UAB
Universitat Autònoma
de Barcelona

GUIDE FOR A PARTICIPATORY EVALUATION

RETHINKING INCLUSION AND GENDER EMPOWERMENT: A PARTICIPATORY ACTION RESEARCH

Number	MS8
Title	Guide for the participatory evaluation (Selection participatory evaluation approach and practices)
Lead beneficiary	UAB
Work package	WP3
Dissemination level	REPORT
Nature deliverable	INTERNAL
Due date	30 December 2023
Submission date	14 December 2023
Authors	Laia Narciso Pedro (UAB) Charo Reyes Izquierdo (UAB) Gabriela Poblet Denti (UAB) Silvia Carrasco Pons (UAB)
Contributors	All partners
Reviewers	All partners

4

TABLE OF CONTENTS

1. INTRODUCTION

1.1. Objective of the guide

ReIncluGen is a European project that brings together universities and civil society organisations (CSOs) to explore how gender empowerment and inclusion are understood and experienced in different contexts, especially among migrant women and girls. One part of the project focuses specifically on the day-to-day work of CSOs: how they promote empowerment, which practices work well, and which contextual factors make these practices effective. This guide is part of that effort.

The aim of this guide is CSOs with practical tools and guidance to implement a participatory evaluation of their work on gender empowerment and inclusion.

The overall goal of this participatory evaluation is to: :

- *Assess how existing practices and trajectories withing CSOs contribute to empowerment and inclusion*

- *Use these insights to co-design innovative tools and practices to further support their work.*

 More specifically, this guide is intended to help CSOs:

- o Understand their rationale, linkage with prevailing policies, contextual preconditions of their success, and study their applicability across different organisations, countries and cultural contexts.
- o Reflect on and assess the impacts of co-created 'good practices' using a participatory evaluation approach.

1.2. Methodological approach

The guide is grounded in a the **participatory approach** of the project. It is intended as a tool to support CSOs in *analysing the practices they are carrying out within the framework of gender empowerment and inclusion as a process of internal evaluation*; at the same time, to *identify good practices* and/or to *develop new ones*.

This evaluation is conceived as a **participatory evaluation**, using a "learning process approach" that also enables people involved to understand how programmes are conducted (Aubel, 1995; 1999). Applying this participatory evaluation approach will enable CSOs to better reflect on their own practices - even those that are relatively invisible and taken for granted.

1.3. Participatory evaluation

Currently, there is no project or program that does not consider evaluating their activities and strategies to achieve the project objectives. In line with the general approach of the project **this guide follows the rationale and steps of a participatory evaluation**. Participatory evaluation **implies that program implementers are actively involved** in all the evaluation steps of the process.

It is important to bear in mind that participatory research differs from conventional research. This difference relates to **who defines the research problems and generates, who generates the information** , **and who owns it**, placing the focus on the location of power in the various stages of the research process (Cornwall & Jewkes, 1995). Moreover, participatory research will be characterized by the development of a **joint process of knowledge-production**, which broadens the insights of both researchers and members of the organizations (Bergold & Thomas, 2012).

1.4. Participatory evaluation framework for CSO's gender empowerment and inclusion

In addition to adopting a participatory evaluation approach this guide is based on concepts and perspectives that can specifically support the assessment and improvement of inclusion and empowerment practices involving women and girls with a migrant background.

In this evaluation, we propose taking **three methodological and conceptual reflections** as a starting point**:**

1. **The definition of the problem,** based on Carol Bacchi's approach What's the Problem Represented to be (WPR)? (Bacchi, 2009). As Bacchi herself explains "The 'WPR' approach is a resource, or tool, intended to facilitate critical interrogation of public policies. […] The task in a 'WPR' analysis is to read policies with an eye to discerning how the 'problem' is represented within them and to subject this problem representation to critical scrutiny." (Bacchi, 2009, pp. 1)
2. **The Theory of Change**. A theory of change is a working hypothesis on how a problem can be solved, considering all the elements -resources, procedures, circumstances, and other factors- that are needed to do so. It provides a guide for data collection and analysis, as well as a framework for reporting (Rogers, 2014).
3. **The identification of good practices** in CSOs' social intervention. It is of utmost importance to understand the difference between 'successful activities' and **good practices,** since the latter are inextricably related to transforming the problems they are designed for. Good practices do not exist in isolation, they must be linked to a clearly identified problem and to the search for a solution. They can only be identified once outcomes have been achieved.

Figure 1: Conceptual framework for participatory evaluation of empowerment and inclusion practices
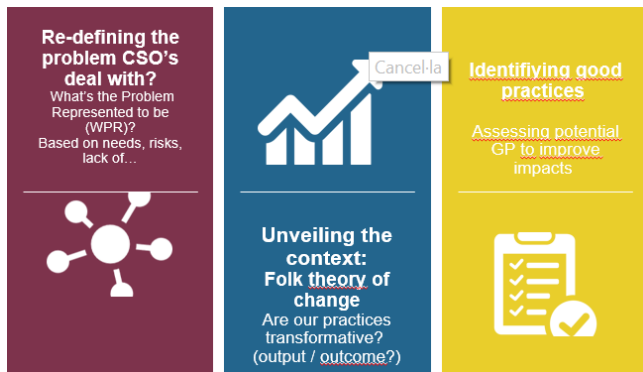
1.5. Overview of participatory evaluation implementation

This guide is designed to be applied directly by CSOs as a structured process of internal reflection and learning.

As mentioned above, participatory evaluation implies **that programme implementers are actively involved.** This guide aims to encourage going a step further. Since the aim is to identify good practices and co-design new and useful tools from a participatory approach which include different voices, it can be helpful to consider **the different profiles** of participants in the CSOs. It may be useful to reflect on who the e the duty bearers and the right-holders[1] are, and to seek balanced representation when possible (leading team, staff, volunteers, as duty bearers or and beneficiaries as right-holders). This can strengthen the quality and depth of the evaluation.

The process is conceived as a self-assessment exercise, but supported by an external facilitator. We suggest using the **critical friend method** based on the work of Booth and Ainscow (2000) . A *critical friend* is someone the participants trust, who works within the same sector but belongs to another organisation, and who can provide constructive feedback while helping to guide the process from a peer position.

Each CSO is invited to identify an external facilitator who can accompany the sessions. However, for some organisations, having another CSO act in this role may feel intrusive, intimidating, or even risky, particularly when organisations operate in the same local ecosystem or compete for similar funding opportunities. In these cases, alternative arrangements can be adopted, for instance, having a trusted

---

[1] A human rights-based approach identifies **rights-holders** and what they are entitled to, and **duty-bearers** and their obligations. The assessment should measure whether it seeks to strengthen the capacity of rights-holders to claim their rights and duty-bearers to fulfil their obligations, through accountability mechanisms.

external professional who can assume the role of critical friend, ensuring support while avoiding tensions or conflicts of interest.

The participatory evaluation typically includes **four working sessions**.

During these sessions **brief questionnaires or reflection tools** can be used to explore the preconditions that shape each practice and to follow the progress of the evaluation. This will guide both the analysis of the preconditions of the selected practices for evaluation per CSO and the next steps to improve them or design new practices.

Throughout the process, CSOs will have the opportunity to identify their good practices—those that meaningfully contribute to transforming the issues they address. These practices can later be shared with other organisations as part of wider exchange and learning initiatives. For instance, within the ReIncluGen project this exchange is facilitated through **Quwa**, a co-designed digital platform for sharing and discussing practices.

> **Met opmerkingen [RR1]:** We could add a footnote with brief explanation and link. This also could be shown as an intent to promote Quwa

Important **final remarks** when implementing this guide:

The objective of the sessions is to bring forward **different voices and perspectives**.

There are **no right or wrong answers**.

This is **not a supervision exercise**; it is an open discussion between peers to explore agreements, challenges and opportunities for improvement.

9

2. GUIDE TO PARTICIPATORY EVALUATION STEP BY STEP

In this section we explain in detail the different steps to implement the participatory evaluation. 4 different steps will develop the participatory evaluation framework presented earlier in this guide.

- **Step 1:** redefining the problem and raising awareness of how the "social problem" is being represented.
- **Step 2:** unveiling the context and discussing the barriers to empowerment and inclusion.
- **Between Step 2 and Step 3:** identifying potential good practices.
- **Step 3:** improving the practices identified or creating new ones based on the lessons learned.
- **Step 4:** assessing the new or improved practices.

Figure 2:
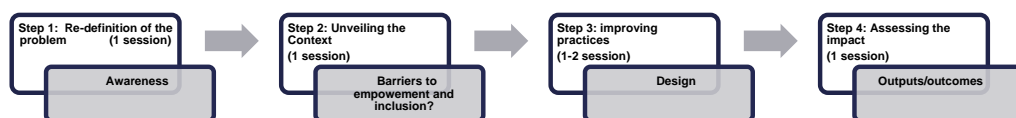
Each of these steps leads to the next under the **coordination and support of the critical friend** (external facilitator) who presents the materials, guides the discussion, gathers the information, and prepares the material for the following step. The sessions may last around **1 hour and 30 minutes**.

2.1. Step 1: Re-definition of the problem

1st: Identification of explicit definitions of the problem (document analysis).

Before starting the first step, the facilitator should carry out a brief review and summary of the organisation's documents (e.g., website, mission statement, project descriptions, internal reports). In this way, the facilitator can get familiar with the social problem of the organization and the assumptions and views that circulate within it and guide better the sessions.

2nd: Discussion.

In this first session, the facilitator/critical friend will bring a questionnaire adapting Bacchi's (2009) questions to the organization. These questions will not be read literally during the session. However, the facilitator needs to be well familiarised with them. Remember these questions are:

A. What's the '**social problem**' (for example 'gender inequality', 'sexual harassment', 'labour inequalities' or 'educational gap') represented to be in a specific policy or policy proposal? (Policy, action, line)

B. What presuppositions or assumptions underpin **this representation** of the 'problem'?

C. **How** has this representation of the 'problem' **come about**?

D. What is **left unproblematic** in this problem representation? Where are the silences? Can the 'problem' be thought about differently? (For example, by different actors)

E. What **effects** are produced by this representation of the 'problem'?

F. **How/where** has this representation of the problem been **produced**, disseminated, and defended? How could it be questioned, disrupted, and replaced?

To guide the session, the facilitator will use a document in which each question is presented in three versions:

1st, **the question as proposed by Bacchi**, but remember this is just in order the facilitator has a clear idea of what we want to know, but this question will not be formulated in the session.

2nd, **A clearer and accessible version of the question.** This is the question that the facilitator will actually formulate. In order to capture more nuances Bacchi's question will be transformed into several questions.

3rd, the question transformed to ideal statements as a **Likert scale questionnaire**. This part will be completed by the facilitator to summarize the previous discussion.

(See annex 1)

3rd: Conclusion: re-definition of the problem

After having discussed the different questions by all the participants and completed the Likert scale questionnaire by the facilitator, the facilitator will synthesise the most relevant ideas. This summary will help the group agree on a **re-definition of the problem**, based on the reflections and perspectives that emerged during the session

2.2. STEP 2: Unveiling the context: Folk theory of Change.

Step 2 can take place one week after step 1. This allows enough time for reflection without losing continuity between sessions.

In this session the members of the CSOs are invited to consider if the organisation is achieving the objectives they have established, if their practices are transformative and in what ways they are or not. Particular attention should be paid to the potential **barriers to gender empowerment and inclusion.**

When describing impact, it is important to focus on **concrete facts, evidence and results**, rather than general statements such as "they are free", "they have been empowered", "they are included in society".

Fig. 3:
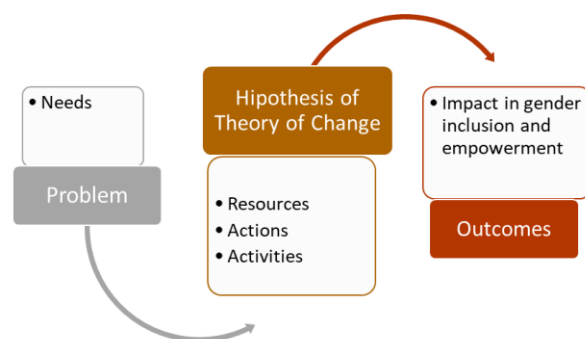
For this session use annex 2 which is divided in 3 parts:

**1st: Recap and introduction of the session**

The facilitator will start by summarising the main points from the previous session. Having redefined the problem the next step will be to choose an intervention on which they will focus to apply the evaluation. If the organisation is small, they may focus on the whole organisation's actions, but it can happen that the size of the organisations do not allow this. In this case they can select a specific intervention. They will describe the intervention pointing to the target population, needs or justification for the intervention, objectives of the intervention, resources required (temporal, human, spatial and financial) and actions or activities.

Once the intervention is clearly described, they respond to a set of questions that explore practices and their impact and on barriers to inclusion and gender empowerment.

(See annex 2, part 1.)

2nd: Discussion and SWOT activity

After discussing the previous questions, all participants reflect on organisation's practices considering the internal strengths and weaknesses of these practices. What is the organization doing especially well in order to achieve the desired change? On the contrary, what do they need to improve? On the other hand, on external opportunities and threats, what is it from the outside that favours the change, what endangers it. This is what is known as a SWOT activity. The facilitator should remain on the **transformative capacity of the practices**. Figure 4: SWOT activity

Strengths	weaknesses
SWOT	
Opportunities	Threads
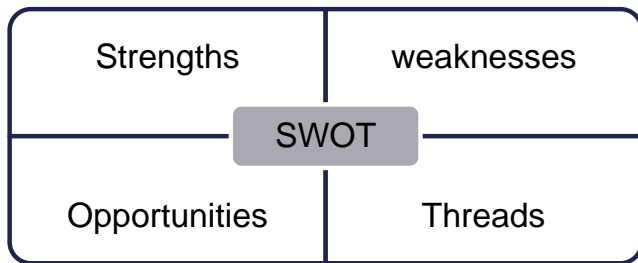
The facilitator needs to register the SWOT activity, for instance using a photo, or any other appropriate method to ensure the information is preserved.

3th: Conclusion

After discussing the different questions by all the participants and completing the SWOT activity, the facilitator summarises the most relevant ideas concerning the context in which the practices take place, and the conditions that favour or hinder the practices carried out. The facilitator should gather the main ideas regarding *resources mobilized*, does the nature and scope of the problem justify them? Are they adequate and sufficient to carry out the planned activities? regarding the *activities*, have they been well panned? And regarding the *outputs* and the *intended impact* on the problem, did the activities achieve the desired outputs? Will the expected outputs induce the intended impacts on the problem?

The facilitator should guide participants to keep the focus on **barriers to inclusion and gender empowerment** while addressing these topics.

Following the discussion, the facilitator completes a **Lickert scale questionnaire** (See annex 2, part 3).

4th: 'Homework' for next session

Between Step 2 and Step 3 duty-bearers (CSO staff) will reflect on potential good practices of the organisation (see Annex 3). The facilitator provides them with a checklist to help identify which practices may qualify as good practices. They should consider whether:

• Results met or exceeded expectations.

• Its effectiveness (results) has been assessed.

• Efficiency (temporal, spatial, human and financial resources) has been evaluated.

13

- It allowed the active participation of the right holders.

- It was assessed as sustainable over time.

- It is a replicable practice for another entity that intends to pursue the same objectives or similar processes.

Duty-bearers may completee the checklist for all the practices identified as potential good practices.

2.3. STEP 3: Improving practices.

Step 3 can take place two or three weeks after step 2, allowing time to reflect deeper on the potential good practices.

In this session, CSO participants share the practices they selected using the checklist. All the participants of the evaluation discuss them and exchange ideas and think about how they could be improved, or whether new practices could be designed based on the lessons learned.

This process may require one or two sessions. It is guided by a template (see Annex 4)which also helps the group **design a template useful for registering the implementation** of the chosen practice with its specificities.

At this stage, an **impact assessment should also be co-designed,** focusing on the practice's transformative potential, as well as its its sustainability and transferability. See annex 5 to better understand what an impact evaluation entails beyond a simple output assessment.

2.4. Task between step 3 and step 4: Testing the co-designed practices.

Between Step 3 and Step 4, there should be enough time to **test the new co-designed practice**. During this period, the practices will be implemented and the implementation process documented using the template previously prepared.

2.5. Step 4: final session

In the final session, the outputs achieved will be assessed on the basis of efficacy, efficiency, coverage and participation indicators (output assessment). You may use the same indicators used earlier when reflecting on potential good practices, complemented by additional guiding questions provided in Annex 6.

Taking into account that outputs are not outcomes, However, this final session can be used to analyse to what extent the impact evaluation designed in step 3 is feasible and what further steps may be needed..

REFERENCES

Alegre, M.A.; Farré M.; Sabes-Figuera. R. & Todeschini F. (2017). Guia Pràctica 15. Guia Pràctica d'avaluació de programes del tercer sector social. Colección Ivàlua de guías prácticas sobre evaluación de políticas públicas. IVÀLUA. Institut Català d'Avaluació de Polítiques Públiques. https://ivalua.cat/sites/default/files/2019-10/22_06_2017_07_58_20_Guia_15_tercersector.pdf

Aubel, J. (1999). Participatory program evaluation manual. Involving Program Stakeholders in the Evaluation Process. Calverton, Maryland: Child Survival Technical Support Project and Catholic Relief Services, 86. 6.

Aubel, J. (1995). Participatory Program Evaluation. A Manual for Involving Program Stakeholders in the Evaluation Process

Bacchi, C. (2009). What's the problem represented? https://www.academia.edu/1365133/Analysing_Policy_Whats_the_problem_represented_to_be_Pearson_Education_2009

Bergold, J., & Thomas, S. (2012). Participatory research methods: A methodological approach in motion. *Historical Social Research/Historische Sozialforschung*, 191-222.

Blasco, J. & Casado, D. (2009). Guía práctica 5 Evaluación de impacto. Colección Ivàlua de guías prácticas sobre evaluación de políticas públicas. IVÀLUA. Institut Català d'Avaluació de Polítiques Públiques. https://ivalua.cat/sites/default/files/2021-11/06_06_2017_14_05_29_Guia5_Impacto_diciembre2009_revfeb2009_massavermella.pdf

Booth, T. & Ainscow, M. (2000). Index for Inclusion. Developing Learning and Participation in Schools. Manchester: CSIE. https://www.eenet.org.uk/resources/docs/Index%20English.pdf

Cornwall, A., & Jewkes, R. (1995). What is participatory research? *Social science & medicine*, *41*(12), 1667-1676.

European Commission (2021) European Web Site on Integration (EWSI), "What are 'good practices'?" https://ec.europa.eu/migrant-integration/page/what-are-good-practices_en

Rogers, Patricia. (2014). *Theory of Change.* Methodological Briefs Impact Evaluation, 2. https://www.unicef-irc.org/publications/pdf/brief_2_theoryofchange_eng.pdf

ANNEXES

Annex 1. step 1

What's the Problem Represented to be (WPR)?

Remember: before starting the academic partners need to summarise the information extracted from the focus group with CSOs as well as the organisation's documentation (website, official documents...). The facilitator needs to get familiar with the social problem of the organisation and the assumptions and views that circulate in the CSO.

    A. <u>What's the 'social problem' (for example 'educational access', 'gender-based violence', 'forced marriage', 'labour inequalities", among others) represented to be in a specific policy or policy proposal? (Policy, action, line)</u>

Question 1:

- **What's the main issue your CSO deals with?** (5' discussion with participants)

Question 2:

- **What's the main objective of the CSO documents (official documents, website,...)?** (5' discussion with participants)

- Facilitator: Please fill the questionnaire with the agreements or conclusions.

	1	2	3	4	5
The main problem **it's clearly identified** by all the participants or agents of the CSO.					
There is agreement in the ways they **explicitly state** the problem or the issue.					
It **replicates** the official document's definition					

Observations (i.e. disagreements, specific words different participants used…)

_____
_____
_____

B. <u>What presuppositions or assumptions underpin **this representation** of the 'problem'?</u>

Question 3:

- **Why is it a problem? What ideas support it?**

    (5' discussion with participants)

Question 4:

- **What ideologies and beliefs are behind it?** (political, religious, social movements…)

    (5' discussion with participants)

- Facilitator: Please fill the questionnaire with the agreements or conclusions.

	1	2	3	4	5
All the participants expressed the same ideas					
Is there agreement in the ways all the participants explain presuppositions and assumptions of the representation of the problem?					

Observations (i.e. …)

_____
_____
_____

C. <u>How has this representation of the 'problem' come about?</u>

Question 5:

- **Can you describe in what way the 'problem' come about?**

    (5' discussion with participants)

Question 6:

Did the 'problem' come about after a diagnosis, because of previous experiences, based on ideas from media...?

    (5' discussion with participants)

- Facilitator: Please fill the questionnaire with the agreements or conclusions.

	1	2	3	4	5
The ideas are based on a diagnosis					

	1	2	3	4	5
The ideas are clearly conditioned by hegemonic stereotypes and prejudices.					
The ideas drawn on previous experiences					

Observations (i.e. …)

_____
_____
_____

D. <u>What is left unproblematic in this problem representation? Where are the silences? Can the 'problem' be thought about differently? (For example, by different actors)</u>

Question 7:

- **What related issues are not seen as a problem?**

  (5' discussion with participants)

Question 8:

- **What related issues are hardly mentioned or not mentioned at all?** (This question maybe will be answered just by the facilitator)

  (5' discussion with participants)

Question 9:

- **Why do you think it is important to address this problem?**

  (5' discussion with participants)

Question 10:

- **Can you think of other issues to address that could sort 'the problem' or 'other problems'?**

  (5' discussion with participants)

- Facilitator: Please fill the questionnaire with the agreements or conclusions.

	1	2	3	4	5
All the participants agree with which issues are not problematic					
All the participants are silent on the same issues					

All the participants think about the 'problem' in the same way					
All the participants imagine similar potential alternatives to the representation of the problem					

Observations (i.e. …)

_____
_____
_____

E. What effects are produced by this representation of the 'problem'?

Question 11:

- **What is not sorted addressing the problem the way it is addressed?**

(5' discussion with participants)

Question 12:

- **What important aspects of the people are left out?**

(5' discussion with participants)

Question 13:

- **ABOUT MATERIAL IMPACT ON PEOPLE'S LIVES**

(5' discussion with participants)

- Facilitator: Please fill the questionnaire with the agreements or conclusions.

	1	2	3	4	5
All participants express similar ideas about what the representation of the problem leaves unaddressed					
All participants express similar ideas about what aspects of the beneficiaries' lives are not considered					
There is agreement about how the representation of the problem limits people's lives					

Observations (i.e. …)

19

_____
_____
_____

F. <u>How/where has this representation of the problem been produced, disseminated, and defended? How could it be questioned, disrupted, and replaced?</u>

Question 14:

- **Where have you heard or read this way of talking about the issue discussed here?**

  (5' discussion with participants)

Question 15:

- **Who have you heard talking in this way about the issue discussed here?**

  (5' discussion with participants)

- Facilitator: Please fill the questionnaire with the agreements or conclusions.

	1	2	3	4	5
All participants agree about the source of the representation of the problem					
All participants agree about the people who circulated the representation of the problem					

Observations (i.e. …)

_____
_____
_____

20

Annex 2. step 2

Unveiling the context: Folk theory of change

CSO: _____ **Country:** _____

Part 1: Description and discussion about the intervention and its impact

Gender empowerment and Inclusion *A brief definition agreed in focus group*	Please revise the CSO focus group transcription
Definition of the problem *A brief explanation from step 1 of evaluation*	Please state the main conclusions of step 1
Type of intervention 1. **Strategy** 2. **Project** 3. **Program** *(specify with an X)*	Please specify what type of intervention are you focusing to apply the evaluation (if your organization is small enough you can focus on their whole actions, but if not, you can select a specific strategy, program or project)

1	2	3	**Title:**
			
			 Target population:
			
			 Brief description:
			
			     • Needs/justification of the intervention:
			     • Objectives:
			     • Resources (temporal, spatial, human and financial):
			     • Actions/activities:

Discuss the following questions related to the actions' impact and changes:

1) Were the objectives regarding gender empowerment and inclusion met?
2) Has the defined problem or situation changed?
3) To what extent? Which aspects have improved, and which have not?
4) As a consequence of having participated in the activity:
5) What has changed in relation to empowerment/inclusion in the life of the participants? What has not changed? Have other factors intervened?
6) Participants' lives have changed in relation to empowerment and inclusion after having participated in the activity.
7) What impacts vary according to the type of participant? Has it impacted equally on all women or girls who have participated?
8) Are the impact and changes generated sustained over time?
9) Have changes after the activity led to other problems? Have new problems arisen that were not detected before? Has the action had collateral impacts?
10) Can you think of small innovations from the activity that have brought about a change in a specific direction or aspect of women's or girls' lives, in relation to what we mean by gender empowerment and inclusion? Explain these aspects and discuss as a group.

<table>
<tr><td>

Imagine counterfactual situation:

Consider and discuss a hypothetical scenario:
What would have happened if the beneficiaries did not participate in the activity/programme?
Based on this scenario and question, think of further changes as a consequence of the programme.
Outcomes:

They can develop a diagram or conceptual map showing the changes introduced by the practice "before and after".

</td></tr>
</table>

Part 2: Swot activity

Reflect on the internal strengths and weaknesses of the intervention and the external opportunities and threats:

- Internal strengths: What is the organization doing specially well in order to achieve the desired change?
- Internal weaknesses: What do they need to improve in order to achieve the desire change?
- External opportunities and threats: What external opportunities favours the change?
- External threads: What external circumstances, policies or other factors endangers the change?

The facilitator provides the participant with the swot poster and post-its and everybody feeds the swot poster with their ideas:

Strengths	weaknesses
SWOT	
Opportunities	Threads
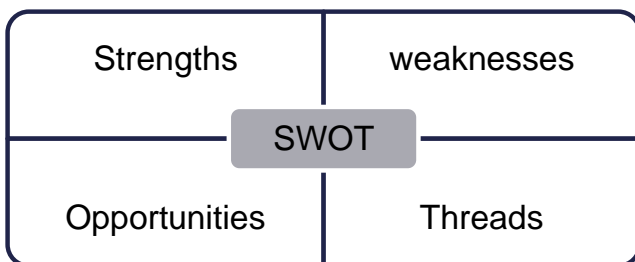
Part 3: Lickert scale questionnaire:

    A. Does the nature and scope of the problem justify the resources mobilized?
- Facilitator: Please fill the questionnaire with the agreements or conclusions.

	1	2	3	4	5

Observations (i.e. disagreements, specific words different participants used…)

_____
_____
_____

    B. Are the resources adequate and sufficient to carry out the planned activities?
- Facilitator: Please fill the questionnaire with the agreements or conclusions.

	1	2	3	4	5

Observations (i.e. disagreements, specific words different participants used…)

_____
_____
_____

    C. Are the activities well planned and do they achieve the desired outputs?
- Facilitator: Please fill the questionnaire with the agreements or conclusions.

	1	2	3	4	5

Observations (i.e. disagreements, specific words different participants used…)

23

_____
_____
_____

    D. Will the expected outputs induce the intended impacts on the problem?

\-   Facilitator: Please fill the questionnaire with the agreements or conclusions.

	1	2	3	4	5

Observations (i.e. disagreements, specific words different participants used…)

_____
_____
_____

Annex 3. Between Step 2 and Step 3

Check list: Identifying potential good practices

Please revise your potential good practices and select one that accomplishes the most of the next indicators.

PRACTICES/STRATEGIES that have been shown through **research / evaluation** to be…	✓ ✗
1. Effective - Do the planned objectives and expected results meet the participants' needs/rights/priorities? - Have the expected objectives and results been achieved? - Do the actions reach the expected right holders/beneficiaries?	✓ ✗
1. Efficient - Were sufficient financial resources obtained to achieve the objectives of the practice? - Was the place where the practice was carried out adequate? - Was the length of the practice adequate? - Were sufficient personnel available to carry out the practice?	✓ ✗
2. Participation - Has the right holders' participation been promoted? - Are the different agents involved satisfied with their level and type of participation (such as information-giving, consultation, functional or collaborative participation)?	✓ ✗
3. Sustainable and/or transferable - Does the practice continue after the initial phase? - Does the practice attract structural funding, support from new sponsors or generate its own resources? - Does the practice show potential for replication in different contexts and towards different target groups?	✓ ✗
4. Reliably lead to a desired change or transformation - Does the practice transform the social problem identified? - Are the changes in women's lives mid/long-term?	✓ ✗

Annex 4. step 3

Refine or create a new practice:

Name	
Social problem identified	
Define main objective of the practice *(one sentence)*	
Target group **Who is this practice addressed to?** *(population, age, risks...)*	
When *(Schedule, start, finish, time per week…)*	
Where *(place, more than one place?, region...)*	
Explain the activity: **How many steps?**	
Resources *(materials, budget, infrastructure…)*	

People responsible *(this practice needs more people to support?)*	
Family work balance *(This measure considers it?)*	
Other:	

Think and explain the follow issues of the practice

Related to problem	Innovation	Flexibility /adaptable	Transferable

Annex 5

Definition: What is an impact evaluation?

The impact evaluation intends to determine potential good practices' capacity to solve social problems.

How can we know whether public policies or interventions actually work? What is the extent of their impact? Often the evaluation of implemented policies or practices has focused exclusively on inputs or outputs, that is, on the resources used by the programme or what the programme does. However, this tells us little about the change produced and its positive or negative impacts on the target population. In addition, many other things happen beyond the public intervention itself (such as the evolution of the economy, changes in the context or the implementation of other programmes and policies) that have a significant influence on the impact we are trying to observe and that complicate the evaluation. Consequently, evaluating the impact of a programme implies being able to isolate the effect of the programme or practice in relation to all these other factors that affect the problem or situation that the public intervention aims to address:

- Has the programme succeeded in correcting the problem? To what extent?
- Which components of the intervention are most effective?
- Has it had the same effect on the different target groups?

The question that impact evaluation must answer is not what has happened after a public intervention has been implemented (many things may have been influential), but what has happened compared to what would have happened if the intervention had not been implemented.

If the programme has been implemented, we will never be able to observe what would have happened if it had not been implemented. Thus, while the outcome estimate is a measure based on observation of reality, the so-called counterfactual estimate is always a hypothetical statement about what we believe the world would have been like in the absence of the programme. So the question is: how do we manage to formulate a counterfactual hypothesis?

It is also important to consider that the impact can be intended or unintended and the unintended impact can be positive and negative, direct and indirect, splash and ripple (Rogers, 2015). OEDC-DAC defines impacts as "positive and negative, primary and secondary long-term effects produced by a development intervention, directly or indirectly, intended or unintended."

When doing an impact evaluation its purposes need also to be considered. For instance, is it undertaken for formative purposes (to improve or reorient a programme or policy) or for summative purposes (to inform decisions about whether to continue, discontinue, replicate or scale up a programme or policy)

Evaluation's objectives

The objectives of the evaluation are usually expressed in terms of the OECD-DAC evaluation criteria:

Relevance	The extent to which the objectives of the intervention are consistent with recipients'

	requirements, country needs, global priorities and partners' policies.
Effectiveness	The extent to which the intervention's objectives were achieved, or are expected to be achieved, taking into account their relative importance.
Efficiency	A measure of how economically resources/inputs (funds, expertise, time, equipment, etc.) are converted into results.
Impact	Positive and negative primary and secondary long-term effects produced by the intervention, whether directly or indirectly, intended or unintended.
Sustainability	The continuation of benefits from the intervention after major development assistance has ceased.

Source: OECD evaluation criteria

https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm

Based on these criteria or indicators, the key evaluation questions should be formulated.

Preliminary steps

1. *Is it the right moment to do the impact evaluation?*

   a. **The programme or intervention should be stable.** It is highly desirable that this intervention has been maintained without much variation over a period of time, otherwise it will be difficult to determine on which of the multiple versions of the programme the impacts should be estimated.

   b. **A coherent theory of change needs to have been described.** It requires that the genuine objectives of the intervention have first been identified (otherwise it will not be possible to determine what impacts need to be estimated) and a theory of change that links, in a minimally plausible way, the activities and outputs of the programme with the intended impacts (since if expecting positive impacts proves unrealistic, it is preferable to work to improve the design of the intervention rather than to assess improbable ones). The design should therefore have been evaluated.

   c. **Impacts must have been possible to have happened.** Public interventions that produce immediate impacts are rare, so it is necessary for some time to pass after the implementation of the intervention before the impact can be detected.

2. *Defining the effects.*

This involves identifying what concepts (what change based on what social problem and its dimensions) we intend to measure and establishing valid and reliable measurement indicators, not only specifying what we measure and how we measure it, but also when we measure it. It is about determining when is the most relevant time to ask the question: "**What has happened compared to what would have happened if the intervention had not been implemented?**"

29

3. What it means to participate in the programme?

Some concepts and methods of quantitative impact assessment have been partly imported from the medical sciences. Methods for impact evaluation typically compare a treatment group with a comparison or control group (those who have not participated), which serves to control for the counterfactual. However, participation in a programme is often a much more imprecise concept than taking a pill, and can be very heterogeneous.

If the level of variability in what it means to have participated in or benefited from public intervention is important, we can take some steps to define it:

- Impose restrictions on the definition of participation (e.g. we will only consider a person to have participated in an occupational training course if they have attended at least 80% of the classes of a course of at least 30 hours).

- Disaggregate the evaluation according to the type of participation (e.g. the impact of gardening training can be evaluated separately from the impact of community mediation training).

- Assume heterogeneity of treatment as a characteristic of public intervention, always bearing in mind that an average impact is being inferred from participations that are in fact diverse.

4. For whom do we want to determine the impact?

Given the possible diversity in the target population, it is not surprising that programmes or intervention practices may be effective for certain types of beneficiaries, while not being effective for others. In this context of heterogeneity of impacts, estimating average impacts for all beneficiaries may lead to the conclusion that a programme is relatively ineffective for most people, when in fact it is very effective for a subgroup. In this case, it would not so much be a matter of discarding the programme, but of keeping it only for those for whom it is effective and reforming it for others.

When planning the impact evaluation, it is important to **identify which population subgroups (by gender, age groups, type of initial problem, etc.) are relevant for which disaggregated analysis is relevant**. This will make it possible to know not only whether the programme works, but also for whom it works.

5. What do we mean by counterfactual?

The counterfactual by definition is not observable, but **the strategy is usually to create an observable comparison scenario**, which may be:

- The change in the social problem observed in similar groups that have not participated in the intervention. It answers what would have happened without its existence.
- The change in the social problem if the intervention had been implemented as planned before the improvement in the co-design, if we had continued with the old programme. In other words, the

30

interest of the evaluation is to assess the effectiveness with respect to the previous version of the programme or practice.

6. *What data are available for the impact assessment?*

We cannot always define outcomes as we would like to but are forced to **define them as best we can with the data we have.**

In general, it is preferable to work with pre-existing data from administrative records, but a survey is not always an option to rule out. Sometimes, in order to estimate the impact of a programme, we need to know what has happened to participants some time after they have left the programme.

Methods

The methods used in impact evaluation differ from each other. It specifies designs for causal attribution, including whether and how comparison groups will be constructed, and methods for data collection and analysis.

In general, a distinction is made:

- Experimental designs: are those in which, starting from a population of potential beneficiaries of the programme or policy, individuals end up participating or not according to a purely random assignment mechanism; the individuals who do not participate, the so-called **control group.**

- Quasi-experimental designs: the participation of individuals in the programme is not defined by a random procedure, either because it is the individuals themselves who choose to participate or not, or because another agent makes that decision, or both at the same time. In quasi-experimental designs, the counterfactual is defined on the basis of the individuals who do not participate in the programme, who constitute what is called the **comparison group**. It is helpful to create a matrix showing which data collection/collation and analysis methods (including using existing data) will be used to answer each Key Evaluation Question (Rogers, 2014:8).

Resources

Blasco, J. & Casado, D. (2009). Guía práctica 5 Evaluación de impacto. Colección Ivàlua de guías prácticas sobre evaluación de políticas públicas. IVÀLUA. Institut Català d'Avaluació de Polítiques Públiques. https://ivalua.cat/sites/default/files/2021-11/06_06_2017_14_05_29_Guia5_Impacto_diciembre2009_revfeb2009_massavermella.pdf

Rogers,P. (2014). *Overview of Impact Evaluation*. UNICEF. Retrieved from: http://devinfolive.info/impact_evaluation/img/downloads/Overview_ENG.pdfç

UNICEF webinar: Participatory approaches in impact evaluation

Network of Networks on Impact Evaluation (NONIE) http://www.worldbank.org/ieg/nonie/ index.html

Annex 6. Step 4

Questions to guide the output assessment

Indicators	Questions:	YES/NO
Efficacy	1. Have the activities been carried out at the planned pace? 2. Have all the planned services been provided in the planned amount? 3. What has been the level of use by participants (e.g. attendance)? 4. What is the level of satisfaction of the participants? 5. Does the planned objectives and expected outputs met the participants' needs/rights/priorities? 6. Do the actions reach the expected right holders/beneficiaries? 7. Have the expected outputs been achieved?	
Efficiency	8. Have the planned resources been available and have they been sufficient? 9. Have the established procedures and protocols been followed? 10. Was the place where the practice carried out adequate? 11. Was the length of the practice adequate? 12. Have the key processes been carried out as planned? 13. Were sufficient personnel available to carry out the practice? 14. Did the professionals have the necessary skills and knowledge in their area of intervention? 15. Have the allocation of tasks and responsibilities and internal coordination been as planned? 16. Have the planned external coordination actions been carried out? 17. What changes have been made during implementation with respect to the original design?	
Coverage	18. Does the profile of the participants correspond to that of the target population? 19. How many people have used the services? 20. What proportion of the target population do they represent?	

	21. Have there been any waiting lists? How long have they lasted?	
Participation	22. Have the right holders' participation been promoted? 23. Are the different agents involved satisfied with their level and type of participation (such as information-giving, consultation, functional participation, or other forms relevant to the organisation)?	