrition are conducted.	A2/1	IP2/2
Program				Project
Policy				

Source: Created by Miyoshir

In the case of a program, its focus is placed on intermediate outcomes and, in order to achieve these intermediate outcomes, a project, namely a set of multiple outputs, is recognized. Then, the program's effects on the policy, which appear in the form of end outcomes, are recognized and, as a result of such recognition, a program is recognized. With regard to activities and inputs, since it is difficult to recognize them all, the recognition of them becomes weak. Basically, the recognition of a program focuses on the following questions: what projects or in what combination of projects the expected change in target groups could be realized; of particular concern in this respect would be the selection or combination of the goods or services produced from administrative activities.

When recognizing a policy, first, intermediate outcomes are recognized in terms of what policies should be adopted or what target groups should be selected to achieve end outcomes, namely the expected change in society. And then, outcomes are recognized from the viewpoint of what projects comprise the program. As the recognition of projects becomes weaker, the recognition of activities or inputs becomes almost insignificant. The recognition can potentially involve political elements. Such recognition confirms the fact that a policy is discussed without reference to activities.

The evaluation of policies, programs and projects will be performed on the basis of such recognitions. This means that generally a policy, program or project will be evaluated within the scope of recognition relevant to each such subject of evaluation and thus the evaluation is subject to the differences in the scope of recognition, or evaluation, of the respective policy, program or project within the context of the policy structure. Therefore, if you intend to conceptualize the subject of the evaluation in the evaluation of policies, programs and projects, you can cut off or separate the relevant part of the policy structure on the basis of the scope of recognition pertaining to the subject of evaluation and then visualize it in a matrix format.

When evaluating a policy, it is necessary to identify the chain reaction between end outcomes as a goal and intermediate outcomes as the means to achieve the end outcomes and to consider the appropriate allocation between them. This can be done using a matrix prepared for evaluation purposes. Through this process, it will be reviewed how the intermediate outcomes have been combined with the aim of achieving the end outcomes. Likewise, in the case of evaluation of programs or projects too, the chain reaction between the objectives and the means of achieving the objectives and the allocation - the combination of means - will be reviewed within the scope of recognition relevant to each subject of evaluation.

5. Policy Structures and Localization, Decentralization and Model Project

This section provides an explanation on matters that are considered important for the clear definition of the policy structure to be evaluated and other matters concerning the issues of policy structures and their localization, decentralization and model projects. It should be noted that the results of an evaluation of the localization or decentralization of a policy structure or a model project under a policy structure can potentially be largely different depending on the appropriateness of the definition of the relevant policy structure.

5.1 Localization.

Localization is a concept that should be considered in cases where the performance of a policy formulated at the national level must be aggregated at the local level or where the performance of a policy implemented at a local level must be evaluated at the national level. A policy formulated at the national level can be implemented only after the relevant policy structure established at the national level is localized to a policy structure at a local level. In other words, policies at different local levels need to be considered based on the same logic (Figure 7). Projects and programs are designed to achieve local level objectives. In the case of evaluating a project, the project can be evaluated only after the inputs, activities, outputs, and the chain of their causal sequences, that may lead to the intermediate outcome (change of target groups at the local level) and the end outcome (change of society at the local level) can be clarified and thus the subject of evaluation can be precisely defined at the local level and therefore can be evaluated. As is natural, a policy of a country is formulated with the aim of achieving the end outcomes contemplated by the country but it must be reviewed in consideration of end outcomes contemplated at local levels when the policy needs to be localized. This is because end outcomes at local levels may not be achieved without changing the inputs, activities, outputs or intermediate outcomes at local levels even if their policy structures remain the same as the national policy structure with respect to fundamental points.

Suppose that a certain country intends to formulate a national policy relating to a health sector and that the policy's expected end outcome is to improve the health condition of 5 million people. Under the policy, if local region I is aimed at improving the health condition of 300,000 people while local region II's target is to improve the health condition of 200,000 people, the programs and projects that the two regions will implement to achieve their respective goals may take different forms: for example, region I may promote a project to encourage periodic health examinations and region II may develop a project to improve the

Figure 7: Localization of Policy Structure

End Outcome	Intermediate Outcome	Output	Activity	Input
<u>Nation-wide: EOC-</u> e.g. Improvement of health condition of 5 million people	<u>IOC</u>	<u>OP</u>	<u>A</u>	<u>I</u>
Region I: EOC-e.g. Improvement of health condition of 300,000 million people	IOC-e.g. Medical services are improved	OP-e.g. Medical staffs are re-trained	A To carry out training courses	I Trainers Training facilities
Region II: EOC-e.g. Improvement of health condition of 200,000 million people	IOC-e.g. Nutritious status of mothers and children are improved	OP-e.g. People's awareness campaigns are conducted	A	I

Source: Created by Miyoshi

nutritional state of its people, thus in order to achieve their respective intermediate and end outcomes; activities under the same program or project may need to be changed depending on circumstances. This shows that local programs and projects can contribute to national policies only if the programs and policies to be implemented by relevant local agencies are well considered in the formulation of the national policies and so the changes that may be needed at local levels may be directly reflected in the national policies, which is also desirable from owners' point of view.

Since in many cases, the subject of evaluation is rather vague, successes of individual programs and projects would seldom lead to successes at policy level, it is frequently argued whether the policies being formulated are really effective. To give a positive answer to such question, we need to define each policy structure in a clear manner both at the central government and local levels (prefectures and municipalities) and to review the individual policies implemented under the respective policy structure - this is the way a novel policy structure can be established.

5.2 Decentralization

Decentralization is similar to localization but is different in that each decentralized level is endowed with an independent authority and has its own role as part of a whole. A policy at a decentralized level is different from that of a national level in terms of roles relating to outputs or intermediate outcomes (namely, change of expected target groups). As an example, let's take the case of a policy for the construction of a road in which policy respective authorities and roles are divided between central and local levels. The outputs at the central level would be the construction of a national road or a road that serves a large area and those at a local level would be the construction of a road serving local regions, districts or villages; both the central level and local levels promote the same policy but beneficiaries are different. It should also be noted that under a decentralized system each local level may establish its own policy structure based on the shape of the end outcomes they expect.

On the other hand, it is potentially possible to formulate a policy structure that integrates the projects of both central and local levels on the basis of the perspectives of a specific local government but such policy structure can vary widely from region to region.

5.3 Model Project

In recent years, many projects have been developed as model projects. The concept of a model project is to create a model project, gain experiences and outcomes through the model project and apply such experiences and outcomes to other areas or projects on an extensive scale. Under this concept, the model project will be established at a pilot site selected after a careful screening, and experiences will be accumulated through activities within the model project. Then, the experiences gained will be reviewed and extended to other areas within the country under a policy reflecting such experiences.

However, there are many cases of model projects that have failed to extend themselves to other areas although a large amount of money have been invested and a policy structure itself has been created to promote the model projects. On the other hand, there are cases where the

logic for the policy structure is inappropriate; for example, some of the projects set their intermediate outcome to establish a system or some of the projects set their end outcome to extend the model project to other areas. Such inappropriateness of the chain relations within a policy structure comes from the lack of awareness of the fact that to establish a system is to clarify the set of relationships between the inputs, activities and outputs of a project and that in order to extend an established system to other areas an independent policy structure designed primarily to promote the extension is required.

In order to avoid the risk of formulating a policy structure involving inappropriate model projects and to establish models of model projects, it is essential to create and carefully examine a policy structure that promotes model projects whose end outcomes are to achieve a change in the society for which the model projects are responsible, and at the same time to assess the structure in comparison with the current policy structures relating to the relevant model projects of the local levels to which the model projects are intended to be extended. It is important to note that the evaluation of a model project becomes possible only after an appropriate policy structure for the promotion of the model project has been firmly established.

6. Summary

We have discussed the scope of recognition applicable to policies, programs and projects, the concept of evaluation of policies, programs and projects, localization, decentralization, model projects and aid coordination, in relation to policy structures.

In summary (refer to Box), table 1 shows the characteristics of policy evaluation, program evaluation and project evaluation. The implementation of policy evaluation and program evaluation is not an extension of project evaluation. It requires that all of the issues of the scope of recognition, main perspectives of evaluation and method of intervention should be properly changed. Therefore, it is important to note that, in order to facilitate policy and program evaluations, it is not enough to discuss the methodology of evaluation but it is also necessary that stakeholders themselves, such as aid agencies, should change.

As regards policy evaluation and program evaluation, it will be possible, with the use of a program theory matrix (PTM), to consider the issues of awareness of agencies about the policies, programs and projects to be evaluated, localization, decentralization, model projects and aid coordination, based on agencies' own policies or strategies or multiple projects with specific objectives or goals.

Table 1: Characteristics of Policy Evaluation, Program Evaluation and Project Evaluation

	Policy Evaluation	Program Evaluation	Project Evaluation
Scope of recognition	Focusing on end outcomes (change in society as expected). Intermediate outcomes (which are the selection and combination of target groups expecting the change in society) must be recognized. With respect to the recognition of results (as produced in the form of goods or services), it would suffice if they can be recognized as a means to achieve the intermediate outcomes.	Focusing on intermediate outcomes (change in target groups expecting the social change). The selection and combination of results (goods and services) as a means must be recognized. With respect to the recognition of end outcomes, it would suffice if they can be recognized as the objective of the program.	Focusing on outputs (goods and services). Activities and inputs will be recognized as the implementation of a project. Intermediate outcomes and end outcomes are the project's effects.
Responsibility	Examination of the expected change in society and selection of target groups.	Examination of the target groups expecting the change and selection and combination of the projects.	Implementation of the project and production of outputs (goods and services).
Main points of evaluation	Relevance and impact	Relevance and effectiveness	Efficiency
Aid intervention	Provision of advice on the selection of target groups and provision of technical coordination (such as researches and investigations) and necessary funds.	Provision of advice on the selection and combination of projects and provision of technical coordination (such as researches and investigations) and necessary funds.	Intervention with respect to the implementation of the project and the production of the outcomes (goods and services).
Aid coordination, development and model projects	Sharing of end outcomes to be supported and allocated roles toward intermediate outcomes.	Sharing of intermediate outcomes to be supported and allocated roles in the project.	Allocated roles for the implementation of the project.

Source: Miyoshi

Box Policy Structure and Aid Coordination

In an effort to produce better outcomes, the concept of aid coordination³ has been put forward by aid agencies. The aid coordination is designed 1) to improve understanding of other development organizations' aid policies and strategies and share relevant information, 2) to have the objectives and priorities of policies, programs and projects in common between development organizations, and 3) to support or implement programs or projects in coordination or jointly with other aid countries. An aid coordination can be effective if the participating aid agencies share the roles in the aid function at all levels of policies, programs and projects based on the policy structure of the aid recipient country (partner country). There can be many variations of means to play shared roles such as the coordination in producing common outcomes based on respective responsibility, coordination in providing budget support to achieve end outcomes, contribution by supporting intermediate outcomes, or contribution to achieving outcomes at the national level based on a national policy that integrates the programs and projects implemented in different regions.

Like the case of an intervention in a policy, the intervention by a development organization in a program of a developing country would typically be made in respect of planning, implementation and evaluation. The intervention in respect of planning would include technical coordination such as making a master plan and would be made mainly concerning the selection of objectives, namely intermediate outcomes and outputs resulting from the intervention which is a means to achieve them. This intervention can also take the form of support for the designing of institutional arrangements or legislation as with the case of intervention in a policy. With respect to the implementation side, the intervention may take the form of financial support to help the implementation of the respective programs, usually with a pool of funds made available to support policies or the common funds as seen in sector wide approaches (SWAPs).

On the other hand, while development organizations have their own policies, if their intermediate outcomes, namely their target groups, are the same, it would be possible for them to set their sights on bringing a change in society as their end outcomes if their outputs can produce the same change of target groups even if the outputs are produced through activities under their individual policies. Following this way, it is possible for development organizations to expect a larger change than the change they can expect when they act individually as a single agency and repeat their projects under a single-handed initiative as has often been the case in the past.

Whether we can evaluate various aspects of aid coordination in an appropriate manner depends on whether we can systematize the aid coordination to be evaluated based on a specific policy structure. To this end, it is essential for us to understand and systematize the characteristics of the policy structures of both of the development organizations and partner countries and formulate the policy structures in a manner suitable for evaluation.

³ There are two types of aid coordination: one is the coordination between aid agencies and the other is the coordination by aid giving countries with the aid recipient countries with regard to the policies of the aid recipient countries.

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Notes

¹ In evaluation, a distinction is made between failure in the causal relationships conceived at the planning stage, known as "Theory Failure", and failure in the process of project implementation, known as "Implementation Failure". Theory failure relates to the actual linkages between ends and means in policies, programs and projects – that is, problems in the logic of planning components that are not susceptible to direct control, encompassing outputs, intermediate outcomes in terms of change in the target group and society, and end outcomes in terms of change in the society. Implementation failure relates to problems in the implementation of project activities – inputs and outputs that are capable of control by the implementer. Differentiating between these two possibilities enables value judgments to be identified more clearly.

² This discussion of responsibility parallels New Public Management's demarcation between core divisions and implementation divisions within government (see Osumi 1999: 4). It also gives form to the linkage between accountability and directions in principal-agent relationships (Vedung 1997: 107).

³ In comparison with policy changes, ongoing modification of programs and projects involves low transaction costs and is capable of effecting societal change easily.

⁴ It would also be worthwhile considering the use of photographs and other media.

⁵ In recent years, greater emphasis is being attached to results-oriented management. With their focus on outcomes, monitoring and mid-term evaluation are becoming more and more important.

First Edition of Presentation Book

Evaluation Handbook

May 2019

The D-HOPE Project
Japan International Cooperation Agency

1

Author of the Handbook

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- Yumiko Okabe, JICA Expert on D-HOPE Evaluation and Planning



2

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- What is Evaluation?
- Evaluation and Planning for Rural Development
- Evaluation and Policy Structure

PART II: Empowerment Evaluation

- Chapter 4: What is Empowerment Evaluation?
- Chapter 5: Empowerment Evaluation for the D-HOPE Project

Appendix 1 Check Sheet for Preparation

Appendix 2 Evaluation Question Format

Appendix 3 Survey Sheet

3

PART I

Evaluation

4

What is Evaluation?

Chapter 1

5

Purpose of This Chapter: An Overview of Evaluation

According to what frameworks is evaluation conducted?

At what levels is it implemented?

What is the relationship between evaluation and the management cycle?

what is "good" evaluation?

6

Defining Evaluation

Evaluation is commonly understood as the organized assessment of the implementation and effects of various policies, programs and projects (Weiss 1988; Miyoshi 2005).

Originally formulated as a means to establish whether or not the implementation of social policies, programs and projects actually had any effect on society, the practice of evaluating administrative activity has developed through the actual experience of assessing and verifying various policies, programs and projects.

As a result, its orientation is more applied than academic, with an emphasis on practical methods applicable to real-life administrative practices.

In particular, it is hoped that evaluation will come to be implemented as a routine and continual practice within the context of various policies, programs and projects, and ultimately bring positive change to society.

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Purpose of Evaluation

To provide feedback

- **Learning:** improve administrative operations
- **Accountability:** Provision of publication of the results of evaluation

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Framework of Planning and Evaluation

Subject of Planning and Evaluation

- Policy Structure/Objective Tree
- Policy/Program/Project
- PDM (Project Design Matrix)/PTM (Program Theory Matrix)/Logical Framework

Planning and Evaluation Questions

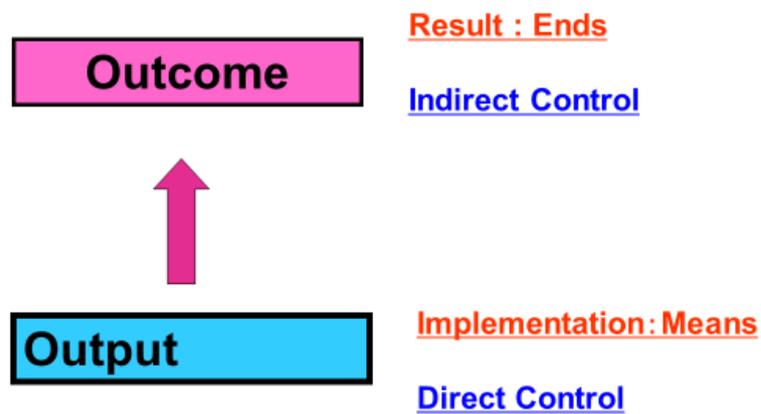
- Measuring Performance: Normative Questions
- Examining Implementing Process : Process Questions
- Clarifying Cause-Effect Relationship: Impact Questions
- (5 Criteria of DAC/OECD)

Methodology/Method/Approach

- Economics, Sociology, Business Management etc.
- Quantitative, Qualitative analysis
- Self, Internal, External Evaluation
- Traditional, Participatory

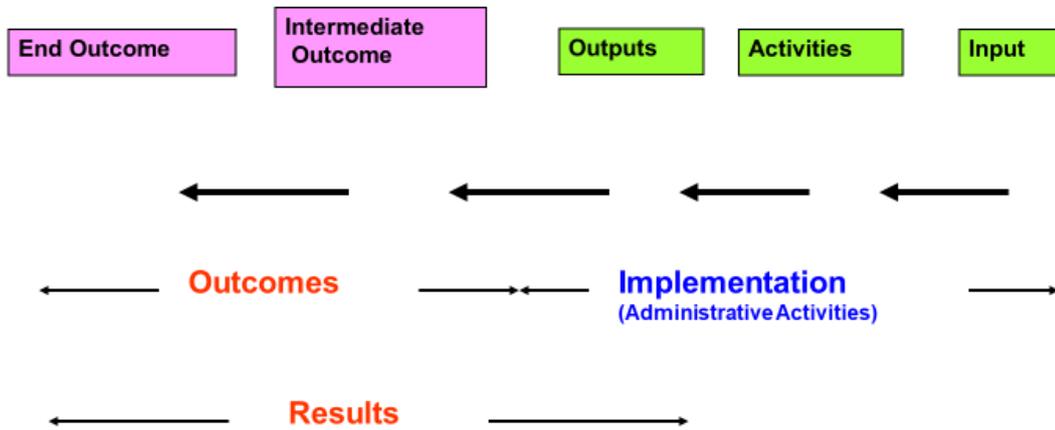
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Outcome and Output



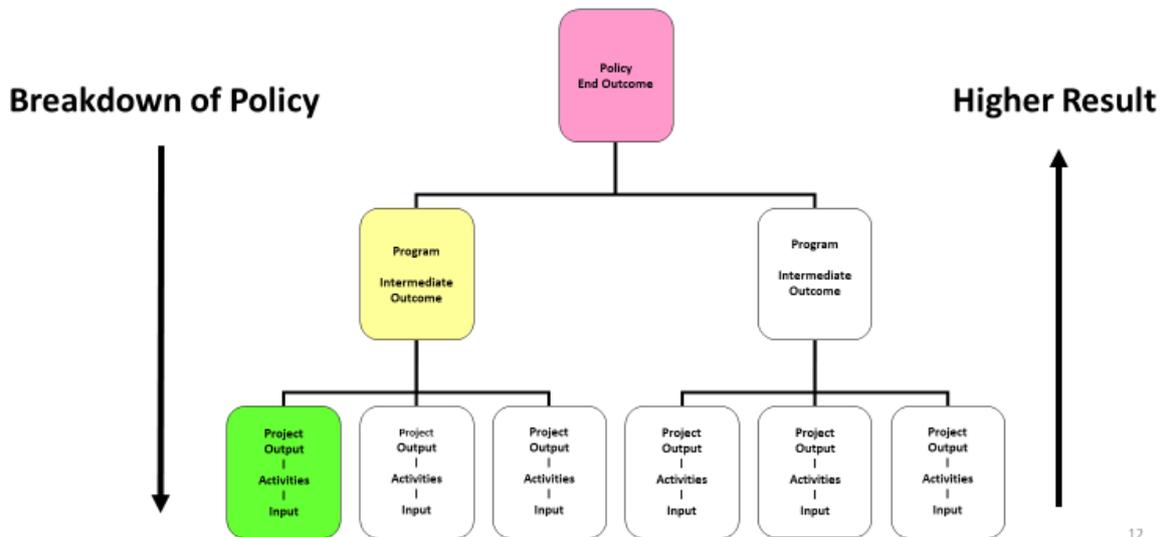
10

Policy Structure/Logic Model/Program Theory



11

Objective Tree: Policy Structure



12

Program Theory Matrix (PTM)

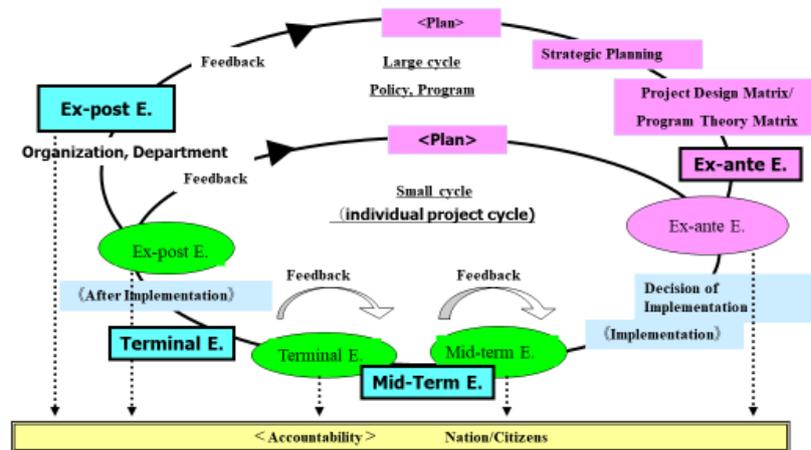
Policy (End Outcome)	Program (Intermediate Outcome)	Project		
		(Output)	(Activity)	(Input)
Policy Change of Society -Indictors	Program A Change of Target group (A) -Indicators	Project A-1 Products and Services of Project Indicators	A-1	A-1
		A-2	A-2	A-1
	Program B Change of Target Group (B) -Indicators	B-1	B-1	B-1
		B-2	B-2	B-2

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Recognition of Policy, Program and Project in Policy Structure

Policy End Outcome	Program Intermediate Outcome	Project		
		Output	Activity	Input
EOC	IOC1	OP1/1	A1/1	IP1/1
		OP1/2	A1/2	IP1/2
	IOC2	OP2/1	A2/1	A2/1
		OP2/2	A2/2	IP2/1

Management Cycle



15

Standards for Good Evaluation

Usefulness of Evaluation Information

Impartiality and Independence

Credibility

Degree of Stakeholder Involvement

16

Concluding Remarks: Role of Evaluation for change in Society

Evaluation is, in essence, a series of activities that ultimately seeks change in society.

Evaluation has functioned to influence stakeholders and wider society to promote societal change.

It will become increasingly important to integrate the use of evaluation results with the use of evaluation processes in order to realize even more effective forms of evaluation.

Greater effort should also be directed to the utilization of recent advancements in information and communications technology. It is important that information technologies are harnessed to facilitate easier access to and use of evaluation results.

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Evaluation and Planning for Rural Development

Chapter 2

18

Purpose of This Chapter

Clarification of the role of evaluation and planning in the process of examining and revising an existing policy structure.

Introduction of five evaluation criteria from the Organization for Economic Co-operation and Development's Development Assistance Committee (OECD/DAC) for international development.

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Framework of Planning and Evaluation

Subject of Planning and Evaluation

- Policy Structure/Objective Tree
- Policy/Program/Project
- PDM (Project Design Matrix)/PTM (Program Theory Matrix)/Logical Framework

Planning and Evaluation Questions

- Measuring Performance: Normative Questions
- Examining Implementing Process : Process Questions
- Clarifying Cause-Effect Relationship: Impact Questions
- (5 Criteria of DAC/OECD)

Methodology/Method/Approach

- Economics, Sociology, Business Management etc.
- Quantitative, Qualitative analysis
- (Self, Internal, External Evaluation)
- Traditional, Participatory

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Management and Planning

Traditional Management Cycle

- Plan-Do-See,
- Planning-Operation-Evaluation,
- Planning-Organization-Evaluation

Current Management Cycle I

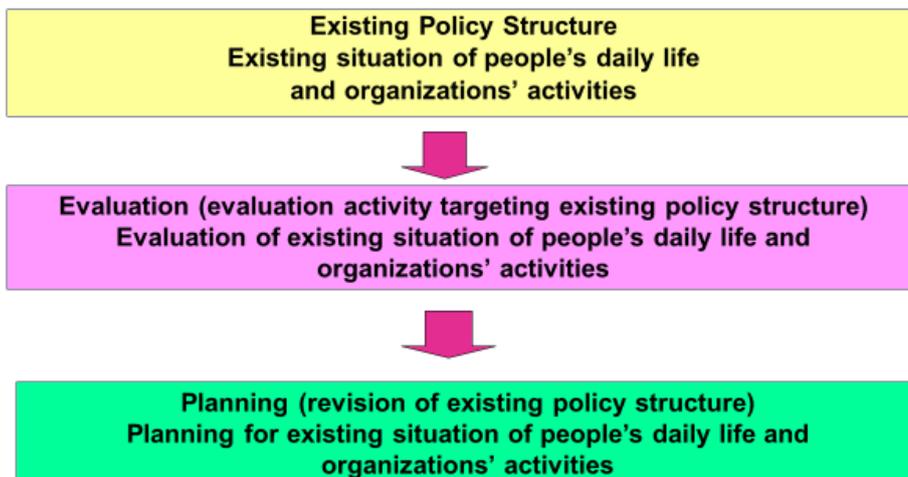
- Planning + Ex-ante evaluation
- Operation + Monitoring + Mid-term Evaluation
- Terminal Evaluation + Ex-post Evaluation

Current Management Cycle II

- Terminal Evaluation + Ex-post Evaluation
- Finding of Resource
- Selection
- Planning + Ex-ante Evaluation
- (Introduction of Best Model/Best Practice)
- Re-allocation of Resource
- Concentration
- Operation + Midterm Evaluation
- Incremental Evolution
- Continuous Monitoring
- Measuring performance
- Result-based management

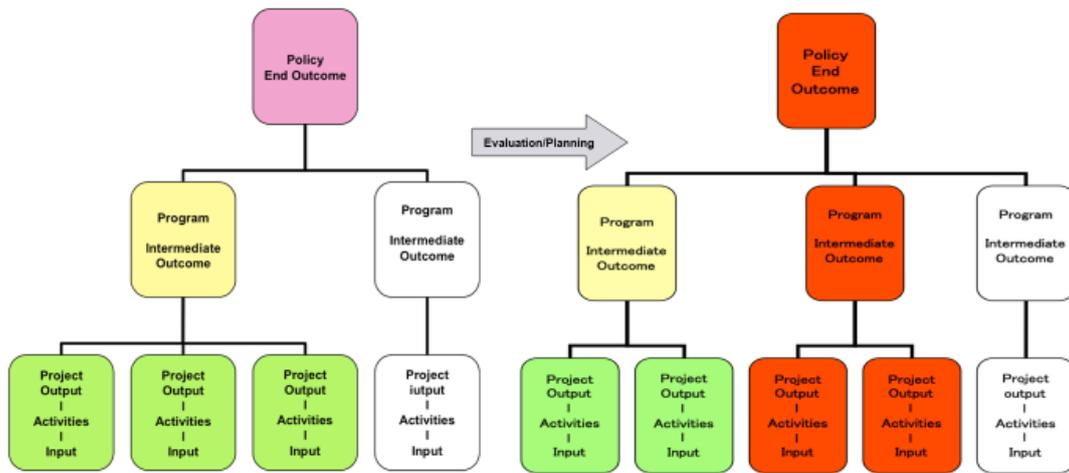
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Evaluation, Planning and Policy Structure



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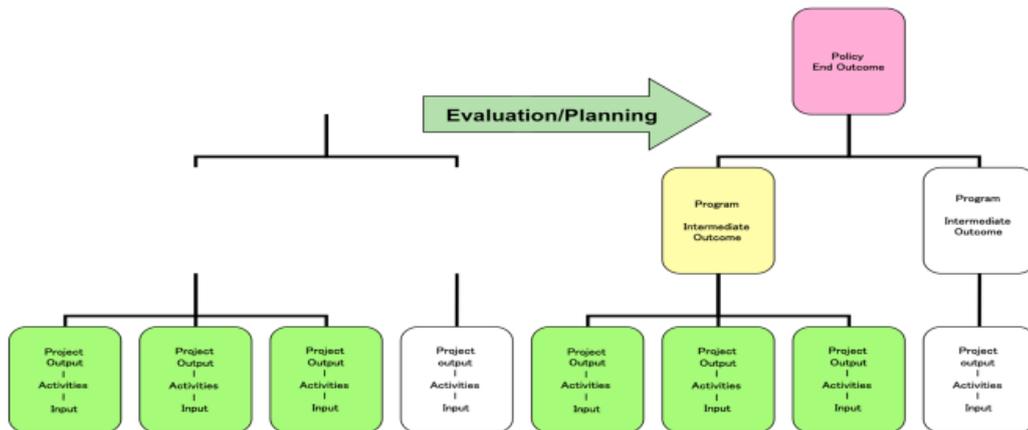
Characteristics of Evaluation and Planning



Source: Created by Miyoshi

23

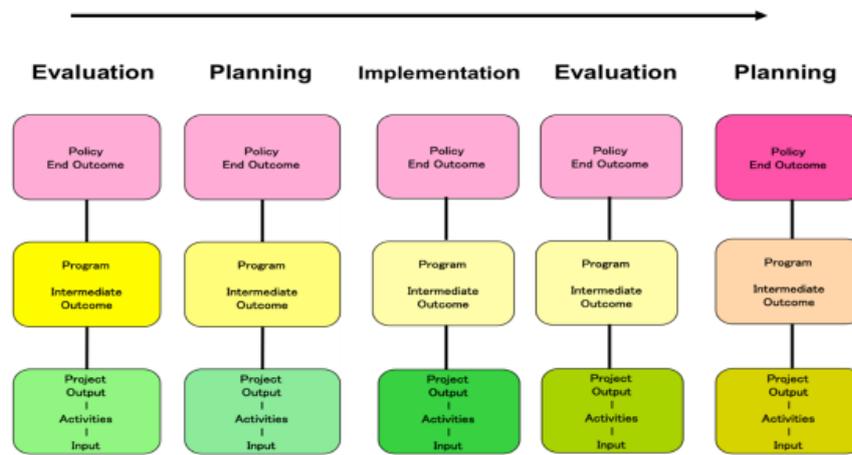
Characteristics of Evaluation and Planning (no existing community policy structure)



Source: Created by Miyoshi

24

Continuous Revision of the Policy Structure



Source: Created by Miyoshi

25

Program Theory Matrix (PTM)

Policy (End Outcome)	Program (Intermediate Outcome)	Project		
		(Output)	(Activity)	(Input)
Policy Change of Society -Indicators	Program A Change of Target group (A) -Indicators	Project A-1 Products and Services of Project Indicators	A-1	A-1
		A-2	A-2	A-1
	Program B Change of Target Group (B) -Indicators	B-1	B-1	B-1
		B-2	B-2	B-2

Source: Created by Miyoshi

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Table 2: Oyama-machi Community Policy Structure (Overview)

End Outcome	Intermediate Outcome	Projects, Activities, etc.	
		Projects, Activities, etc.	Collective community activities
Phase 1 NPC Movement (Seeking income increase) Securing confidence as agricultural producer	Sales increase of producers of plums and tree fruits	Rice production	Purchasing and operating agricultural machinery
		Plum production: promotion of orcharding (Conversion to production of plums and chestnuts: Plums become the mainstream)	Distribution of plum and chestnut seedlings Orcharding of new fruits (sugar plums, citron, etc.) Operation of fruit sorting center (preparing fruit sorting equipment)
	Sales increase of enoki mushroom producers	Umehoshi processing	Agricultural cooperative shipment Konohana Garten (sales) Study tour
		Brewing umeshu (plum wine)	Processing of agricultural products (processing plant) Umehoshi Contest (from 1991) (Improvement of umehoshi quality) Hibikinosato (cooperation with corporations)
	Increase in total sales of small-scale farms	Enoki mushroom production (Oyama method)	Production of mushroom beds (Enoki mushroom mycelium center) Soil improvement with used mushroom beds
		Vegetable production (small-lot production of many varieties)	Watercress, etc. Konohana Garten (direct sales)
	Change in agricultural awareness of farms that are shipping (Market-oriented production)	Konohana Garten (sales)	Market revolution (Direct connection between producers and consumers) Production regulations, etc.
		Hibikinosato	Direct-sales shops (sales): 8 shops Umeshu Sales of processed products (farmers/Hibikinosato)
	Increase in sales total of small-scale farms	Roadside Station: Mizubenosato Oyama	
		Organic restaurant	Women of the farming village: chefs 3 restaurants
Phase 2 NPC Movement (Human resource development) Securing wide perspective	Promotion of communication awareness with urban areas	Green tourism	Ogrihata Green Tourism Society
		Oyama Cable Broadcasting (OYHK)	Information sharing
	Promotion of sense of belonging information sharing	Oyama Cable TV: CATV: OYT (from 1987)	Information sharing
		Hawaii trip (from 1967) 1st to 34th times	Implemented as town project
	Obtaining information on overseas status	Training on a kibbutz in Israel (from 1969) 1st to 19th sessions	Implemented as town project
		Training in South Korea for 9th graders (from 1991)	Sister-city relationship with Megiddo, Israel Implemented as town project
	Promotion of sense of belonging information sharing	Homestay training in Idaho, USA	Implemented as town project
		European tour for women for beautiful urban planning	Implemented as town project
	Vision sharing	Lifestyle Academy (from 1971), "Let's Learn about World Society"	Implemented as town project
		Morning softball games, nighttime track meets, gateball competition	Implemented as town project
Richness of life	Oyama Dance Song, Song for the Townpeople, etc.	Implemented as town project	
	Economic boost symposium, National Oyama-machi Summit	Implemented as town project	
Phase 3 NPC Movement (Environmental development) Securing a rich living environment	Maintenance of environment	Everyone's Wish Statue (1979): Flags for eight groups within town	Implemented as town project
		Operation of day care center	Implemented as town project
	Increase in flow volume of Oyama river	Community center: village center	Implemented as town project
		Marine center: gymnasium, swimming pool	Implemented as town project
	Welfare center	Implemented as town project	
		Implemented as environmental activity	

Source: Compiled by the author, with reference to JICA training materials, overview of Oyama-machi, Hita City, etc.

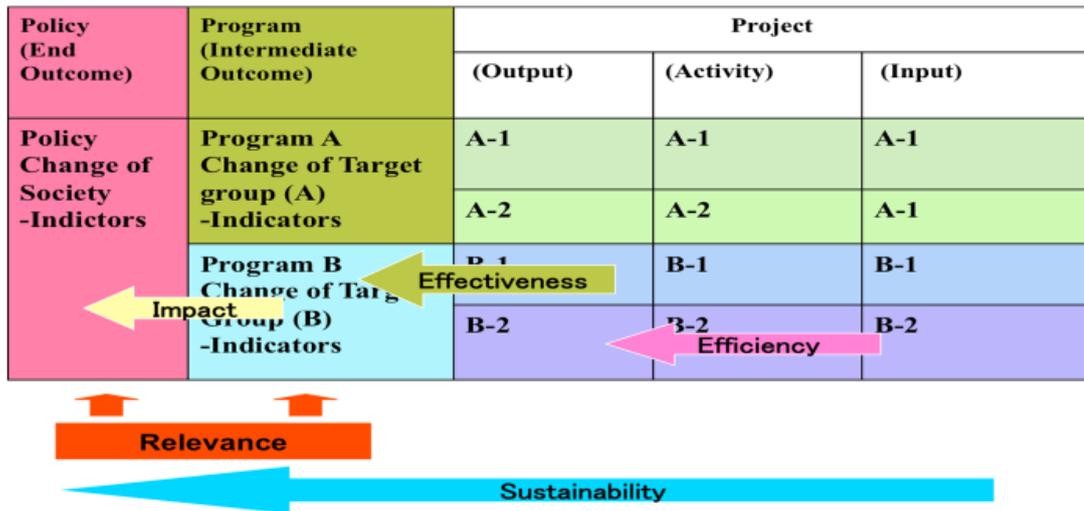
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Everyone's Wish Statue



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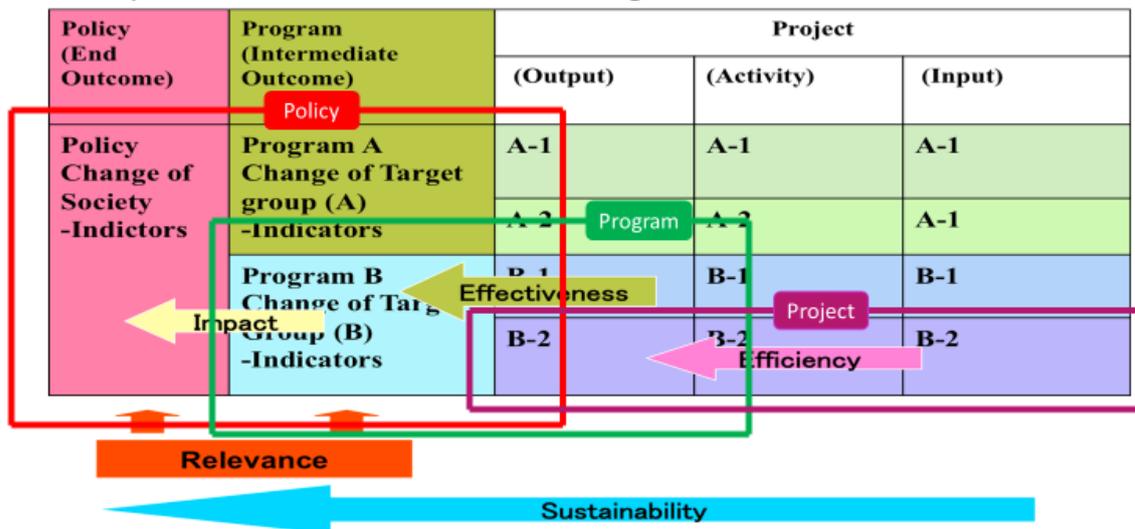
Policy Structure and Evaluation/Planning Questions



Source: Created by Miyoshi

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Policy Structure and Evaluation/Planning Questions



Source: Created by Miyoshi

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Concluding Remarks: Importance of Community Policy Structure

New policy structures can be established through evaluation and planning. Community development is brought about by such steady efforts.

However, in many rural communities, due to a lack of community capacity or insufficient understanding of the community policy structure, community development activities do not adequately occur.

Nonetheless, for rural areas to compete against urban areas and realize their vision, it is necessary to identify the community policy structure, and based on that, conduct individual and collective, formal and informal, and economic, social, environmental and political activities in a comprehensive, systematic, and strategic manner.

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Evaluation and Policy Structure

Chapter 3

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Purpose of This Chapter

interrelations of a policy structure and its evaluation

characteristics of each level of evaluation (policy, program or project evaluation)

framework and constituent elements of the policy structure to be evaluated.

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Framework of Planning and Evaluation

Subject of Planning and Evaluation

- Policy Structure/Objective Tree
- Policy/Program/Project
- PDM (Project Design Matrix)/PTM (Program Theory Matrix)/Logical Framework

Planning and Evaluation Questions

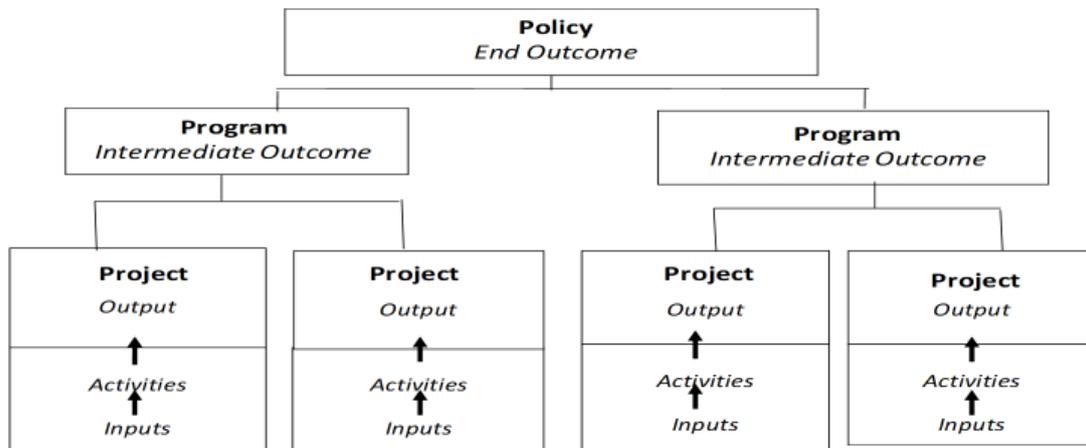
- Measuring Performance: Normative Questions
- Examining Implementing Process : Process Questions
- Clarifying Cause-Effect Relationship: Impact Questions
- (5 Criteria of DAC/OECD)

Methodology/Method/Approach

- Economics, Sociology, Business Management etc.
- Quantitative, Qualitative analysis
- Self, Internal, External Evaluation
- Traditional, Participatory

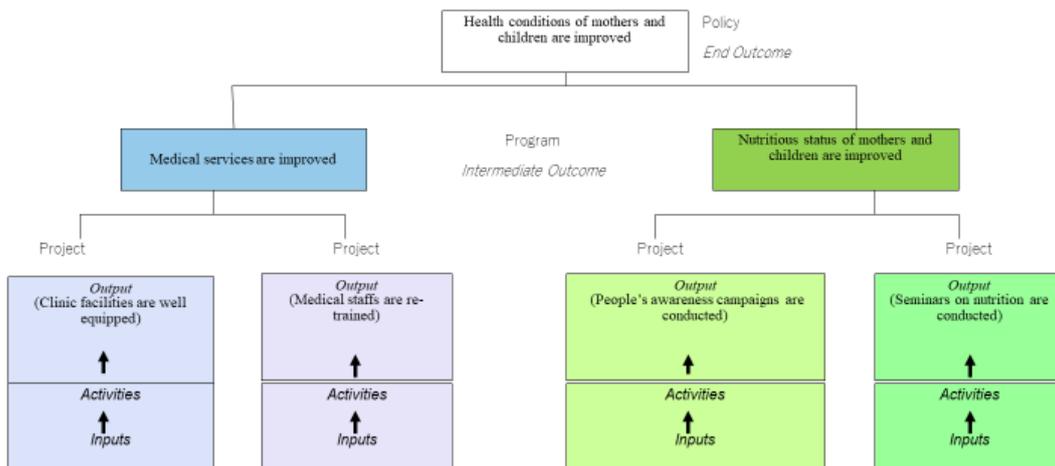
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Policy Structure



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Example of Policy Structure and Logic Model



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Program Theory Matrix

Policy End Outcomes	Program Intermediate Outcomes	Project		
		Outputs	Activities	Inputs
EOC	IOC1	OP1/1	A1/1	IP1/1
		OP1/2	A1/2	IP1/2
	IOC2	OP2/1	A2/1	IP2/1
		OP2/2	A2/1	IP2/2

Note: EOC, IOC, OP, A, IP stands for End Outcome, Intermediate Outcome, Output, Activity, and Input under respective policy structure.

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Example of Program Theory Matrix

Policy End Outcomes	Program Intermediate Outcomes	Project		
		Outputs	Activities	Inputs
Health Conditions of mothers and children are improved	1. Medical services are improved	1.1 Clinic facilities are well equipped		
		1.2 Medical staffs are re-trained	<ul style="list-style-type: none"> To carry out training courses To develop training materials 	Trainers Training facilities
	2. Nutritious status of mothers and children are improved	2.1 People's awareness campaigns are conducted		
		2.2 Seminars on nutrition are conducted		

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Policy Structure and the Scope of Recognition

End Outcome	Intermediate Outcome	Output	Activity	Input
EOC	IOC1	OP1/1	A1/1	IP1/1
		OP1/2	A1/2	IP1/2
Program	IOC2	OP2/1	A2/1	IP2/1
		OP2/2	A2/1	IP2/2
Policy				

Note: EOC, IOC, OP, A, IP stands for End Outcome, Intermediate Outcome, Output, Activity, and Input under respective policy structure.

Source: Created by Miyoshi based on Miyoshi (2008)

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Example of Policy Structure and the Scope of Recognition

End Outcome	Intermediate Outcome	Output	Activity	Input
Health Conditions of mothers and children are improved	1. Medical services are improved.	1.1 Clinic facilities are well equipped.	A1/1	IP1/1
		1.2 Medical staffs are re trained.	A1/2	IP1/2
	2. Nutritional status of mothers and children are improved.	2.1 People's awareness campaigns are conducted.	A2/1	IP2/1
		2.2 Seminars on nutrition are conducted.	A2/1	IP2/2
Policy				

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Localization of Policy Structure

End Outcome	Intermediate Outcome	Output	Activity	Input
Nation-wide: EOC- e.g. Improvement of health condition of 5 million people	<u>IOC</u>	<u>OP</u>	<u>A</u>	<u>I</u>
Region I: EOC-e.g. Improvement of health condition of 300,000 million people	IOC-e.g. Medical services are improved	OP-e.g. Medical staffs are re-trained	A To carry out training courses	I Trainers Training facilities
Region II: EOC-e.g. Improvement of health condition of 200,000 million people	IOC-e.g. Nutritious status of mothers and children are improved	OP-e.g. People's awareness campaigns are conducted	A	I

Created by Miyoshi

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Summary: Characteristics of Policy Evaluation, Program Evaluation and Project Evaluation

	Policy Evaluation	Program Evaluation	Project Evaluation
Scope of recognition	Focusing on end outcomes (change in society as expected). Intermediate outcomes (which are the selection and combination of target groups expecting the change in society) must be recognized. With respect to the recognition of results (as produced in the form of goods or services), it would suffice if they can be recognized as a means to achieve the intermediate outcomes.	Focusing on intermediate outcomes (change in target groups expecting the social change). The selection and combination of results (goods and services) as a means must be recognized. With respect to the recognition of end outcomes, it would suffice if they can be recognized as the objective of the program.	Focusing on outputs (goods and services). Activities and inputs will be recognized as the implementation of a project. Intermediate outcomes and end outcomes are the project's effects.
Responsibility	Examination of the expected change in society and selection of target groups.	Examination of the target groups expecting the change and selection and combination of the projects.	Implementation of the project and production of outputs (goods and services).
Main points of evaluation	Relevance and impact	Relevance and effectiveness	Efficiency
Aid intervention	Provision of advice on the selection of target groups and provision of technical coordination (such as researches and investigations) and necessary funds.	Provision of advice on the selection and combination of projects and provision of technical coordination (such as researches and investigations) and necessary funds.	Intervention with respect to the implementation of the project and the production of the outcomes (goods and services).
Aid coordination, development and model projects	Sharing of end outcomes to be supported and allocated roles toward intermediate outcomes.	Sharing of intermediate outcomes to be supported and allocated roles in the project.	Allocated roles for the implementation of the project.

Source: Miyoshi

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PART II

Empowerment Evaluation

*The PART II is a revised version of Okabe, Y. (2019). D-HOPE Empowerment Evaluation in Chonburi Province.

(Draft)
D-HOPE
Empowerment Evaluation
in Chonburi Province

Project for Community-based Entrepreneurship Promotion
(The D-HOPE Project)

July 2019

Japan International Cooperation Agency

Yumiko Okabe

July 3rd

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The workshop was carried out by the following strategic team members of the D-HOPE project from JICA and CDD led by Yumiko Okabe who is responsible for empowerment evaluation (qualitative evaluation) in the D-HOPE project. There were two guests to the workshop as an observer; deputy director general of CDD, Mr. Thawee; and Mr. Miyake from JICA Thailand office.

The D-HOPE Strategic Team (The D-HOPE Project and CDD)	
<i>JICA</i>	<i>CDD</i>
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Prof. Aki Yonehara (Quantitative evaluation)	Ms. Kanoknit Panaward (Evaluation Unit/Planning Division)
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Ms. Samatchaya Tonglert (Program assistant)	
Mr. Pongsan Sanyakamdhorn (Program assistant)	
Ms. Phognarin Sukcham (Program assistant)	
Ms. Phatranaree Hengsadeeikul (Program assistant)	

The report has been authored by Yumiko Okabe based on the translated descriptions and transcriptions by the project staff, as well as recorded videos and photos taken within the workshop.

Disclaimer

This report has been prepared by the D-HOPE Project. The information contained in this report shall not be disclosed or used without agreement from the D-HOPE Project. Any use such as citation of this report should be acknowledged by the name of author.

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Chapter 1 Introduction

1.1 Background

Community Development Department (hereinafter CDD) of the Ministry of Interior, the royal government of Thailand, has been making an effort on the **One Tambon One Product (OTOP)** policy since 2001 supporting village people on product development as well as its marketing through centralized exhibitions (OTOP exhibitions) in the entire country at different levels along with other economic related policies. The OTOP policy has achieved to support villagers in many ways such as to be part of production group as a member, to elevate quality of products into OTOP 5-star product or to increase income through exhibitions. Despite the fact that OTOP sales are increasing each year¹, the challenge remains in vulnerable individuals essentially to be part of the driving force in economic development. There are producers and service providers who remain critical conditions in terms of income generation, finding appropriate market, or even rethink of their production or service based on the market needs. There is a need of strategic economic policy that is inclusive and participatory for such producers and service providers but without hurdles as well as taking any risks.

Thus, the Project for Community-based Entrepreneurship Promotion (The D-HOPE Project) was established for promoting community-based entrepreneurs in rural Thailand based on the necessities of grassroots economic development through diversification of economic opportunities focusing on village capacity development as well as vulnerable individuals. The project adopted the **Decentralized Hands-on Program Exhibition (D-HOPE)** approach as an alternative and sustainable development tool for rural development.

There were three main activities that were conducted in Chonburi province from June 2018 until evaluation that was conducted in March 2019. As a result, the project accomplished to promote 92 local producers, service providers or farmers (we call them as champions) through the catalog supported and facilitated by the Chonburi Community Development provincial and district office (hereinafter CD Chonburi) in Chonburi province. Therefore, as the last activity of the D-HOPE project, empowerment evaluation was conducted targeting for those 92 champions as well as the CD Chonburi officials through the collaboration of the CD Chonburi, CDD as well as the project team of the Japan International Cooperation Agency (hereinafter JICA).

Hence, this report is the result of the empowerment evaluation workshops as qualitative evaluation. The D-HOPE approach considers evaluation as a part of stakeholders' activity in terms of reflective practice rather than the evaluator's activity; therefore, the D-HOPE approach adopts empowerment evaluation method to enhance their capacity in entrepreneurship as well as evaluation. In this connection, the primary purpose of the empowerment evaluation is to enhance learning in stakeholders through reflections within the workshop so that this report is a secondary purpose as evaluation. However, this report contains those learnings in stakeholders that are rich amount and details narratively using their voices. Therefore, the report is intended to policy-makers in CDD for planning on the next Thai fiscal year, specifically an integration of the CDD policy with the D-HOPE approach, which is mainly the Nawatwithi community-based tourism policy.

¹ Source: Data Center Management System for Managing, Storing and Utilizing of Community Development Department, Ministry of Interior http://logi.cdd.go.th/cddcenter/cdd_report/otop_r06.php?year=2562

1.2 Project for Community-based Entrepreneurship Promotion (The D-HOPE Project)

JICA, the government of Japan and CDD of the Ministry of Interior, the royal government of Thailand, agreed to cooperate on the Project for Community-based Entrepreneurship Promotion (the D-HOPE project²) from late 2017 for 4 years targeting at least 45 out of 76 provinces within Thailand. As the first year of the D-HOPE project's target area, CDD selected 9 provinces from 4 regions (North: Chiang Mai and Lamphun, Northeast: Nakhon Phanom, Mukdahan and Surin, South: Ranong and Trang, East: Chonburi and Chantaburi in figure 1) in consideration of the expansion of target area to other provinces regionally in the following years. The target group of the project is mainly farmers, producers or service providers at the village level in pursuit of community-based entrepreneurship promotion through the D-HOPE approach. The D-HOPE project³ was carried out by each CD provincial/district offices at the local level. The strategic team (the experts from JICA and CDD) of the D-HOPE project have attended most of the activities as a facilitator in the respective provinces supported by JICA in terms of budget apart from the Bangkok training and some of the empowerment evaluation workshops.

Figure 1 Location of the 9 Provinces



The D-HOPE project mainly focuses on community capacity development while aiming at economic development in terms of entrepreneurship for farmers, producers and service providers. Therefore, the main activity of the project is to identify local champions, who has potential to develop *hands-on program* and offer to visitors to get a hands-on experience with them.

The 'champion' can mean anybody who has any kind of potential. As most people's tacit knowledge is not recognized by themselves, the project intends to make them aware their tacit knowledge and transform into a form of hands-on program as extra small business. Thus, it is a place for local people to interact market directly and create business based on the needs identified – or even create a need in market.

As for marketing, all the hands-on programs were collected in one as a catalog and promoted collectively as a province. In this sense, the D-HOPE project supports nurturing entrepreneurship in producers or service providers.

² For more information, refer to the project Facebook page <https://www.facebook.com/jica.thailand.dhope/>

³ The D-HOPE project only was carried out the first year in 9 provinces, and the following year of the D-HOPE approach was continued by CDD in terms of budget allocation under the OTOP related policies.

1.2 Overview of the Empowerment Evaluation Design

The empowerment evaluation workshop is one of the main and last activities of the D-HOPE project. Thus, this evaluation is not conducted for an accountability purpose, for instance, to evaluate project purpose or goal based on the project design matrix (PDM) of JICA's technical cooperation form. Instead, the D-HOPE evaluation is intended to promote learning within project stakeholders such as CD officials and local people such as the D-HOPE champions using the **empowerment evaluation**⁴ process. Therefore, the control of evaluation and findings depend on stakeholders rather than an evaluator. As an empowerment evaluation's primary purpose is to influence evaluation participants within the evaluation process, this evaluation report is secondary. Nevertheless, the primary intended user of this report is CDD and the D-HOPE project for planning how to integrate the D-HOPE approach with OTOP Nawatwithi and related CDD policies in the coming Thai fiscal year 2020. Thus, the D-HOPE evaluation means to evaluate the initial D-HOPE purpose, which is entrepreneurship in the case of the D-HOPE project.

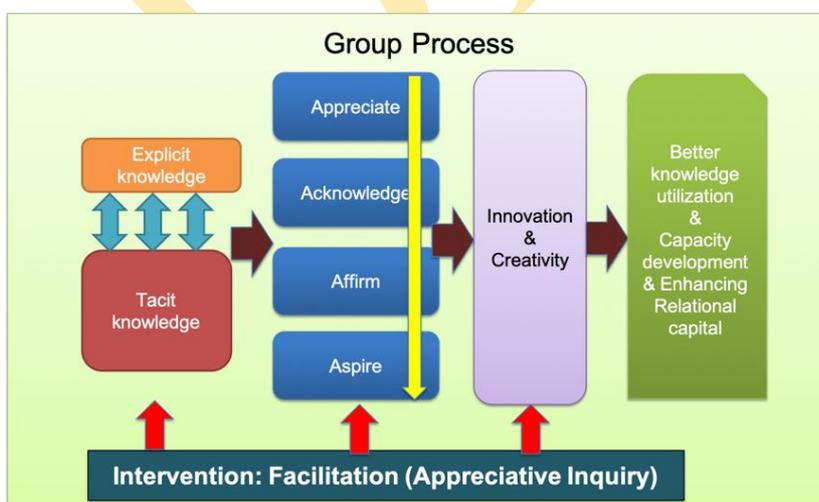
Doing so requires an in-depth understanding of stories of the program participants, which means the D-HOPE project and the champions as well as the CD officials. In this connection, this evaluation method focuses **qualitative inquiries** to explore the changes of the evaluation participants, mainly the D-HOPE champions as a result of the evaluation workshop. Thus, the evaluation questions mostly focused what, how and why questions to withdraw their way of thinking and share them with post-it notes in formats. Therefore, the data were collected through participant observation and facilitation as well as the evaluation participants' post-it descriptions in the evaluation workshop.

1.3 Concept of Group Process

The concept of group process was incorporated into this evaluation as group discussion shown in figure 2. This evaluation intervention then, is the facilitation approach using the Appreciative Inquiry method in order to stimulate tacit knowledge that nurture different perspectives from the group discussions. There are three objectives set within this group process as learning steps;

1. To make participants confirm their ends and means of activities;
2. To make participants acknowledge other people's good practices and learn from each other;
3. To make participants modify their policy structure.

Figure 2: Concept of Group Process



Source: Created by Okabe

It is the interaction of these aspects to make changes in participants. Therefore, Photo Elicitation method was adopted to remind of what participants have done, what they can do, what they learned, and what they want to do next to explore the new goals for future community development, individual entrepreneurship or simply self-improvement. Thus, the core purpose of this qualitative research is to describe the mechanisms of changes in the evaluation participants.

⁴ It was called 'participatory evaluation' at the beginning of the project, however the empowerment evaluation concept fits better as the D-HOPE evaluation now so that it will be considered empowerment evaluation officially for the D-HOPE project from this report.

1.4 Purpose and Scope of the Qualitative Analysis

This report presents a descriptive analysis of the findings narratively in case of Chonburi province. As the first stage of the evaluation period of 9 provinces, Chonburi and Lamphun province conducted empowerment evaluation workshop in March 2019, soon after the catalog publishing due to the end of the Japanese fiscal year 2018. Since the evaluation period is still on-going in other provinces as of now (writing period), the report only picks Chonburi case as preliminary findings. It is expected to follow up analysis from some other cases.

Since all the responsible CD Chonburi officials and the champions' participation was secured because of the collaboration and support of CDD as well as CD Chonburi office, the evaluation study covers almost all the stakeholders involved (89 champions out of 92). However, since there are many other activities conducted at the local level, at the same time as the D-HOPE project, some participants might not had been very clear on the D-HOPE implementation. Nonetheless, community people usually see their life in a holistic way rather than the specific project and it is why the Photo Elicitation method was selected. Furthermore, this workshop is about rather how they changed in terms of learning from the discussions as findings and those are on for themselves. Thus, their findings were already shared verbally among them in the workshop.

The key objective of this report though is to give a voice of the D-HOPE champions from the catalog to speak about their stories, which is one of the main purposes of qualitative study. Since the project team supported all three main activities, the rapport with the evaluation participants were already established from the early stages of the project. Besides, it was emphasized to 'enjoy discussions' rather than assessment or being serious in evaluation so that using appreciative inquiry, learning can be promoted better. In this sense, the descriptions of evaluation findings are relevant, sincere and honest. Thus, descriptive analysis focuses on the interpretations of their changes through evaluation process narratively and I attempt to give their voices and descriptions in quoting "---" style.

There is a language barrier since the project is conducted partially in English through translations and interpretations. However, the D-HOPE project office constantly updates the CDD information or their policies. Thus, the D-HOPE project staff was in charge of translation in facilitation as well as the descriptions and report so that the effort on securing the quality is attempted since I, myself and the project staff is familiar with the context.

1.5 Organization of the Report

Since the concept of empowerment evaluation is rather new in evaluation, and it is introduced to communities in Thailand for the first time through CDD (apart from what I have conducted in Surin province back in 2013-2015), the basic concept of empowerment evaluation is introduced briefly in the following chapter 2. Chapter 3 then introduces the D-HOPE project overview and empowerment in entrepreneurship. As for the methodology of evaluation study, I adopted the action research method (Greenwood & Levin 2008). Fetterman (2015) claims that "empowerment evaluation and action research share similar philosophies, concerns, and techniques" (p. 83), especially from the self-reflective inquiry. Although there are some differences, Fetterman (2015) believes that conducting empowerment evaluation in action research "represents a powerful force for social change (p. 83) emphasizing community knowledge and learning by doing. In this connection, the paper also attempts to illustrate how empowerment evaluation framework was designed in chapter 4 including evaluation methods and questions through action research. I also attempt to describe the evaluation process in detail how the workshop was like along with my facilitation, what I did as a facilitator by narrating the process of workshops together with the descriptions and their voices in chapter 6 in order to understand the changes of the champions precisely. As for conclusion, chapter 7 summarize the evaluation results as conclusion and make suggestions on the future implementation of the D-HOPE approach as well as the effectiveness and meaning of empowerment evaluation for rural development.

Chapter 2 Empowerment Evaluation

2.1 Evolution of Stakeholder Involvement Approaches into Evaluation

A group of American Evaluation Association (AEA) has advanced stakeholder involvement approaches into evaluation, which is categorized as collaborative, participatory and empowerment evaluation as a different type of evaluation that addresses concerns about relevance, trust, and use in evaluation over the past couple decades. These types of evaluation contribute to building capacity in stakeholders, which is the current main evaluation needs in the global community (Fetterman, et al. 2018).

2.2 Role of Evaluator

The main difference from the conventional evaluation and this type of evaluation is the role of the evaluator and how much control he/she has over evaluation. Even among stakeholder involvement approaches into evaluation, there is a different degree of involvement of evaluator. Figure 3 depicts the differences between three types of evaluation. As depicted, the evaluator role in empowerment evaluation is smaller than any other types and the control of evaluation is on the participants' hands. The empowerment evaluation practices are reported mainly from the united states as well as over 16 countries such as Japan, Australia, Israel, and South Africa in different settings and varieties from education to small business (Fetterman & Wandersman, p. 74, 2018).

The conventional evaluator usually takes a position of being an "expert" who is detached from people in order to avoid contamination or being biased whereas evaluator role in empowerment evaluation is a supporter who serves as a 'critical friend'. They facilitate the process of believing in the program and hopes for the best of it so that he/she "provides constructive feedbacks designed to promote its improvement" (Fetterman & Wandersman 2018, p.79). Therefore, they keep raising questions so that "the evaluation remains organized, rigorous, and honest" (Fetterman & Wandersman, 2018, p.79).

Figure 3: Three types of Stakeholder Involvement Approaches into Evaluation



Source: Fetterman, et al. (2018)

2.3 Process use and Facilitation

Moreover, empowerment evaluation's success does not depend on the evaluation tools but "the empowerment evaluation facilitation process that makes the tools empowerment evaluation (Patton, 2017, p. 140)". It is the dialogue of reflective practices between evaluators and participants that creates dynamism of change. As regards this aspect, it is the issue of evaluation use. Kirkhart (2000) widened the view in the integrated theory of influence with, especially *process use* perspective rather than just result as a source of influence. *Process use* is a concept of making program changes based on the evaluation process rather than just the evaluation's findings. In this connection, we expect "cognitive, attitudinal, and behavior changes in individuals, and program or organizational changes resulting, either directly or indirectly, from engagement in the evaluation process and learning to think evaluatively (e.g., increased evaluation capacity, integrating evaluation into the program, goals clarification, conceptualizing the program's logic model, setting evaluation priorities, and improving outcomes measurement)" (Patton, 2012, p 143).

2.4 Challenges of Empowerment Evaluation

In this sense, empowerment evaluation, perhaps the most common notion, provides the efficacy that "foster improvement and self-determination (Fetterman, 1994)" by stakeholders involving in the evaluation process. Besides, Patton (2017) recently spoke highly of empowerment evaluation as "exemplary is its openness to dialogue and reflective practice (p. 139)" in the occasion of celebrating the 21st anniversary of empowerment evaluation at the AEA convention. Nevertheless, he also points out the current challenge that is a fundamental system change as empowerment, which is not about "simply targeting individual people as empowered (Patton, 2017, p. 140)." While many empowerment evaluations have reported program improvement as a result of practical empowerment evaluation, there is a critical aspect in achieving transformative empowerment evaluation (table 1). Though his argument is not being critical on empowerment evaluation rather he believes empowerment evaluation can accomplish its purpose better ways such as "people learn how to take greater control of their own lives and the resources around them (Fetterman, 2018, p. 76)".

2.5 Importance of the Subject of Evaluation

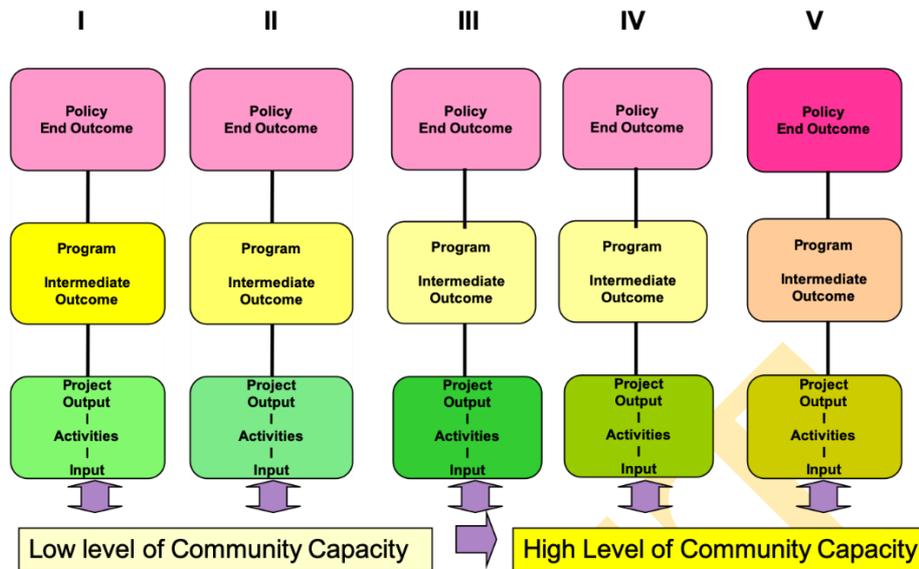
Hence, it is important to clarify the subject of evaluation. In the context of rural development, Miyoshi (2013) discusses the meaning of the concept of localization of policy structure that the subject of evaluation can be precisely defined when the national policy is appropriately localized into a policy structure at the local level. Thus, evaluation reviews a national policy "in consideration of ends contemplated at local levels where the policy actually unfolds (Miyoshi, 2014, p. 73)". In this connection, the participation of rural people in evaluation is crucial yet their recognition of the community policy structure would bring the fundamental changes in rural people. Doing so allows the modification of community policy structure to a higher level of community capacity (figure 4).

Table 1: Two Streams of Empowerment Evaluation

Stream	Characteristic	Control	Focus
Practical empowerment evaluation	To enhance program performance and productivity	Program staff, participants, and community members	Programmatic improvements and outcome
Transformative empowerment evaluation	To change systems by highlighting psychological, social, and political powers of liberation.	People learn to take greater control of their own lives and the resources around them.	Liberation from predetermined, conventional roles and organizational structures or "ways of doing things".

Source: Created by Okabe based on Fetterman (2018)

Figure 4: Modification Cycle of Policy Structure



Source: Miyoshi (2014)

Although the participation of the community in evaluation is advocated and practiced, the subject of evaluation is not well defined in many cases from the community policy structure point of view, it is reasonable to assume current empowerment evaluation tends to achieve program improvement but system change. That is how future empowerment evaluation can essentially empower the system change.

Consequently, there are two aspects to be considered well in order to foster empowerment evaluation in the rural or community development context. One is the evaluator role as a facilitator and its process while another is the subject of evaluation for fruitful rural development. Thus, the main purpose of this empowerment evaluation is already done through the process so that the position of this report is secondary in this evaluation.

Chapter 3 The Position of D-HOPE and Empowerment

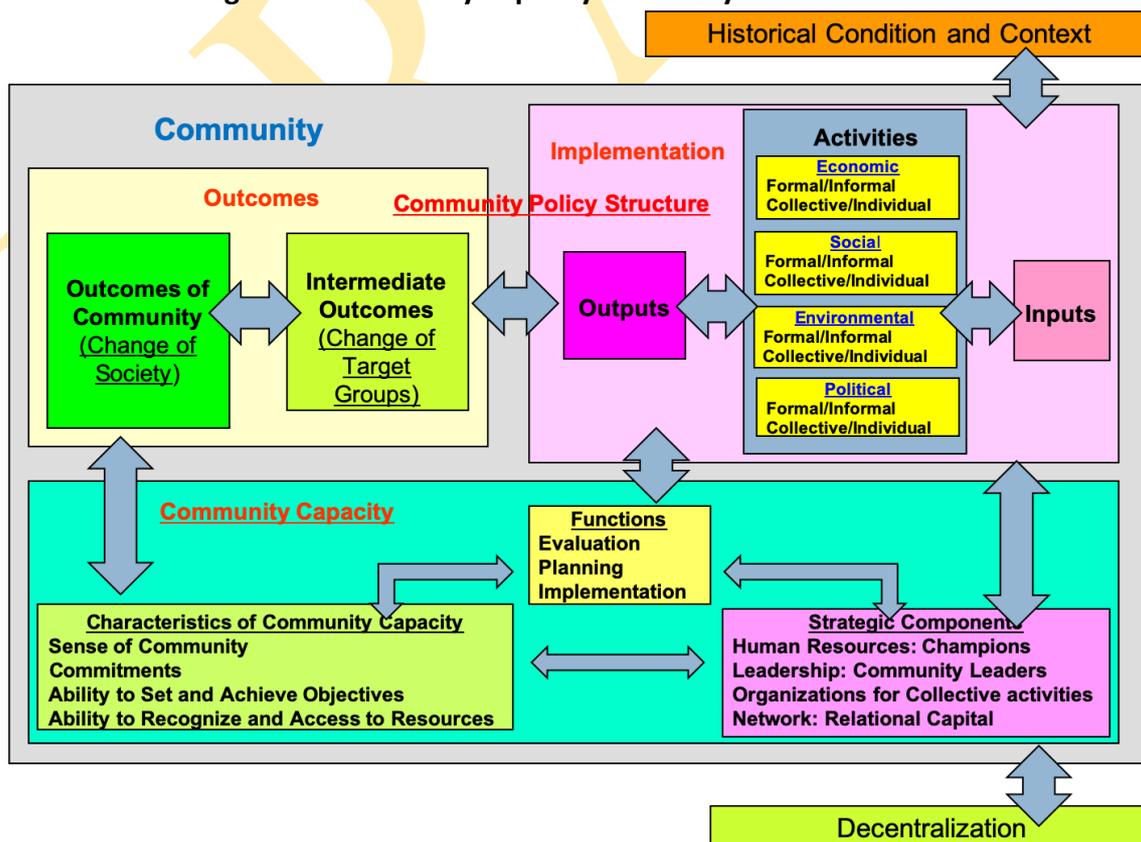
3.1 Theoretical Background of D-HOPE

Figure 5 is a dual function model combined with the community policy structure as well as community capacity (Miyoshi & Stenning, N. 2019, Miyoshi & Stenning, 2014, Miyoshi & Stenning, 2008). It requires a strategic tool to embody this model, which is how D-HOPE was designed focusing on economic activity. Yet D-HOPE principally aims at developing community capacity especially in terms of enhancing networks among community people, while it focuses on the economic activities to escalate the level of economic development from the service economy into the experience economy (Pine & Gilmore, 2011). Thus, it aims fundamental development in community to develop capacity while achieving economic growth.

3.2 The Experience Economy

Economically speaking, the experience economy has more value than commodities, products or services. Thus, the D-HOPE approach primarily focuses on creating *hands-on programs* designed and implemented by community people themselves, which are offered for visitors. For instance, you can offer visitors a cup of excellent coffee in a quiet house with greenery and spectacular view in the background. You can even share your knowledge on how to taste an 'excellent coffee' properly so that they get one and only unique experience with you that can be charged more than just a purchase of coffee beans, a purchase of a pack of roasted coffee beans, or a cup of coffee offered in a café. Therefore, D-HOPE intends to identify as many champions who offer hands-on programs as possible in order to increase scattered income opportunities in the community as well as to stimulate entrepreneurship in producers and service providers through interacting with the actual market.

Figure 5: Community Capacity and Policy Structure Model



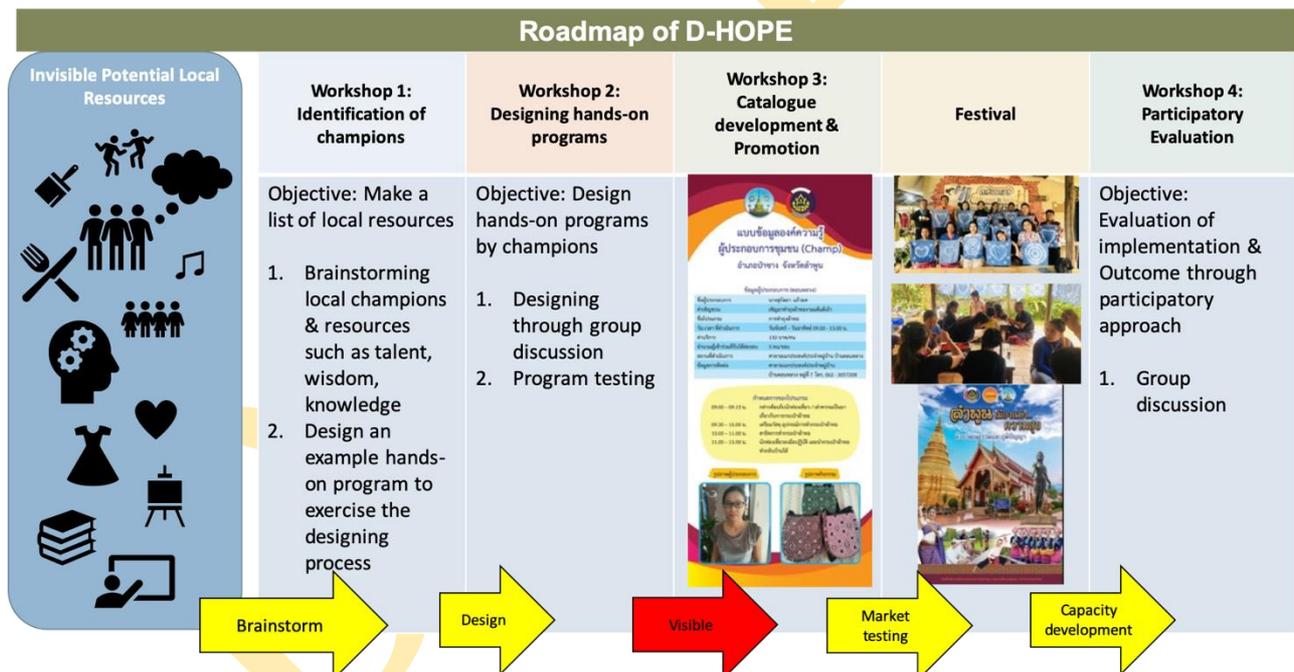
Source: Miyoshi & Stenning (2019)

3.3 Main Activities of D-HOPE

In order to achieve this, the principal activities consist of 5 main stages; identification of champions; designing of hands-on programs; development of catalog and promotion; the D-HOPE event and empowerment evaluation as shown in figure 6. These processes emphasize the clarification of division of roles especially between the implementer and community people (champions) who offer hands-on programs while supported by the policy-making organization level shown in figure 7. The activities are primarily carried out in a workshop with participatory style, which is the responsibility of the implementer while the participants (community people) engage in the group discussion to brainstorm ideas to enhance knowledge sharing. Thus, the workshops are the place for vigorous networking among community people.

As a result, each province develops a catalog that collects all the hands-on programs in one to promote the event (catalog) for a certain period like a month or two. Therefore, each event (catalog) is developed with a specific purpose, characteristics of the event and the title, which is the identity of the province. The event starts with an opening ceremony in a centralized exhibition style. After that, visitors who want to participate in hands-on programs directly contact the champions⁵ to make an appointment and they can make visits accordingly.

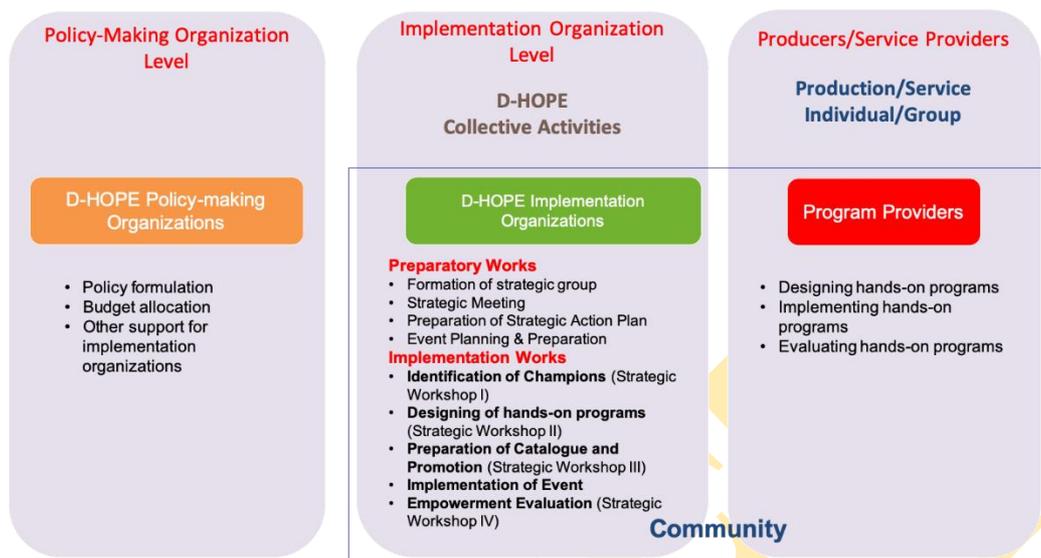
Figure 6: Road map of D-HOPE



Source: Created by Okabe

⁵ There is a website of champions' information too, see <http://dhope.cdd.go.th/>

Figure 7: Division of Roles



Source: Partially modified from the JICA training material, Miyoshi & Okabe (2018)

3.4 Empowerment as Entrepreneurship Promotion

The main purpose of the D-HOPE project is to empower local champions in entrepreneurship, which means a cultivation of entrepreneurial spirit in producers or service providers for transformation. First, entrepreneurship and entrepreneur meanings are defined. According to the oxford living dictionary⁶: “The activity of setting up a business or businesses, taking on financial risks in the hope of profit. A person who sets up a business or businesses, taking on financial risks in the hope of profit”. Business dictionary defines⁷ “the capacity and willingness to develop, organize and manage a business venture along with any of its risks in order to make profit. The most obvious example of entrepreneurship is the starting of new businesses”. In general, entrepreneurs are someone who finds any kind of needs in market and develop business for a profit-making even though risks involved, which is the main challenge in the rural development context. First, it needs some supporting system to find market need. Second, whatever the business creation, taking risks is not an easy thing for many local champions. Thus, it is the intention of D-HOPE to provide such an environment to stimulate the mechanism of entrepreneurial spirit in rather individual producers or service providers through recognizing their tacit knowledge.

In this connection, D-HOPE encourages local champions to design and create their hands-on programs to offer visitors and tourists using the concept of *the Experience Economy*. This is already an entrepreneurship in a sense of doing new business such as using the hands-on program for tourism. D-HOPE also provides an opportunity for any local people who has ideas to start business without taking any risks. Therefore, D-HOPE also encourages local people to use existing local resources, skills and talents among them through workshops. The combination of hands-on designing process and market interactions, D-HOPE expects local champions to find market needs and fill it by creating better business in small cycle. Under the disruptive innovation era, market is changing rapidly and conventional business development can be competed over the disruptive innovations (Christensen, C. M. 1997). The mechanism or function of business creation and development must follow such trend. D-HOPE is an alternative way

⁶ Retrieved from: <https://en.oxforddictionaries.com> accessed 20th June 2019

⁷ Retrieved from: <http://www.businessdictionary.com> accessed 20th June 2019

to change the system in entrepreneurship development in hopes of transformation of true entrepreneurship in rural communities.

DRAFT

Chapter 4 Evaluation Outline

4.1 Summary of Implementation Result in Chonburi Province

In Chonburi province, the CD Chonburi officials first attended the D-HOPE seminar to learn the D-HOPE process together with some villagers in Bangkok in April 2018, and the first activity at the provincial level started the following month from the identification of champions. The second activity is to design hands-on programs by the listed champions from the previous workshop. The first part is in the workshop to design in papers followed by the program testing in the village at the actual settings. After that, all the hands-on programs in the catalog draft are checked by the champions themselves and discuss promotion issues. All the details are shown in table 2. Based on the implementation result, the empowerment evaluation was constructed accordingly.

4.2 Evaluation Outline

The implementation results confirmed that Chonburi province achieved to identify 92 champions and successfully promoted their hands-on programs through the D-HOPE catalog: Amazing CHON as a sustainable community-based tourism program. Based on this, the subject of evaluation was clarified into two categories; CD officials and the D-HOPE champions who's involved in the D-HOPE project. Table 3 presents the details of the evaluation outline for Chonburi province. This evaluation workshop was held for 2 days 6th and 9th March 2018. Each day had a different target; officials and champions. As for the officials, it is intended to be facilitators for the champions' workshop after their own evaluation, therefore, lectures on the basic concept of empowerment evaluation, mainly the methodology part was explained. Time table of the workshop is in table 4 for the CD officials and 5 for the champions. This evaluation utilized mainly the process-use type of evaluation for three objectives; to recognize the policy structure in each level; to make participants acknowledge other people's good practices and learn from each other; to make participants modify their policy structure.

Table 2: Main Activity and Output

Month	Activity		No. Participants		Output
			officials	community	
May 2018	Strategic Workshop I		49	64	A list of 250 identified champions
Jul	Strategic Workshop II	Workshop	37	120	A list of 110 designed hands-on programs
Aug		Program testing	144 participated *unknown of details		8 hands-on programs tested
Dec	Strategic Workshop III		9	88	91 hands-on programs checked
Jan 2019	Catalogue Printing		-		92 hands-on programs 5,200 copies
-	Event		-	-	-

Source: Created by Okabe based on the project records

Table 3: Evaluation Outline

Evaluation	Details
Evaluation Period	March 6 for CD staff March 9 for champions
Evaluation Workshop	<ul style="list-style-type: none"> • 1-day workshop for implementers includes lectures on evaluation (9:00 - 15:30) • 1-day workshop for champions (9:00 - 16:30)
Evaluation Target	<ol style="list-style-type: none"> 1. CD Provincial/district office, related stakeholders at the provincial level 2. Champions (in the catalog)
Evaluation Type	<ul style="list-style-type: none"> • Process-use type of evaluation • Participatory • Formative evaluation • Utilization-focused evaluation • (Questionnaire survey for quantitative analysis)⁸
Evaluation Objective	<ol style="list-style-type: none"> 1. To recognize the policy structure in each level 2. To make participants acknowledge other people's good practices and learn from each other 3. To make participants modify their policy structure

Source: Created by Okabe

Table 4: Schedule for Evaluation Workshop for CD officials

Time	Activity
08:30-09:00	Registration
09:00-09:30	Opening speech by Mr. Bunthao Duangnapha, Director of CD Chonburi Office
09:30-10:00	Lecture on Evaluation by Dr. Koichi Miyoshi
10:00-10:20	Coffee break
10:20-12:00	Group discussion 1 (divide into 10 groups) by Ms. Yumiko Okabe
12:00-13:00	Lunch
13:00-14:00	Group discussion 2
14:00-14:30	Coffee break
14:30-15:30	Questionnaire Survey

Source: The D-HOPE Project workshop report (2019)

Table 5: Schedule for Evaluation Workshop for Champions

Time	Activity
08:30-09:00	Registration
09:00-10:00	Opening speech by Mr. Bunthao Duangnapha, Director of CD Chonburi Office
10:00-10:15	Speech by Dr. Koichi Miyoshi, Chief advisor of the D-HOPE project
10:15-10:30	Speech by Mr. Thaweeep, Deputy Director General of CDD
10:30-11:00	Coffee break
11:00-12:00	Group discussion (divide into 10 groups) by Ms. Yumiko Okabe
12:00-13:00	Lunch
13:00-14:30	Group discussion (divide into 10 groups)
15:30-16:30	Coffee break Conduct the survey

Source: The D-HOPE Project workshop report (2019)

⁸ The survey was conducted for quantitative analysis at the same time but separately – see the report on the D-HOPE questionnaire survey by Yonehara and Sanyakamdhorn for quantitative results to see the whole evaluation results.

Chapter 5 Evaluation Design

5.1 Empowerment Evaluation Design and Policy Structure

In this D-HOPE empowerment evaluation, I, as an evaluator, provide evaluation design, implementation along with facilitation and report writing through action research techniques. It is not my intention for project stakeholders including CDD and CD officials to get involved vigorously in the evaluation design process as well as report writing yet as it is the first year of the project as well as empowerment evaluation itself. Moreover, once the designing can be done, it can be applied to many other projects when the locally-relevant evaluation questions are structured. Table 7 is empowerment evaluation design in policy structure to clarify its outcome, output as well as activities. In this regard, I have discussed it with CDD and CD officials rather learning by doing style at the workshop site while observing and facilitating. In this connection, some evaluation questions were changed even within the workshop.

5.2 Evaluation Framework

Figure 8 depicts the evaluation framework for Chonburi Province. The first evaluation target is the CD officials, which is intended to evaluate the output of the D-HOPE project while the second evaluation target is the champions to evaluate outcome of the D-HOPE project. The former target mainly discusses on the implementation issues and their works. On the other hand, the latter discusses the outcomes of the project.

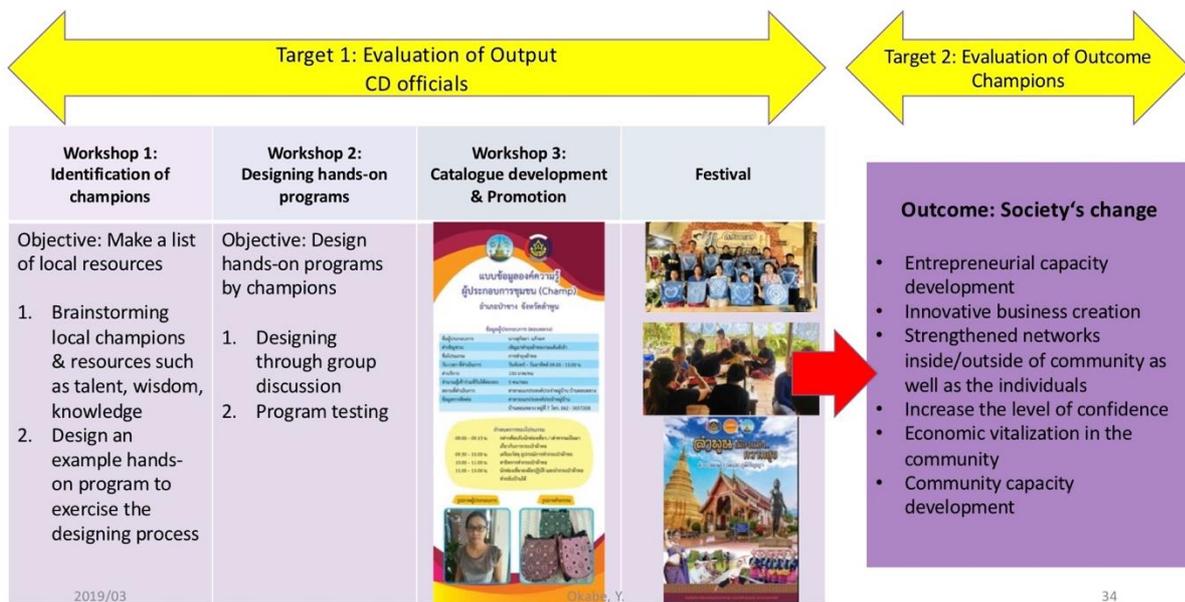
Miyoshi (2013) states “ends at local levels may not be achieved without changing the means at local levels even if their policy structure remains fundamentally the same as the national policy structure (p.588)”. Therefore, this evaluation considered two different evaluation questions subsequent to the distinctive policy structure from implementer point of view and beneficiary point of view.

Table 6: Empowerment Evaluation Design in Policy Structure

End Outcome	Intermediate Outcome	Evaluation Process (with prepared inputs)		Preparation	
		Output	Activity	Input	
Community empowerment in entrepreneurship	Self-determination as entrepreneurs/CD official	Evaluation findings	Methodology • Group discussion in groups by random selection • Appreciative Inquiry for facilitation approach • Photo Elicitation for acknowledgement & fostering knowledge sharing • Questions relevant to current D-HOPE situation	Human Resource (Community of practice)	D-HOPE champions
D-HOPE Program improvement (community capacity, network, income increase etc...)					CD officials
Sustainable development through evaluative thinking in communities	Ownership (take actions, make decision) on entrepreneurship/localization of program	Evaluative thinking (A by-product)	Material Resource		CDD officials/JICA
Nurture a culture of learning and evaluation on entrepreneurship through hands-on programs	Evaluation capacity development	Cultivation of Community of practice for D-HOPE in village/district/provincial level	Monetary Resource		Venue
					Budget

Source: Created by Okabe based on Fetterman (2018)

Figure 8: Evaluation Framework



Source: Created by Okabe (2019)

5.3 Evaluation Method

As empowerment evaluation is about process use, the method for the evaluation mainly is for the facilitation and workshop settings. There are mainly two methodologies that were utilized for this empowerment evaluation workshop; the Photo Elicitation (Harper, 2002) and the Appreciative Inquiry (Cooperrider, D., Whitney, D., and Stavros, J., 2008). As aforementioned, the source of influence comes from the evaluation process directly to the evaluation participants. The amount of information or quality of knowledge they gain through the evaluation process is one of the advantages of the qualitative inquiries. This way the participants deepen the understanding of the cases and situations better. Therefore, the D-HOPE evaluation reinforces learning and knowledge sharing among stakeholders, and this kind of technique is also widely used in community-based studies. For these reasons, such methodologies and approaches were selected.

Appreciative Inquiry

Evaluation often associates with negative images in people that improvement must be done according to what external specialists assessed (Coghlan & Preskill 2003, p 1). Even these assessments were presented by the specialists, practicing is another thing while stakeholders are not fully recognized themselves as a core of their development. As a result, this could potentially lead to a vicious cycle that another specialist had to be set up to implement suggested solutions if those are too high levels to do by stakeholders. In reality, solutions cannot be simply implemented by local stakeholders unless those are highly reproducible activities.

The problem-solving approach is the most common approach, yet it has tendency to nurture dependency in solutions due to the deficit-based questions subsequently to difficulties of getting rid of negative way of thinking (Cooperrider, D., Whitney, D., and Stavros, J., 2008). It makes no sense for facilitators to be skillful to motivate participants in this sense particularly while discussing negative problems. People usually get motivated or empowered through positive ideas, opportunities, and phenomena that create dynamics and synergies. It is indispensable to lookout holistic point of view for development rather than specific problem solving for promoting rural development.

AI on the other hand, has a potential to contribute better in rural development context especially in terms of process change of evaluation participants. AI was used “to discover the positive core (Cooperrider, D., Whitney, D., and Stavros, J., 2008) ” of the center in question and “to enable the staff to focus on projects, process improvements, and rewards” and “to build a team spirit, thereby creating a better environment” (p. 151). It is initially adopted for organizational development focusing on the strength and positive issues to nurture the existing potentials. The concept traces back from the Appreciative Sharing of Knowledge (ASK) and has relatively same knowledge sharing and management. Thatchenkery and Chowdhry (2007) summarized the contrast of retrospective and prospective approaches to knowledge management that former approach, “the consultant looks at the causes of the failure in knowledge sharing” while the latter, “the consultant is not interested in identifying or isolating the defensive routines, because...that paying attention to such constructs would only bring them to life with increased intensity” (p 41, 42). The D-HOPE empowerment evaluation supports the latter approach.

The AI technique is particularly effective to keep the discussion atmosphere positive so that facilitators can stimulate vigorous discussions among people. Therefore, this point was particularly emphasized for the CD officials to use this technique in the first day of the evaluation workshop and find positive cores of each person to make it extraordinary level throughout the discussions. By doing this, we expect to empower people in the process of evaluation rather than the assessment.

Photo Elicitation

Photo elicitation (PE) is a visual method in social science that ‘based on the simple idea of inserting a photograph into a research interview’ (Harper, 2002 p. 2). It is a way for social scientist to conduct interviews using photos. The method “radically redefines the sociological interview because it centers on objects in a photo” and both researcher and participant are “trying to make sense of it” (Harper, 2012 p. 157). One of the advantages of the method is that one photograph carries a great deal of information and it evokes people’s memories easily (Harper, 2002). Therefore, “the elicitation interviews reveal many things about images as well as interviews (p. 158)”. He (2012) also found that asking simple questions works the best for PE (p. 157). This kind of method are becoming more popular for many fields including community studies to empower people (p. 155).

Therefore, D-HOPE prepares approximately 100 photos from all the activities throughout the project implementation that provides a wide range of the thoughts and discussions for evaluation participants. In this connection, the photos were carefully picked up to remind the participants each step by covering a wide range of the moments of each activity as much as possible. This approach uncovers the kind of activities people are interested in through the selection of favorite photographs and discussion on how they see interpret the contents.

One purpose of using PE is to recognize what each person has done throughout the project as well as to learn what others did. Thus, everyone can still learn about the project even though they did not participate some activities and reflect own activities. Another purpose is knowledge sharing through discussions. It does not matter if they were in the moment, it matters how they see it and interpret so that they can share the ideas. Doing this allows participants to create a consensus of the future development directions, such as to create new shared goals towards their dream. This approach fosters learning and knowledge sharing easily through visual rather than just remind themselves.

5.4 Evaluation Questions

Champions

Group discussion 1: Photo evaluation

- Which photo do you like?
- Why do you like it?
- What kind of changes do you think it occurred at this moment?
- What can you learn from this?
- When can you utilize the learning?

Group discussion 2: Self-evaluation

- What have you done in this project? →List up all the things that you did in the group
- What have you NOT done in this project? →List up all the things that you did not do it
- (for what you have not done) How to do it?
- When to do it?

Officials

Group discussion 1: Photo evaluation

- Which photo do you like?
- Why do you like it?
- What kind of changes do you think it occurred at this moment?
- What can you learn from this?
- When can you utilize the learning?

Group discussion 2: Self-evaluation

- How did you contribute to the D-HOPE project?
- Why do you think it is a contribution?
- What kind of changes do you see from it?
- How can you utilize this experience?
- What is your goal for the next time in the D-HOPE project?

Chapter 6 Evaluation Results

6.1 The Top 3 Most Favored Activity within the D-HOPE Activity

Selection of Photos (Question 1: which photo do you like?)

During the selection of favorite photo time from all the activities throughout the project, a lot of attention of champions was on the program testing photo section. Many people were gathering there for trying to look for themselves from the program testing activity photos. Many of them were also talking about the hands-on programs that were related to nature, for instance, the famous tree in Chonburi province (video 1 and 2).

Group discussion (Questions 2: Why do you like it? Questions 3: What kind of changes do you think it occurred at this moment? Question 4: What can you learn from this picture? Questions 5: How can you utilize this learning?)

Everyone seemed very excited to see themselves in the photos. They were bringing back their favorite photo numbers to the tables with enthusiasm. I could see the learning attitudes as a lot of people had their pens and memos in their hands, some were taking photos of the photos with their phones to remember.

During the discussions, it called my attention that a lot of champions mentions about program testing activity related to the environmental issues as if the project was about environmental protection, and this was not my expectation at all. I also comprehended that the environment is considered as a valuable resource in Chonburi province. As many groups paid so much attention to the program testing activities, I tried to facilitate champions to come up with more photos to have a variety of discussions from other activities. However, their focus was heavily on the program testing activity.

The other noticeable thing from group discussion is that many champions wanted to experience hands-on programs more in different districts. Group 6 was vigorously networking saying that knowing other districts will help them. They were planning about the future collaboration such as to connect different hands-on programs beyond their districts. One of the reasons is because they are still lacking to receive visitors or tourist coming to their hands-on programs, according to many champions. They already recognized this challenge as the common issue so that I apprehended the actual situation of champions, which is the awareness of the catalog and the need of promotion is on their mind, however not much action is yet to be done. During this discussion, I also reconsidered the next evaluation question to bring more fruitful discussion, which is the planning promotion that is what missing still from the D-HOPE to bring overall results that derives through the interaction with visitors and tourists.

Video 1 and 2: Selection of Photographs



Source: Project material (Taken by the project assistants)

Photo1, 2 and 3: Group Discussion



Source: Project material (Taken by the project assistants)

Presentation (Question 6: Select top 3 favorite photos as a group and present it to other groups)

After the group discussions, each group selected top 3 most favorite photos from the list they made and presented to other groups. Most group had chosen the photos related to nature and presented on the environmental issue as they have discussed in the groups. Some mentioned the workshop as well as the catalog.

Surprisingly, the selected photos from each group were very similar to one another. Hearing them made me wonder why they could have picked up the same photos among 100 options and came to the same idea.

6.2 Findings from *process-use*

Vote Results

Table 7 indicates the results of the favorite photos from champions and officials. Since website was not finished at the time and event activities were not carried out due to the constraint of budget allocation as well as the time, there was no choice on these two for selecting favorite activities. Thus, among the activities they have done, the result confirmed the program testing activity from the strategic workshop II as the number one favorite activity followed by the second most favored one as the catalog from both champions and officials. Other activities were also selected although the number is a lot less.

Interestingly, there is no particular difference between the choices between champions and officials on this. It is hardly thinkable that is due to the facilitation influences from the officials to get the similar results since the initiative on the selection of photos was done individually. Moreover, the descriptions of post-it were written by champions themselves in most cases. Besides, the facilitation contained some instructions though it seemed there was not much into the details what to write specifically. It was rather organizing ideas into the flip chart and giving them a little bit of explanation how to corresponds to the questions in most groups. However, the atmosphere was a little bit serious in most groups rather than having fun discussions with a post-it. This could be an influence of presence of the executives in the workshops as they were observing the activity at the time or simply it could be because of working with new people in small groups as the group was randomly formed by all participants. Besides, there was a guidance by the officials at the opening of evaluation workshop to take this sincerely so that the champions might took this work a little bit seriously.

Table 8 indicates the number of votes on the concept of the selected photos, which were conceptualized into six categories according to the depicted moment. The categories are; program testing activity in the village, group discussion in the workshops, catalog/collective (common page), catalog/individual (individual champion's page), lecturer and presentation in the workshops. As evidenced from table 7, 8 and the group discussions, both champions and officials are very conscious of the program testing activity. The number is much less but they also recognize the catalog as well as the group discussion activity. Some champions mentioned about lecturer and presentation from the workshops as well.

The results of number one photo is the “eco-tourism program: experience the natural way” (Photo 4) followed by “go with friends to pick lotus” program (Photo 5). While the top two photos were distinctive, the top three was varied different photos.

Table 7: Results of the Favorite Photos

	Favorite photo	No. 1		No. 2		No. 3		Total		Grand total	
		C	O	C	O	C	O	C	O		
D-HOPE Activity	Bangkok Training	0	0	0	0	0	0	0	0	0	
	SW I	1	0	1	0	1	0	3	0	3	
	SW II	Group discussion	0	0	1	1	0	1	1	2	3
		Program testing	6	5	5	4	6	1	17	10	27
	SW III	0	0	1	0	2	0	3	0	3	
	Event/Promotion	-	-	-	-	-	-	-	-	-	-
	Catalog	3	0	2	0	1	3	6	3	9	
	Website	-	-	-	-	-	-	-	-	-	-
Total		10	5	10	5	10	5	30	15	45	

Note: *C=champions O=officials (C: 10 groups/O: 5 groups)

Source: Created by Okabe

Table 8: Concept of the Selected Photos

Concept	Champions	Officials
Program testing	17	10
Catalogue/Collective	3	2
Catalog/Individual	3	1
Group discussion	5	2
Lecturer in the workshop	1	0
Presentation in the workshop	1	0
	30	15

Source: Created by Okabe

Photo 4 and 5: Top 2 Popular Photos among Champions



Source: Project material (Taken by the project assistants)

6.3 Changes of Champions from the Program Testing

Most of the descriptions of selected photos are organized into 4 aspects; appreciation, affirmation, acknowledgement, and aspirations (Annex 1) as the changes of the champions influenced by the evaluation process. Since the descriptions of No.4 and No.5 and its related photos, which means the photos taken the same day, were similar due to its characteristic, the further analysis was made together. Nevertheless, the number of descriptions for the top 2 selected photos were the majority.

Appreciation

The selected photos made champions aware and conscious of environmental issues and its natural resource in various aspect. Many champions recognized the use of a local resource, such as the tree in No.1 photo for tourism development. The first presenter from the Muang district said “people in the community sees this tree every day, so they don’t appreciate its value. But this tree can attract people from outside the community --- Just one tree can lead to many good things --- we identify the good things in our communities. Probably more than just a tree. We can use these good things”. Not only this group, the tree is truly a valued asset of Chonburi shared by many champions and it was a strong emphasis to keep it in this way no matter what development will be. This discussion strengthened one of the community capacity elements, which is the community characteristic – an ability to recognize and access the resources.

Interestingly, there was no intention to change any natural resources for economic development in champions’ mindset. They rather want to create tourism activities to make visitors appreciate the environmental or local value that Chonburi has to offer. One presenter mentioned “we keep the nature and not modifying it for our convenience. We don’t modify the nature to cater for tourism” while the other presenter advocated, "we want everyone to conserve. Let's preserve nature so that it keeps the humidity, keeps the climate cool and keeps steady rains". The champions generally appreciate local lifestyle and their resources as it is and their goal is to make visitors to follow the same.

Affirmation

A kind of confidence or pride that the discussion brought to the champions is the ability to access local resources and generate income by making use of those resources. The champions feel that this type of activity can broaden the results of development, and the case of eco-program is conserving environment. Yet the program testing activity could have brought more confidence because there are not many descriptions and narratives on the confidence in champions. Hence, the program testing activity still has a space for improvement in order to bring more results in terms of confidence in entrepreneurship.

Acknowledgment

Nevertheless, the program testing activity, as well as the discussions on the photos, were practical learning experiences for many champions. For instance, many groups came up an idea to replicate the practice of using motorbike as a means for transportation within the hands-on program activity in the village (No. 2). Furthermore, one group mentioned “the greatest learning point is to know oneself, in a way that we know our community, our groups, and other communities. The activity enables us to know what our community has and what other communities also have and understand the thinking of other champions". There is a kind of reflection on oneself through understanding another champion’s mindset - this is learning how to learn. Surprisingly, this person who wrote (or group) feels that he/she knows community or groups rather than him/her self. There is no development of successful small business without knowing of oneself – skills or talents and acknowledging tacit knowledge, understanding it makes champions gives better perspectives of doing small business.

In many cases, people speak about a 'stereotype' marketing without 'thinking' appropriately on practical marketing. The champions normally expressed they "want more foreign visitors to come, I want you to come! Please visit us" during the discussions. I always asked them back "why only foreigners?", tried to grasp if there is any marketing aspect in their minds. A lot of champions know the fact that there is already a plenty of foreign people visiting Chonburi province so that bringing them to the village is a big chance on tourism if they could promote it as a tourist destination like the famous beach in the province. There was a recognition of hands-on program marketing, which is "to promote to the target group who loves nature". Thus, some champions reached to a conclusion that a small hands-on program can be experienced to a specific target group. In doing so circulate local economy sustainably on small scale and expect to get visitors rather constant, and promotion can be something simple like mouth to mouth sales talk.

This discussion successfully attained new learning in champions in terms of breaking a stereotype mindset, especially from the marketing in small-business aspect. With the combination of practical learning at the site, reflecting on the practice through discussions along with the facilitation, simply asking easy questions, allowed the champions to create more flexible mechanism in thinking.

It is not only the eco-tourism program that confirmed the effective way of learning in program testing activity but also from other hands-on programs (Photo 6, 7 and 8). The other photo description says, "program testing makes us realize and improve" through having the "real commenter" who "provides feedback". This means there were (or acknowledge) some interaction exchanges among champions or officials during the activity, and they learned "seeing is better than hearing". Perhaps authentic learning in champions is condensed in these words.

Aspirations

Overall, the program testing activity also affected champions' feelings that he/she "was impressed" there. Therefore, the activity, as well as these photos, provided a kind of experiences or feelings that inspires them to "want to be in that moment" or "want to participate in the activity" and to become more aspired such as to "want to invite more tourists". Certainly, these feelings were implicit in champions and evaluation discussions made them those feelings more explicit. Yet, the aspirations are a lot less than the other aspect so that there is a room for making champions inspired.

Photo 6, 7 and 8: Other selected photos



Project material (Taken by the project assistants)

6.4 Changes of Champions from the Catalogue Collective/Individual

The catalog is “the result of our one year’s work” as they were very happy to see it (Photo 9). The champions were satisfied as there were many positive comments from the presentations. I noticed many champions were expressing their appreciation of the physical looks of the catalog as it represents Chonburi – especially the color of ocean, which seems the identity of the province. The catalog cover has accumulated “all the good things of Chonburi”, which “our ideas and opinions are crystalized” in one. As “everything is here” in the catalog, they are "pleased" to see the collective work in the catalog. On the other hand, there are many appreciations and acknowledgments towards individual talents in Chonburi as well. The individual page (photo 10, 11) is the one and only unique promotion of an individual champion and it is the “storytelling” part that makes them more confidence that they can “generate income”.

Hence, there is more pride and confidence in champions because of the work of the catalog itself. This is because champions were aware of the meaning of the catalog, the title of the cover "Amazing CHON" as they have brainstormed the ideas in the workshop III and voted by themselves. They feel confident that they can do “more promotion than before” with “more creativity”. They are even inspired to visit different places by themselves. There is a strong recognition of alternative promotion method of Chonburi from the catalog that they “can use it to promote to tourists”.

6.5 Changes of Champions from the Group Discussion and Related Activity

It was obviously fewer thoughts on the group discussion from the workshops than the program testing. Yet, there were very interesting comments on this regard. One presenter mentioned, “we are very happy to realize them (hands-on program) through CDD’s collaboration.” Moreover, the group 6, which was discussing about networking issue during the discussions, the representative said “we can also form networks, for example, Takientia district can visit Koh Sichang and Koh Sichang can visit Takientia. We can learn from one another to share the knowledge and

Photo 9, 10 and 11: Catalogue Pages



Project material (Taken by the project assistants)

Photo 12, 13 and 14: Group discussion



Project material (Taken by the project assistants)

distribute income, which eventually will lead to sustainability”. This group was standing out for me during the discussion because they were very inspired of getting know of each other and willing to make a collaboration for tourism in the future.

Many champions appreciate “to present” in the workshop if the environment is where “everyone is thinking” and brainstorm together. However, this also made one group realize that there are more “talented people but not to present” in the workshop (photo 12). There is a strong reflection from the workshop I, which is to identify champions. The group discussion from the strategic workshop II also enabled participants to easily design own hands-on program, which made them confident that they can “develop knowledge” and “change their mindset” through discussions (photo 13). The champions recognized the benefit of the group discussion as an opportunity to transform themselves.

Another memorable comment is from the presentation because it was a compliment for myself, one group picked photo 14 of myself (lecturer category) and said, “in the past, we said ‘we don’t like to attend a meeting. It’s boring’. But now we really like it, because we get to meet many people, exchange and obtain knowledge. We smile, and we are happy. We learned many things.” There is no doubt that they felt some kind of differences from the workshop due to the presence of a foreigner, myself. Nonetheless, it is not necessarily about me as an individual or lecturer, because I only spoke for 5 to 10 minutes in any workshops I attended and did not engage in-depth discussions, just facilitated partially. Thus, clearly, this comment is about the interactions among champions that made them feel that they could have learned more than any other workshops (clearly more than lectures) and connected with other champions.

Therefore, the meaning of good participation is about being present and engage in something by champions themselves. This also enhances relational capitals among champions to get to know each other and getting know oneself better as well. Furthermore, getting the confidence of attainment in learning makes them happy to inspire them to do more.

6.6 Keywords of Chonburi Development by D-HOPE

The descriptions are conceptually organized as 4-A changes of champions in table 9. The first A collects all appreciations expressed like I love or like about D-HOPE or specific activities or just descriptions of photos. The second A is an affirmation so that anything they or he/she feel confident or proud expressed as in I or we can belong here. The third A is an acknowledgment of what champions learned through the practices at that moment or discussions from the workshops. The last A is an aspiration of what they want to do next inspired by the discussions.

Table 9: Keywords of 4-A Changes

Appreciation (I love/like)	Affirmation (I can)	Acknowledgment (I learned)	Aspirations (I want to)
<ul style="list-style-type: none"> • Environmental value • Tourist visit • Local lifestyle • Nature + people • Friendliness • Income generation • Participation • Good collaboration • Tourist happiness • Tourism development • Identity of Chonburi • Brainstorming • Learning method 	<ul style="list-style-type: none"> • Bring the result • Access to local resource • Conserve natural resource • Income generation from tourism using a local resource • Conducting tourism activity • Change of mindset • Alternative promotion 	<ul style="list-style-type: none"> • Local resource recognition for development • Ownership for development • Tourism development • Teamwork • Marketing • Environmental conservation • Way of thinking • Way of learning • Way of improving 	<ul style="list-style-type: none"> • Product (hands-on program, product, activity) development • Environmental conservation • Participation • Motivation • Village development • Challenge spirit to try something new

Source: Created by Okabe

Observing the discussions and its descriptions, the program testing activity was the biggest source of appreciation towards the D-HOPE project and acknowledgment of individual/collective capacity. The champions consider D-HOPE as a sustainable tourism development, community-based tourism or ecotourism that make use of the local resources or wisdom. Their value is what Chonburi already has and the champions want the same respect from visitors or tourists. This mindset particularly nurtured through the evaluation although this way of thinking could have been there tacitly.

The program testing activity, as well as the group discussion, are considered as a practical and authentic learning through knowledge sharing, which affected champions in terms of mindset and attitudes changes and helped to develop marketing aspect such as using local resources and having specific target group. Moreover, these helped them networking among champions even beyond their villages. Doing so brought lots of new learning that inspired them to do more and learn more from other champions. They also succeeded to bring new marketing aspects in tourism and very satisfied with offering hands-on program as new product or service.

The catalog both collective and individual parts were the satisfactory results in different ways. The collective part of the catalog means the identity of Chonburi that nurture a sense of belonging to community, and increased pride as a champion of Chonburi. While it supports collective marketing aspect of the development, individual pages support one and only unique story that champions have, which build self-confidence and provide them opportunities like more income generation.

6.7 Changes of Officials

There were not so much descriptions of the officials as champions due to the number of officials participated compare to the champions. The favorite photos were similar to the champions although the descriptions were not.

First, the officials did not consider much of the environmental issues like champions did distinctively. They used terms like “local lifestyle”, “local occupation” or “tourist attractions” for describing program testing activity so that the perspectives on the type of activity was more general. Second, there were no major differences from activity to activity in the descriptions as well across the different groups. Consequently, the descriptions were very simple and general, which means the principal concept of community development works in CDD was well reflected to the D-HOPE implementation as well.

Among them, what the Chonburi officials made an importance was the collaboration such as described “teamwork” or “group decision”. They appreciated individual work, but they put an emphasis on the ideas that eventually come together collectively. This was a distinctive feature in the descriptions, and they feel happy and motivated whenever the collaboration could be seen from the photos. They also mentioned a lot on the learning issues in champions such as “learning new things” for change or learning among champions that makes them happy to see as a result of their works.

There is one description “everyone has potential”, describing a man (champion) presenting at the stage for other participants in the workshop. Another description “self-analysis in program-designing” was about the photo of group discussion but focused on the individual learning. It was so little on the individual learnings, however, this was the new learning from D-HOPE for some officials.

Questions 2: Self-evaluation

1. What have you done in this project? → List up all the things that you did in the group
2. What have you NOT done in this project? → List up all the things that you did not do it

The question 2 was developed to complement what was missing to complete D-HOPE from the implementation, which was promotion issue. This is due to the workload of other duties for the officials as well as the champions. However, many of the champions were already aware and they had a strong willingness to work on promotion to get more benefit to themselves or communities.

One of the reasons can be due to the characteristics of participated villages, which were already engaging in tourism activities even before the project started. Many villages were also supported by OTOP Nawatwithi and Community-based Tourism by Social Enterprise policies or others so that they were strongly conscious of their goals from tourism. There were many issues of promotion plans that were made from the second questions, which became their goals as the next step of D-HOPE.

DRAFT

Chapter 7 Recommendations and Suggestions

7.1 Conclusions

To conclude, it is confirmed that the champions could change through the process in terms of appreciation, affirmation, acknowledgment and aspiration towards D-HOPE from this empowerment evaluation. Appreciation and acknowledgment were particularly developed than affirmations or aspirations. This evaluation has influenced the champions each champion would take the initiative based on what they have discussed and planned in the workshop, which is the findings of this evaluation. As aforementioned, the empowerment evaluation is controlled by the participants, not the evaluator. Therefore, these findings presented in chapter 6 were shared among the champions already for their benefits. As the detailed and rich descriptions of group discussions, Thus, this empowerment evaluation achieved its initial goal, which is to enhance learning by reflective practice.

The program testing activity was the biggest factor for both champions and officials to appreciate the D-HOPE project through learning by doing along with the brainstorming together with other champions rather than the lectures by external experts or officials. The combination of practical doing in activity and group discussion enhanced so much learning in many aspects such as marketing or hands-on program as an income generation activity, which made champions happy. This happiness and change of attitudes in champions were the factors that made CD officials happy.

The development of the catalog meant the identity of Chonburi province that made them proud of the work by champions and officials and developed the sense of belongings to Chonburi community. The individual pages enhanced champions' self-awareness through learning by other champions' mindset and their practices. This became the base for entrepreneurship in champions, although there is a lot of space for improving this aspectAS in the project activities such as program testing as well as the promotion to make people come to the hands-on program in villages.

Overall, D-HOPE was implemented as a mean for community-based tourism as the project advocated in the beginning of the project. Mostly the champions consider eco-tourism is the community-based tourism in Chonburi, which includes keeping the local lifestyle as it is – the value of Chonburi development goal.

7.2 Recommendations and Suggestions

Apart from their findings on their own, my recommendations and suggestions as an evaluator are presented in this section from overall implementation and empowerment evaluation results. The first recommendation and suggestion are for CD Chonburi as well as CDD regarding the implementation activities and its budget allocations. The second part is for the decision-makers in CDD for future policy directions in terms of integration of D-HOPE into the CD works in CDD. The third part is for an evaluation society and international development community on using empowerment evaluation as one of the main tools for stakeholders' evaluation.

CD Chonburi and CDD

As most of the champions suggest, program testing activity has so much influence on them to learn new things in practical form regarding tourism as well as entrepreneurial ideas. Due to the limited budget, the number of implemented program testing was only for 8 hands-on programs among 92 from the catalog. In the future implementation, the budget should cover more number in terms of program testing. Besides, with a combination of group discussion, this activity can be a strong tool for practical training on community-based tourism, which people learn the self-strength as well as market needs practically. In this sense, the activity can be localized into district or

village level as well in order to make this activity more fruitful with a combination of group discussion. Doing so allows them to easily enter tourism industry and come up with new ideas for their products and services. Depending on the intention, however this can be integrated with the souvenir development as well as the Thai Authentic Food for the catalog.

As champions think that there are more potential champions in Chonburi province, this activity can also be localized to identify more in number as well as new champions. Many of them spoke English in the workshop telling us that they have many experiences in tourism as a village. Moreover, many of them presented themselves as 5-star or high rank starred producers and they were very capable of thinking and doing in small business from the workshop observation. Moreover, most of the tourism activity currently is conducted by the village rather than the individuals. In this connection, they can identify more champions from each district/village by localizing the workshops as well as including new stakeholders for the strategic workshop I, which can be done during the planning period.

Another thing to consider regards to this is the selection of target. Many of the champions are already OTOP producers or they have been selected as a target village by the Community-based Tourism by Social Enterprise (CBT by SE), OTOP village or OTOP Nawatwithi as advocated by the D-HOPE project in the beginning. Considering that the champions think there are more champions, probably what they mean is that they are not even producers or service providers in a sense of doing business alone, perhaps home-based or order-based producers or even the D-HOPE champions' supporters. One of the main discussions during the strategic workshop III was to give opportunities to group members to take part in as a hands-on program provider alone so that the groups get more benefits from diversified hands-on programs. To conclude, there are three things to consider in terms of implementation; one is the target village selection including if they even should be selected; and second is stakeholder identification as the first invitees of the workshop; and the last is the workshop venue – province, district, village or combinations of different locations.

The catalog development was successfully done in Chonburi province to nurture both community identify and self-confidence. The way of collecting promotion as province was the factor to nurture sense of belongings. However, it is still lacking to get visitors and tourists experiencing hands-on programs at the villages subsequent to the promotion in terms of distribution of the catalog. As of now, there is a D-HOPE website that each champion can promote own hands-on program as well. Therefore, based on the second discussion which is planning of promotion, it is strongly advised for CD Chonburi district officers to follow-up and support on the champions' promotion ideas. As for CDD, it is recommended to print more catalog in order for champions to make use of the opportunity. Moreover, D-HOPE's promotion is appropriate with the 'influencer marketing'⁹, which is trend marketing strategy using youtubers¹⁰ or bloggers through SNS.

Regarding the awareness of needs in promotion, there is a high motivation in most of the champions although this could have been more enhanced. For instance, the D-HOPE approach emphasizes to set the duration of event, which aims intensive promotion period during this time, it is recommended to consider constructing the D-HOPE event as such to make champions to do something rather than waiting. The duration is intended to make champions work on promotion as well as to improve their products or services through interactions with visitors or customers. Therefore, this event is better combined with the existing signature event in each province. As the time and budget constrain, it is also recommended to CDD to support any kind of opening event at the local level.

⁹ Some agencies are specialized in this marketing. See an example - <https://starngage.com/influencer-marketing-thailand/>

¹⁰ See an example of promoting local Thai lifestyle - <https://www.instagram.com/pearypie/>

Another suggestion is to make a relation to MICE¹¹ especially *Incentive* aspect for future promotion activities. Since most of the champions are OTOP producers, they are familiar with exhibition so that they can step up marketing practices through *incentives*. For instance, each village can prepare one day to several day travel for different markets such as educational tour for children, retreat program for corporates or organizations, study tour for international volunteers, Authentic Thai Food program for cooking class members and such. The idea of theme is limitless. Nevertheless, this kind of travel needs to be marketed with the village sales point and the villagers are required to be well-aware of what they can offer with a variety of hands-on experiences. Thus, the village needs to have high community capacity. In this connection, it is suggested to continue D-HOPE for at least three years to develop community capacity for organizing more sophisticated community-based tourism through diversifying the village attractions by D-HOPE. It is highly suggested not to bring village strength discussions before the individuals. Doing this make it even harder to identify village strength.

To conclude, CD Chonburi office has done the project within the period, which was a good result considering the OTOP Nawatwithi situation so that the efficiency of the project was very high. Also, the number of identified champions is 92, which is also a good result as a first year and most of them were motivated to continue the tourism activities on their own after the workshop. Therefore, we would suggest for CD Chonburi office to follow-up on their activities especially on promotion issues. Regarding the implementation of future D-HOPE, it is recommended for CDD to restructure of the D-HOPE activities in terms of stakeholders' identification as well as the budget allocation for activities. All in all, the D-HOPE project brought positive impact on the champions as well as village development in terms of knowledge sharing and networking for entrepreneurship in Chonburi province.

Decision-makers in CDD

As evidenced from this empowerment evaluation results, this type of evaluation, focusing on process use as a source of influence, is extremely effective for learning in stakeholders especially for the ones who are not professionals in evaluation. People could easily take part in the activities and learn from each other effortlessly. Moreover, they can enjoy the activities by brainstorming and being inspired each other so that they do not feel bored, rather, they want to do more. In this way, the outcomes of the overall policy would be enhanced further. This is what empowerment evaluation brought to the champions as well as CD officials subsequently to the D-HOPE itself. Although there is still a space of improvement of the D-HOPE approach in implementation, the results implied that the D-HOPE itself was practical learning experiences and the inspiration source for the entrepreneurship in the community-based tourism. The empowerment evaluation was the source of making this explicit so that it is expected to see more outcomes from the champions in these initiatives.

Thus, it is recommended to apply empowerment evaluation into other CDD policies with local stakeholders in order to achieve further outcomes of the CDD policies through cognitive, attitudinal and behavior changes in the stakeholders. First, this needs two parts as the D-HOPE project did, one for CD officials and another for local people.

It can be applied as a human resource development strategy for CD officials to reflect their CD works and use the results for planning so that the program improvement can be achieved effectively through the voice of the field officers. Additionally, young CD officers are the good target for implementing the D-HOPE approach. One reason is that they are not matured like senior CD officers so that this kind of group discussion and workshop will be a good opportunity for learning by doing as a CD officer. Due to the amount of works as well as the structure of the implementation, many of them who presented to the workshops considers the project is 'not theirs' when someone else from CDD or JICA takes a position of 'implementer'. Since the D-HOPE project was introduced for the first time, there was nothing much can do about this situation, however, many CD officers proved their capabilities in many ways. Thus, it is important to make all the officers recognized that they are responsible of the workshops in

¹¹ See Annex 3 for more information

facilitation– from the village level to the provincial level, through localizing the workshops. Another reason is for an innovative and creative marketing reason. Marketing has been drastically changing rapidly and we must follow the market-trend. Young officers can follow the trend through technological advancement, and they would bring new ideas and creativities to the works brainstormed through the local stakeholders. As for senior CD officers, they are rich in experiences and knowledge on community issues such as cultural background, communications, or political dynamics just to name a few. Together, they can also mobilize youth in communities to participate in development and carry future village development by providing a source of livelihoods.

Once CD officials are well-aware of the implementation and program improvement was attempted, then conduct empowerment evaluation for related stakeholders as many as possible, desirably all. For instance, there was a limit of number of champions to the empowerment evaluation workshop due to the budget limitation, however it can be localized at the district or village level to reduce the cost and include all of them. There was also an implication from village leaders that they could utilize their own budget for this activity during the strategic workshop II: designing hands-on programs. Therefore, the budget can be allocated certain amount in the village to create hands-on programs by villagers themselves including study tours to other villages or districts, if possible.

It is also my hope to use the evaluation results as a part of selection of outstanding officers/villages/people for CD day based on the criteria of officials as well as the villagers themselves from empowerment evaluation. By gathering evaluation results for further quantitative/qualitative analysis as conventional evaluation allows integrating similar activities and programs through clarifying the evaluation results from different policies, using the concept of localization of policy structure in each policy, program and project. Hence, it is also possible to reduce as the budget for future implementation of CDD policies subsequent to some existing similar/overlapped activities or even eliminate certain activities, which is not producing outcome. It is strongly recommended to consider this kind of integration since the workload in CDD is a big issue in most officers' mind. This can be also done at the provincial level. In this way, evaluation can be used for suggesting more effective way of policy integration and implementation so that the outcomes of CDD policy can be also enhanced.

Future Development Direction - from Participation to Empowerment

In conclusion, empowerment evaluation can be applied to any works in CDD as well as the techniques of the workshops that are done throughout the D-HOPE project to enhance learnings and generate fundamental changes in stakeholders as well as communities. Hence, it is no exaggeration to say that D-HOPE brought certain shift of the development dynamics from participation to 'empowerment' for sustainable development using empowerment evaluation. In principal, we cannot empower people, people empower themselves. In this sense, our role is to create environment and facilitate the dynamism for people to empower themselves. We believe that the D-HOPE approach brought empowerment to some degree in people for dynamic systematic changes in communities.

Thus, I believe it is now handed over to CDD professionals to bring this result into the CDD system. It was very clear throughout the D-HOPE project that mobilization of villages and people were not an issue in the context of CD works within CDD, whereas it is often an issue in other community dynamics or countries for community development. Therefore, 'empowerment' can be interpreted as Thailand 4.0 development at the village level to contribute the systematic change for sustainable development goals such as no poverty, quality education, gender equality, decent work and economic growth, reduced inequalities, sustainable cities and communities and so forth. By clarifying division of roles in community, which is collective cooperation and individual efforts, this can generate much greater development in terms of community capacity, a strengthened network among community members to bring new dynamics. It is my hope that this work will be continued mainly through the CD Institute and learning centers, the bureau of local wisdom and community enterprise promotion as well as the bureau of community empowerment for a fruitful development in rural communities of Thailand.

Evaluation Society and International Development Community

As Fetterman (2018) claims that there is a global needs of stakeholder's capacity development in evaluation, evaluation must be considered appropriately alongside of the Sustainable Development Goals. There are many varieties that are available today and we must consider evaluation use with such intention. Although the concept of stakeholder involvement approaches into evaluation is rather 'new', it has been a couple of decades of research and practice and we have seen so much progress and outcomes, such as the example of Thailand presented in this paper.

One way is for evaluation practice to move from 'detachment' to 'attachment' for more immediate affects in stakeholders from evaluation process. Through this practice as an evaluator, I came to a conclusion that it is not my intention to make local stakeholders to become a theoretical evaluator like myself, capable of evaluation design, implementation, analysis and even report writing, which is a highly competitive profession. For this type of evaluation, it is best if the division of roles between evaluator and local stakeholders are well-clarified under the strong partnership so that learning from evaluation can be specified according to their roles. Once the empowerment evaluation framework is established, it is just a matter of creating locally-relevant evaluation questions, which can be easily trained for local stakeholders to continue the practice. Implementation can be done easily by stakeholders through creating appropriate environment and settings presented in this paper. Thus, the practice remains even after evaluator's leave.

Needless to say, conventional evaluators need to change their mindset of being facilitator from expert into this kind of evaluation, although professional value remains indispensable in terms of pursuing the rapid changes of globalizing world. Therefore, I believe it is more effective to train professional evaluators to be able to engage in stakeholder involvement approaches into evaluation and accumulate praxis in communities with local stakeholders rather than training local stakeholders to be like an evaluator. Evaluation capacity cannot be defined just as professional evaluator capacity but capacity in evaluative thinking, which proved to be effective in this paper. In this sense, evaluator can devote and use its profession in other things like higher and further analysis or move on to new communities. However, officials in government entities, NGOs, or organizations who are responsible for evaluation is an exception. They should be trained for a certain amount, although my main argument is how many stakeholders we can get involved in evaluation for a systematic change.

Evaluation is a strong tool not only for evaluators and decision-makers but also stakeholders themselves if it is appropriately used for a certain intention. Yet, evaluation is still strongly believed as an evaluator's tool and activity in many international organizations including JICA. I encounter situations that empowerment evaluation is not even considered as 'proper evaluation' and certainly the interests are not shared as much as conventional evaluation. Therefore, I emphasize the possibility and its efficacy of what empowerment evaluation brings to the table for the international development community regarding empowerment - **local stakeholders' taking control of their lives**, so that empowerment evaluation can be regarded and valued as legitimate evaluation. As Miyoshi (2013) states "ends at local levels may not be achieved without changing the means at local levels even if their policy structure remains fundamentally the same as the national policy structure (p.588), this paper has shown the way of change the means at local level from process use. Evaluation focusing on process use proved its efficacy for project stakeholders and their benefits rather immediately.

Since evaluation itself has been historically developed mostly by the international development community, I hope this paper will be a chance to move forward the dynamics of evaluation practice and empowerment evaluation will be the main tool for stakeholders' evaluation within practices of the international development community. As for further studies, I would like to present the mixed method evaluation in another paper as a further study.

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Annex 1: 4-A Descriptions of Champions

	Appreciation (I love/like)	Affirmation (I can)	Acknowledgment (I learned)	Aspirations (I want to)
Program Testing (Top 2 & Related Photos)	<ul style="list-style-type: none"> • A big tree in the community • We got to visit tourist attractions in our district • I love nature more after seeing this photo • I like the big tree in the picture • To know more of the importance of the '5-Gods' tree • To feel nature • Truly natural • Truly local lifestyle • To know more of the importance of this tree • Nature • Mountain/Cave • A photo of people with a mountain as a background • The mountain is a natural resource in the community • Natural power combines with human power • The '5-Gods' tree is very big • I love trees • Friendliness • It is a rare tree, which is close to extinction • It reflects the traditional lifestyle "lotus" • Beautiful • It looks natural • Villagers have increased income 	<ul style="list-style-type: none"> • Broaden the result • Access to nature • Changes are that we are able to sell more products • People in the community can manage the natural resource and turn into products and services • To conserve forest • (We or I) can develop into a tourist attraction • We can apply directly to our lives such as how to multiply guava trees, how to curate delicious guava fruits 	<ul style="list-style-type: none"> • (We or I) realize that Chonburi has something like this • Development is we get to know our community better • We think for our community • People visit the community to see this big tree • The big tree and natural abundance in the community can attract people to visit the community • People from outside our community come to visit our community • Application of motorbike taxi • Teamwork • To promote to the target group who loves nature • To make tourists love nature even more • Nature conservation • (We or I) learn about the key to the success of other champions • To broaden the thinking beyond our community boundary • To create satisfaction (see from the smile) • Something to preserve as it is more than 100 years old • To study the way of local community 'lotus farming' • There is a creativity in nature 	<ul style="list-style-type: none"> • (We or I) have the inspiration to develop product+activity to higher quality and standard • OTOP product development for the occupation group • To conserve nature • To conserve forest • To raise awareness among the young generation to conserve nature • When there are tourists • We want to conserve the '5-Gods' tree for the future generation • I want more trees
Program testing (Others)	<ul style="list-style-type: none"> • To create the routes • People get us to know more • Taking initiatives to develop the house • Tourists are impressed • The charm of beautiful product • Tourists looked happy • I was impressed by the program testing 	<ul style="list-style-type: none"> • To prepare the routes and the locals to serve tourists • To receive requests for a study tour • To promote to tourists 	<ul style="list-style-type: none"> • Program testing makes us realize and improve • Other people provide feedbacks • Exchanging knowledge • To weave baskets by ourselves • Bringing out the charm of local products to attract tourists 	<ul style="list-style-type: none"> • (I) want to invite more tourists • (I) want to participate in the activity • (I) want to be in that moment • I want something like this in my village • Interested to learn what I have never done

Catalog	<p>Collective</p> <ul style="list-style-type: none"> • Nice color • Inform us about tourist attractions in Chonburi • (I) feel relaxed when seeing this photo • (I) feel pleased • Beautiful • It is easy to understand • Collaboration within the province to make it interesting • Everything is here • Amazing CHON 	<p>Collective</p> <ul style="list-style-type: none"> • More creativity • Indicating good and delicious things of Chonburi • More promotion than before 	<p>Collective</p> <ul style="list-style-type: none"> • Tourist attractions in Chonburi become more well-known • Using local materials to make products • Promoting products in Chonburi 	<p>Collective</p> <ul style="list-style-type: none"> • (We or I) want to visit
	<p>Individual</p> <ul style="list-style-type: none"> • Identified one more occupation which can generate income • To convey the only one in the world • To convey storytelling • Healthy • It looks clean and tempting 	<p>Individual</p> <ul style="list-style-type: none"> • To generate income for the family • Understanding of the greatness 	<p>Individual</p> <ul style="list-style-type: none"> • To learn about the steps to grow mushroom • The conditions of mushroom farming • (I) learned to have this fascinating thing • To learn how to sundry 	<p>Individual</p> <ul style="list-style-type: none"> • Everything is here • Amazing CHON
Group discussion	<ul style="list-style-type: none"> • Champions are present to the public • Focus on learning and teaching • Exchanging ideas to plan the work • Everyone is thinking • Brainstorming the ideas into one direction 	<ul style="list-style-type: none"> • Generate recognition • Generate customers • To develop the knowledge • Applicable immediately • Create unity • Changing the mindset of participation 	<ul style="list-style-type: none"> • Many talented people but not get to present • Share the knowledge • Distribute income • Sustainable • To design our program • Participate in designing the program • New things come from expressing opinions • Designing the program • Enables learning other techniques 	-

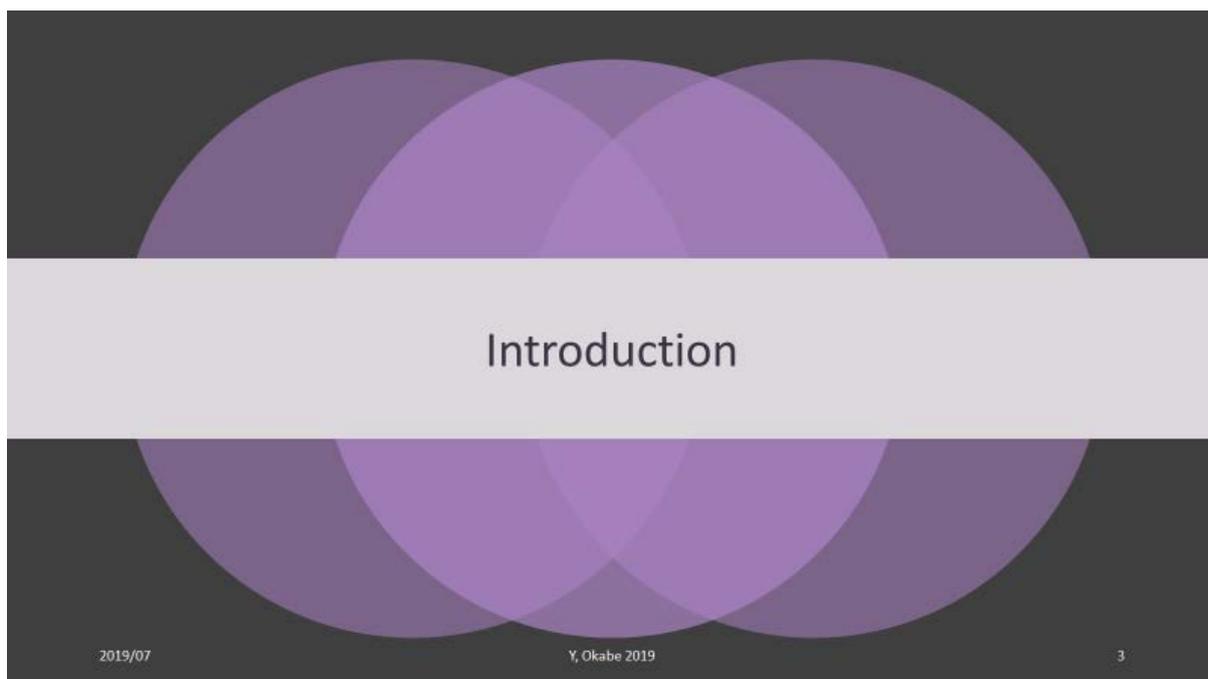
Yumiko Okabe
JICA Expert on D-HOPE Evaluation/Planning



D-HOPE Empowerment Evaluation

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1. Introduction
2. Empowerment Evaluation
3. The Position of D-HOPE & Empowerment
4. Evaluation Outline
5. Evaluation Framework
6. Evaluation Results



The D-HOPE Project

Title	Project for Community-based Entrepreneurship Promotion (D-HOPE Project)
Target Group	Farmers, producers and service providers in the project sites
Period	4 years (November 2017-October 2021)
Project Sites	At least 45 provinces / 76 provinces in Thailand (9 provinces initially)
Initial Provinces	Surin, Chaing Mai, Lamphun, Mukdahan, Nakhon Phanom, Chonburi, Chantaburi, Trang and Ranong

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D-HOPE Project: Project Design Matrix (PDM)

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumption	Achievement	Remarks
Overall Goal Grassroots economy of the project sites is stimulated through the enhancement of community-based entrepreneurship.	1. Income of households in participating communities has increased.	1. Statistics of CDD			
Project Purpose Community-based entrepreneurs are developed through the application of D-HOPE approach.	1. Number of hands-on programs. 2. Number of hands-on program providers who have gained confidence as entrepreneurs (women and men). 3. Number of hands-on program providers who increased their revenue (women and men).	1.and 3. Catalogues 1. Participatory evaluation	1. Related projects and schemes function.		
Outputs 1. The D-HOPE implementation structure is established.	1. Strategic teams are formed at the central and local level. 2. D-HOPE action plans are elaborated at the central and local level. 3. D-HOPE implementation manual is developed.	1.and 2. Government reports 3.D-HOPE implementation manual			
2. The D-HOPE approach is put into practice in project sites.	1. At least 45 provinces elaborate D-HOPE catalogues	1. Catalogues			

D-HOPE Project: Project Design Matrix (PDM) Cont'd.

Activity	Inputs		Pre-conditions
	Japanese Side	Thai Side	
1-1 Organize a D-HOPE strategic team at the central level. 1-2 Conduct training in Japan on community based entrepreneurship for rural development through D-HOPE approach. 1-3 Elaborate a D-HOPE action plan at the central level. 1-4 Organize D-HOPE strategic teams at the provincial level. 1-5 Elaborate D-HOPE action plans at the provincial level. 1-6 Elaborate a draft of D-HOPE implementation manual. 1-7 Conduct training in Thailand on implementation of D-HOPE for project sites. 1-8 Conduct training for dissemination of D-HOPE based on the experiences acquired from the initial provinces. 1-9. Prepare an annual report of good practices. 1-10 Revise the D-HOPE implementation manual based on the experiences acquired from the initial provinces. 1-11 Reinforce linkages with related projects and schemes. 1-12 Examine usefulness of D-HOPE approach by using multivariate analysis. <Activities at the central level> 2-1 Collect baseline data. 2-2 Provide support on implementation of D-HOPE. 2-3 Create website for promotion of D-HOPE. 2-4 Monitor implementation of D-HOPE. 2-5 Collect end line data. <Activities at the local level> 2-6 Organize strategic workshops Stage I: Identification of D-HOPE champions. 2-7 Organize strategic workshops Stage II: Designing of Hands-on Programs. 2-8 Organize strategic workshops Stage III: Preparation of a catalogue and promotion of a D-HOPE event. 2-9 Organize a D-HOPE event. 2-10 Organize strategic workshops Stage IV: Empowerment evaluation	1. Dispatch of experts: Chief Advisor, D-HOPE Approach Expert (Planning and Evaluation), D-HOPE Approach Expert (Implementation) /Coordinator etc. 2. Training (in Japan and Thailand) 3. Part of local expenses necessary for the project activities.	1. Assignment of Counterparts (at the central level and the local level) 2. Office Space 3. Necessary documents 4. Expenses related to organization of strategic workshops and training 5. Expenses for elaboration of catalogues 6. Local cost (staff cost, in-country mission cost, utility bills, etc.)	



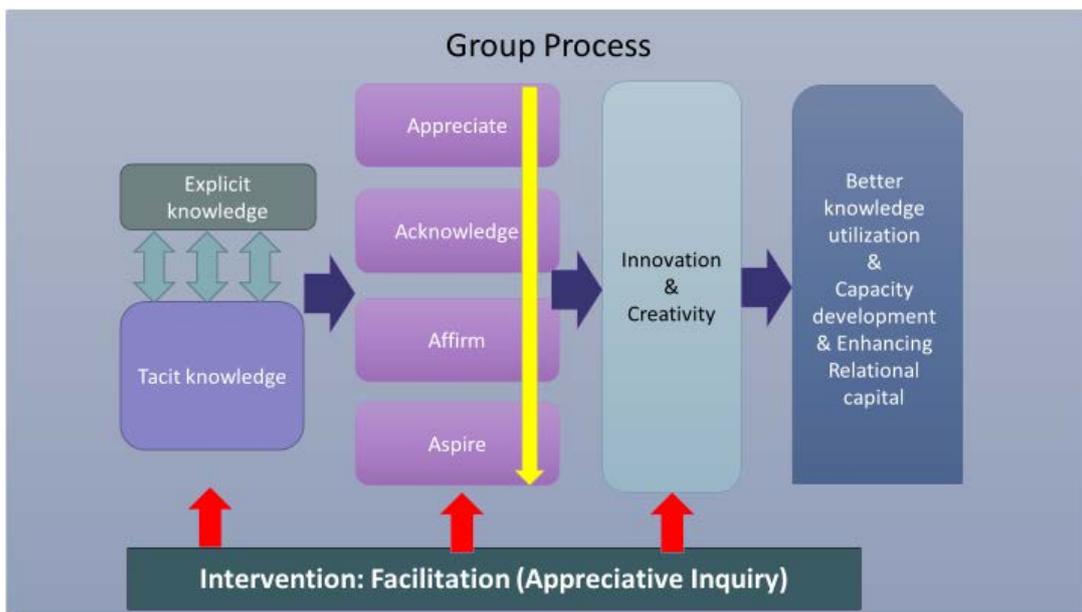
First Year 9 provinces

North: Chiang Mai, Lamphun
 Northeast: Surin, Mukdahan, Nakhon Phanom
 East: Chonburi, Chantaburi
 South: Trang, Ranong

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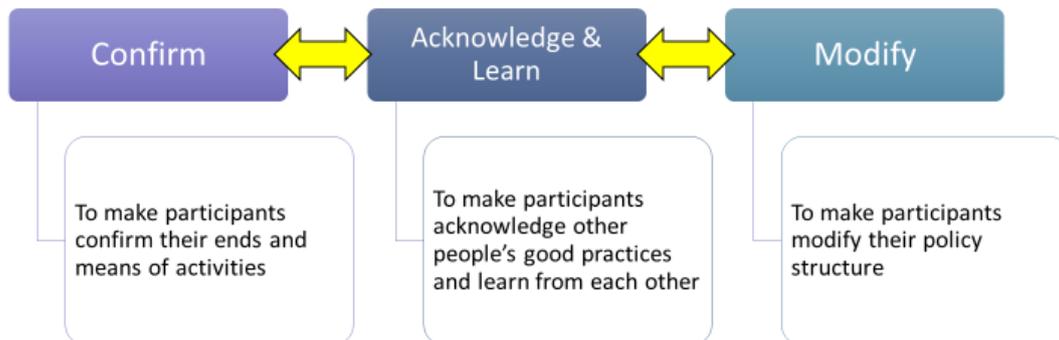
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Empowerment Evaluation

3 steps for learning through the process



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Purpose and Scope of the Qualitative Analysis

- A descriptive analysis in Chonburi province (as other provinces are still on-going as of June 2019)
- Most of the stakeholders were involved
- Findings were already shared in the workshop
- The key objective of this report is to give a voice of the D-HOPE champions – “---”
- The rapport was already established with the participants
- *‘Enjoy discussions!’*
- Findings are relevant, sincere and honest to some degree
- Language barrier

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Empowerment Evaluation

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Concerns of Evaluation

- Collaborative, participatory and empowerment evaluation (**Stakeholder Involvement into Evaluation**) that address concerns about relevance, trust, and use in evaluation.
- These types of evaluation contribute to build capacity in stakeholders that is the current main evaluation needs in the global community (Fetterman, 2018)



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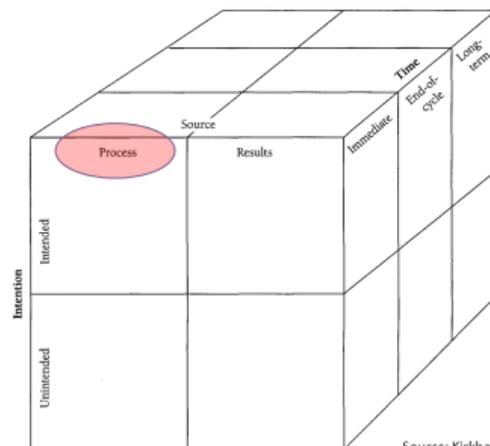
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Empowerment Evaluation for Community Development

Integrated Theory of Influence

- Source of influence (process-based)
- Intention
- Time





Definition of Process Use

- **Process use occurs when those involved in the evaluation learn from the evaluation process** itself or make program changes based on the evaluation process rather than just the evaluation's findings.
- Process use, then, includes cognitive, attitudinal, and behavior changes in individuals, and program or organizational changes resulting, either directly or indirectly, from engagement in the evaluation process and learning to think evaluatively (e.g., increased evaluation capacity, integrating evaluation into the program, goals clarification, conceptualizing the program's logic model, setting evaluation priorities, and improving outcomes measurement).

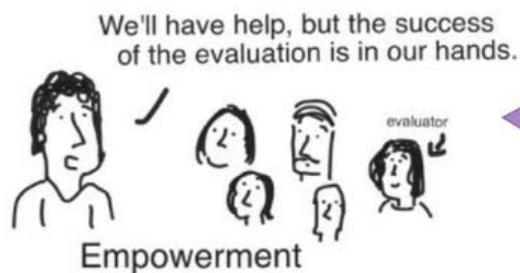
(Patton, 2012, p 143)

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Role of Evaluator



There's no unique tool in the empowerment evaluation book. Empowerment **facilitation process** is what makes the tools empowerment evaluation (Patton, 2016).

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Two Streams

Stream	Focus	Characteristic	Subject	Control
Practical EE	Program improvement	To enhance program performance and productivity	Program staff	Program staff
Transformative EE	Empowerment for system change	To highlights the psychological, social, and political powers of liberation	Target society/group	People learn to take greater control of their own lives and the resources around them

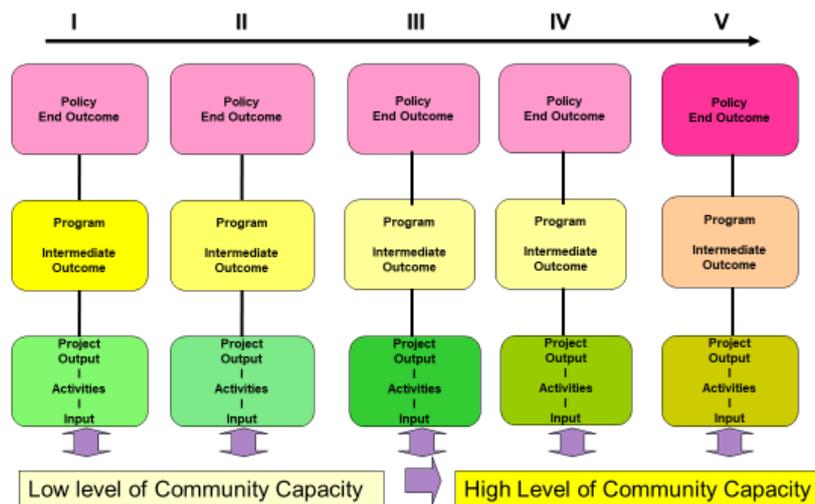
Created by Okabe based on Patton (2016) and Fetterman (2018)

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Results of Empowerment Evaluation: Change of Policy Structure



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End Outcome	Intermediate Outcome (Empowerment)	Evaluation Process (with prepared inputs)		Preparation	
		Output	Activity	Input	
D-HOPE Program improvement (Community capacity, network, income increase etc...)	Self-determination as entrepreneurs / CD officials	Evaluation findings	Methodology <ul style="list-style-type: none"> Group discussion in groups by random selection Appreciative Inquiry for facilitation approach Photo Elicitation for acknowledgement & fostering knowledge sharing Questions relevant to current D-HOPE situation 	Human resource (Community of practice)	D-HOPE Champions
Community empowerment in entrepreneurship	Ownership (take actions, make decision) on entrepreneurship / localization of program	Evaluative thinking (A by-product)			CD staff
Sustainable development through evaluative thinking in communities					CDD staff / JICA
Nurture a culture of learning and evaluation on entrepreneurship through hands-on programs	Evaluation capacity development	Cultivation of Community of practice for D-HOPE in village/district/provincial level			Materials
				Venue	
				Monetary resource	Budget

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Defining Empowerment Evaluation

- Empowerment evaluation aims fundamental learning within stakeholders by engaging in evaluation process to increase evaluation impact significantly by using evaluation concepts and techniques rather than findings.
- Empowerment evaluation makes up a gap between initial desired end outcomes and actual results of policy, program or project, or build its success even more by focusing on the target group of policy, program or project as the subject of evaluation.
- Combining practical and transformative empowerment evaluation empowers community systems profoundly through opening up dialogues among community members by reflecting their activities.

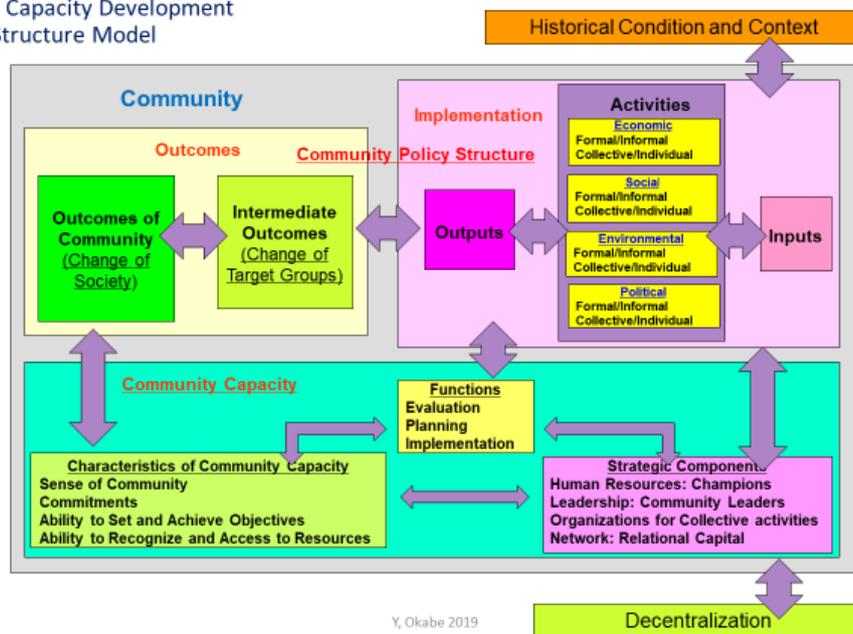
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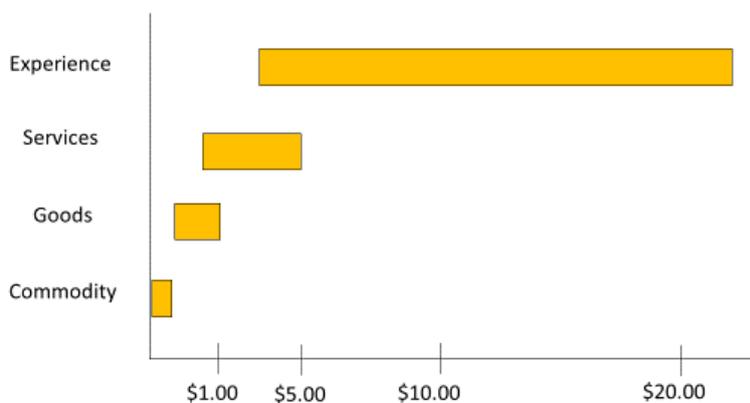
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The Position of D-HOPE & Empowerment

Community Capacity Development and Policy Structure Model



Towards Experience Economy: Price of Coffee Offerings

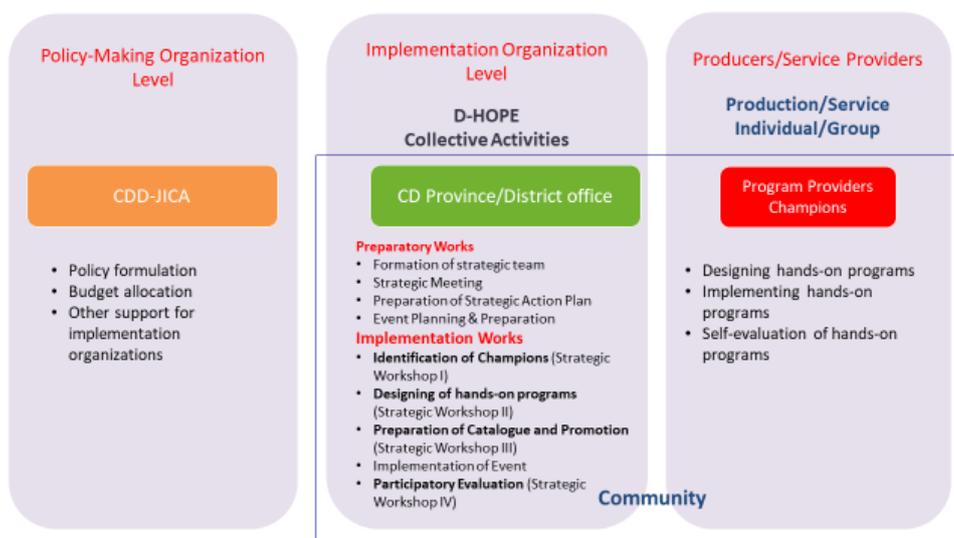


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3 Levels of Division of Labour



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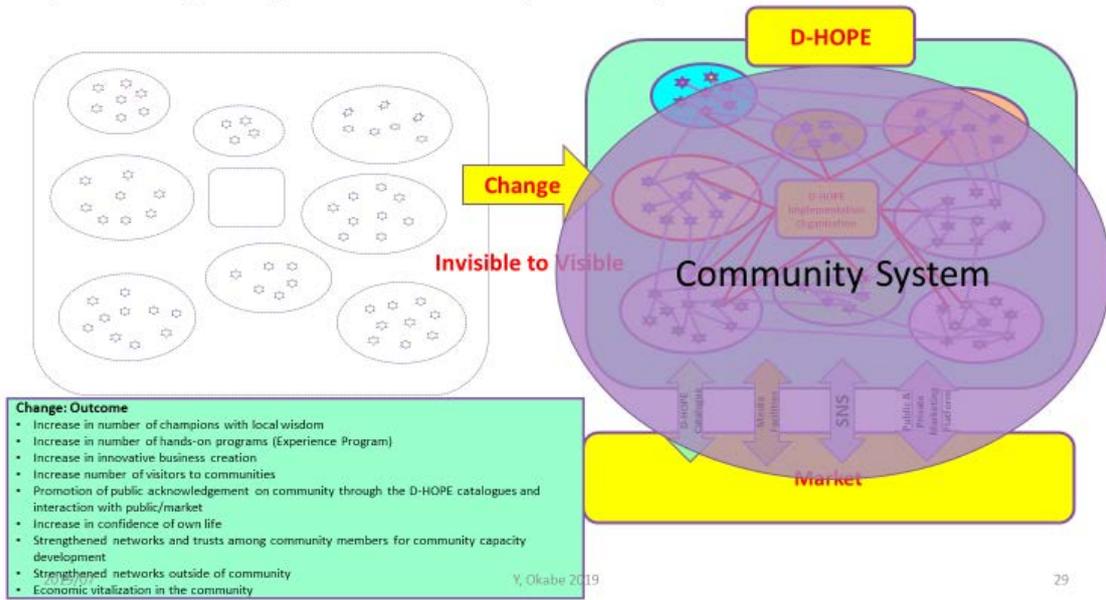
Outcomes of D-HOPE for Community Entrepreneurship

Strategic Workshop	End Outcome (Change of Society)	Intermediate Outcome (Change of Target Group)	Participants of Strategic Workshop Activities
Identification of Champions (Strategic Workshop I)	- Recognition of Local Resources and Knowledge as Potential Champions and Local Development - Creation of Relational Capital	- Recognition of Local Resources and Knowledge - Creation of Network - Recognition of their Potential Capability as Concrete Program for Development - Creation of Network	Implementation Organization Staff Producers and Service Providers as Their Representatives
Designing of Hands-on Programs (Strategic Workshop II)	- Recognition of Local resources and Knowledge for Their Development - Development of Relational Capital as Community Capacity - Recognition of Their Role for Development	- Recognition of making Local Resources as Concrete Program - Recognition of Their Role as Implementation Organizer and Facilitator - Developing of Networks - Recognition of Their Capability as Potential Program Provider - Creation and Development of Networks	Implementation Organization Staff Identified Potential Champions
Preparation of Catalogue and Promotion (Strategic Workshop III)	- Development of Potential Community Entrepreneurship - Accumulation of Relational Capital as Community Capacity - Development of Their Role for Development - Recognition of Community People on Their Own Resources for Potential Development	- Increase of Their Recognition on Local Resources - Development of Their Capability for Implementation Organizers and Facilitators For D-HOPE - Accumulation of Network Experiences - Development of Their Capability as Program Provider and Potential Entrepreneur For D-HOPE - Development and Accumulation of Network Experiences - Recognition of Potential Development Activities in The Community	Implementation Organizers and Facilitators for D-HOPE Potential Program Providers for D-HOPE (Community People as Observer on WS Activities)
Implementation of D-HOPE Event	- Development of Community Entrepreneurship - Accumulation of Relational Capital as Community Capacity - Development and Experience of Their Role for Development - Recognition of Community People on Their Potential Development - Public Recognition on Local Entrepreneurs and their Products and services - Public Recognition on Local Specialities of the Community	- Development and Accumulation of Their Experiences as Implementation Organizers and Facilitators for D-HOPE - Recognition of Their capability and Confidence as Implementation Organizers and Facilitators For D-HOPE - Development and Accumulation of Their Experiences as Program Provider and Potential Entrepreneur for D-HOPE - Development of Their Products and Services and their Recognition by The Customers - Recognition of Their capability and Confidence as Program Provider and Rural Entrepreneur - Participation of D-HOPE Event and Hands-on Programs - Recognition of Program Providers as Champions for Community Development - Participation of D-HOPE Event and Hands-on Programs - Recognition of Program Providers as Champions for Community Entrepreneur	Implementation Organizers and Facilitators for D-HOPE Program Provider and Potential Entrepreneur for D-HOPE Community People People outside of the Community
Participatory Evaluation (Strategic Workshop IV)	- Development of Community Capacity for Future Development and Their Confidence to their Lives and Community	- Sharing of their Experience through All Process - Featuring of the Future Development of D-HOPE - Featuring of the Community Development	Implementation Organizers and Facilitators for D-HOPE Program Provider for D-HOPE 2.7 and Local Entrepreneurs

D-HOPE Entrepreneurs and Power

- D-HOPE encourage **local champions to design and create their hands-on programs** to offer visitors and tourists using the concept of *Experience Economy*.
- Becoming an entrepreneur requires the champions to have a proper environment to do so, however considering the rural community conditions, D-HOPE provide an opportunity for them without any risk-taking by encouraging them **to use existing local resources, skills and talents (something they already have but in a form of business)**.
- In this sense, the encouragement is about organizing group discussion, facilitation technique and how to design/implement hands-on programs on their own as an individual to nurture the potential.

System change: Empowerment in Entrepreneurship



Evaluation Outline

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Stages of Empowerment Evaluation

(Conducting Program Evaluation at the end of workshop)

Stage	Period	Activity	Considerations	Results	Complementary element for empowerment
1	February 2019	Evaluation Design	Implementation results Hearing from the various implementers	Lack of promotion activities in implementation	Design questions based on the implementation results
2	March 2019	<ul style="list-style-type: none"> Chonburi Lamphun 	Grasp of real situations of champions	Confirmation of lack of promotion activities in implementation but the mindset is there	Planning promotion of catalogue & hands-on program
3	May 2019	<ul style="list-style-type: none"> Nakhon Phanom Mukdahan Surin 	Promotion of hands-on program by champions (understanding in CD officials)	Lack of understanding of hands-on program and its goal in champions thus no promotion mindset	Practicing selling hands-on program and how to distribute catalogue & website
4	June 2019	<ul style="list-style-type: none"> Trang Ranong Chiang Mai Chantaburi 	Promotion of hands-on program by champions (understanding in CD officials)	Lack of understanding of hands-on program and its goal in champions thus no promotion mindset	Practicing selling hands-on program and how to distribute catalogue & website

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Details of Empowerment Evaluation Results (Chronological)

Province	Date	No. Champions (Catalogue)	No. Participants (Champions)	No. Participants (Officials)	No. Facilitators (CDD/JICA)	Guest Participant	Remarks
Chonburi	6, 9 Mar	92	89	27	3	Mr. Thaweep Butpho, Deputy Director General of CDD Mr. Suraphon Sornjit, Director of Chonburi Learning Center	
Lamphun	March	99	78	17	2	Ms. Kwandaow Leupiam, Chief of Nawatwithee Community-based Tourism Unit	
Nakhon Phanom	13, 14 May	99	75	17	5	Mr. Prasat Tassakorn, the Acting Director of Nakhon Phanom Community Development Provincial Office	
Mukdahan	28, 29 May	70	84	19	4	Mr. Chainarong Kanjanakanho, Chief of Strategic Community Development Unit of Mukdahan	
Surin	30, 31 May	229	83	19	4	Mr. Sorasas Sripheeng, Director of Surin CD Provincial Office	
Trang	11, 12 Jun	126	90	17 (CD Officials) 14 (Learning Center)	5	Mr. Thammakorn Leelaworakul, Chief of Community Development Promotion Unit	
Ranong	14, 15 Jun	80	68	15	4	Mr. Chalermkieat Paenkitcharoen, Director of Strategic Human Resource Development Unit	
Chiang Mai	24, 25 Jun	77		18	3		
Chantaburi	27, 28 Jun	114					32

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D-HOPE Empowerment Evaluation Design (1st Phase)

Evaluation	Empowerment Evaluation (Qualitative)
Purpose	1. Learning of stakeholders (Champions and CD officials) 2. Qualitative analysis
Type	<ul style="list-style-type: none"> Process-use type Formative
Rationale	<ul style="list-style-type: none"> Giving voice Interpretative
Role of evaluator	<ul style="list-style-type: none"> Facilitator (JICA/CDD) and supporter Evaluation design/Report writing
Control of evaluation	Stakeholders
Target Participants	1. Champions 2. CD officials
Method	<ul style="list-style-type: none"> Appreciative Inquiry Photo Elicitation
Data collection	<ul style="list-style-type: none"> Group discussions (post-it descriptions) Participant Observation Facilitation

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Evaluation Workshop Schedule for CD Chonburi office

6th March 2019

Time	Activity
08:30-09:00	Registration
09:00-09:30	Opening Speech by Mr. Bunthao Duangnapha, Director of CD Chonburi Office
09:30-10:00	Lecture on Evaluation by Dr. Koichi Miyoshi
10:00-10:20	Coffee break
10:20-12:00	Group discussion 1 (divide into 5 groups) by Ms. Yumiko Okabe
12:00-13:00	Lunch
13:00-14:00	Group discussion 2
14:00-14:30	Coffee break
14:30-15:30	Questionnaire Survey

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Evaluation Workshop Schedule for Chonburi champions

9th March 2019

Time	Activity
08:30-09:30	Registration
09:30-10:00	Opening Speech by Mr. Bunthao Duangnapha, Director of CD Chonburi Office
10:00-10:15	Speech by Dr. Koichi Miyoshi
10:15-10:30	Speech by Mr. Thaweeep, Deputy Director General of CDD
10:30-11:00	Coffee break
11:00-12:00	Group discussion 1 (divide into 10 groups) by Ms. Yumiko Okabe
12:00-13:00	Lunch
13:00-14:30	Group discussion 2
14:30-15:00	Questionnaire Survey

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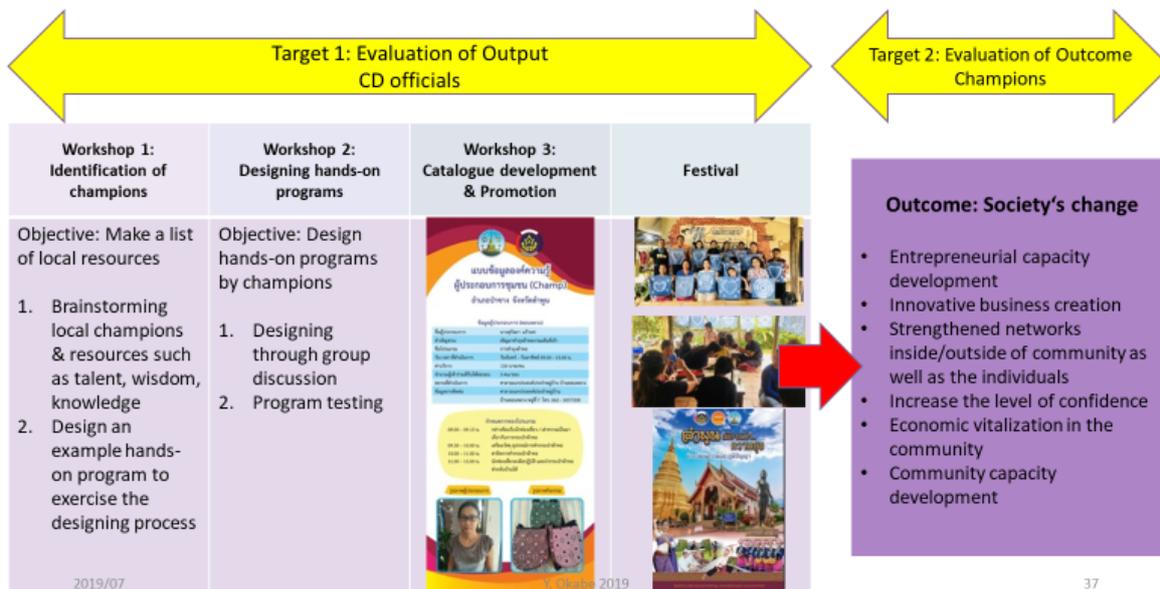
Evaluation Framework

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Framework of the Empowerment Evaluation



Evaluation Method

Method	Detail
Setting	Group discussion (randomly selected 5-7 people) Provision of discussion materials (post-it, markers, flip charts...) Provision of discussion formats (Evaluation Questions)
Facilitation	<ul style="list-style-type: none"> Appreciative Inquiry Photo Elicitation
Questions	<ul style="list-style-type: none"> Questions relevant to implementers (project process) Questions relevant to hands-on program



Settings: Group discussion & random grouping for sharing knowledge & experience



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Photo Elicitation

Harper (2002)

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Empowerment Evaluation with Photo Elicitation

- 😊 Easy and Fun
- 💡 What community themselves think is 'Good' (not professional evaluators' opinion)
- 👁️ Automatic learning by seeing
- 🔍 Utilizing photos to find details - description
- ❓ Identifying what's good about other people's activities is feedback for oneself
- ✓ Based on good results, what's next and what has to be done-decide their plans and goals



Appreciative Inquiry

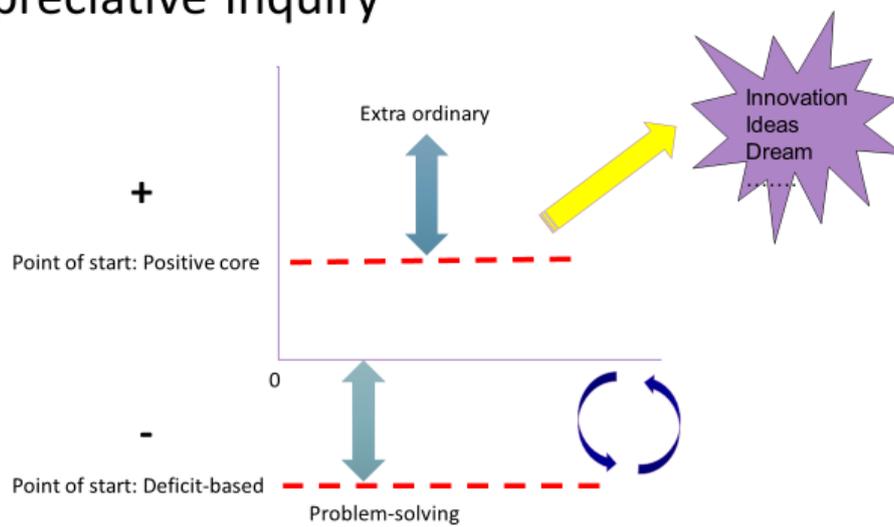
Cooperrider, D., Whitney, D., and Stavros, J. (2003)

Whitney

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Appreciative Inquiry



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Evaluation Questions

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CD Officials

Group discussion 1

Check the D-HOPE project process through the photos on the walls and reflect your activities into discussion.

- What are your achievements as an officer through D-HOPE?
- What kind of strength have you gained through D-HOPE?

Select top 3 and Rank 1-3 for the best officer within the group

Write reasons why they are the best officers.

Group discussion 2

Discuss your future CD practices for your work.

- What is your goal? Be specific as much as you can!
- Why do you want to achieve that goal?
- How can you achieve your goal?
- Who is your target to achieve your goal?
- Which activity/practice can you do it?

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Champion

Group discussion 1: Using Photo

Check the D-HOPE project process through the photos on the walls and reflect your activities into discussion.

- What are your achievements through D-HOPE?
- What kind of strength have you gained through D-HOPE?

Select top 3 and Rank 1-3 for the best hands-on program within the group.

Write reasons why they are the best hands-on program.

Discuss your future plan with hands-on program using catalogue, website, SNS and other promotion tools.

Group discussion 2: Self-Evaluation

What is your goal? Be specific as much as you can!

Why do you want to achieve that goal?

How can you achieve your goal?

Who is your target to achieve your goal?

When will you do it to achieve your goal?

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Chonburi Province

Empowerment Evaluation Results

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Selection of Photos (Question 1: which photo do you like?)

Program testing activity got a center of attention

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Group discussion

(Questions 2: Why do you like it? Questions 3: What kind of changes do you think it occurred at this moment? Question 4: What can you learn from this picture? Questions 5: How can you utilize this learning?)

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Selected Favorite Photo Top 3

	Favorite Photo	No. 1		No. 2		No. 3		Total			
		Champ	Official	Champ	Official	Champ	Official	Champ	Official	Gran Total	
D-HOPE Main Activity	Bangkok Training	0	0	0	0	0	0	0	0	0	
	SW I	1	0	1	0	1	0	3	0	3	
	SW II	Group Discussion	0	0	1	1	0	1	1	2	3
		Program Testing	6	5	5	4	6	1 (*selected as No.2)	17	10	27
	SW III	0	0	1	0	2	0	3	0	3	
	Event/Promotion	-	-	-	-	-	-	-	-	-	
	Catalogue	3	0	2	0	1	3	6	3	9	
	Website	-	-	-	-	-	-	-	-	-	
	Total	10	5	10	5	10	5	30	15	45	

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Concept of the Selected Photos

Concept	Champions	Officials
Program testing	17	10
Catalogue/Collective	3	2
Catalogue/Individual	3	1
Group discussion	5	2
Lecturer in the workshop	1	0
Presentation in the workshop	1	0
	30	15

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No.1: Eco-tourism



No.2: Go with friends to pick lotus



Top 2 Popular Photos among Champions:
Program Testing Activity

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Changes of Champions from Group Discussion

- I (we) like/love...appreciation
- I (we) can...affirmation
- I (we) learned...acknowledgement
- I (we) want to...aspirations

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Keywords of 4-A Changes

Appreciation (I love/like)	Affirmation (I can)	Acknowledgement (I learned)	Aspirations (I want to)
<ul style="list-style-type: none"> • Environmental value • Tourist visit • Local lifestyle • Nature + people • Friendliness • Income generation • Participation • Good collaboration • Tourist happiness • Tourism development • Identity of Chonburi • Brainstorming • Learning method 	<ul style="list-style-type: none"> • Bring the result • Access to local resource • Conserve natural resource • Income generation from tourism using local resource • Conducting tourism activity • Change of mindset • Alternative promotion 	<ul style="list-style-type: none"> • Local resource recognition • Ownership for development • Tourism development • Teamwork • Marketing • Environmental conservation • Way of thinking • Way of learning • Way of improving 	<ul style="list-style-type: none"> • Product (hands-on program, product, activity) development • Environmental conservation • Participation • Motivation • Village development • Challenge spirit to try something new

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Appreciation



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Affirmation



The ability to access local resources and generate income by making use of those resources.



The champions feel that this type of activity can broaden the results of development, and the case of eco-program is conserving environment.



Yet the program testing activity could have brought more confidence because there are not many descriptions and narratives on the confidence in champions.



Hence, the program testing activity still has a space for improvement in order to bring more results in terms of confidence in entrepreneurship.

Acknowledgement

- The program testing activity as well as the discussions on the photos were practical learning experiences for many champions.
- There is a kind of reflection on oneself through understanding another champion's mindset - this is learning how to learn. Surprisingly, this person who wrote (or group) feels that he/she knows community or groups rather than him/her self. There is no development of successful small business without knowing of oneself – skills or talents and acknowledging tacit knowledge, understanding it makes champions gives better perspectives of doing small business.
- Some champions reached to a conclusion that a small hands-on program can be experienced to a specific target group. In doing so circulate local economy in small scale sustainably and expect to get visitors rather constant, and promotion can be something simple like mouth to mouth sales talk.
- This discussion successfully attained new learning in champions in terms of breaking a stereotype mindset especially from the marketing in small-business aspect. With the combination of practical learning at the site, reflecting on the practice through discussions along with the facilitation, simply asking easy questions, allowed the champions to create more flexible mechanism in thinking.
- The other photo description says, "program testing makes us realize and improve" through having the "real commenter" who "provides feedback". This means there were (or acknowledge) some interaction exchanges among champions or officials during the activity, and they learned "seeing is better than hearing". Perhaps the authentic learning in champions is condensed in these words.

Aspiration

- Overall, the program testing activity as well as these photos provided a kind of experiences or feelings that inspires them to “want to be in that moment” or “want to participate in the activity” and to become more aspired such as to “want to invite more tourists”.
- Certainly, these feelings were implicit in champions and evaluation discussions made them those feelings more explicit. Yet, the aspirations are a lot less than the other aspect so that there is a room for making champions inspired.



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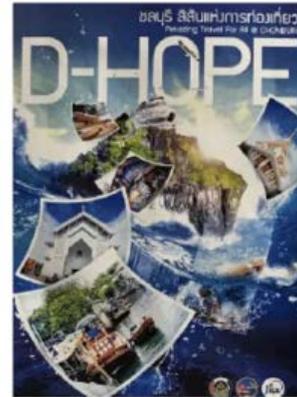
An Effective Way of Learning

- “A real comentar” who “provides feedback”
- “Seeing is better than hearing”



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Catalog: Identity & Confidence

2015/07

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Group Discussion: Enhancing Relational Capital & Knowledge sharing

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Changes of Officials



Environmental issue was not considered as much as champions



Local lifestyle, local occupation, tourist attractions



Collaboration, teamwork



Their happiness comes from seeing their results from work – changes of champions

Annex 1: Evaluation Question Format

For the CD officials and related stakeholders at the provincial level on the implementation

Group Discussion 1: Using Photos

- Which photo do you like?
- Why do you like it?
- What kind of changes do you think it occurred at this moment?
- What can you learn from this?
- When can you utilize the learning?

Favorite photo No.	Why?	Changes	Learning points	When to use

Group Discussion 2: Self-evaluation

- How did you contribute to the D-HOPE project?
- Why do you think it is a contribution?
- What kind of changes do you see from it?
- How can you utilize this experience?
- What is your goal for next time in the D-HOPE project?

Contribution	Why?	Changes	Utilization	Goal

For the Champions

Group Discussion 1: Using Photos

- Which photo do you like?
- Why do you like it?
- What kind of changes do you think it occurred at this moment?
- What can you learn from this picture?
- How can you utilize this learning?

Favorite photo No.	Why?	Changes	Learning points	How

Group Discussion 2: Self-evaluation

- What have you done in this project?

→List up all the things that you did in the group

- What have you NOT done in this project?

→List up all the things that you did not do it

Things DONE	Things Not DONE	How to do it	When to do it

Annex 2: Survey Sheet



D-HOPE: Questionnaire Survey for the Officials



This is a survey on the D-HOPE project. The purpose of this survey is to understand the existing condition and to find the points to be improved. Your responses and ideas are inevitably important for improvement. Please note:

- All the information provided here will be treated confidentially. The data is anonymously used only for the purpose above.
- If there are any questions that you are unwilling to answer, you can skip or stop answering this questionnaire.
- If you have any question about this survey, please contact Pongsan: dhopethailand1@gmail.com

Thank you very much in advance for your precious cooperation!

..... **Province**

Date:

Instructions: Please select your response or write down your answer to the items.

1) Please let us know about yourself.

Age:

20s (20-29)	30s (30-39)	40s (40-49)	50s (50-59)	Older than 60s
1	2	3	4	5

Career Years as CD staff:

Less than 5 years	Less than 10 years	Less than 20 years	Less than 30 years	Less than 40 years	More than 41 years
1	2	3	4	5	6

If you are CD district staff:

Name of the District:

2) How much do you think you know about D-HOPE? *Please circle one number to indicate your opinion.*

Very poorly	Poorly	Uncertain	Well	Very well
1	2	3	4	5

Why do you think so? *Please write down your answer below.*

.....

.....

.....

.....

3) How do you think of the D-HOPE approach? *Please circle one number to indicate your opinion.*

Not good at all	Not good	Uncertain	Good	Very good
1	2	3	4	5

3.1) In your opinion, please write 3 significant characteristics of D-HOPE you think is good.

1

2

3

Comments if any

.....

3.2) In your opinion, please write 3 critical characteristics of D-HOPE that can be improved.

1

2

3

Comments if any

.....

4) Provide the score (1-10) the points below regarding the D-HOPE implementation (Now and Before). *Please rate the “now-score” first, and then, remember the past condition to rate “before-score” in comparison (or reflection) of “now-score.”*

No.	Statement	Now-points	Before-points
4-1	The level of confidence in my work.		
4-2	The level of motivation for work.		
4-3	The level of pride in my work.		
4-4	The level of efficiency of my work.		
4-5	The level of productivity of my work.		
4-6	The level of facilitation skills of my work.		
4-7	The level of knowledge on the community development approaches.		
4-8	The level of knowledge on the community-based marketing method.		
4-9	The level of knowledge on the community-based entrepreneurship promotion.		
4-10	The level of relations with the champions.		
4-11	The level of happiness in my work.		

5) Which activity did you participate in D-HOPE? *Circle any activity you participated in.*

- ① Training in Bangkok (in Best Western Plus Wanda Grand Hotel)
- ② Strategic Workshop I: Identification of Champions (in Chon Inter Hotel)
- ③ Strategic Workshop II: Design of Hands-on Program (in Chon Inter Hotel)
- ④ Strategic Workshop II: Program Testing (in the village)
- ⑤ Strategic Workshop III: Promotion (in Chon Inter Hotel)
- ⑥ Catalogue making activity *Circle any level you were involved.*

Province / District / Village

- ⑦ Strategic Workshop IV: Evaluation *(If this workshop is your first time, circle this only)*
- ⑧ Meetings related to D-HOPE
- ⑨ Any other activities you have done

.....

.....

.....

.....

Your feedback is appreciated!



D-HOPE: Questionnaire Survey for the Champions



This is a survey on the D-HOPE project. The purpose of this survey is to understand the existing condition and to find the points to be improved. Your responses and ideas are inevitably important for improvement. Please note:

- All the information provided here will be treated confidentially. The data is anonymously used only for the purpose above.
- If there are any questions that you are unwilling to answer, you can skip or stop answering this questionnaire.
- If you have any question about this survey, please contact Pongsan: dhopethailand1@gmail.com

Thank you very much in advance for your precious cooperation!

Chonburi Province

Date: 9th March 2019

Age..... years old Gender: *Circle one.* Female / Male / Others

Occupation: *You can specify as many jobs as you have.*

..... (primary)

..... (sub)

..... (sub)

1. How much relevant between your occupation and the hands-on program? *Please circle one to indicate your opinion.*

Not at all	A little	Somehow	Very strong
------------	----------	---------	-------------

2. Are you involved in any of the following activities of CDD? *Please check boxes all applicable.*

- | | |
|---|---|
| <input type="checkbox"/> Occupational group | <input type="checkbox"/> Savings Group |
| <input type="checkbox"/> Women Empowerment Fund | <input type="checkbox"/> Sufficiency Economy Philosophy Village |
| <input type="checkbox"/> Social Enterprise | <input type="checkbox"/> OTOP |
| <input type="checkbox"/> OTOP Village | <input type="checkbox"/> OTOP Nawatwithi |
| <input type="checkbox"/> D-HOPE | <input type="checkbox"/> Other (Please specify.....) |

3. How much are you involved in D-HOPE? *Please circle one to indicate your opinion.*

Very Much	Some	Poorly	Very Poorly
-----------	------	--------	-------------

4. Please read the sentences below and mark ✓ to indicate your opinion.

No.	Statement	Very Satisfied	Satisfied	Fair	Not Satisfied	Not Very Satisfied
1	How much are you satisfied with the D-HOPE Project?					

No.	Statement	Very Good	Good	Fair	Not Good	Not Good At All
2	How do you think of the group discussion method?					
3	How do you think of the program testing?					
4	How do you think of the hands-on program?					
5	How do you think of the D-HOPE catalogue?					

5. Please choose the most useful D-HOPE activity below.

- Group discussion method Program testing
 Hands-on Program Catalogue

Why?

6. Please choose one D-HOPE activity that needs improvement the most.

- Group discussion method Program testing
 Hands-on Program Catalogue

Why?

7. From question 1 – 20, please rate the score (1 – 10) to evaluate the change before-after the D-HOPE Project. Please rate the “now-score” first, and then, remember the past condition to rate “before-score” in comparison (or reflection) of “now-score.”

No.	Statement	Now-score	Before-score
1	Pride of my work		
2	Financial conditions in my business		
3	Motivation for work		
4	Awareness of available resources in my community		
5	Confidence in my life		
6	Knowledge of business		
7	Happiness in my life		
8	Self-recognition of my potential skill		
9	Interaction with my community		
10	Confidence of doing own business		
11	Conservation of local wisdom		
12	The happiness of belongings to my community		
13	Pride of my community		
14	Sense of contribution to the community		
15	My popularity/fame		
16	Quality of my products/services		
17	Financial conditions in my life		
18	Expansion of my network		
19	Communication with visitors		
20	Acceptance/Recognition by others		

8. From question 1 – 20, please mark ✓ to indicate your opinion.

No.	Statement	Very Important	Important	Fair	Not Important	Not Important At All
1	Pride of my work					
2	Financial conditions in my business					
3	Motivation for work					
4	Awareness of available resources in my community					
5	Confidence in my life					
6	Knowledge of business					
7	Happiness in my life					
8	Self-recognition of my potential skill					
9	Interaction with my community					
10	Confidence of doing own business					
11	Conservation of local wisdom					
12	The happiness of belongings to my community					
13	Pride of my community					
14	Sense of contribution to the community					
15	My popularity/fame					
16	Quality of my products/services					
17	Financial conditions in my life					

18	Expansion of my network					
19	Communication with visitors					
20	Acceptance/Recognition by others					

9. Which activity did you participate in D-HOPE? *Circle all activities you participated.*

1. Training in Bangkok (in Best Western Plus Wanda Grand Hotel)
2. Strategic Workshop I: Identification of Champions (in Chon Inter Hotel)
3. Strategic Workshop II: Design of Hands-on Program (in Chon Inter Hotel)
4. Strategic Workshop II: Program Testing (in the village)
5. Strategic Workshop III: Promotion (in Chon Inter Hotel)
6. Catalogue making activity. *Circle any level you were involved.*

Province / District / Village

7. Strategic Workshop IV: Evaluation (*If this workshop is your first time, circle this only*)
8. Meetings related to D-HOPE
9. Any other activities you have done

.....

10. How many programs do you provide in the catalogue?

Thank you for your cooperation!

