



This project is funded
by the European Union

PEER

Participation, Experiences and
Empowerment for Roma Youth



Guide to evaluating pilot participatory projects

The content of this manual does not reflect the official opinion of the European Union. Responsibility for the information and views expressed in the manual lies entirely with the authors. Reproduction is authorised provided the source is acknowledged.

© European Union, 2016

Published by PEER youth, February 2016

Index

1. Key concepts of evaluation.....	2
Why evaluate, what evaluate	2
Input – Activities - Output - Outcome	3
Steps & Instruments.....	4
Recommendations	5
2. Evaluation tools.....	6
2.1 Main Aspects of a Brief Diagnosis of the Context	6
Understanding where, with whom, in what context you are working	6
2.2 Goal Definition and Expectations Guide.....	8
GROUP DISCUSSION in Training session – Data organisation.....	8
2.3 Trainers' Training Evaluation Questionnaire	11
2.4. Questions for Initial Participative Action Initiatives sessions	11
2.5. Session evaluation sheets for post-session training.....	12
2.6. Final MAGIC 6 Evaluation for Adults	13
2.7. Final MAGIC 6 Evaluation for Children & Young People.....	15
2.8. Multi-Media Reporting on Embedded Action Learning and Change	15
3. Concluding remarks.....	18

This **Evaluation Guide** aims to provide some ideas about why, how and what to evaluate in a participatory pilot project that enhances children's and young people's active participation. The Guide is based on the PEER project (Participation and Empowerment Experiences for Roma youth), that involved partners in nine countries working with Roma¹ children and young people aged from 8-18 to build capacity and opportunities to engage in participatory action with them. It was funded through an EU Fundamental Rights and Citizenship grant JUST/2013/FRAC/AG/6230.

PEER has enabled Roma children and young people to co-lead and take part in participatory action and learning together. Roma young people and community members have led or co-led every part of this process.

This **Evaluation Guide** manual for practitioners, will focus on **main aspects** and perspectives that are necessary to be evaluated throughout the participatory process and will mention some evaluation techniques that has proved to be useful in the PEER project. The main point here is to be creative and to use group dynamics and projective methods, rather than verbal and written exercises in order to guide children and young people towards a more critical understanding of their context and their learning process in the project.

What we offer, rather than a list of creative methods (that one can find in several guides²), is a list of analytical tools to organise and analyse a wide range of data into a project evaluation.

In this brief document, first we offer a review/clarification of some **key concepts** and related concerns, identified in the initial proposal of the PEER Project.

¹ The EU definition of the term Roma includes the ethnic groups Travellers, Gens du voyage, Kalé, Sinti and others. In this manual we use the EU term Roma. In each country and community we use the words that people choose to use to describe themselves, their ethnicity and their nationality. For example, some young people involved in PEER in the UK describe themselves as Welsh Gypsies, Romany Gypsies, or Scottish Travellers.

² See for example Gerison Lansdown, and Claire O'Kane (2014). Tools for monitoring and evaluating children's participation, https://www.savethechildren.org.uk/sites/default/files/images/ME_Toolkit_Booklet_5.pdf

1. Key concepts of evaluation

Evaluation has become a fundamental aspect of participatory projects with children and young people as awareness has grown that initiatives that simply enable children to only give voice risk being tokenistic or decorative. When children and young people's participation is conceived of as a mechanism for enabling them to influence the creation of fairer, more appropriate or effective policies, services, communities or interpersonal relationships, it becomes necessary to examine to what extent children's wishes, however they are expressed, result in positive change.

A more complex approach suggests that it is important to recognise that children and young people's participation can be both material and verbal – children exercise influence in their own lives, their families and communities through what they say and what they do³. The extent to which children and young people's influence through participatory projects actually results in the kinds of changes they seek are related to the resources that are available to them (attitudes, environments, people, spaces, physical objects etc) and the constraints which they encounter⁴. Our approach to evaluation was based on developing an understanding of the places where we were working so that available resources and possible constraints could be identified.

As participatory projects are not just undertaken to enable children and young people to influence the creation of fairer, more appropriate or effective policies, services, communities or interpersonal relationships, our approach to evaluation was also based on providing mechanisms through which children and young people, and their workers, could identify their own goals, reflect on their progress towards these and then learn from their experience to adopt different approaches that may be more effective.

Why evaluate, what evaluate

To evaluate something means systematically determining its merits, values and worth, quality and significance (Patton 2008:38). Evaluation is **not a final goal**, rather an **instrument to improve** policies, programmes or interventions. **Evaluation** assesses mechanisms by which beneficiaries are responding to the intervention. It helps policy makers understand the effects that an intervention can guide concurrent and future impact evaluations of related interventions. (Khandor et al., 2009: 3)

From an evaluation point of view, any program must perform **two functions** in order to succeed and survive (Chen 2005)

- A. First, internally, it must ensure the smooth **transformation** of INPUTS into desirable OUTPUTS.
- B. Second, programmes should continuously interact with their **environment** in order to obtain resources and support for its survival (sustainability)

³ Wyness, M. (2015) *Childhood*

⁴ Larkins, C. Kiili, J. and Palsanen K. (2014) A lattice of participation: reflecting on examples of children's and young people's collective engagement in influencing social welfare policies and practices *European Journal of Social Work* 17 (5) 718-736

Furthermore, any programme or policy should have:

- A. A **Reason for being**: so any intervention is called for by an existing “problem” or “unsatisfactory social situation”. Often, different stakeholders define problem in different, or even opposite terms. So it is crucial for any evaluation to understand the *raison d'être* may differ for different social groups, but should be based on evidences.
- B. A **Theory of change** (or programme theory): it may be an explicit chain of hypothesis about how the **resources** (inputs) are expected to develop **activities** that produce determined **products** (outputs). Often, this chain of hypothesis is implicit in project justification and it may be read in different ways.

Input – Activities - Output - Outcome

In order to develop an effective approach to evaluation it is important to develop an understanding of what a theory of change is and of the other terms used in connection with evaluation.

1) **Theory of change**: is a chain of hypothesis about how the assigned resources will enable the development of a range of activities (interventions) producing certain specific products (outputs), which will trigger benefits in the environment, on the whole society or/and on the target population(s) of the project (outcomes and impact) that are short, medium or long term.

- For example, PEER project's underlying theory of change is that: Currently, Roma children lack empowerment to participate in decision making processes? If Roma children are empowered through capacity/skill building, and they can have a Participatory Action-Intervention (PAI) experience, their rights conveyed by the United Nations Convention of the Rights of Children will more effectively be respected, protected or fulfilled. NGO workers' and other stakeholders' training is a necessary element of this process.

2) **Input** in a programme can be understood as resources of human, financial, natural or any other type.

- For example, in PEER project the most important inputs are: Trainers', Service Suppliers, Participants; Roma and non-Roma Peers knowledge, experience, know-how, expertise related to the target-population, context, stakeholders, interventions, etc. Also, financial resources are fundamental. In PEER project, it is not only EU money that is in stake, but also local experts' voluntary participation as well as the free use of local infrastructures.

3) **Activities**. By activities we must recognise all actions that require resources and inputs.

- In PEER for example the following activities were included: Design & implementation of PAI training (PAI capacity/skill-building); design / elaboration of training materials; good practices evaluation; Pilot activity planning / implementation; “empowerment

evaluation" and/or self-evaluation; national dissemination conferences; international dissemination conferences.

4) **Outputs** are activities and products that have taken place or have been produced as an implementation effort.

- For example, training done, training material finished, practitioners trained, good practices evaluation completed, pilot activity designed/ implemented/ self-evaluated.

To measure outputs target values and benchmarks (deadlines, values, etc.) must be established. Any project produces outputs, so highlighting any results does not provide a reasonable view of the projects capacity. On the contrary, if expected outputs are produced we can more clearly establish a link between the achieved benefits and invested activities.

5) **Outcomes / Impact**. Outcomes differ from outputs. Outcomes are expected to happen as a consequence of the produced outputs.

- For example, "teachers trained" is an output of the project, but "teachers' increased awareness and motivation to increase Roma young people's participation" is an expected impact of the project on a particular target group.

Among outcomes, we should differentiate among short, mid and long-term impact.

As a **short-term** outcome, we can mention Roma young people's increased level of empowerment to participate in decision making processes. We assumed that if short-term impacts are produced, it will trigger mid- and long-term outcomes as well.

Long-term outcomes depend on the general timeframe of the project, and also on the initial objectives defined by the particular project design. Nevertheless, it should be taken into account that matching the relation between the outputs and (especially) the long term impacts is challenging as many other circumstances may have effect on the given situation.

Steps & Instruments

Based on clearly defined terms, the most essential steps of any Monitoring and Evaluation are

- 1) Formulate **outcomes** and goals. What do we want to measure?
- 2) Select outcome **indicators** to monitor (what will indicate that the outcomes are the expected ones? Non-expected results? Side effects?)
- 3) Gather **baseline information** on the current condition (qualitative and quantitative information of the present situation. If intervention is done in multiple sites, baseline information needs to be gathered in each site)
- 4) Set specific **targets** to reach and dates for achieving them (qualitative and quantitative performance targets, product target, etc.)
- 5) Regularly **collect data** to assess whether the targets are being met
- 6) Systematise and report the results (based on an initially developed set of indicators, model of analysis, defining target/informant groups in order to triangulate results)

Recommendations

It is of great importance to specify **outputs** and **outcomes** to be evaluated, with clear **target performance, target values, target timeline (milestones) for activities and immediate outputs**. Nevertheless, generally, in short-term pilot projects it is a great challenge to systematically measure impact due to the short time-frame and the high cost. So, it is important that the stakeholders define the level of details they would like to understand how the project has produced results.

Also, very often projects or programmes respond to a widely known problem that appears as an urgent need among the main stakeholders. Unfortunately, evidence or deep diagnosis (with baseline data) of the situation before the intervention is less common. Attention to this is needed.

2. Evaluation tools

Evaluation of a participatory project should pursue **three interconnected objectives**

- 1) it systematically shows to what extent the **specific objectives** of the overall projects are getting fulfilled in a meaningful and relevant way.
- 2) **evaluation of already existing participatory projects** in each intervention site will enable both project leaders and project beneficiaries (participating children and youth) to develop their own project drawing on earlier local experiences and learnings
- 3) **evaluation skills** will be included in various levels of **training** for participatory techniques, in order that different project beneficiaries obtain the capacity to participate in various stages of the evaluation processes

Aiming for a deeper understanding of child participation, projects should not simply seek the view of the children, but they should **scrutinize systems and processes that both impede and enable participation**. This involves focusing on learnings related to practices, values, attitudes, professional roles and structures for enabling participation. In the following we list and

The following are the evaluation tools that PEER project used in order to gather a deeper understanding of how the project could enhance children's and young people's

2.1 Main Aspects of a Brief Diagnosis of the Context

Understanding where, with whom, in what context you are working

So that you have good information and ideas to supply to young people when they need it, and so that you understand what sort of support they may need, try to gather together as much information as you can about where you are working and the environment where the children you are working with live. While a great part of this knowledge is available for workers and practitioners who for long have been working with children, youth and families of the particular context, but the collection and organisation of it can serve to redefine objectives, or intervention tools, to compare their experiences with those of other intervention sites. Gathering this information will also help evaluate the project.

The questions used in PEER project were expected to be responded through a desk-research, based on available information such as documents, reports and statistics. Nevertheless, also short interviews with significant stakeholders were conducted in several sites (teachers, NGO workers, city hall worker, etc.).

1) MUNICIPALITY, neighbourhood, zone of intervention

Main demographic, economic, social characteristics of the region and the municipality, in comparison with other municipalities

- 1) Inhabitants, density of the population, residential inequalities, etc.
- 2) Main statistics of the population (size, socio-demographic and ethnic composition, nationality)
- 3) Main economic activities of the population (industry, agriculture, service),

2) NEIGHBOURHOODS, DISTRICTS

- 1) Neighbourhood: historical / geographic/urban situation within the municipality: central, integrated, peripheral: well-communicated with the centre /other neighbourhoods, etc.
- 2) Housing patterns
- 3) Public services in the neighbourhood: schools, library, post office, banks, job office, health centre, sports resort, social assistance, etc.

3) ROMA POPULATION

- 1) Brief history of the present Roma population in the municipality.
- 2) Approximate demographic data on the Roma population (estimations, nationality composition, significant migrations)
- 3) Housing situation, in comparison w/ mainstream population, inner-group differences.

4) PARTICIPATORY PROJECTS, PARTICIPATORY PRACTICES

- 1) Were there any previous (pilot) projects targeting Roma children, in the municipality/neighbourhood?
- 2) Were there any previous PARTICIPATIVE projects in the neighbourhood targeting children? Can you describe them and the positive/negative impact (or lack of them). Is there any evaluation on them?
- 3) What are the existing forms of citizenship participation of children in the municipality, in the neighbourhood? Do Roma children participate to a lesser/larger extent in those, compared to their non-Roma peers?
- 4) Are there any local children's participation champions? Are there any local Roma champions? These could be local people, officials or organisations who have been supportive of trying to bring about positive changes in children and young people's lives or changes for and with Roma communities. These could also be people or organisations who have a particular responsibility to listen to the views of children and young people or Roma communities.

2.2 Goal Definition and Expectations Guide

This evaluation tool serves for collecting information first, on the initial situation that the project aims to change. Also, it helps to identify agents' and stakeholders' expectations towards the project.

It is useful to organise an initial trainers' training session with main stakeholders, including young people and their families. At this initial session a **group activity** [Check Training Manual for *Agree/disagree; Mapping; Fire in your step* and] helps to highlight most important circumstances, processes and structures which the participants aim to **change**, as well as the **goals and objectives** that the participants foresee/expect to achieve. **Goal Definition and Expectations Guide** serves for collecting expectations and opinion of different significant agents of the project, such as: researchers, NGO workers, young/adult Roma facilitators, university students who assist capacity building sessions with Roma children.

Ideally, a team member should **record/register group discussion**, and drawings or graphical representation made during the discussions.

GROUP DISCUSSION in Training session – Data organisation

At the end of the trainers' training session a brief **group discussion** should highlight main aspects of the change that is envisaged through the PEER project. Methodology and group dynamics applied in the session is to be defined by trainers. In the following we describe the main questions that are recommendable to be touched upon. The methodology will be provided by trainers through the TRAINING MANUAL's End of Training Activity Sheet.

In this part we focus on **how to collect, organise and structure data** that is presented in a semi-structured or unstructured way, through different group dynamics.

1. First aspect of data collection from the group discussion

In what fields (spheres), do you think children's /young people's participation best works in the selected neighbourhoods? In which aspects does participation work?

Fields:	Aspects:	Scope	Quality	Impact	Other aspects
Schooling					
Non-formal education					
Child-care					
Citizenship participation					
Political participation					
Cultural events					
Local development					
Labour market inclusion					
Drug prevention					
Crime prevention					
Etc.					

The table and the aspects of analysis are based on Lansdown and O'Kane (2014) A Toolkit for Monitoring and Evaluating Children's Participation. Booklet 3.

Scope: refers to the degree it involved inner diversity; to which part of the whole process; at what level of involvement (consulting, collaboration, child-led)

Quality refers to the effectivity, relevance for the children, inclusiveness, transparency, correspondent to the ethical principles, reflectiveness, sustainability, etc. of the project

Impact of children's participation on the target group, on peers, on families, on NGO/institution, etc. short, mid-, long-term impact; on an individual level or on collective level.

Other: any other aspects that may come up in the discussion with respect to children's participation

2. Second aspect of data collection from the group discussion

What are the main aspects of your context(s) that would need to be changed in order that children/youth may actively participate in decisions and actions that shape their lives and bring about positive changes?

Collected data can be organised for example in the following analytical aspects:

- Structural elements that help/hinder participation (mind also: gender, age, ethnicity, economic situation)
- Main socialising agents that encourage/discourage participation
- Information on different forms of participation available for young people

- Previous positive/negative experiences of participation (or the wish thereof) of different sectors of young people and their families
- Local civil society's practices (welfarist, empowering approach, etc.)
- Training for experience of practitioners and other stakeholders with regards to participation

3. Third aspect of data collection from the group discussion

Which are the particular aspects that you expect to change / improve through this project?

Prepare a list of aspects and concrete expected outputs and outcomes of the project, at different levels (municipality, neighbourhood / district, particular institutions / structures) respecting particular groups (participating Roma children; Non-participating Roma children; non-Roma children; local civil society; significant local stakeholders; administrative agents; etc.)

The following table provides some **examples of the outcomes** that should be gathered from the discussion in group.

TYPES OF EXPECTED OUTCOMES

(Example of how to organise collected data)

AGENTS	TYPE OF OUTCOMES (BEHAVIOURAL / ATTITUDE) (Examples)
Targeted children / young people	Greater awareness of rights
	Critical awareness of and reflections on present situation and possibilities (opportunity structures)?
	Recognised agency and its impact on its environment?
	Increased level of participation in terms of quantity and quality greater self-esteem and self-confidence
	Obtained skills (communication, problem-solving, negotiation, etc.)
NGO Staff / Young Facilitators / University Researchers	higher level of awareness/sensitivity of children's rights and needs
	better understanding of children's capacities and higher capacity to support them towards participation
	readiness to ask children about their views
	commitment to strengthening participation Etc.
Organisations/ programmes (projects) one belongs to	Organisational change towards the respect and inclusion of children's right
	Children's participation as a cross-cutting principle
	Awareness of the virtues and risks of children's participation Etc.
Institutions, local organisations (others than the ones we participants belong to)	change in organisational culture towards greater respect for children's rights
	readiness of greater power sharing (in terms of age)
	Mainstreaming children's rights and a general children-focus Etc.
Community stakeholders	awareness of children's rights
	willingness to involve children in decision-making Etc.
Etc.	

The table and the aspects of analysis are based on Lansdown and O’Kane (2014) A Toolkit for Monitoring and Evaluating Children’s Participation. Booklet 3.

2.3 Trainers’ Training Evaluation Questionnaire

Initial training session involved a wide range of stakeholders: those who participate in the day-to-day execution of the project and those who will follow the results from a distance. It is important to know what they have learnt in the training session, in order to make the project execution more successful. During the initial phases of the project execution with children/young people, there can be created further training sessions where stakeholders’ needs, necessities, claims should be taken into account.

In PEER project, the 6 initial PAI sessions (called the MAGIC 6) with children / young people were followed by ongoing training session for youth workers, facilitators and voluntary university students. Main aspects of these training sessions were designed based on Trainers’ Training Evaluation Questionnaire.

TRAINERS’ TRAINING EVALUATION QUESTIONNAIRE

- How would you define the main OBJECTIVES of the trainers’ training?
- Do you think that the training has contributed to improve your future work with children? (Please mark your opinion on a scale of 5)
- In what sense (if any) did it improve your future work with children?
- Please describe what the most important aspects are that you have experienced/learnt in this training?
- Do you think that the training has armed you with sufficient tools to support children’s participation to empowerment?
- What sort of information, skills or knowledge did you initially expect to build in this training?
- What would you suggest to improve the trainers’ training bearing mind its main objectives?

2.4. Questions for Initial Participative Action Initiatives sessions

The following questions served to guide different group dynamics (in more details described in Training Manual) in order to understand and assess previous experiences and initial motivations of children / young people who participate in the Participative Action Initiatives (PAI) sessions. Ideally, evaluators should have an individual data sheet about all the children/young people participating in the sessions, in order to be able to follow changes experienced through this first phase.

In PEER project, most of the groups had six consecutive “Magic 6” sessions in which children and young people had to recognise what they wished to change in their context, by what means and how. Group dynamics that lead to individual or group evaluation depended on the characteristics of the groups and their social context. In one site young people decided to do evaluation through peer-interviews, while a group of children was asked to prepare a drawing about the participation in their environment and afterwards these drawings were shared and verbally interpreted in group. In other groups role-playing and other projective methods were applied to help generating this crucial information about children and youth’s views and motivations.

QUESTIONS THAT GUIDE DATA COLLECTION THROUGH DIFFERENT INDIVIDUAL OR GROUP DYNAMICS

- Why did you decide to participate in this project?
- What do you expect to learn and do throughout these sessions?
- Did you ever take part in activities that promoted the participation and decision making of children / young people? [If yes, please detail what did you achieve and how?]
- Do you think that children / youth can participate in the decision-making of relevant things or changes, presently, in your neighbourhood? In what can you/they participate?
- What are the changes that you and the group would like to achieve in this project?
- Will adults let you make any change? Do you believe that you can really achieve any change in what you decide to?

2.5. Session evaluation sheets for post-session training

The following questions aimed to follow up main youth-workers’, facilitators’, NGO workers’, voluntary university staff’s and other participants’ work and view of the project, session by session. The main aim of this questionnaire is to sensitize workers with the main steps of the project bearing in mind the main objectives, and motivating them to continuously propose change or modifications in methodology, in a creative and active way.

In PEER after each project session with young people or children, workers were delivered a short training and follow-up session. It started with a semi-structured

sharing of 10 minutes, in which everybody could tell a few words about the progress or the challenges of the project. Afterwards each participant filled in the following questionnaire.

SESSION EVALUATION SHEETS FOR POST-SESSION TRAINING

- What were the aims and objectives for this session?
- What TOOLS were applied? Which worked well? Which presented difficulties? Why? How would you improve them?
- What were the main issues that emerged? Were there any discussions on them? Did they come to a decision? How?

SCOPE OF PARTICIPATION 1.

- At what stages of the session were children more pro-active, more autonomous and more creative?
- Please describe the stages/activities of the session and the LEVEL of participation the children were involved, in each of the stages/activities. In the box, put some description of why you think the activity was more consultative/collaborative/child led (follow the description of the Training Manual).
 - Consultative
 - Collaborative
 - Child-led
- How could we improve the session? How could we include anyone who was left out/bored?
- Any information/support you need for the next session? Any concerns to discuss with colleagues/ take to supervision?

2.6. Final MAGIC 6 Evaluation for Adults

The following questions aimed to help project-supporting adults reflect on the young people's/children's and their own learning process throughout the first phase of the project. Before filling in the individual questionnaire it is recommendable that a group activity helps participants raise and share successful experiences as well as challenges that rose during the process.

In PEER a group activity for supporting adults and the individual questionnaire was delivered at the training session after the 6th (last) PAI session with children/young people.

FINAL MAGIC 6 EVALUATION FORM FOR ADULTS (YOUTH-WORKERS, FACILITATORS, NGO WORKERS, VOLUNTARY UNIVERSITY STAFF AND OTHER PARTICIPANTS)

- In general terms do you think participating in PEER training was useful FOR YOU?
- Please comment why it was useful? What are the most important things you learnt?
- Looking back to initial TRAINERS' TRAINING: Do you think that the knowledge, skills, abilities build in that training, contributed to improve the 6 PAI sessions with Roma children/youth?

Please detail in what sense (knowledge, skills, abilities, strategies, tools, etc.):

- What would you SUGGEST IN ORDER TO IMPROVE TRAINERS' TRAINING in order that trainer can better guide Roma children/ youth in an empowerment process towards meaning full participation?
- Did you find it useful to apply participatory tools, and to rely more on children's / youth's own decisions? Did using these new tools make a difference in your work with children/youth?
- Which tools / activities / process, or element of the capacity building sessions did you find the most relevant for your learning as a professional?
- Do you believe that the initially expected outcomes have been achieved in any positive way up to this point of the process? [Look back at your participation energy booster plans – did you get this fire going? Did you create any other positive changes in this participatory environment?] Please comment on it:

SCOPE AND LEVEL OF PARTICIPATION

- To what extent children were involved in different stages /activities of the capacity building process (Magic 6 – check in Training Manual!)?

Stages of the project	Level of children's participation	Children not involved	Children consulted	Children's collaboration	Child-led/ initiated/ managed
Identifying the problem (no participation)					
Use & choose					
Expand w/ others					
Analyse & Plan					
Share & Evaluate					

Table adapted from Lansdowne and O'Kane, 2014

Please answer the following questions:

- In what stage/activity did we achieve the highest level of participation?
- In what stage/activity did the sessions show difficulties to increase children's participation? Why?
- To what extent are you satisfied with the participation of the group in terms of cohesion?
- Did all the members show the same level of participation in each stage?
- Can the differences be due to different aspects of inequalities? [Gender, age, social-economic status, family's status, school-achievement, previous experience in participative projects, etc.]

2.7. Final MAGIC 6 Evaluation for Children & Young People

The following questions aimed to help children and young people reflect on their own learning process throughout the first phase of the project. Questions can be put in different means so that the most honest answers are obtained. Though individual reflections are crucial, a part of the inquiry can be delivered through group activities. Please check for activities in PEER Training Manual.

In PEER, different national teams solve this task through fairly different group activities and techniques, including open-air cooperative group dynamics, projective techniques and video shooting, among others.

FINAL EVALUATION FOR CHILDREN & YOUNG PEOPLE

- In general terms do you think participating in PEER training was useful for you?
- Please comment why it was useful? What are the most important things you learnt?
- What went well? What relevant CHANGES occurred?
- What didn't go well? What were the barriers?
- What is the change your group is aiming to achieve through the "participative project"?
- Do you believe that you can really achieve the aimed change? (please circle the number between 1 and 5; 5 meaning you are sure you can)
- Any comment on that?
- Do you think your opinion, your ideas, your preferences were taken into account throughout the sessions?

2.8. Multi-Media Reporting on Embedded Action Learning and Change

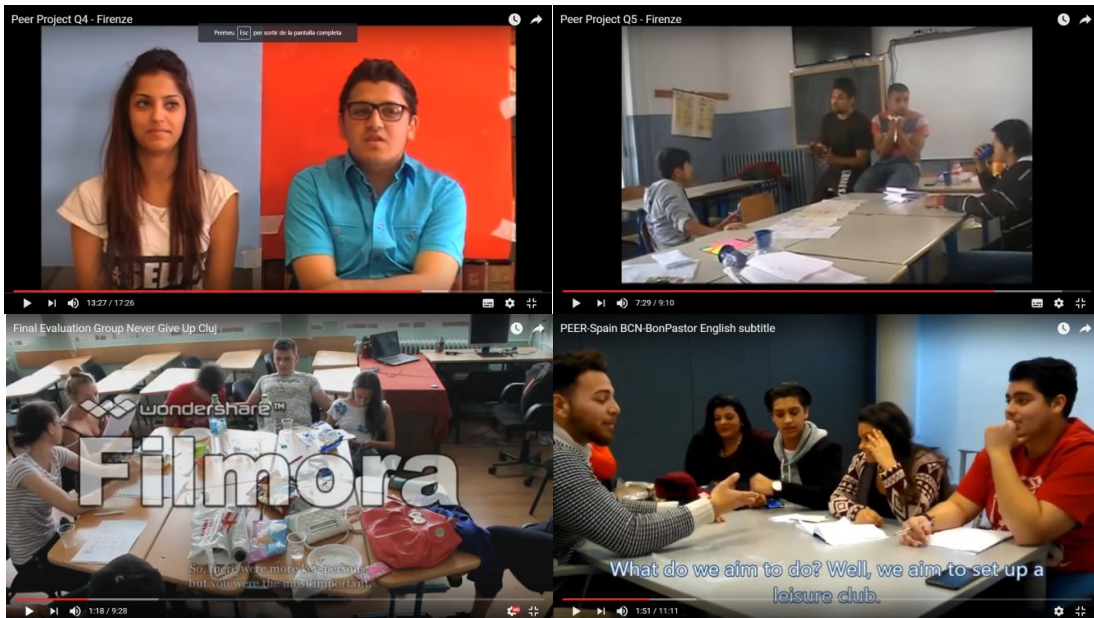
This evaluation tool is useful at a more matured level of the participatory action project once group composition and the plans how to achieve their goals have become more consolidated. Taking one or two issues young people have previously identified and are undertaking further learning/action/activities to respond to those issues (and reflecting /learning from those experiences).

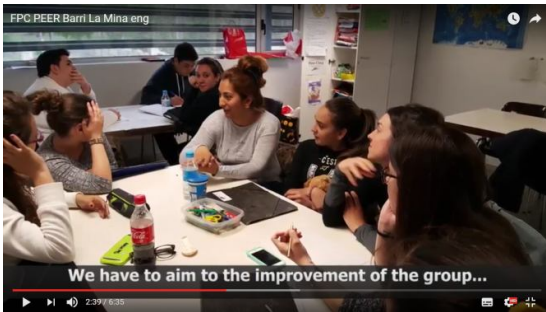
The idea is that in the second part of the project, children/youth themselves –with the aid of adults or youth facilitators- systematically produce audio-visual data on their actions. They should consciously share their experiences and critically reflect on them, in order that they better understand what happened, what let them happen and what hindered them.

Beyond its importance as an evaluation process, the produced material can also serve to develop different formats of reporting: both for donors and for lobbying purposes. Questions can be freely modified according to the objectives of the group and the wider project.

Multi-media reporting prompt Questions

- Who are the key people involved with our group?
- What have we been working on?
- Where have we managed to make any of the changes we wanted? What helped this work?
- Tell us about your feelings with respect to the process. (both: good / bad)
- What are you proud of?
- When were things difficult? How did you get over this? What would you do differently now if you could start it again?
- How would you recommend other people go about trying to achieve similar things?
- Why should people be involved in a group like this in the future? What did you have fun doing? What did you learn?
- What worked to make any changes?
- What was the role of supporting adults? Did adults hinder your efforts?





3. Concluding remarks

Internal evaluation is part of the overall work method of PEER, and it accompanied all its phases, developing specific instruments for its work streams and work stages. Partners based their analysis on different evaluation tools shared throughout the project.

From the first month of the project, within WS2, an initial diagnostic guide was prepared and agreed in order to understand the social reality they were going to intervene in. In the first consortium coordination meeting, after the initial training session for professionals and facilitators, a group discussion and an individual questionnaire were conducted in order to identify initial situation to change and also to identify expectations that future collaborators share towards the project. Throughout the capacity building sessions the young people/children/NGO workers, and other professionals conducted a continuous extensive written follow-up and a final session evaluation. In all these tools participation of the children and youth was a principle. Discussions in the partnership revealed that written evaluation was difficult for younger children and considered tiresome for the older ones, so the instruments of evaluation have been changed from written evaluation, to more visual methods.

The second phase of young people's activities, when they actually carried out their planned change process, was followed up through "empowerment evaluation", elaborated by partners involving young people, Roma facilitators and NGO workers. The analysis of the results offer us many hints to understand what participation and empowerment mean for young Roma; what forms of participation and empowerment work for them; what main difficulties and risks young Roma face in participatory projects; what are the roles of facilitators during the participatory process; and what structures and practices are beneficial for supporting youth participation. Changing written forms of evaluation using visual media brought much colour and spontaneous material for the analysis, and also enhanced the technological and digital skills of both the young people and the facilitators/professionals involved. Along coordination meetings, national and international conferences evaluation happened via social media: power point presentations were placed on the project and related websites, Twitter and Facebook.

