

REPORT ON WORKSHOP TO BUILD THE CAPACITY OF NATIONAL PLAYERS IN PUBLIC POLICY EVALUATION

Dosso du
01 to 05
July 2024

Opening ceremony

EXPERIENCE OF THE CONSULTANT



Centre de Suivi Ecologique

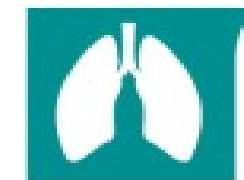


KIT Royal Tropical Institute

UNIVERSITE GASTON BERGER
L'excellence au service du développement



SENEVAL
ASSOCIATION SÉNÉGALaise D'ÉVALUATION



PNT

Programme National de lutte Contre la Tuberculose

THAN K YOU!

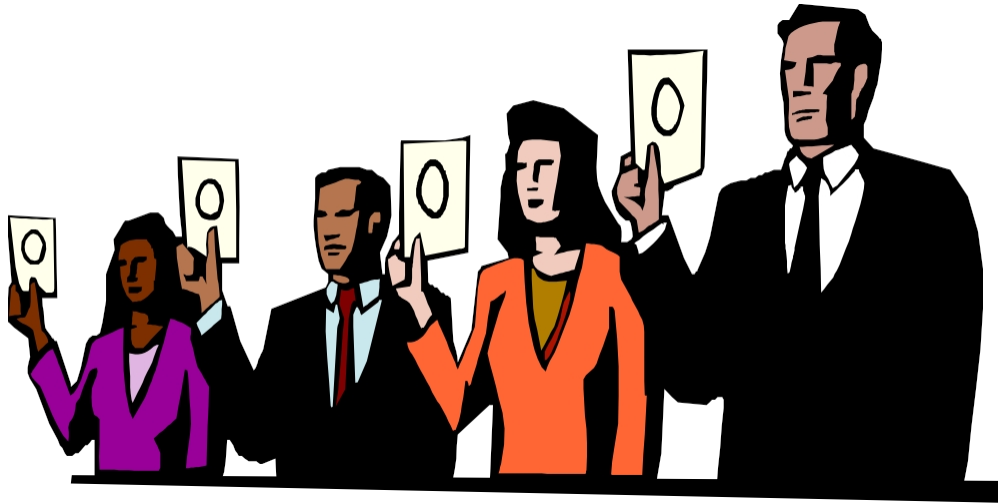


Thanks to CESAG CLEAR Afrique
Francophone for permission to use its



Plus d'informations
www.clearfa.org

Presentation, expectations and questions



Pair up and introduce yourselves (take 3 minutes each):

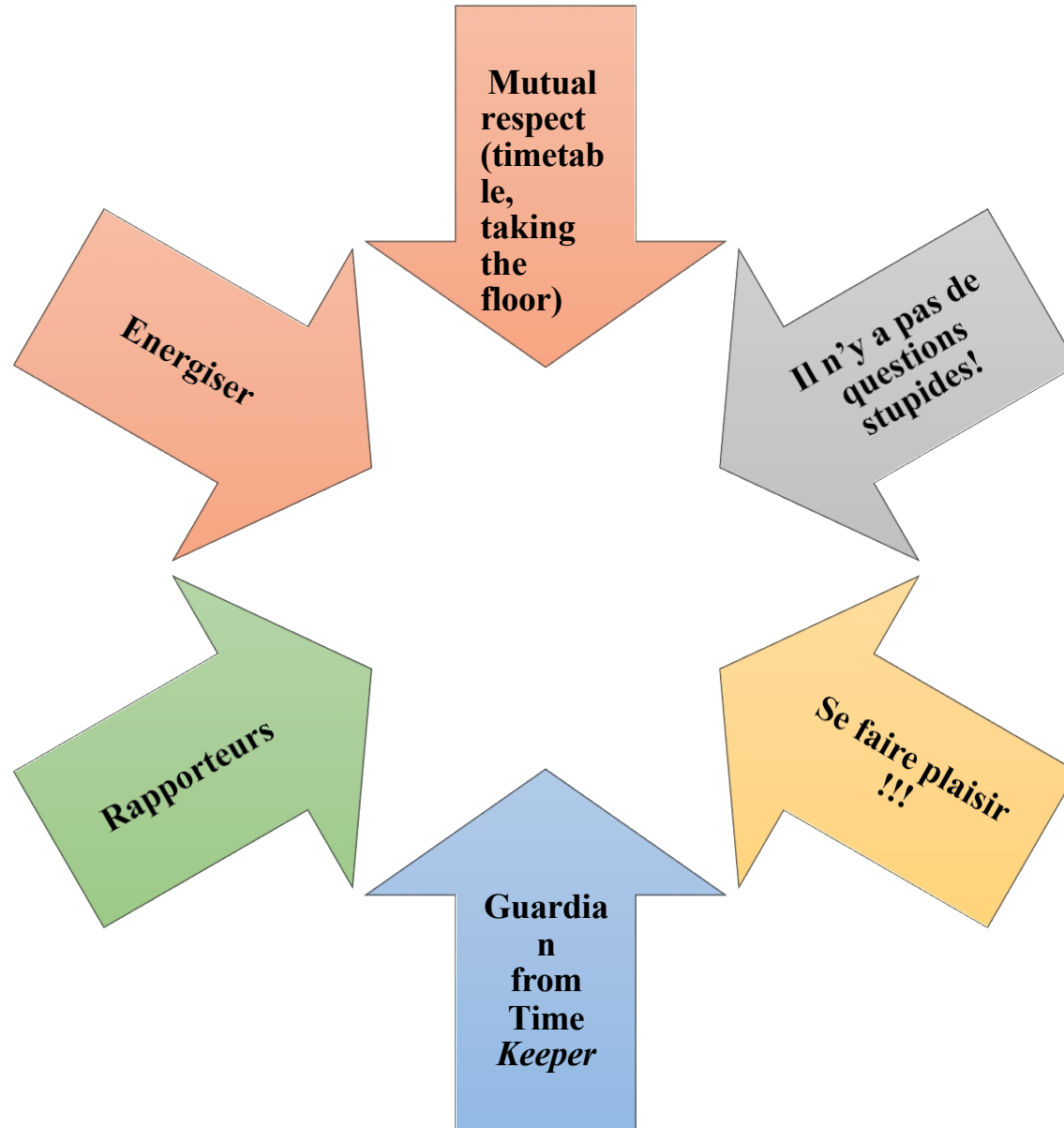
- Your name
- Your organisation
- Favourite fruit
- Coming here today, what is your most pressing evaluation question?
- - an **expectation**

Use post it notes (Q&A)

Introduce **your new colleague** to the group
Repeat the names of all those who introduced themselves before you



LET'S GET ALONG!





Workshop agenda

General objective

- Contributing to the development of culture evaluation in Niger.

Specific objectives

- To build the capacity of participants in public policy evaluation in order to develop their technical capabilities and institutional skills in conducting evaluations.

Expected results

The expected outcomes of the training workshop are as follows:

Participants will have a thorough understanding of the fundamentals, principles, contexts and issues involved in evaluating public policies;

Participants are equipped with the tools and knowledge needed to carry out rigorous and impartial evaluations of public policies;

Skills are acquired in preparing, conducting and managing quality assessments, which are useful for decision-making and improve the performance of development initiatives;

The participants' technical and institutional capacity for evaluation of public policy and control of public action are strengthened;

Participants acquired in-depth knowledge of the concepts, methods and tools used in the field of public policy evaluation;

Expected results (continued)

The expected outcomes of the training workshop are as follows:

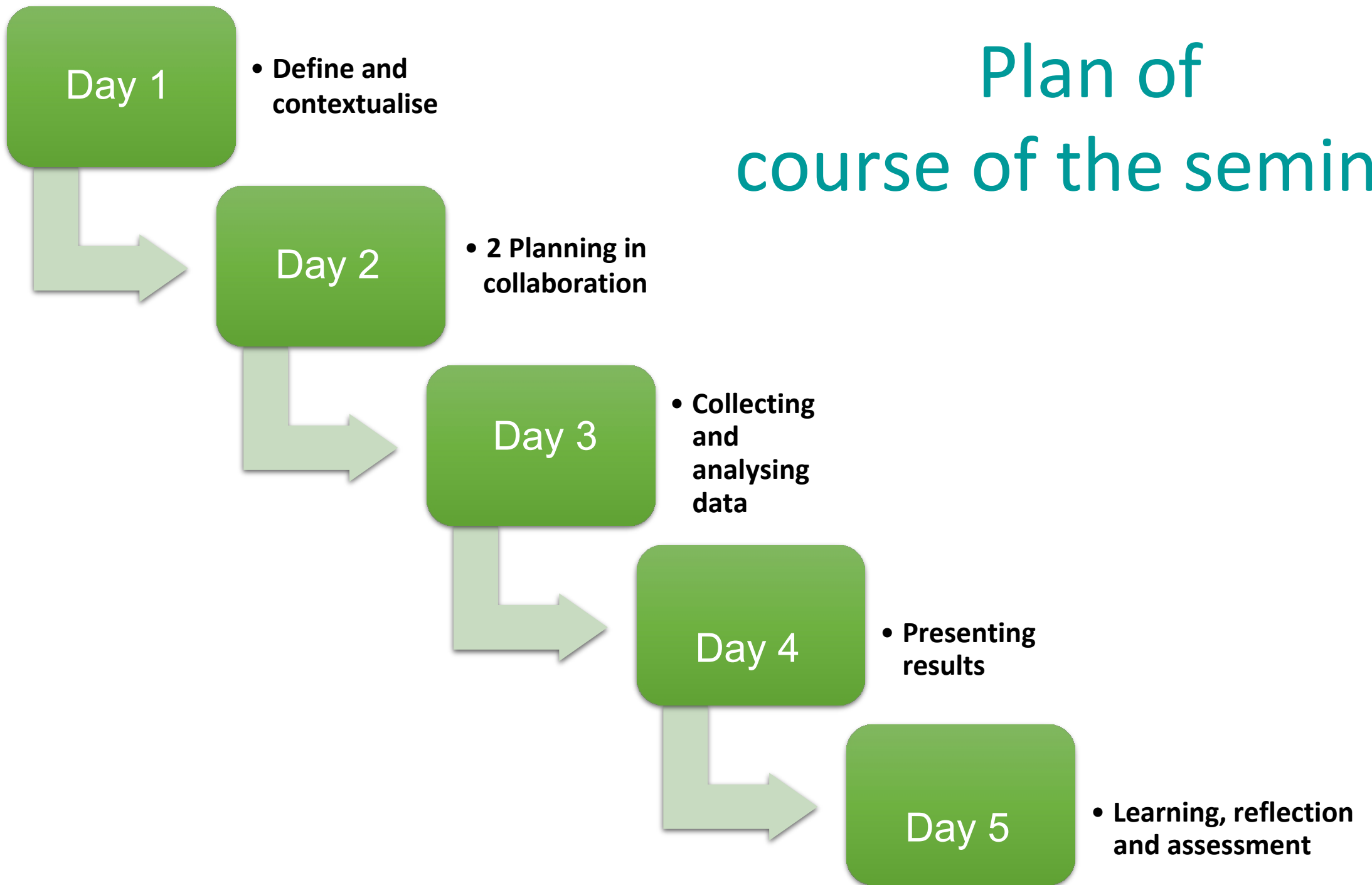
Participants' skills are developed to carry out rigorous and impartial evaluations of public policies, using relevant criteria and indicators;

The exchange of experience and good practice between participants, in order to encourage a collaborative approach and improve the quality of evaluations and monitoring of public action, is promoted;

Participants are made aware of the importance of transparency, accountability and good governance in the management of public finances and in political decision-making;

The use of public policy evaluation results to improve decision-making, strategic planning and the effectiveness of development programmes and projects is encouraged.

Plan of course of the seminar



PAÛSE CAFÉ



Atelier de formation sur l'évaluation des politiques publiques

Module 1: Defining and contextualising

- Clarifying concepts (monitoring, evaluation, public policy, public policy evaluation, policy/programme life cycle);
- Distinguishing evaluation from other management and control functions
- Understanding the role of evaluation public policies

Help me understand ...

1 What is Follow-up?

2 What is valuation

3 What does GAR mean ?

4 What is an indicator? examples

5 Types of assessment ?

6 What are the devaluation criteria?

7 When is a project evaluated?

8 What is Relevance?

9 What is Efficiency?

10 What is Effectiveness?

11. What is Impact?

12. What is Sustainability?

13. What is a Policy public?

14. What is a public policy evaluation?

15. What is that a theory of change?

16. What is that a chain of results?

17. What is capitalisation?

18. What is accountability?

Evaluation versus Monitoring



What is monitoring?

Continuous process of systematically collecting information, according to **selected indicators**, to provide managers and stakeholders of an ongoing development action with information on **progress made**, **objectives achieved** and **the use of allocated funds**. **(OECD/DAC, Glossary)**

-Monitoring can make a significant contribution to evaluation

What is evaluation? Systematic and objective assessment of a project, programme or policy, whether ongoing or completed, in terms of its design, implementation and results.

The aim. Determine the relevance and fulfilment of objectives, the coherence, development efficiency, effectiveness, impact and sustainability.

Its usefulness. An evaluation should provide credible and useful information enabling incorporate lessons learned into the decision-making process.

(OECD/DAC)

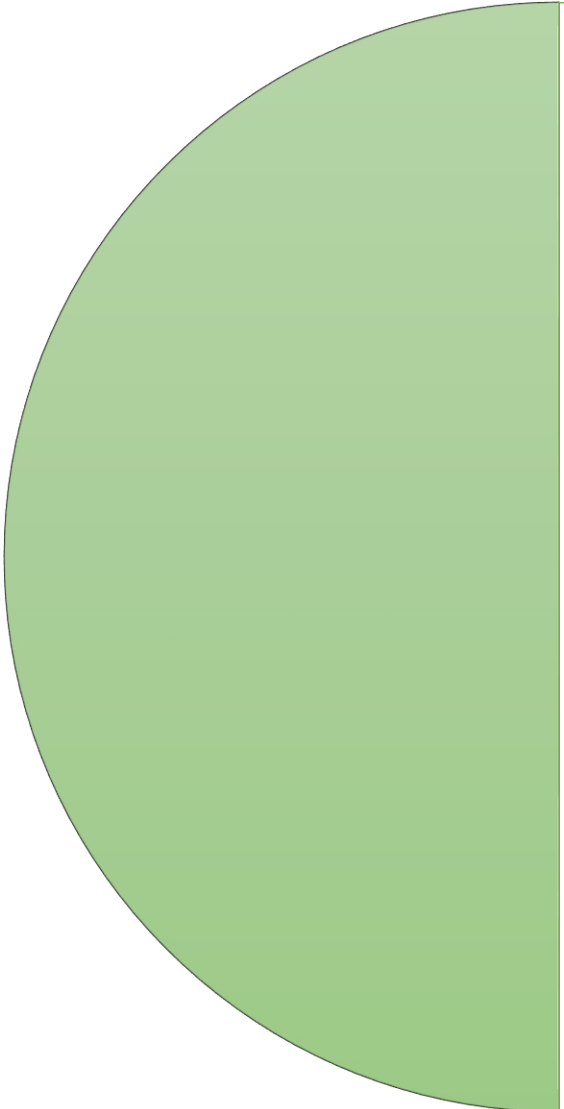
Systematic process by which:

- we **judge** (or appreciate) the value of an intervention;
- we **learn lessons** that we **can use**;
 - in a current or future intervention

In other words:

- we evaluate because we want to do better
- it is more a management tool than a control tool

What is evaluation?



"Systematic and objective appraisal of a product. the design, implementation and results of an ongoing or completed project, programme or policy. The aim is to determine the relevance and achievement of objectives, development efficiency, effectiveness, impact and sustainability. An evaluation should provide credible and useful information allowing the lessons of experience to be integrated into the decision-making process of beneficiaries and donors". (OECD/DAC, Glossary)



QUIZ! Monitoring or evaluation? Is it monitoring or evaluation?

1. We have collected data on the effectiveness of the programme.
2. We analysed the results to measure the impact of the policy.
3. We followed the progress of the project on a weekly basis.
4. We assessed user satisfaction after the implementation of the new system.
5. The assessment report will be presented at tomorrow's meeting.
6. We monitored our financial performance indicators throughout the quarter.
7. The employee skills assessment is scheduled for next month.
8. We evaluated the effectiveness of the awareness campaign.
9. Tracking project deliverables is essential for meeting deadlines.
10. We have assessed the environmental impact of our new plant.
11. The National Committee on Population and Development wants to know whether the programmes carried out in a province reduce the number of people living in poverty.
early teenage pregnancies.
12. The donor wants to know how many children have been vaccinated by your programme this year.
13. The district education officer wants to know whether the new pilot intervention - a conditional cash transfer to families to keep girls in secondary school - is having the desired effect.
14. The technical directorate of the Ministry for the Family wants to carry out a mid-term assessment of the effects of a new strategy - both expected and unexpected - aimed at involving fathers and uncles in actions to protect children from domestic violence.

15. The Department of Health wants to know whether childbirth care in health centres meets national standards

Follow-up	Dimension	Evaluation
Periodic, regular	Frequency	Episodic
Ongoing monitoring, keeping up to date	Purpose	Appreciation, value judgement
Knowing the status of the implementation, adjusting the work	Main purpose	Improving the relevance, design implementation, effectiveness, impact...
Short term	Horizon	Medium to long term, beyond the aim of a specific intervention
Implementation (inputs/activities) /outputs)	Results scale	In addition, the short-, medium- and long-term effects of term

Main types of assessment

Depending on the time of assessment

According to the people who lead assessment

Depending on the techniques or methods assessment

Formative evaluation is carried out during the implementation of a project/programme to improve performance and check compliance.

Internal internal or self-evaluation is by those responsible for implementing implementation of a project/programme.

A real-time evaluation is an evaluation carried out during the implementation of the project/programme to provide immediate information on how to improve ongoing implementation.

The summary evaluation is carried out at the end of the implementation period to measure the effectiveness and impact of the project/programme.

External or independent evaluation is carried out by evaluators who are not part of the implementation team and therefore bring a certain degree of objectivity and, very often, technical know-how.

A meta-evaluation is used to assess the evaluation system. It is mainly used to: draw up an inventory of evaluations to guide the choice of activities assessment

The mid-term evaluation is a formative evaluation carried out in the middle of the implementation phase,

Participatory evaluation is carried out with beneficiaries and other key players

An impact assessment focuses on the effect rather than the management and implementation of a project/programme.

The final evaluation is a summary (and often external) evaluation carried out at the end of implementation to assess the extent to which the planned objectives of the project/programme have been achieved.

Joint evaluation is the result of collaboration between several implementing partners. It helps to build consensus at different levels, gain credibility and ensure concerted support.

A sector/cluster evaluation covers a set of related activities, projects or programmes, usually carried out in different locations and implemented by several organisations.

Different types of assessment meet different objectives

- **Diagnostic / Prospective / Ex ante**
 - Assess the chances of success of an intervention (the quality of its design)
 - Determines the ability of an intervention to be evaluated (**evaluability**)
- **Formative / Mid-term**
 - Focused on improving performance before and during implementation
 - Lessons learned
- **Summative / Final**
 - Focus on results (outcomes) and lessons learned
- **Ex-post evaluation**
 - Focus on results (consequences)
 - Assess the effects (positive and/or negative) on beneficiaries and the beneficiary environment
- **Developmental evaluation** (support for intervention, learning)

- **Performance** evaluation (USAID model)

Why evaluate?

- Extending the operation?
- Eliminate intervention?
- Test interventions with a view to go national?
- Replicating the intervention elsewhere
- Convincing the lessor? Results? Management?
- Improving or redirecting the intervention?
- New knowledge?
- Advocacy and mobilisation?
- Improving policies and plans?

What to assess?

- Projects/Programmes (Elimination of Guinea worms)
- Public Policy (PSE)
- Strategies (SONU, equity)
- Plans (PAQUET, PNDS)
- Legislation (1999 Law against harmful practices)
- Other measures (subsidies)
- Global/African agenda: MDGs, Agenda 2063, CRC, Paris Declaration,

etc.



Performance indicators

- Indicators are quantitative or qualitative factors or variables that provide a simple, reliable way of measuring progress and expressing the changes associated with an intervention.
- Programme Performance Measurement
Indicators are essentially output and outcome indicators, as they are more relevant to funding and performance reporting.

SMART :

- Special
- Measurable
- Attainable
- Realistic
- In Time

CREAM+:

- Clear
- Relevent (relevance)
- Economic
- Adequate
- Monitorable

Matching game - Match the questions at right to their programme assessment area that evaluation aims to answer

1) Relevance

2) Consistency

3) Efficiency

4) Efficiency

5) Impact

6) Durability

A) Are resources used in a way that optimal?

B) Does the intervention address the problem?

C) What difference does the intervention make?

D)

E) The intervention fits in with others interventions carried out?

F) Will the benefits be long-lasting?

G) Is the intervention achieving its objectives?

Assessment criteria

- The purpose of the evaluation criteria is linked to the purpose of the evaluation, which is to determine the interest, value or importance of an intervention (policy, project, programme, strategy, institution or any other activity being evaluated). Criteria are used to **formulate evaluation questions, and each represents a different perspective** through which the intervention, its implementation and its results can be analysed.
- The criteria play a normative role. Collectively, they describe the characteristics expected of all interventions, i.e. to be appropriate to the context, to be consistent with other interventions, to achieve their objectives, to produce results efficiently and to result in lasting positive effects. (CAD, OECD, 2020)

Relevance: assesses the extent to which the objectives and design of programmes and projects correspond to the needs, policies and priorities of the beneficiaries and the country, and remain relevant even if the context changes (linked to RBM ownership).

Coherence: describes the extent to which the intervention is compatible with other interventions carried out within a country, a sector or an institution (principle of alignment).

Effectiveness: identifies the extent to which the objectives and results of the intervention have been or are being achieved.

Efficiency: aims to assess the extent to which the intervention produces, or is likely to produce, results economically and over time.

Impact: identifies the extent to which the intervention has produced, or is expected to produce, significant and far-reaching effects, whether positive or negative, intended or unintended.

Viability / sustainability: describes the extent to which the benefits of the intervention will continue or are likely to continue.

Other

- **Sensitivity to gender and equity:** enables the contribution of programmes and projects to be assessed gender equality/equity and empowerment of vulnerable groups.

Governance: seeks to examine the processes involved in planning, coordinating and deploying the actions planned by the players concerned. Governance is the creation of a space where actions are directed, decisions are taken and responsibilities are shared.

Implementation: looks at how an intervention works. It aims to identify the internal and external factors influencing its deployment or progress. It may also aim to determine whether the intervention is being implemented in accordance with what was planned when it was designed. The latter is akin to a **conformity** assessment.

Environmental dimension, climate change,

Evaluation made in Africa

Culture: taking account of endogenous community values (Benin)

- And so on.



RBM or Results-Based Management

- According to CIDA, Results-Based Management (RBM) is "a means of improving management effectiveness and accountability by involving key stakeholders in defining expected results, assessing risks, monitoring progress towards achieving those results, and integrating lessons learned into management decisions and performance reporting".
- The UNDP describes RBM as "a management strategy or method applied by an organisation to ensure that its processes, products and services contribute to the achievement of clearly defined results. RBM provides a coherent framework for strategic planning and management by enhancing learning and accountability.
- According to the Paris Declaration, "managing for results means managing and implementing aid with a focus on **desired results** and using **available data to improve decision-making**".
- RBM is therefore an approach that systematically focuses on **results**, rather than on on **production**.
- **Results-based management is a way of managing organisational projects or programmes with a focus on the results (changes) to be achieved rather than on the inputs used or the activities carried out.**
 - **What we did Vs What we achieved**

What is evaluation not?

- Audit
- Inspection / Control
- A panacea
- An exact science; an absolute truth
- A well-regulated profession
- A "post mortem"
- Not an "autonomous" function (planning, management, monitoring)
- Not the exclusive monopoly of a single institution/structure
- Assessment is not monitoring (e.g. MDGs)

Development Context that Conditions Assessment Practice

- **Complex, dynamic and changing contexts**
- **Popular pressure for better government performance**
- **Awareness of the importance of evaluation & results**
- External pressure, obligation to accept definitions of success & imposed methods of action
- **Polarisation of political space**
- **Competition for resources** (gap between policies and means)
- Weak capacity to apply laws & implement programmes
- **Weaknesses in planning, budgeting and information systems**
- Proliferation of players, plans, & initiatives, often without additional resources but with onerous requirements
- Weak donor coordination/harmonisation (in the Paris Declaration)
- Wicked Policy Problems - Problèmes politiques complexes/pernicieux
- Theories of change too often based on simplistic ideas

• Reviewed by Ian Hopwood

Challenges

**Evaluation of
Public policy**

**National and
institutionalisation**

**National policy
assessment**

**Use of assessment
results**

**Top results
Level (e.g. ODD)**

**Professionalisation
-Norms, Standards,
Ethics**

**Financing
evaluations**

**Inclusion;
inequalities;
gender equity**

**Strengthening
national capacities**

**Complexity
(developmental
assessment?)**

**"Misuse": evidence
from elsewhere**

**Promoting a spirit
of learning and
experimentation**

**Greater involvement of
researchers**



Evaluation of public policies

Public policy is

- an official document
- a political process
- authoritative intervention
- an orientation

interventions (i.e. projects, programmes and regulations) are usually reflected in official documents, following a **political and administrative** process.

Each intervention (or public policy) targets something (an area, a problem) and/or someone (a population).


Each intervention promotes (implicitly or explicitly) certain social values, political, moral and/or economic.



Evaluating public policy...

- It is an attempt to respond with a value judgement to a question asked about this policy. When we say "value judgement", we need to specify **what value we are** talking about, which means setting out criteria that need to be determined before they can be used to make observations that can be analysed in the form of indicators. This conception of evaluation is the one promoted by the model aimed at **the use of evaluation**.
- This means assessing its value in the light of a number of criteria, such as its relevance, effectiveness, efficiency, coherence and ability to meet the needs that gave rise to it...
- This assessment depends on the point of view of those observing it: hence the importance of cross-views, from decision-makers, operators, beneficiaries, and even non-beneficiaries or citizens.
- It is an activity similar to other forms of observation, such as control, management control or auditing.

Public policy in Niger



It is a set of coordinated actions implemented by institutions and public administrations using a range of resources (human, financial and material) to achieve a set of predetermined objectives and results.

As defined in the guide and the tutorial for directive n°06/2009, it is a set of actions carried out by institutions and public administrations in order to bring about change in a given situation. (PNE Niger)



Extract from PNE Niger (pages 8 and 9)

Monitoring and evaluation are enshrined in the provisions of Law 2011-20 of 8 August 2011, which establishes the general organisation of the State's civil administration and setting out its missions.

They are also mentioned in all the reference documents for steering and public management of the national economy. In addition, considerable efforts have been made to set up state structures such as the Statistics Departments (DS), the Research and Statistics Departments (DS) and the National Statistics Office (DS). Programming (DEP), the Cellule d'Analyse des Politiques Publiques et d'Evaluation de l'Action Gouvernementale (CAPEG), the Institut National de la Statistique (INS) and its decentralised structures and the Cellule de Suivi et Evaluation at the Ministry of Planning on the institutional level.

The evolution of development action planning, the existence of development frameworks and the definition of the Sustainable Development Goals (SDGs), the multiplication of converging international initiatives such as the Paris Declaration on Aid Effectiveness have all contributed to consider monitoring and evaluation to be a requirement for all countries, particularly developing countries where the practice of evaluation is often embryonic. Evaluation is therefore increasingly placed at the heart of the decision-making and operational processes of state institutions, multilateral organisations and NGOs.

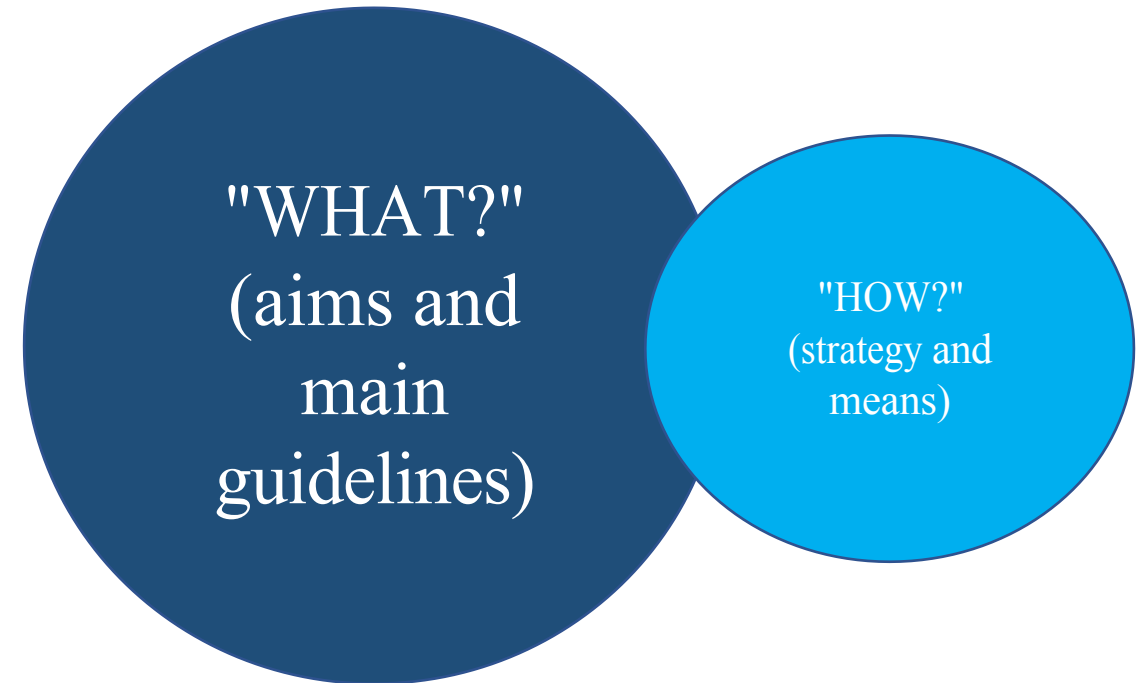
development agencies

PURPOSE AND SCOPE OF THE PP ASSESSMENT

- **POLICY** is an **overall orientation in a given sector** which, by virtue of a **transfer of powers** agreed by the Member States to the Union in the Treaty, is the subject of concerted action by the Member States and, where appropriate, decisive and direct action by the Community institutions. **Within this framework, the policy is operationalised through programmes and projects.**

(WAEMU Commission)

Relative importance of policy content



CONCLUSION

The assessment of PD is:

- A PP management tool;
- An assessment of value
- Preoccupation with results (changing a situation that has not been desired)
- Different ways of assessing
- Multidisciplinary/interdisciplinary practice
- A complex operation

Further reading



Practical advice on assessment

- Real World Evaluation: Working under budget, time, data, and political constraints. 3rd edition 2019 (pdf summary version <https://gsdrc.org/document-library/realworld-evaluation-working-under-budget-time-data-and-political-constraints-an-overview/>)
- UNDP Evaluation Guide <http://web.undp.org/evaluation/guideline/French/index.shtml>
- Better Evaluation website www.betterevaluation.org
- EVAL Evaluation Resource Centre website www.eval.fr
- Guide to project/programme monitoring and evaluation 2011. International Federation of Red Cross and Red Crescent Societies

Practical advice on programmes for young people and their evaluation

- UNICEF Programme Guidance for the Second Decade: Programming With and for Adolescents (2018)
- A Guide to Monitoring and Evaluating Adolescent Reproductive Health Programs (2000) FOCUS on Young Adults
- Eval4Action Standards for enhancing meaningful engagement of youth in evaluation
- https://www.moodle2.uqam.ca/coursv3/pluginfile.php/2323525/mod_resource/content/0/Referentiel_des_professional_skills_EN.pdf
- Evaluation standards and rules (United Nations Evaluation Group (UNEG))
www.unevaluation.org/document/download/2700

HANDOUT - CAD/OCDE ASSESSMENT CRITERIA

Relevance	Coherence	Efficiency	Efficiency	Impact	Viability = sustainability
<p>The extent to which aid activities correspond to the priorities and policies of the target group, partners or donors.</p>	<p>The extent to which the intervention is compatible with other interventions carried out within a country, sector or institution.</p>	<p>Measures the extent to which the objectives of the support activity have been achieved,</p>	<p>Measures the results (qualitative or quantitative) obtained in relation to the resources deployed. implementation.</p>	<p>Measure of the positive and negative effects, direct or indirect, intentional or unintentional, induced by an intervention. Including the positive and negative impacts of external factors.</p>	<p>Measures whether the benefits of an intervention are likely to continue once the donor has finished financing it and whether the environment remains viable.</p>

-To what extent are the programme objectives still valid?
?
-Are the activities and results observed compatible with the objectives set?
-Are they compatible with the expected impact and effects?

-Does the intervention fit in with other interventions?

-To what extent have the objectives been achieved or are they being achieved?
likely to be?
-What were the main reasons for achieving or not achieving the objectives?

-Were the activities cost-effective?
-Have the objectives been achieved on schedule?
-Has the programme been implemented in the best possible conditions?
efficiency in relation to other existing options?

-What are the consequences of the programme and why?
-What concrete changes has the activity in question brought to the beneficiaries?

-To what extent do the benefits resulting from a programme continue after the donors have withdrawn?
-What are the main factors influencing the viability or non-viability of a programme/project?



Atelier de formation sur l'évaluation des politiques publiques

Module 2: Planning an assessment

- ✓ Planning an assessment
- ✓ Managing pernicious cases
- ✓ Drawing up a TOC
- ✓ Analysing a results chain
- ✓ Drawing up a TOC
- ✓ Discuss the content, quality and format of the TORs,

Planning the phases of the assessment process



Contractualisation & Clarification of ToRs

- Ensure that roles, responsibilities, deliverables and timetables are clearly defined
- Providing for clauses in the event of withdrawal and/or lack of quality
- Schedule a kick-off meeting to clarify expectations and ensure that the arrangements are in line with the proposal received.

**Who are we? Sponsor/
Evaluation Manager**

Start-up Report

The report is used to fine-tune the methodological details and the planning in the field, to finalise the data collection tools, the strategy, etc. sampling, etc., and must meet ethical and quality requirements - depending on the format prescribed by the organisation. Preliminary work (literature review, interviews) will be necessary to refine the methodology before working on the ground

**Who: Reference
Group/Steering
Committee, Manager,
Evaluation**

Team

Evaluation

Evaluation report

- Ensure that roles, responsibilities, deliverables and timetables are clearly defined
- Providing for clauses in the event of withdrawal and/or lack of quality
- Schedule a kick-off meeting to clarify expectations and ensure that the arrangements are in line with the proposal received.

**Who: Reference Group, Steering
Committee, Manager, Team**

Dissemination

Internal organisational structure: Management Response, internal reflection and implementation of recommendations

External mechanism: accountability to communities, external publication of the report, various dissemination channels

Who? Reference Group, Steering Committee, Sponsor, Evaluation Team

Design: Key points to consider

- **the purpose of the evaluation:** what are we going to evaluate, who are the users of the evaluation, expected results and intended use;
- **the scope of the intervention, the budget and resources allocated and the stage of implementation;**
- **the roles of partner organisations and other stakeholders** involved in implementation;
- **the context:** geographical, social, cultural, political and economic circumstances and institutional frameworks that create opportunities or challenges;
- **significant changes** to the intervention which occurred during implementation (and which are often poorly documented) which may influence the **chronological or thematic scope.**
- **the limitations to be taken into account** in designing the assessment; for example, certain activities or certain longer-term repercussions.
- **the availability of data** which influences whether or not it is possible to assess (evaluability)
- **Information needs and evaluation users**

But for Ian Hoopwood, certain realities influence the evaluation of CP (pernicious problems)

Difficult to define clearly - no consensus on what the problem is. So no clear, definitive solution.

Many interdependencies and often multi-causal - calling for a range of coordinated and interdependent responses, often involving trade-offs between conflicting objectives.

Attempted responses lead to unforeseen consequences given the interconnections

Not stable. Often constraints and understanding of the problem evolve at the same time as decision-makers try to solve it, so the targets will change

Socially and politically complex. This exceeds current problem-solving and project management capabilities.

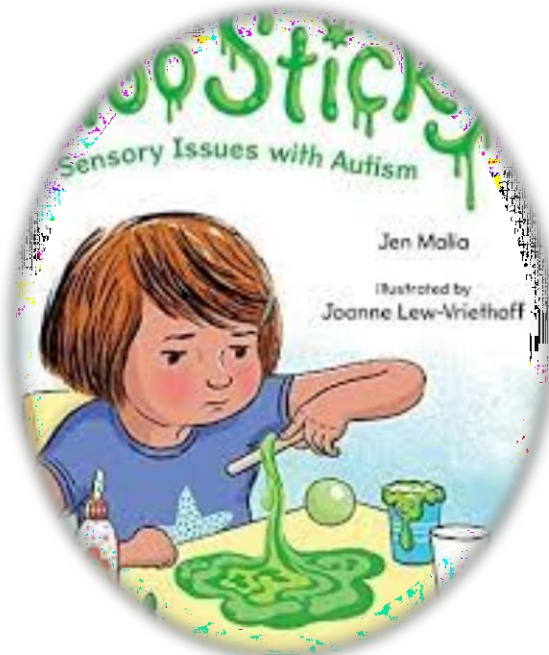
Involving behavioural change and/or the commitment of individual citizens.

Reflecting a chronic policy failure. Some seem insolvent

TABLE-TOP EXERCISE FOLLOWED BY PLENARY SESSION

Theory of change
absent or not current

Evaluation of the
YCSP in a tense
political or socio-
cultural context



Tricky questions!

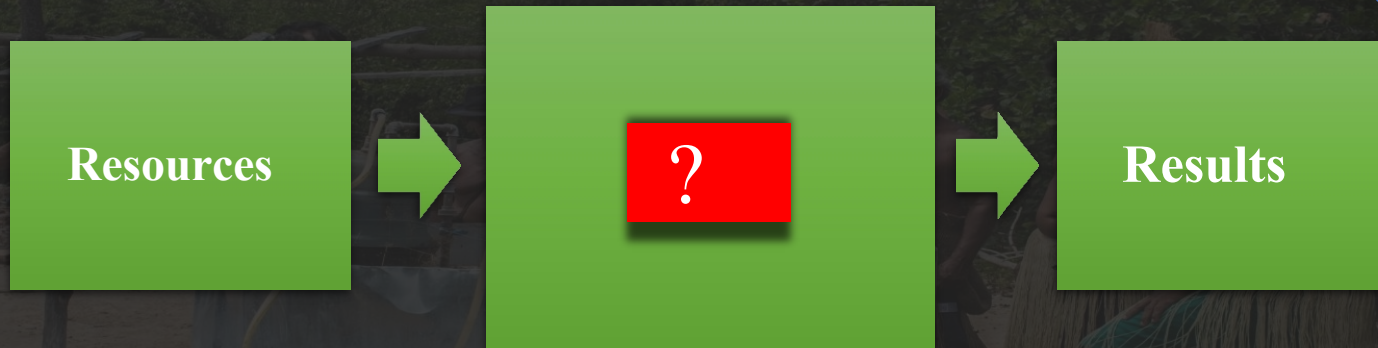
delicate and difficult issues requiring careful
handling

Lack of clear
definitions and
basic data

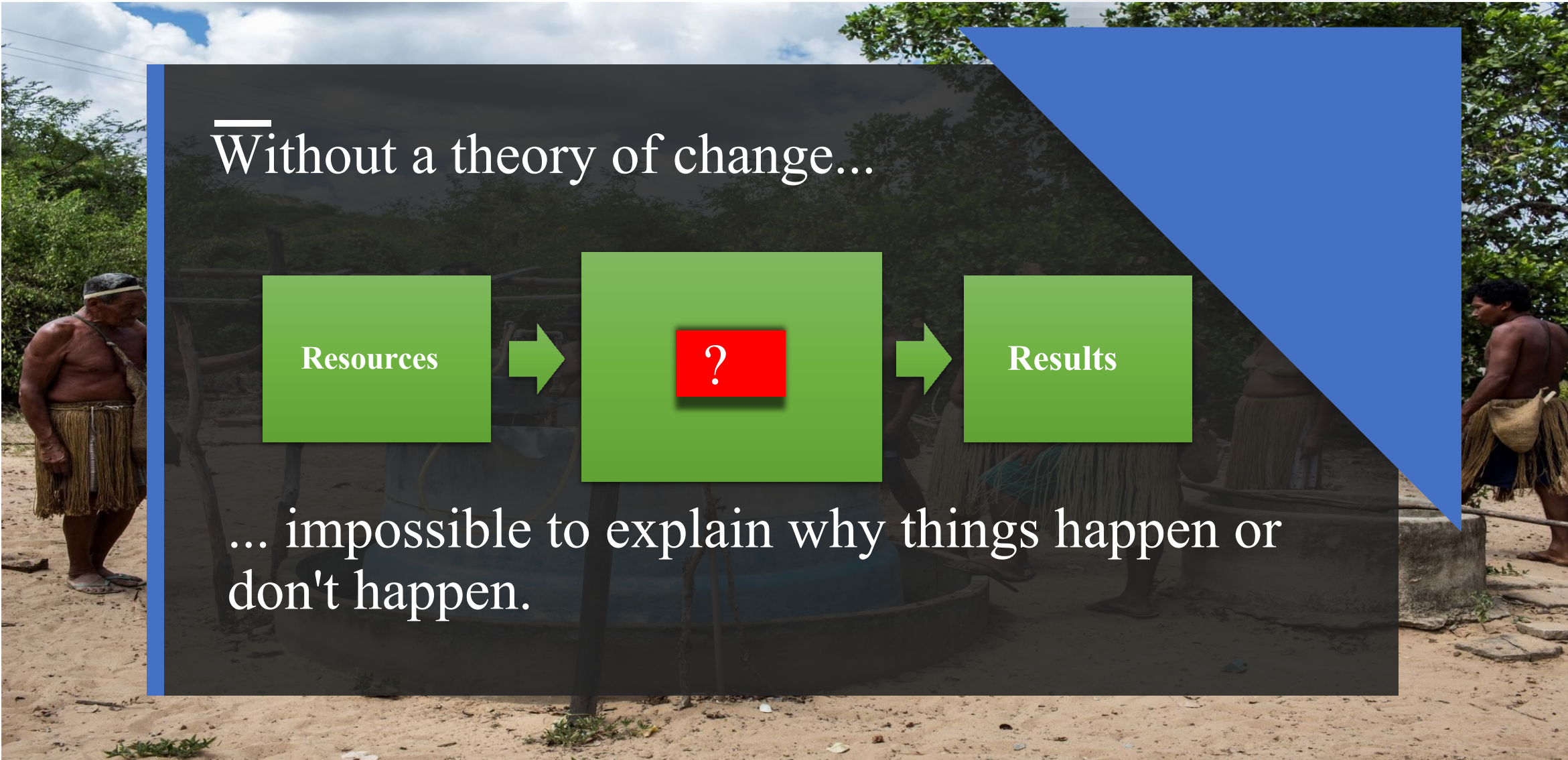
When the planned
assessment does not
correspond to the
resources available



Without a theory of change...



... impossible to explain why things happen or don't happen.



Definition

A theory of change is a method that explains how a particular intervention or set of interventions is expected to lead to a specific developmental change, through an analysis of causal links based on existing evidence.

Scope of the evaluation: role of the theory of change and/or the logical framework

A theory of change describes how the activities undertaken as part of the YPP can lead to the following results changes targeted. For more information <https://www.unicef-irc.org/publications/pdf/MB2FR.pdf>

The theory of change can help to formulate better key evaluation questions, identify gaps in available data, prioritise additional data collection, and provide a structure for data analysis and reporting.

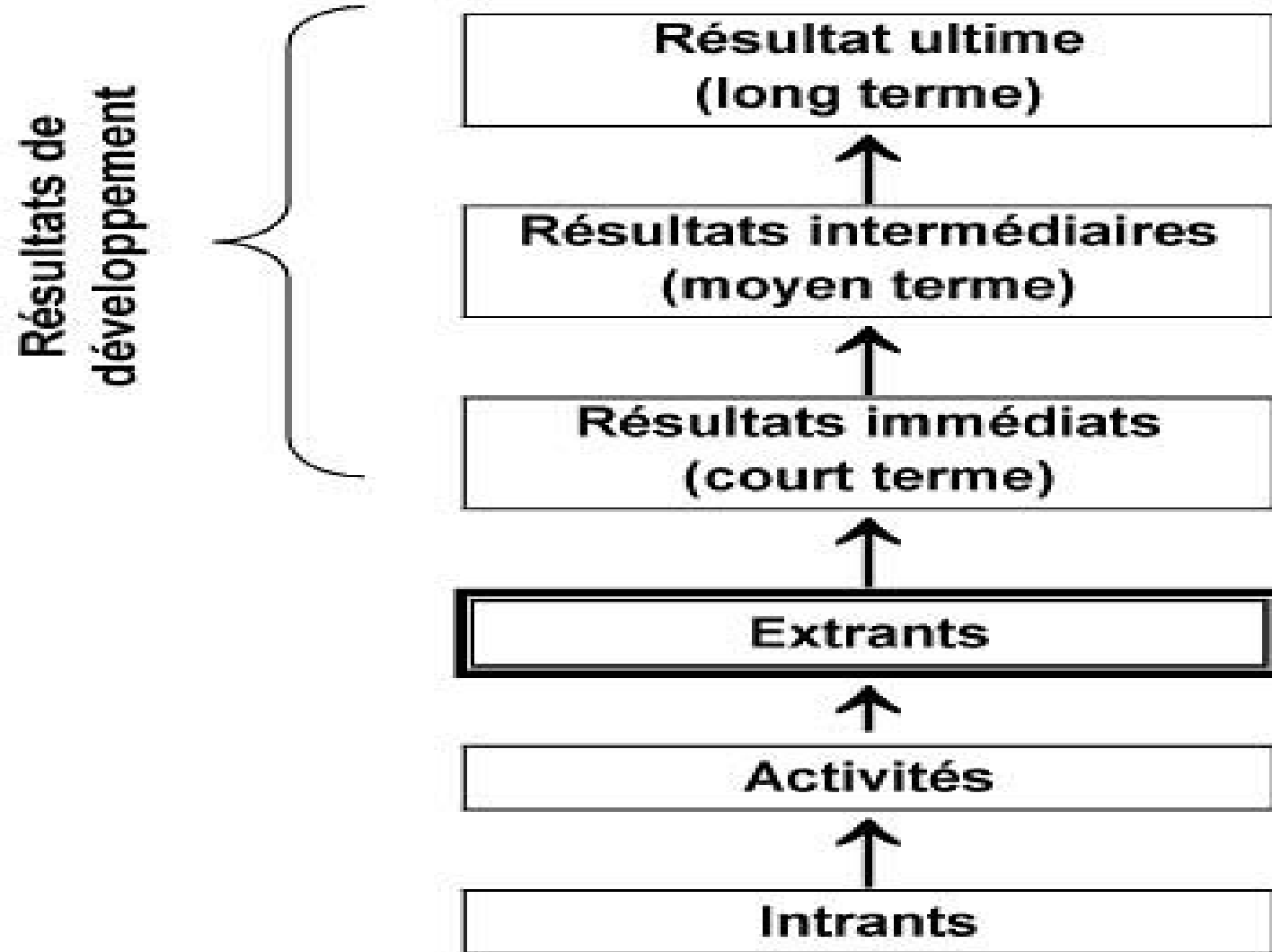
If the intervention does not have a theory of change, one can be developed with all the intervention staff and key stakeholders to understand what they did, how and why.

This exercise will enable the evaluation team to gain a good understanding of the logic and operation of the intervention and to pay more attention to the hypotheses as stress points for the evaluation questions.

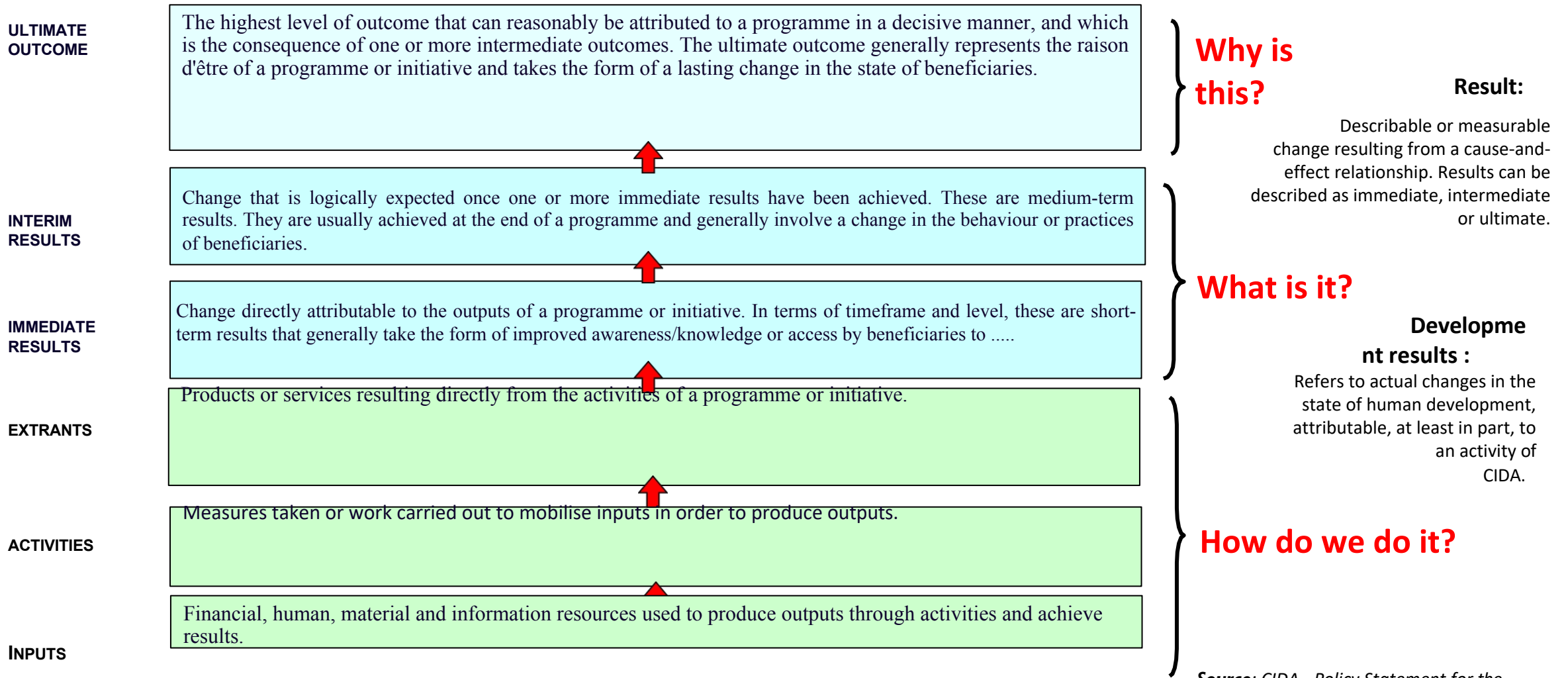
Theory of change

Results chain logic:

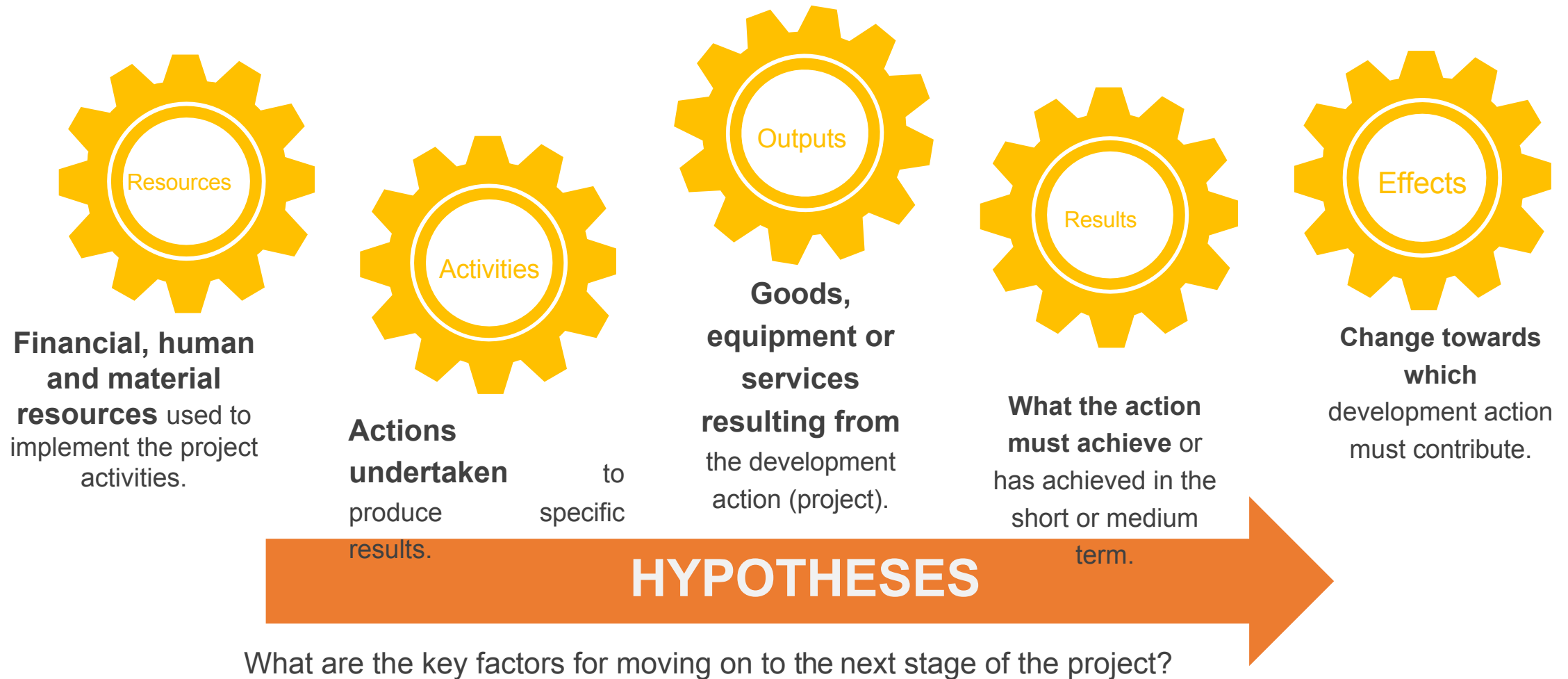
a series of **cause-and-effect links** between **different levels of results** from the use of **inputs** to the **ultimate result**.



Results chain

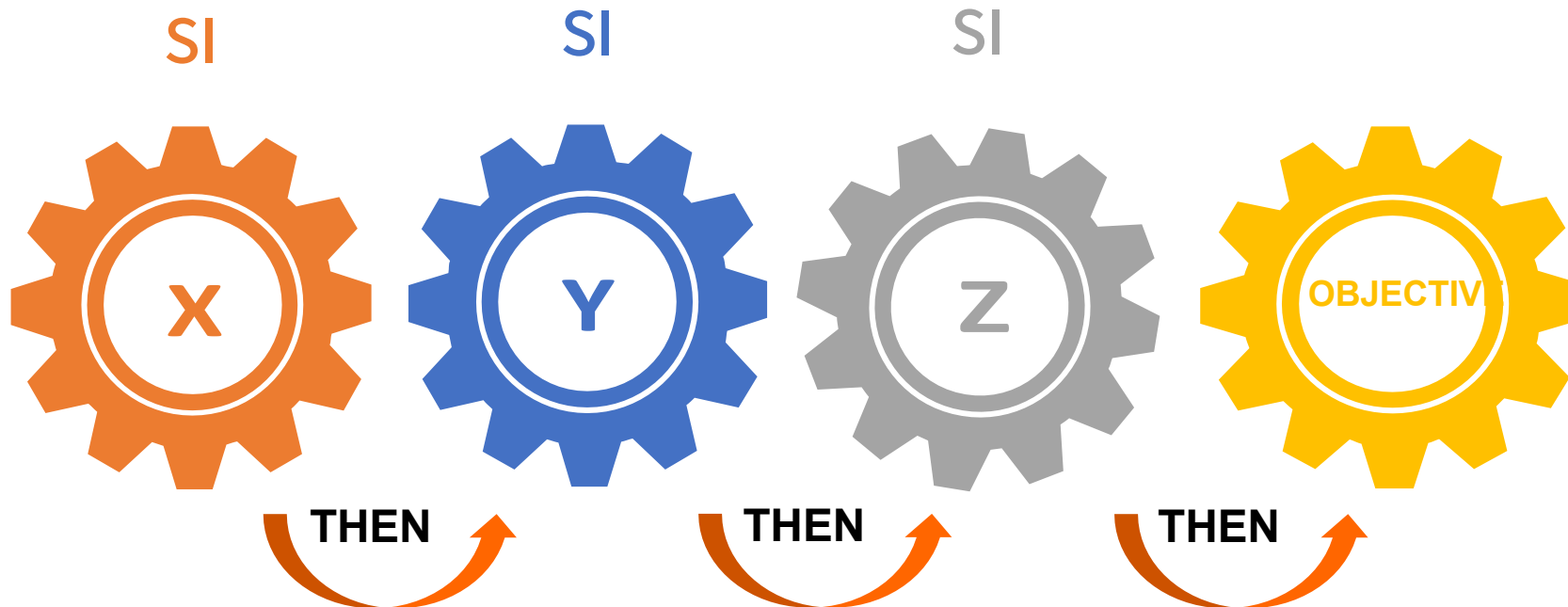


Theory of change



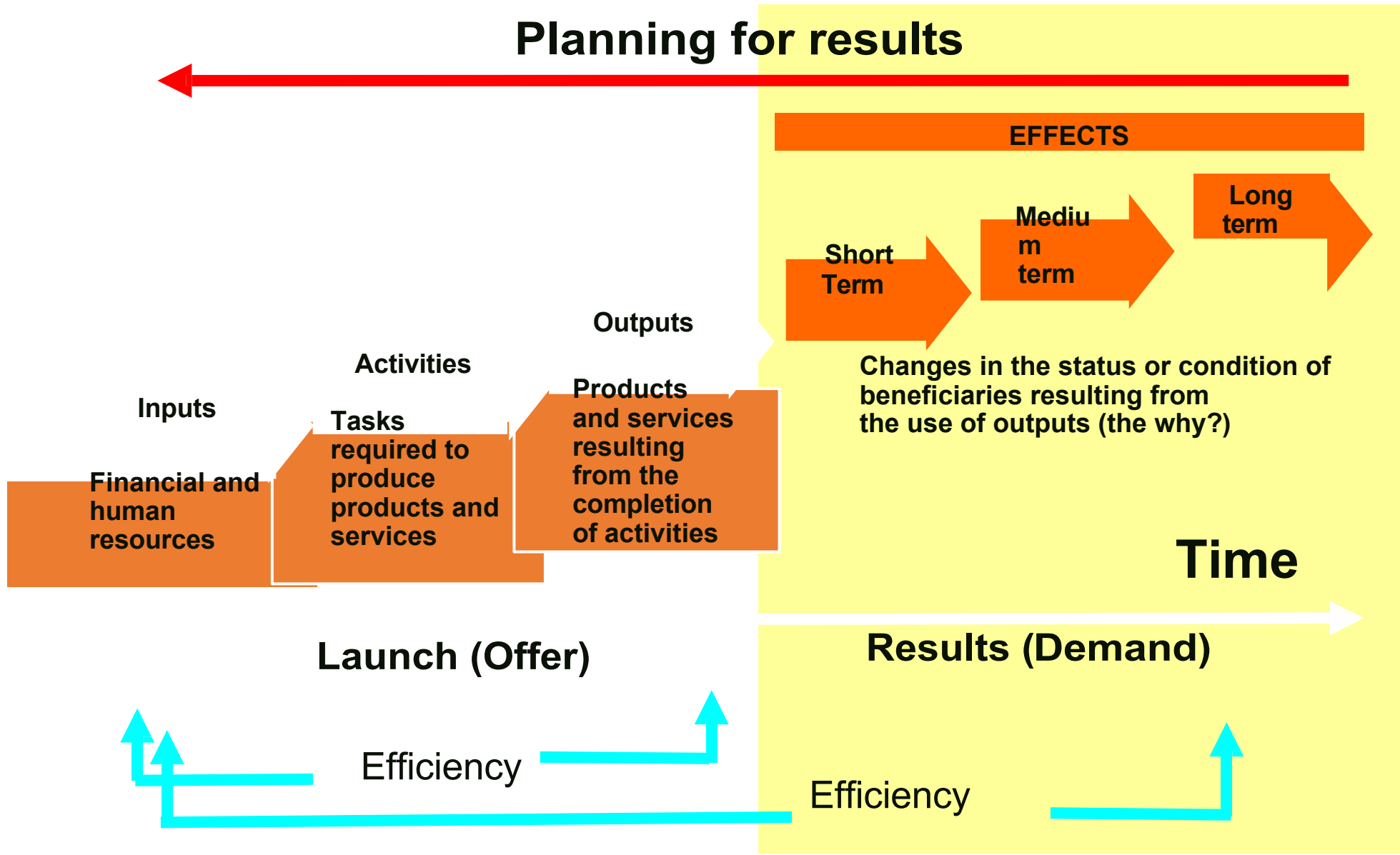
Theory of change

The theory of change articulates causal chains



A series of 'if-then' statements mark each stage of the theory of change

Results chain model



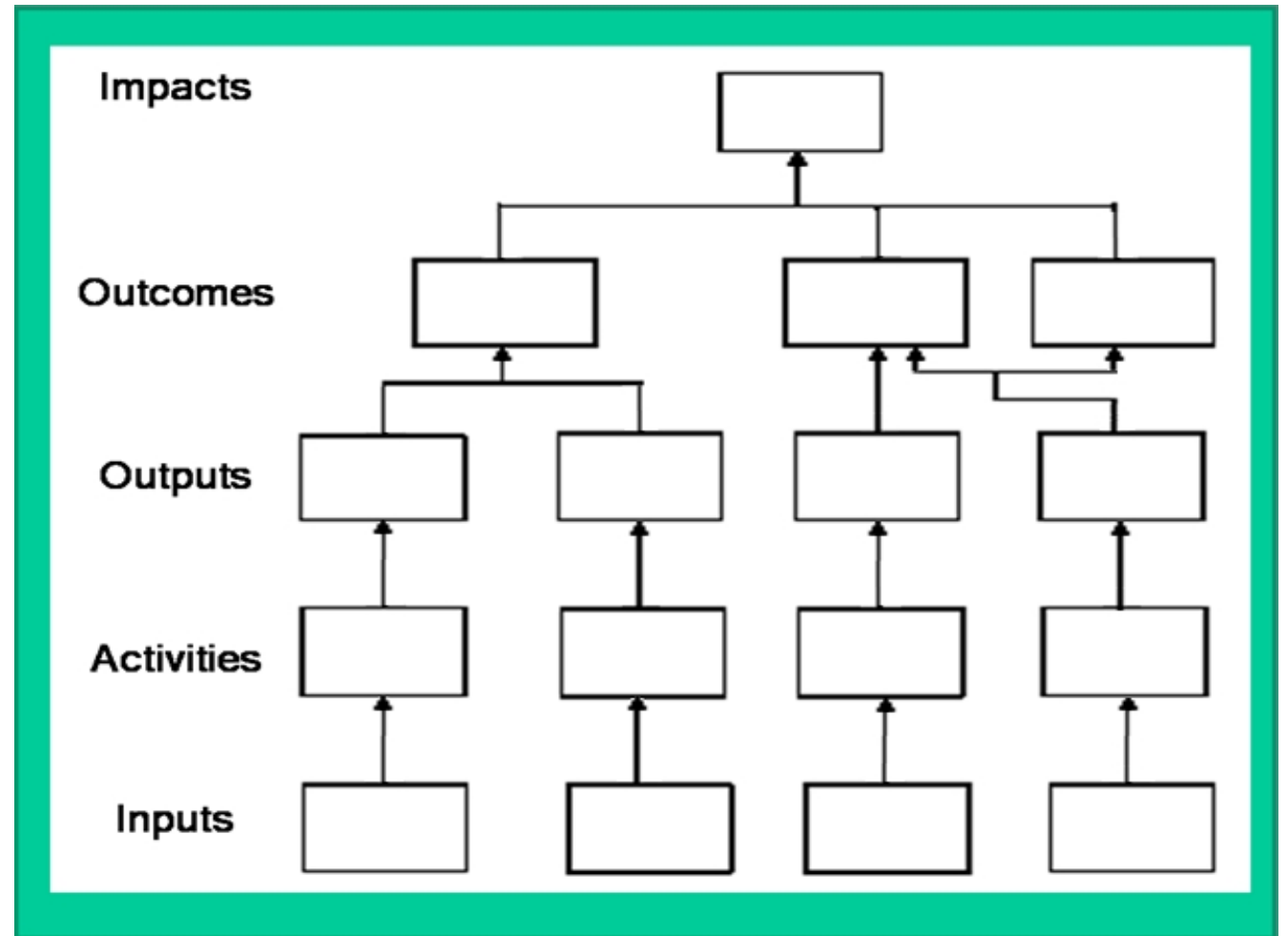
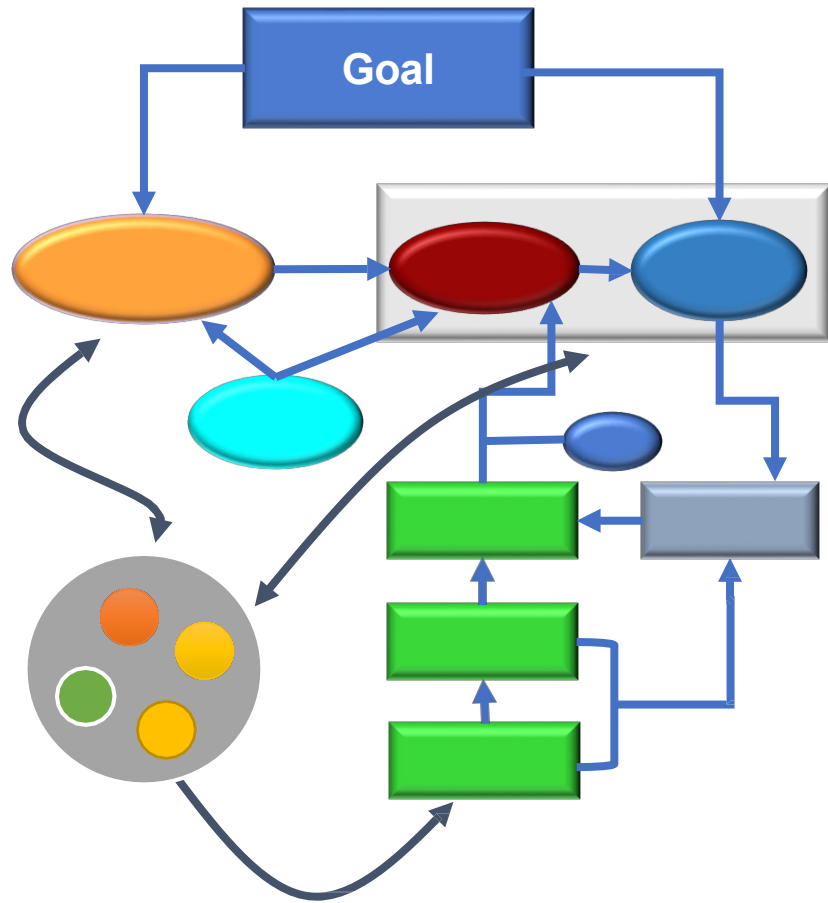


Some examples of Theory of Change



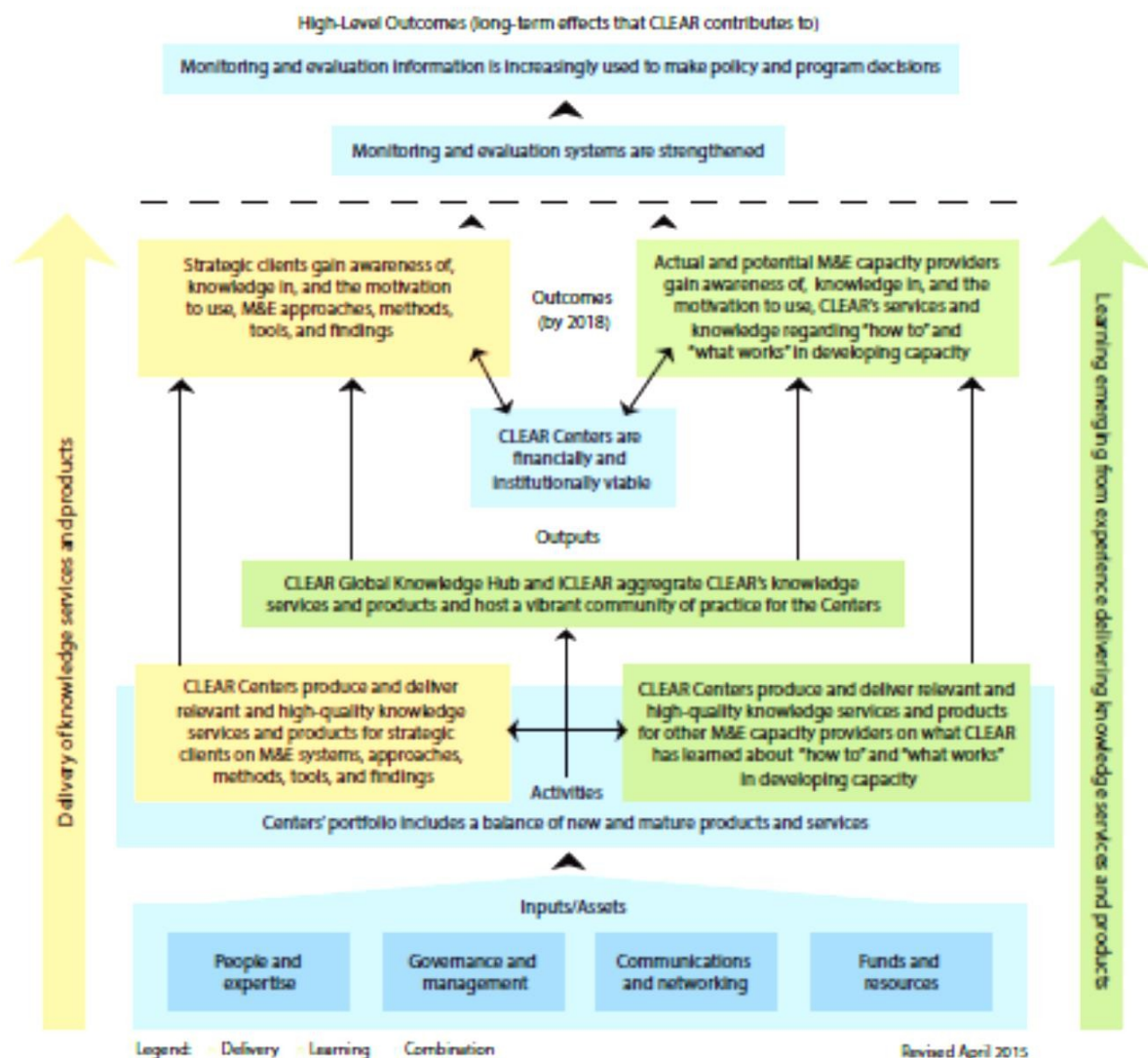
Several possible formats...

Vertical





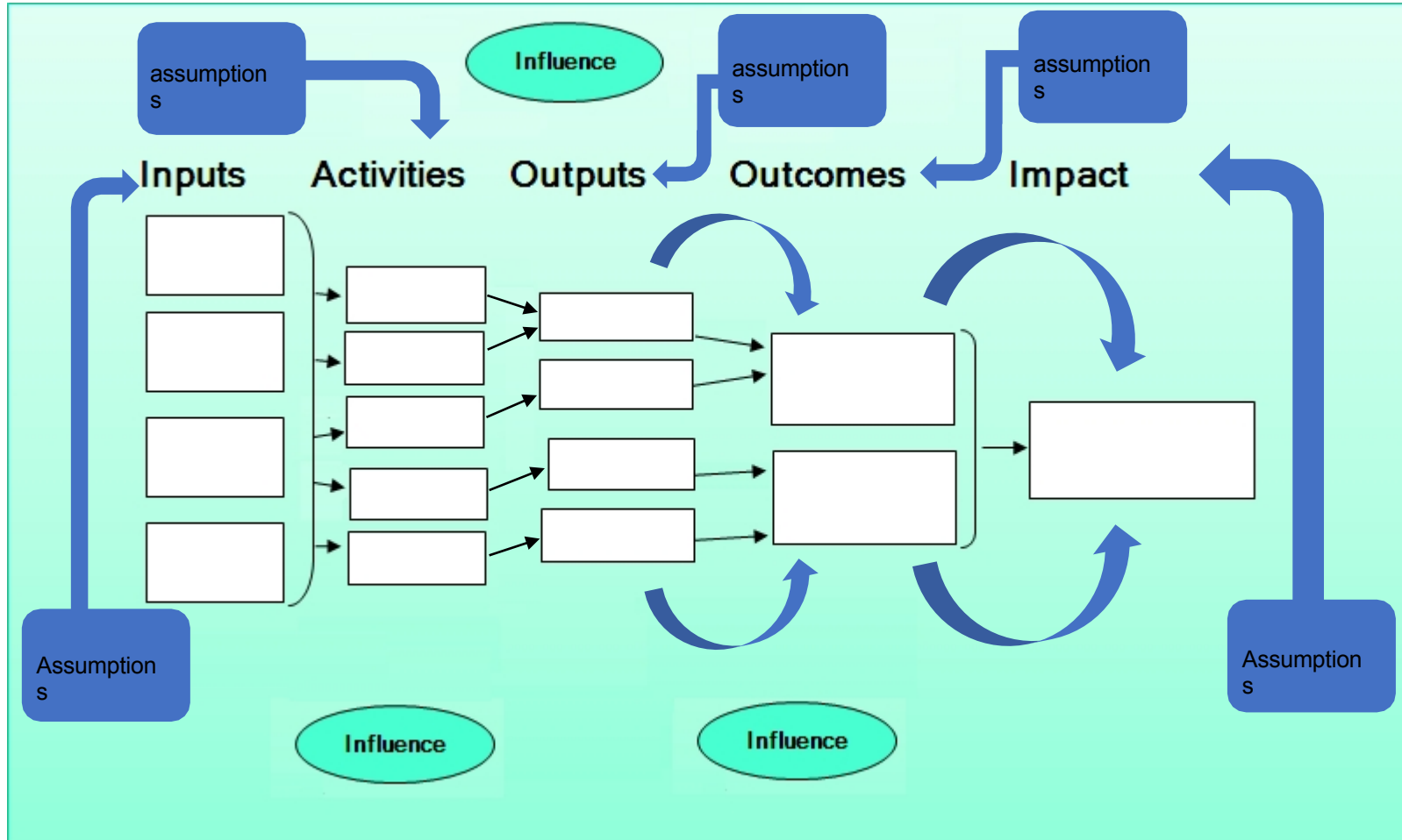
CLEAR Theory of Change



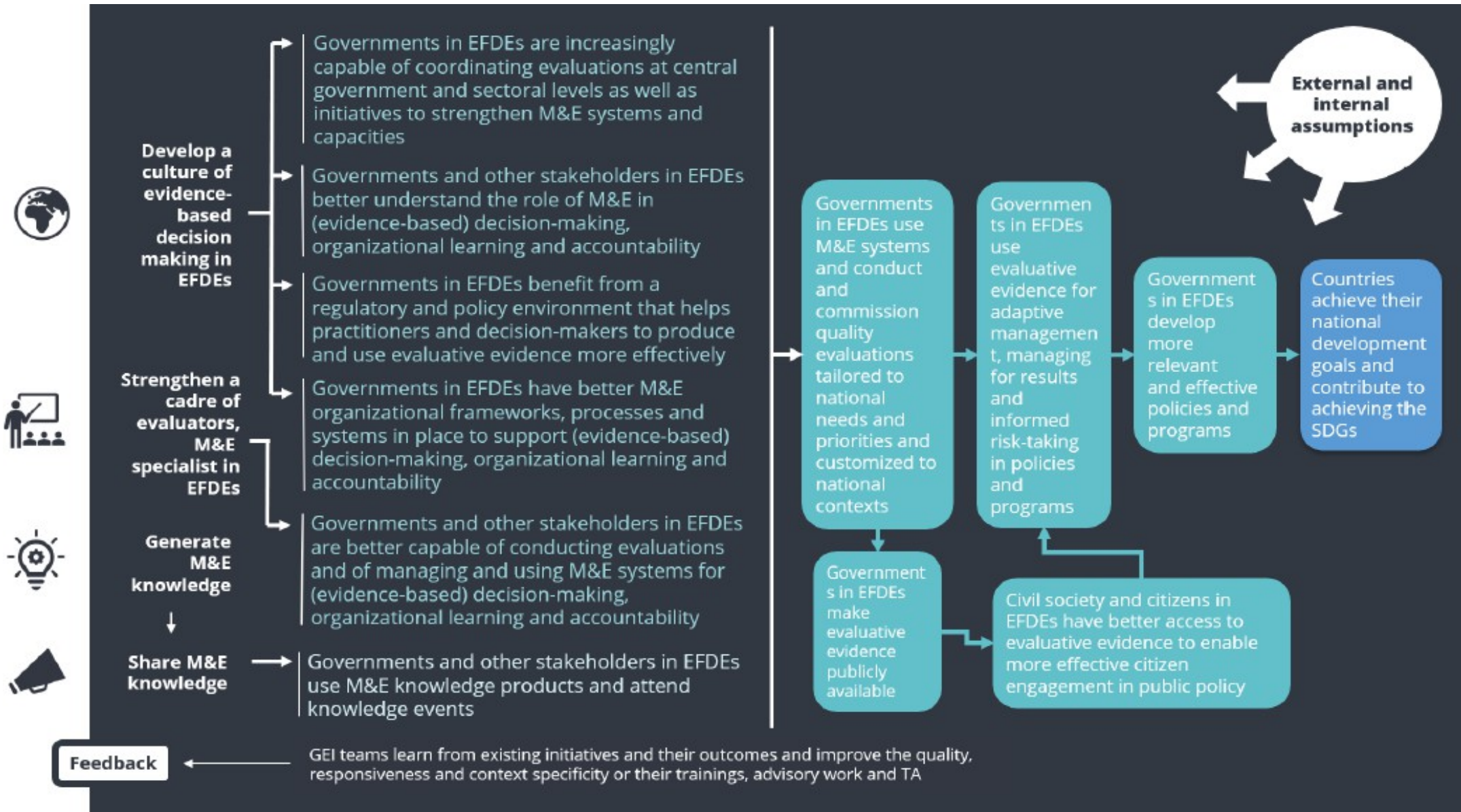
Definitions

- Monitoring and evaluation systems:** This is what CLEAR contributes to in the long term. M&E systems are composed of institutional environment, incentives, organizational processes, methodologies, and capacities related to M&E. The M&E system determines the set of monitoring and evaluation activities in a given country or organization. It influences the supply of and the demand for M&E, thus determining the types of evaluation information available to and used by decision makers at various stages of the policy/program cycle: planning, ongoing management, and budgeting. CLEAR contributions to M&E systems will be assessed as part of an end of program evaluation, but its contribution to this long-term outcome will not be monitored.
- Strategic clients:** Individuals, government departments, civil society organizations, and private sector organizations that are interested in advancing their knowledge of M&E and are capable of either using M&E in their work or driving and influencing changes in the M&E of their organizations.
- Financial viability.** Centers are able to continue to provide knowledge services with decreased funding from the CLEAR donor funds.
- Institutional viability.** Centers gain support of the academic institutions in which they are based as evidenced by their use of the institutions' regular administrative systems, other faculty members in their services, and designation as an administrative unit (per the institution's regulations).
- Knowledge Services:** Knowledge services comprise activities aimed at improving the awareness and knowledge, and the motivation to use that awareness and knowledge, of strategic clients. These services can include training, advice and technical assistance, knowledge-exchange fora, communities of practice, peer-peer exchanges, and so on.
- Knowledge Products:** These products comprise papers, notes, "how to guides", videos, etc. that are broadly available to anyone interested in the products.
- Global Knowledge Hub – iCLEAR and community of practice:** An online platform that hosts information related to the knowledge services and products produced by CLEAR. The CLEAR community of practice fosters the of exchange knowledge, information, and joint learning among the Centers and their key strategic clients
- Centers Portfolio:** The Center's portfolio of services and products that are deliberately selected by the Center based on key criteria and assessed on an ongoing basis to ensure that new products/services are introduced and others are exited.

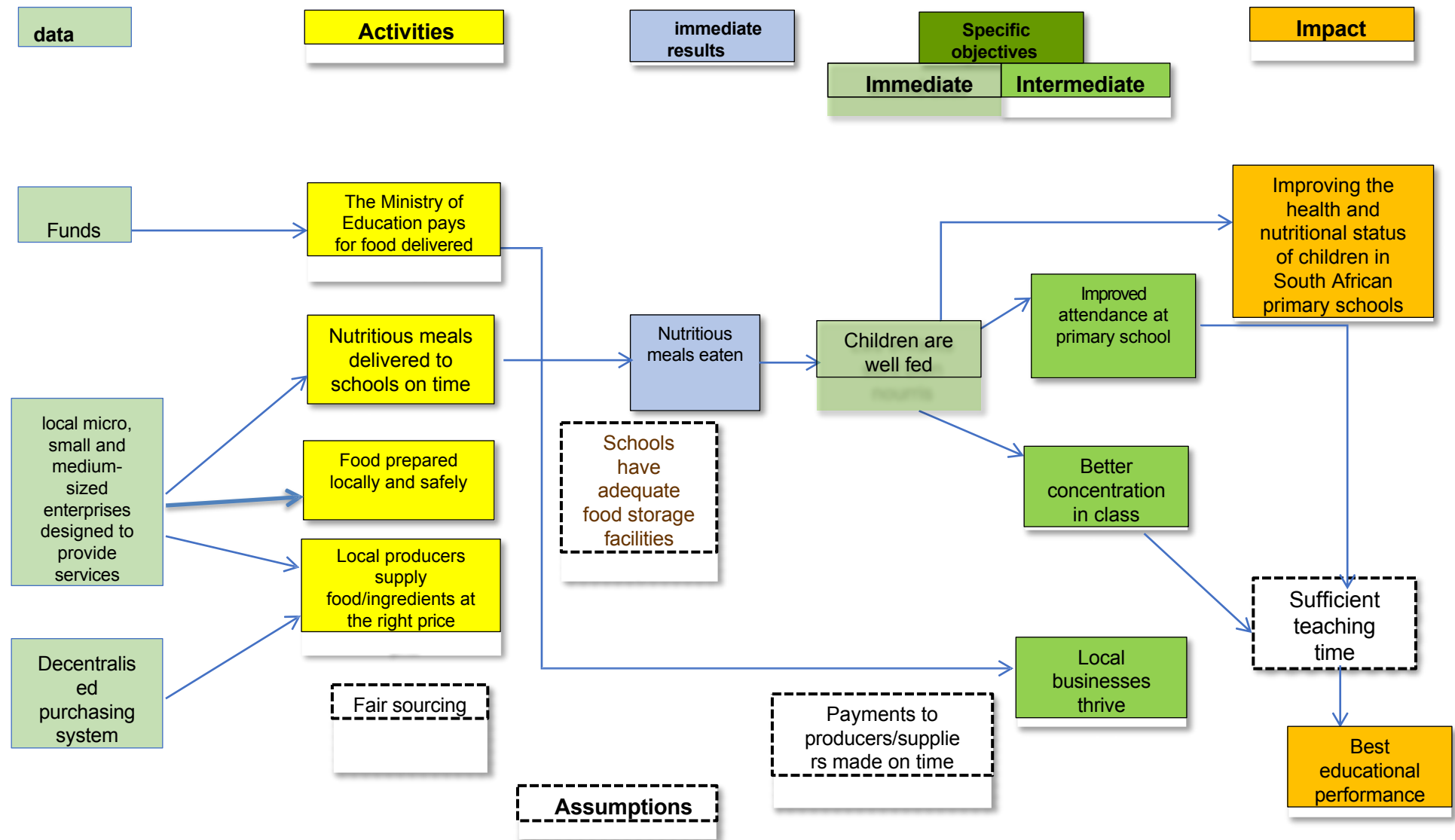
Horizontal



Horizontal



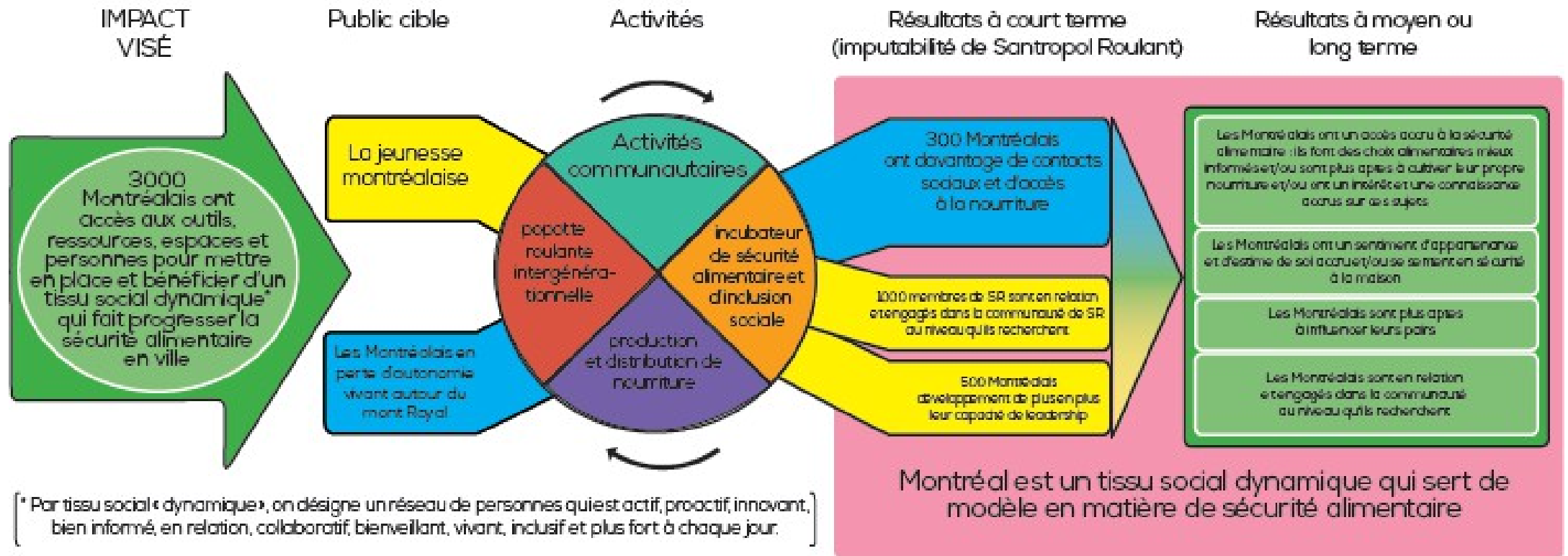
Horizontal: Example of the National School Nutrition Programme in South Africa



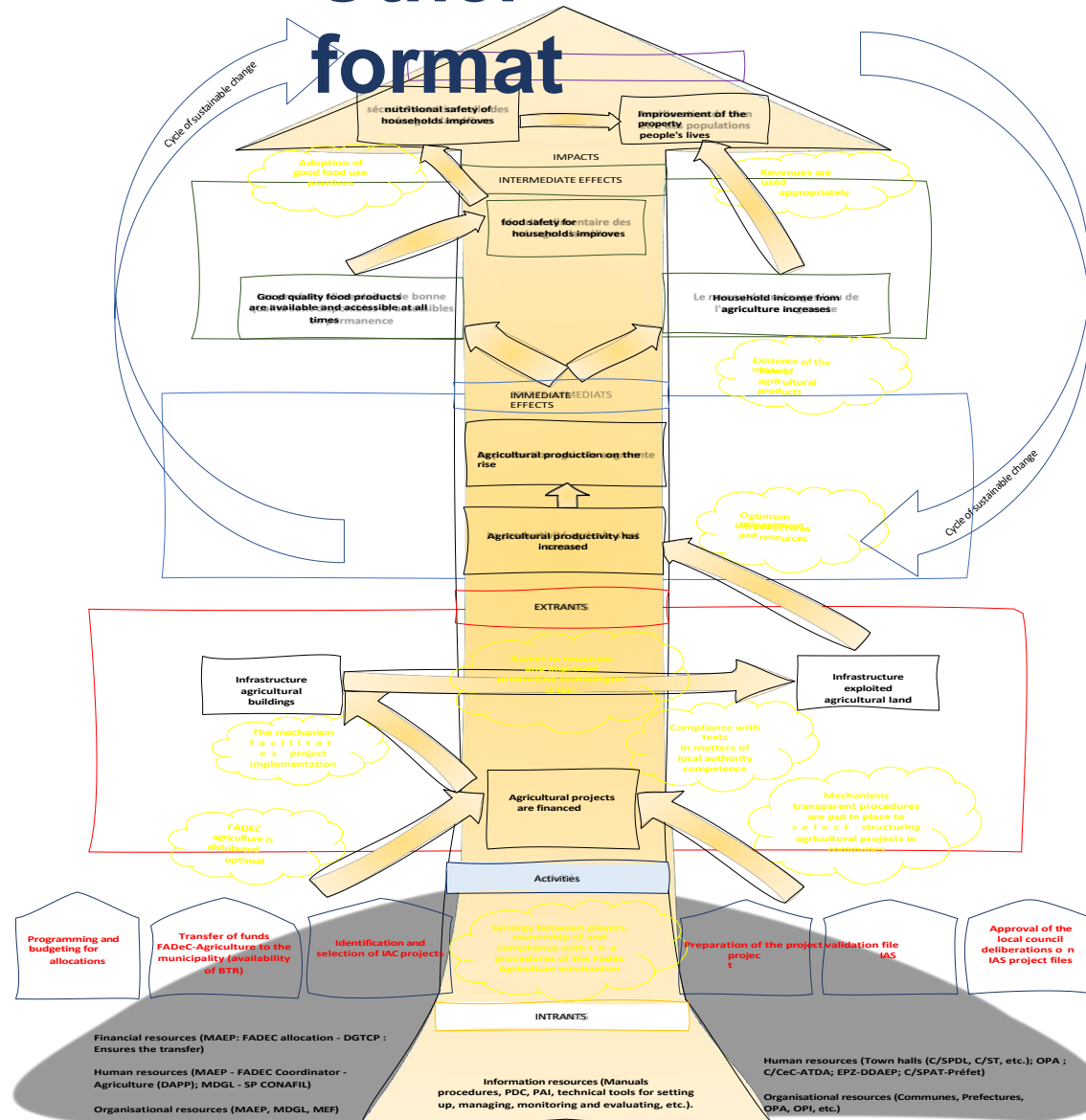
Other format

Théorie du changement de Santropol Roulant 2013

(Notre approche consiste en créer un continuum de services qui aide et inspire les Montréalais)



Other format



Theory of change in the FADEC Agriculture allocation mechanism in Benin

SOFTWARE / APPLICATIONS TO DEVELOP A THEORY OF CHANGE

- <https://www.actknowledge.org/toco-software/>
- <https://www.diagrams.net/>

Lunch break



Further reading

- [Youth Development Tools website \(nd\) https://empowerweb.org/youth-development-tools/category/evaluating-programs-for-youth](https://empowerweb.org/youth-development-tools/category/evaluating-programs-for-youth)
- The project is over, but we can still learn from it! Guidelines practices for the ex-post evaluation of the sexual and reproductive health projects of the adolescents (2020) WHO <https://apps.who.int/iris/handle/10665/338714>
- [Development, Impact, and You \(DIY\) Toolkit \(2008\) https://usaidthinkinglab.org/community/blog/toolkit-all-toolkits-social-innovation](https://usaidthinkinglab.org/community/blog/toolkit-all-toolkits-social-innovation)
- Rogers, P. (2014). Theory of Change, *Methodological Note No. 2*, Innocenti Research Centre, Florence. <https://www.unicef-irc.org/publications/pdf/MB2FR.pdf>
- MOMENTUM. Complexity-aware monitoring methods technical guide, Nov 2020 <https://usaidthinkinglab.org/resource/a-guide-to-complexity-aware-monitoring-approaches-for-momentum-projects/>

From ToC to the results chain and the Logical framework

Theory of change



Logical Framework

	Intervention logic	Performance indicators	Means of verification	Assumptions
Objective				
Achievements				
Outputs				
Activities				
Resources				

REPUBLIQUE DU NIGER
Fraternité – Travail – Progrès



SERVICES DU PREMIER MINISTRE

Haut Commissariat à la Modernisation de l'Etat



Atelier de formation sur l'évaluation des politiques publiques

Module 3: Collecting and analysing

data

- Explore my toolkit (presentation)
- Prepare the field phase (instructions and group)
- **Field phase from 3pm**
- Experiment with tools and methods for collecting data in the field

Methods :

Quantitative, qualitative or both?

Methods Quantitative

Explore what
happened
following the
programme

Participator y Methods

Teenagers (and
others) play an
active role in
gathering
information and
analysing
problems.

Qualitative methods

Exploring
meanings,
processes and
explanations

What needs to be
done on the

ground

What to avoid in
the field

Some important aspects of any planning or assessment involving ALEs

Brackets
of
confused
ages
Children
,
teenagers,
young
people

- Less than 10 years
- 10 to 14 years
- 14 to under 18
- 18 to 24 years old
- 11 to 19 years
- Under 18s
- 15 to 24 years old
- 24 to 35 years old
- Eternal youth



Some important aspects of any planning or assessment involving ALEs



Cultural, ethnic and religious diversity: member of an communities; influence of others, specific needs of each child

Participatory approach: forms of participation (consultation, collaborative or AYE-led) + informed consent

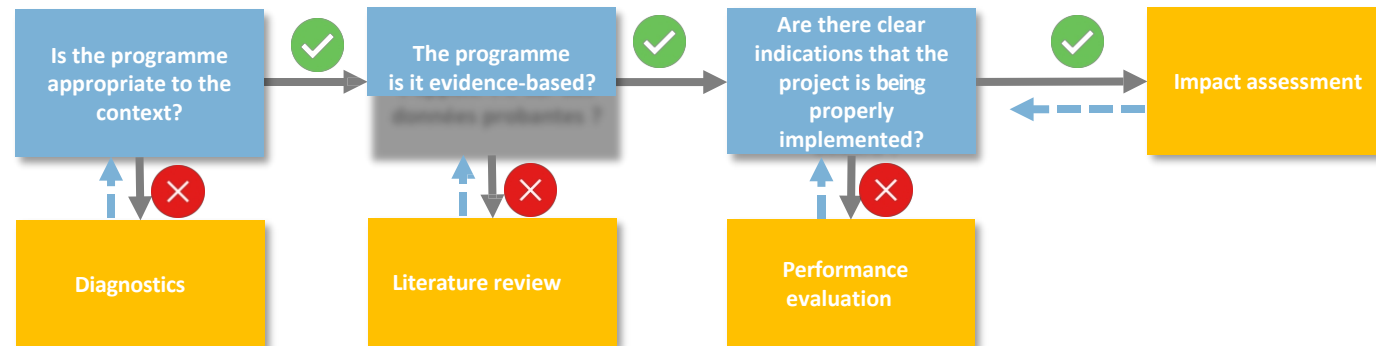
Protection and safeguarding: a set of measures designed to protect the respondent for safe participation

Equity, Inclusion & Representativeness: "Leaving no-one behind".

Anonymity and confidentiality: coding, management of information by the team,

How do you deal with complex cases?

CHOOSING THE RIGHT ANALYSIS TOOL



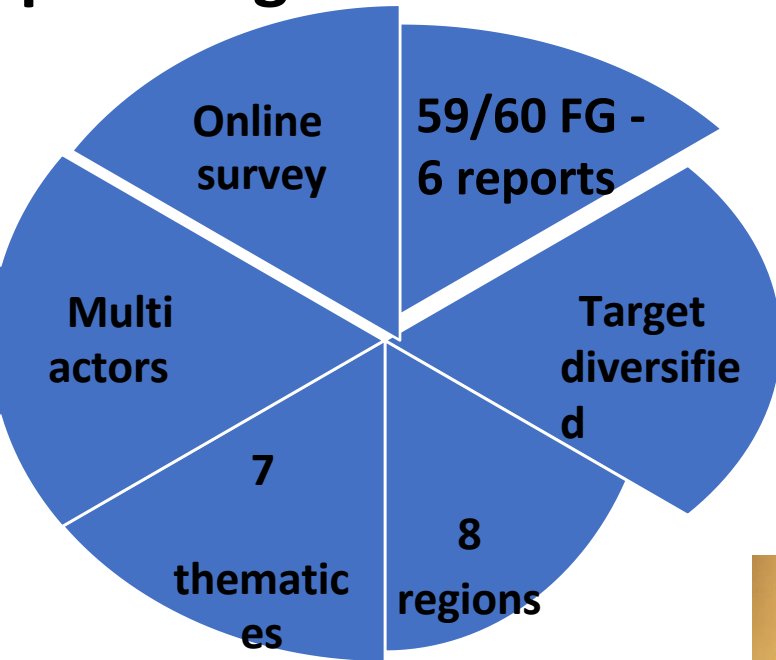
- 3 P's to take into account when choosing a tool :
- Relevance
 - Potential
 - Price to be paid

What tools should you use?

1. Grid for describing an experiment
2. Frequently asked questions (FAQ)
3. Field visits
4. Peer Assistanc
5. After action analysis
6. writing workshop
7. Community of practice
8. Case studies
9. Storytelling
10. Learning circle
11. Efficient transfer of responsibilities
12. etc.



Example 1: Inclusive planning



Participation by teenagers (11 to 24) and young people (under 24)

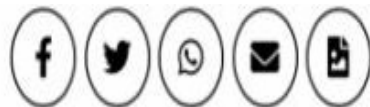
Some weaknesses:

- Interpretation
- Use
- Sampling (quanti and quali)
- Reporting
- Loyalty and representativeness



- **Validation**

U-REPORT SENEGAL



Sondage des consultations auprès des ados et des jeunes au Sénégal

Octobre 9, 2021

4 499
REPONDEURS

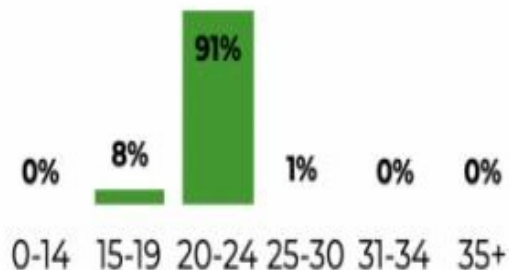
19%
TAUX DE RÉPONSE



45%
2 002



55%
2 426



TOUS REPONDEURS



Région principale: **Dakar Region**
2367 Répondeurs // 11570 Interrogés

Gogleforms



What is photovoice?

Photo = tool and Image = data

Photovoice is a method of giving a voice to beneficiaries/users through artistic expression: photography (EVAL).

This is a qualitative approach to data collection using photography and text....

A tool for social change

The aim is to explore young people's perception of their voice and the way it is used.

decision-making on issues that are important to them.

In Senegal, we experimented with the method as formative research and for baseline, with girls and boys (from 10 to 18) to understand the causes, consequences, feelings and actions to fight against practices harmful to girls (FGM and child marriages), gender-based violence and unwanted pregnancies,

SENEGAL CASE - HOW WE USED PHOTOVOICE ?

Task 1: How do you put photovoice into practice?

- **Step 1:** begin by explaining what photovoice is and its aim, which is to explore children and young people's perceptions of their voice and of decision-making on issues that matter to them.
- **Step 2 :** Show the young person(s) how to use the camera and let them practise using it. use during the agreed period of 3 to 5 days).
- **Step 3:** explain the "rules" for the types of photos that take account of her consent and its history, taking into account a main theme
- **Step 4:** Explain that you want her to take the camera with her wherever she goes and take photos that answer the following main question: through photos taken at different times and in different positions, try to retrace a negative or painful story (e.g. GBV, unwanted pregnancy, excision) from the past.
- **Step 5:** Aide mémoire of types of photos to take that illustrate the questions + return RDV
- **Step 6:** RDV to explore what the photos mean to the photographer (the 'why' part of data collection)

Stop earlier married



What's the problem?
positions on these photos? what
commentary on each photo?
how did you experience it? who
were the authors/actors? what
consequences for your life?
what needs to be done and by
whom? 0





Quand les filles s'expriment à l'aide d'image pour exprimer leur ressenti sur le viol et la maltraitance subit



« Je me nomme Dieynaba élève en classe de terminal, victime de viol à l'âge de 6 ans au restaurant de ma mère au moment où elle a divorcé avec mon papa. Ce qui fait le plus mal dans cette histoire est que l'auteur du viol est toujours inconnu. C'est ce qui a poussé mon père à me récupérer de chez ma maman pour vivre dans sa maison. Il prenait soin de moi et subvenait à tous mes besoins jusqu' au jour où il nous a quitté à jamais laissant derrière lui un vide que rien ni personne ne peut combler. », une situation qui a vachement perturbée ma vie !
« Déboussolée, perdue, triste et désespérée, je pleure jour et nuit son absence au point que je cherche toujours à m'isoler de ce monde plein de maux. En effet, la vie m'a arraché l'amour d'un père, me privant une vie harmonieuse auprès de mes deux parents, la perte de ma virginité en tant que fille ignorante, sont autant de maux qui me plonge dans une mélancolie incommensurable. »



Discussion: Senegal case - Examples of results based on the H tool

of Save The Children adapted

s identifiées par les tés :

Abstinence
Amour
Banditisme
Chômage des femmes
Chômage des filles
Délinquance
Drogue
Habillement des filles
Inconscience
Infidélité
Jalousie
Les parents
Manque d'information
Manque de causerie
Manque de respect
Mariage forcé
Mariage précoce
Maris
Mauvais comportement
Ne sais pas
Oncles
Pauvreté
Plaisir sexuel
Provocation

Problématique étudiée : Violence faites aux femmes à Sédhiou

Suggestions des enquêtés :

- Accompagner les femmes victimes de violence
- Alourdir les peines de Prison
- Appliquer les lois votées dans ce domaine
- Eduquer et sensibiliser population sur les conséquences des violences
- Faire de la Planification familiale une priorité
- Former les femmes dans le milieu indicatif
- Lutter contre le chômage en particulier celui de femmes
- Mener plus d'action de sensibilisation
- Mieux Communiquer sur les violences faites aux femmes
- Ne sait pas
- Promouvoir la fidélité
- Promouvoir le Mariage normale
- Proposer plus de sanction
- Protéger d'avantage les femmes
- S'abstenir de relation jusqu'au mariage
- Sanctionner davantage
- Voter une loi

Conséquences ou identifiés :

- Avortement
- Blessure
- Divorce
- Emprisonner
- IST
- Maladie
- Modification du
- Mort
- Ne sais pas
- Perte de virginité
- Préfère ne pas
- Prison
- Problème d'accouchement
- Souffrance
- Stérilité
- Traumatisme

1 image is worth more than 1000 words

The child is both the author and the actor in his production, expressing it by telling his own story.

Photovoice makes it easy for children themselves to identify their needs and solutions.

Example 2: Moment of truth tool for addressing causes of GBV through girls' own drawings



The Moment of Truth is a simple tool that enables children and young people to document gender-based violence (GBV) and express their experiences by drawing or making a table. Actions to prevent GBV are then taken into account in the planning of project activities.

Example 4: OCAT tools

Matrice OCAT

Catégorie I :

Gouvernance inclusive

5

4

3

2

1

0

Performance Max

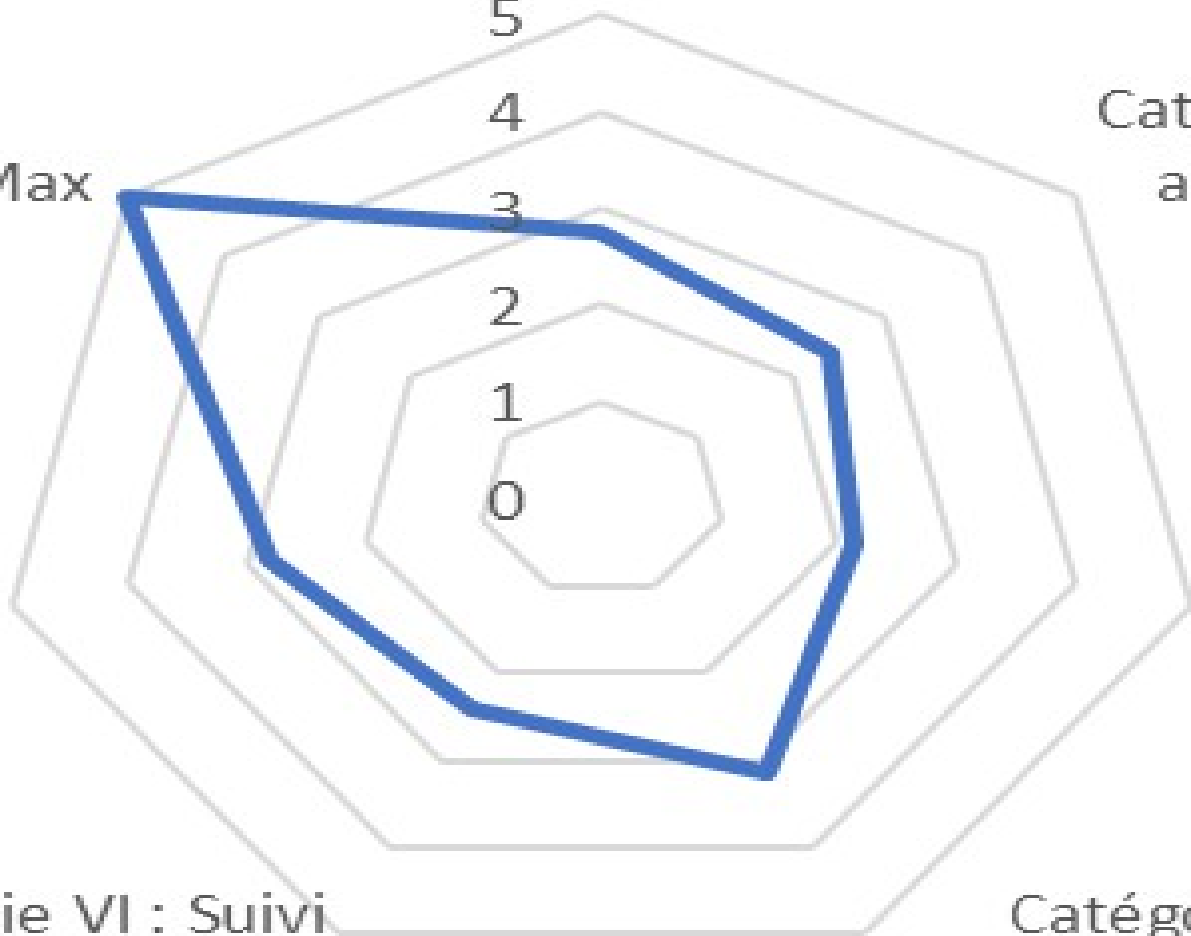
Catégorie II : Gestion administrative et financière

Catégorie III : Implication dans la lutte contre les...

Catégorie VII : Relations extérieurs

Catégorie VI : Suivi évaluation

Catégorie IV : Plaidoyer sur les SRDR



Health district	Bambey	Mbacke	Diourbel	Fatick	Foundiougne	Kanel	Matam	Average DS
19. Level of understanding of issues related to sexual and reproductive health rights (early marriage, unwanted pregnancies, rape, gender-based violence), FGM)	2,4	2,29	2	2,6	2,33	3,2	3,6	2,59
20. Knowledge of guidelines and strategies national and "international" in relation to DSSR	1,6	2,57	2,17	1,25	2	2,6	2,8	2,18
21. Level of involvement in issues relating to sexual and reproductive health rights (awareness-raising, training, capacity-building, community advocacy, response, etc.). GBV, etc.)	1,6	2	2,33	2,2	2	2,6	3,4	2,28
22. Level of representation at national level on issues related to sexual and reproductive health rights (community, departmental, district), region, national)	1,4	2,57	2,5	3,25	1,67	2,6	3,8	2,54
23. Existence of regular planning of DSSR-related activities	1,6	2	2,5	1	1,33	2,2	2,8	1,94
Average score on : Involvement in the fight against harmful practices and the rights in sexual and reproductive health	1,71	2,22	2,14	1,98	1,9	2,4	2,94	2,18

Lunch break

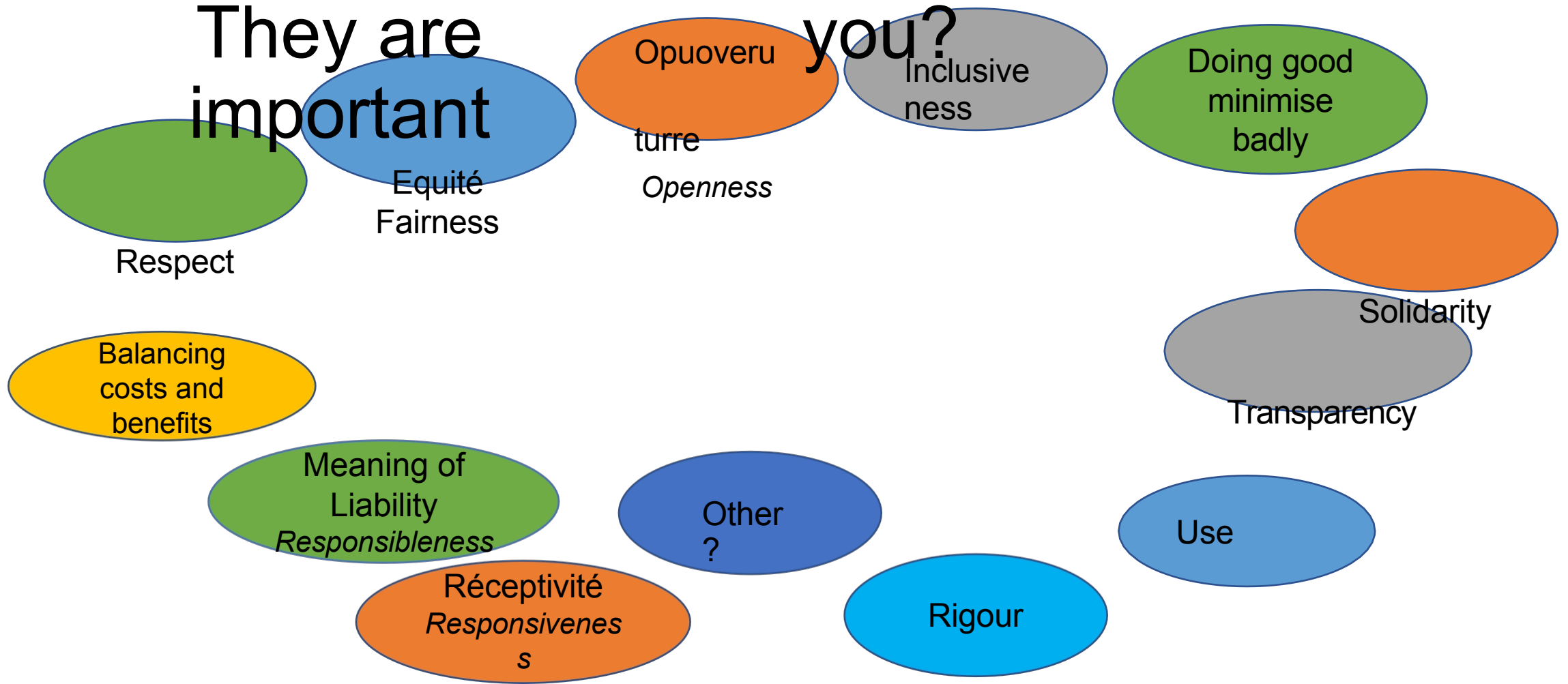


TABLE DISCUSSION

Values underpin ethical decision-making. What values do you bring to your assessments? Why are they

They are important

you?





MAINTAIN CONFIDENTIALITY

- Keep results and other findings confidential and respect consent agreements with participants.
- This includes the storage, use and disposal of all information collected.
- Participants need to know how their information are intended to be used.

FREE AND INFORMED CONSENT

Before the assessment begins

- Create easy-to-understand parental consent and assent forms for minors.
- Make sure that participants are aware of the topics covered and how the information will be used.



ASSESS POTENTIAL RISKS AND DAMAGE

- Sensitive subjects such as crime, sexual violence and family dysfunction can awaken or revive traumas.
- Only ask young participants such questions if they are essential.
- Work with the programmes to use their existing support and advice processes.

LEGAL OBLIGATIONS


- When tackling sensitive subjects and engaging with young people at risk and marginalised groups, anticipate the risks to participants (and their peers and families).
- Develop response plans.
- Assessors and programme staff must understand their legal obligations and know how to respond.



√ Checklist - Ensuring good ethics before going into the field

	<p>Respect for the community - Does the community - leaders, parents, organisations offering the programme - understand the purpose and scope of the evaluation activity before it begins?</p>
	<p>Reflective engagement of children - Does the evaluation incorporate the ideas and concerns of young people in a meaningful way, for example by inviting them to act as evaluation advisors. For respondents, does the evaluation collect information according to age and context?</p>
	<p>Confidentiality and consent - Are procedures in place to obtain consent and assent? For storing data? Is there an agreement on the ownership of the information? Does the team know how to discuss what they hear in the field, so that no one is put at risk?</p>
	<p>Managing tensions and conflicts - Are there plans in place to deal with any problems that may arise? occur during interactions with young people, parents and the community in general?</p>
	<p>Physical and emotional safety - Is there a support and guidance plan in place in case a respondent needs help?</p>
	<p>Focus on positive actions - In discussions with respondents and subsequent sharing, is the collection and sharing of data focused not only on problems and risks, but also on assets and strengths?</p>
	<p>Learning - Are there mechanisms in place to invite young people and the wider community to think and learn collaboratively about problems and discuss ways of solving them?</p>

The importance of relationships

- +  Lack of time
- + Accessible, easy to remember, actionable
- + Communication choices are important

- Who are these people?
- Why are they here?
- What's stopping them from sleep?
- How can you solve their problem?
- What do you want them to do?
- How best to achieve them?
- How could they resist?

Tip 1 - Follow the rules of good reporting

- **Principle**

- 1**

Customise your audience

- **Principle 2**

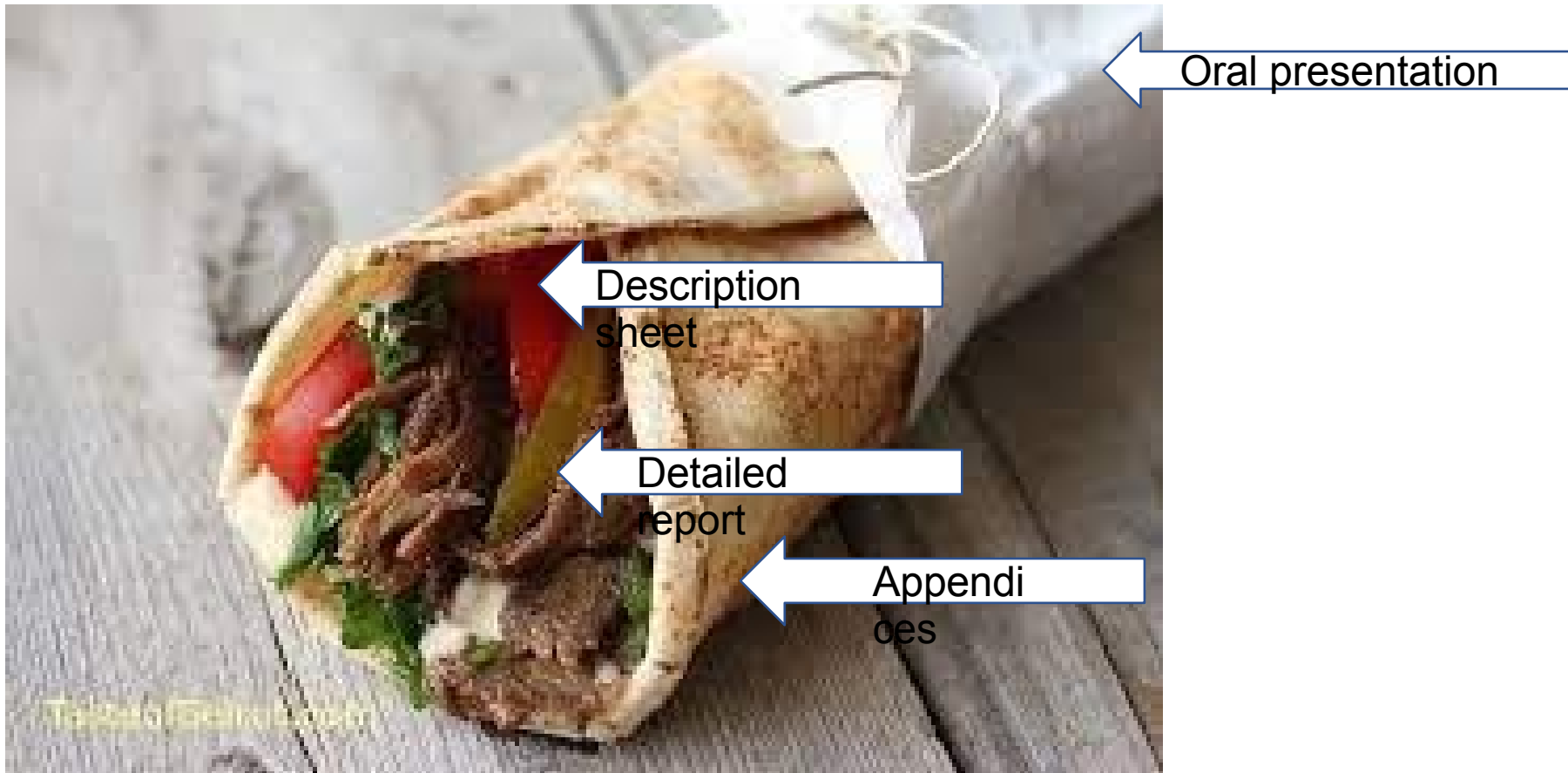
Developing a communication plan

- **Principle 3**

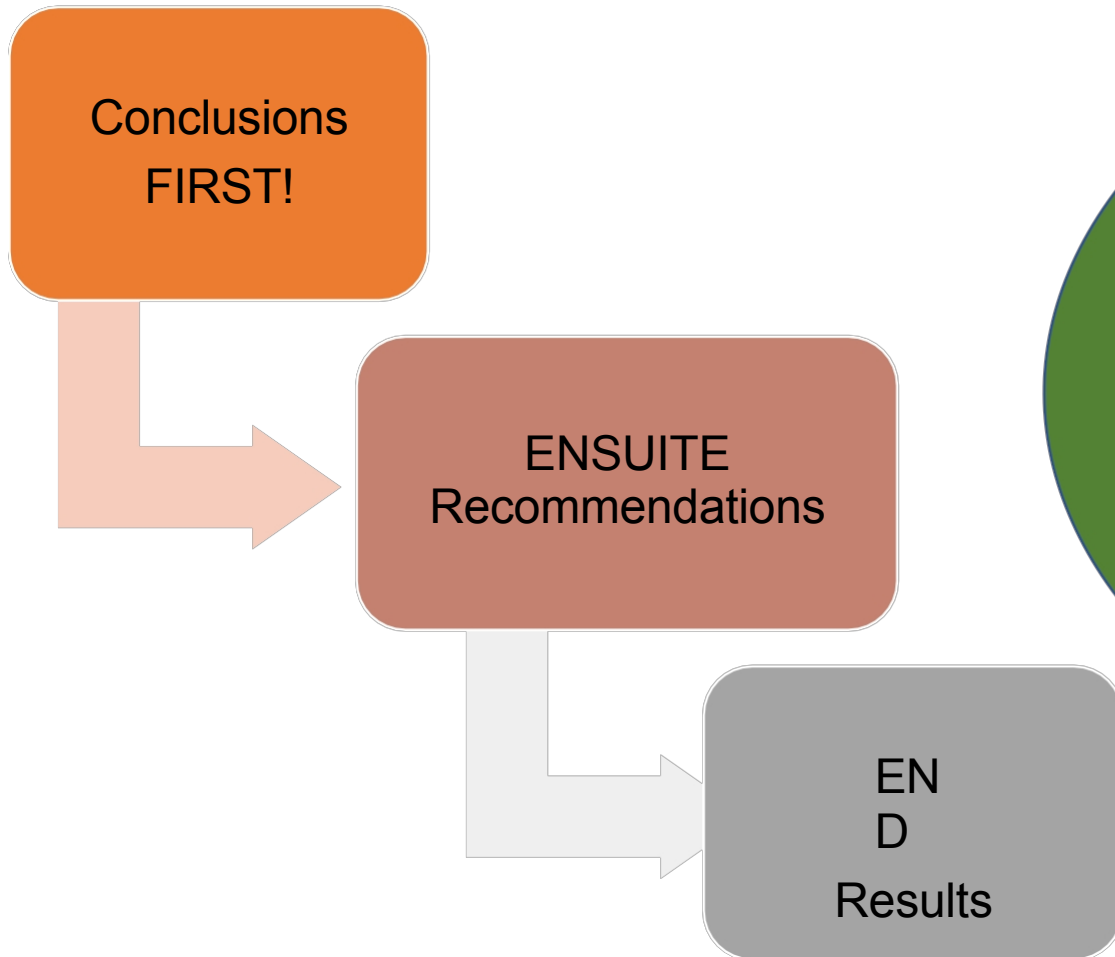
Include time and resources in the evaluation plan for sharing results!



Principle 4 - Think about distinct content



Principle 5 - Reorganise your key messages



Ex: Opening of the debriefing

Today, I'm going to tell you about an evaluation of X, in which we sought to answer questions Y [your main evaluation questions].

I will start by presenting our main conclusions and recommendations, then explain how we got there.

Tip 2 - Make sure that your information stay in their heads

S - Simple Messages

Stripped of everything that's not essential

U - Unexpected

Grab their attention!

C - Concrete

Examples rather than technical explanations

C - Credible

Although validation and statistics are important, they do not are not always the stickiest - Share vivid details.

E - Emotions

Can a message be linked to an emotion

S - Stories

Everyone loves a good story, e.g. Story of the most significant change

THEY QUICKLY
UNDERSTAND

THEY RETAIN THE
KEY MESSAGES

THEY ARE
MOTIVATED TO
ACT

Tip 3 - Use data visualisation to tell your story

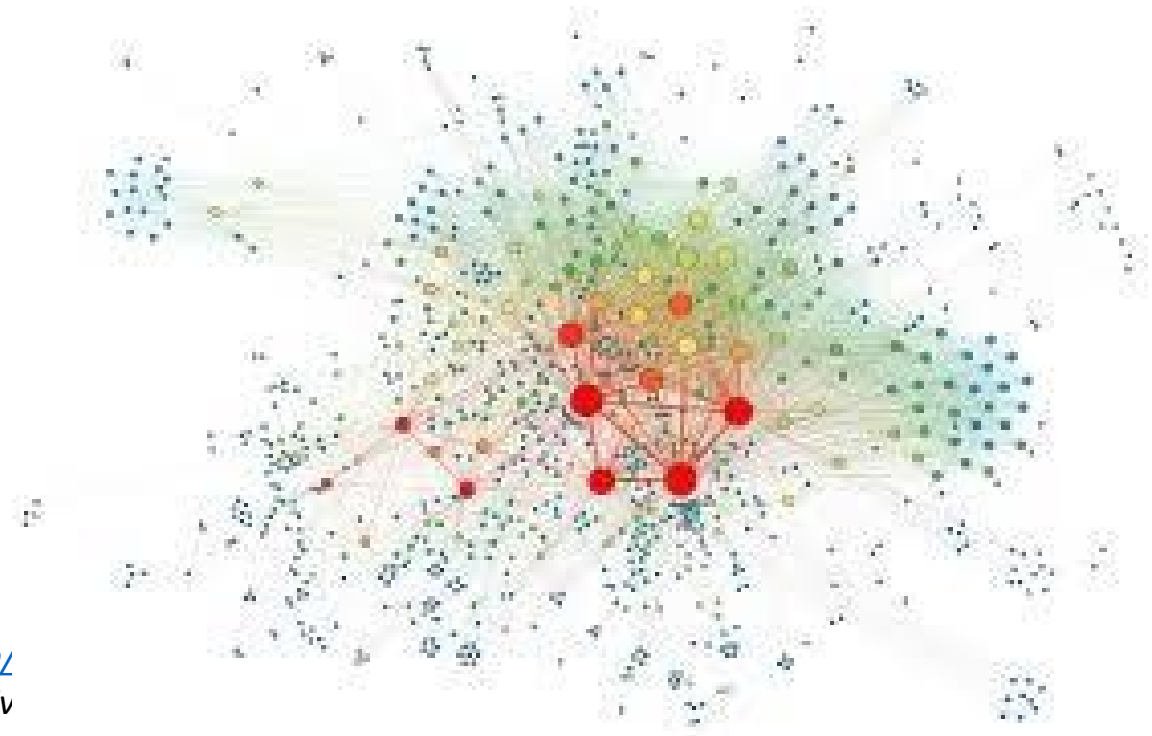
What is data visualisation?

The process of converting textual information into graphic and illustrative representations

Thinking beyond the numbers to get a holistic and complete understanding of the data

Enable presenters to communicate data in a way that the public and all stakeholders can easily interpret.

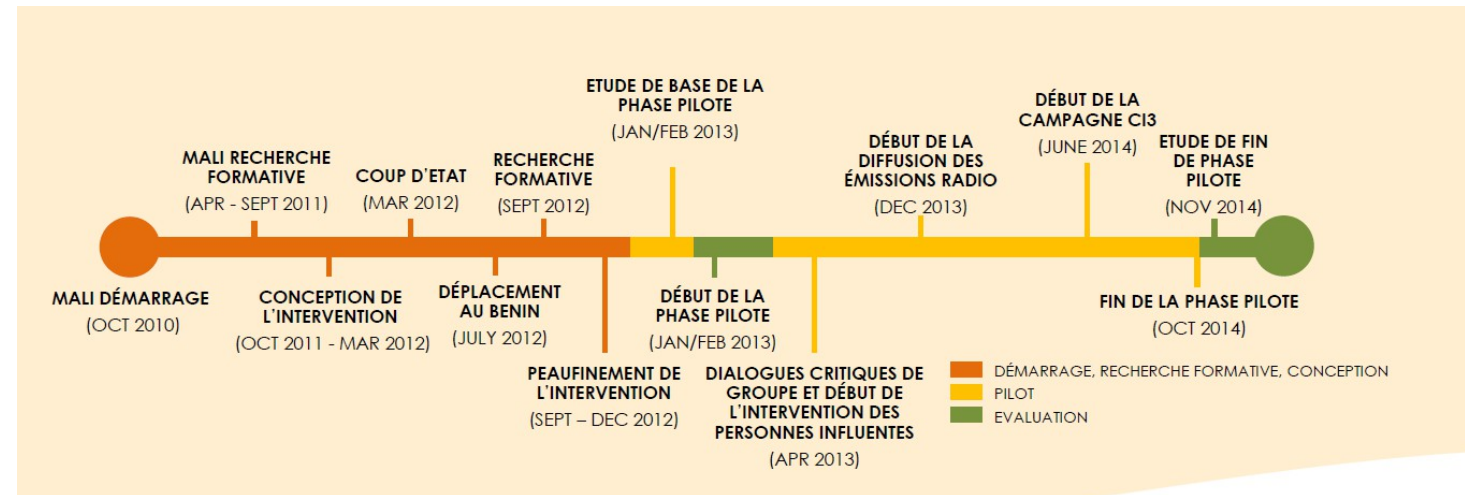
<https://www.enago.com/academy/data-visualization-techniques-qualitative-research/>
How to Use Creative Data Visualization Techniques for Easy Comprehension of Qualitativ



5 easy and creative ways to visualise data

2. Chronogram Graphic

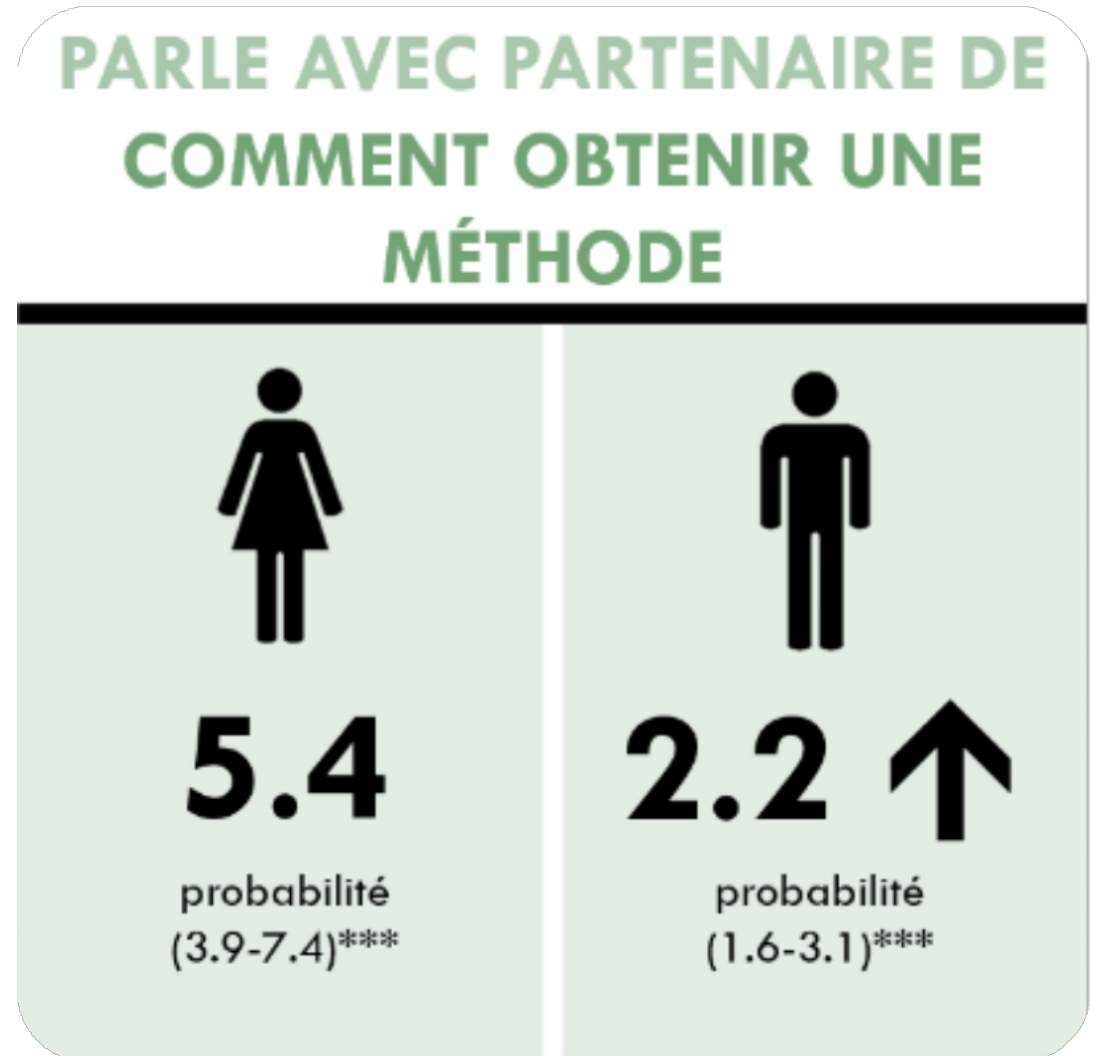
- Chronogram with illustrations or diagrams, photos and other images.
- It visually presents a series of events in chronological order on a time scale.
- In addition, the presentation of the timeline in graphical form makes it easier to understand the critical stages of a study.



Source: Institute for Reproductive Health, Georgetown University

3. Icons outside the descriptions

- Rather than writing long, descriptive paragraphs, including similar icons alongside short, concise bullet points makes it quick and easy to understand.

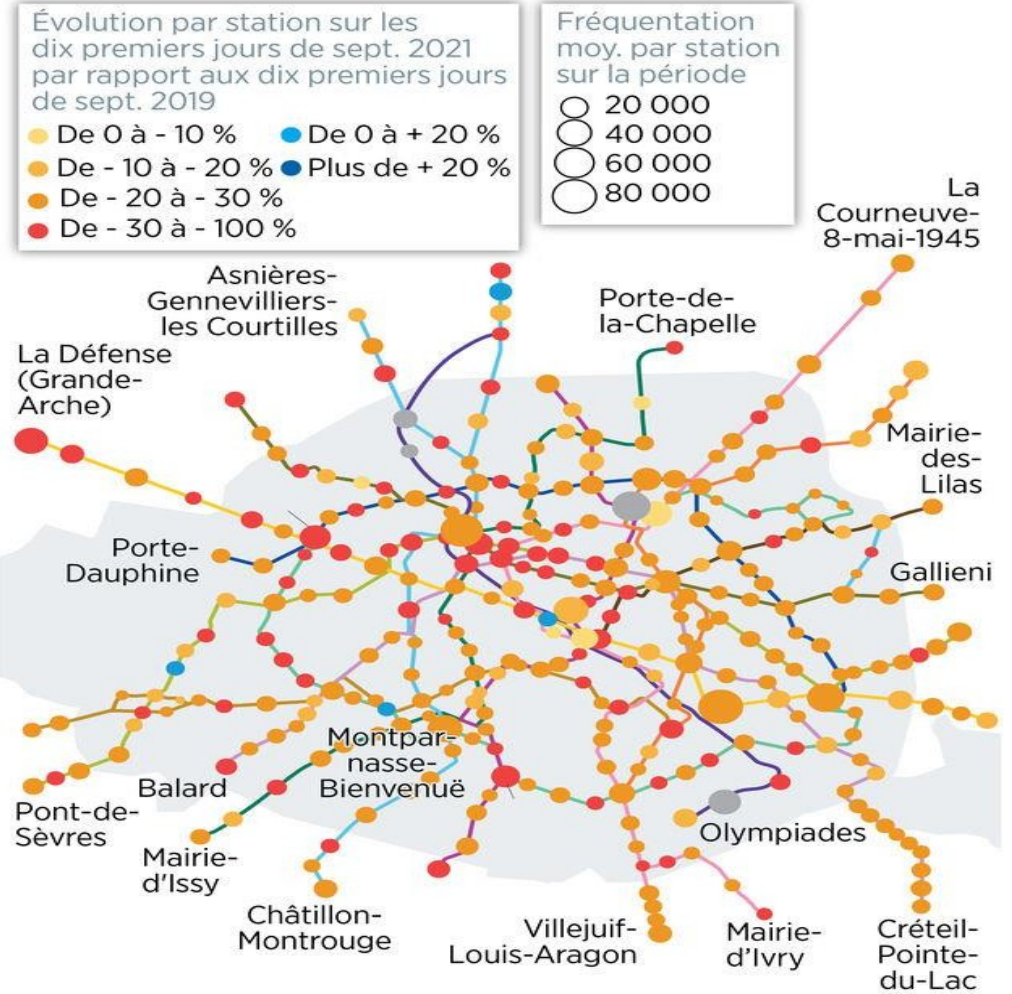


Source: Institute for Reproductive Health, Georgetown University

4. Heat Map

- Display the differences in the qualitative (or quanti) responses with variations in colour (and size) to show the response categories.
- They can also be used to identify trends in the data.
- Of course, heat maps are better for quantitative data!

L'évolution de la fréquentation du métro depuis la pandémie de Covid-19



Tip 4 - Avoid reporting errors

- The summary is too long (no more than 5 pages!)
- Absence of visual elements
- Too much technical jargon
- The main conclusions are hard to find
- The report contains too much data
- Too much narrative
- The emphasis is on deficits rather than on what works
- Lack of inclusion of the voice of the beneficiaries and what the evaluation means for them
- Ignores the principles of good report design (discussed earlier).
- Too much narrative text
- Ignore report design or layout



Tip 5 - Think about different ways of reporting

**PRESENTATIONS
ORALS**

**NARRATIVE
SUMMARIES**

Briefs, Slidedocs,
Newsletters, Press
releases

VISUAL

Computer graphics,
Data dashboards,
Cartography,
Cartoons and comics

DIGITAL

Animated videos, interactive
websites, podcasts

**POETRY, THEATRE AND
DANCE**

Do **ALEs**
have a role to
play in either
of these
alternatives?

Alternative report formats

NYC Reads Initiative - May 2024

SOUTH JAMAICA READS

PLURAL, BILINGUAL, AND SUCCESSIVE TOGETHER

South Jamaica Reads

Enhancing literacy culture and improving outcomes for the children in South Jamaica

P.S. 040Q - Samuel Huntington School | **Principal Alison Branker**

The NYC Reads Initiative offers children and families free early literacy resources in schools, homes, libraries, daycares, pediatric offices, local shops, and other community spaces throughout the neighborhood. This information sheet provides the P.S. 040Q community an update on NYC Read Initiative's contributions to their scholars and school for the 2023 - 2024 academic year.

From July 2023 to August 2023, **Springboard Collaborative** provided South Jamaica scholars, including students from P.S. 040Q, with half-day literacy programming (during Summer Rising) designed to close the gap between home and school, accelerate student learning, and build high-quality family-educator partnerships. The organization's **Family-Educator Learning Accelerator (FELA)** program curriculum was led by trained educators and paraprofessionals.

120 summer scholars served from P.S. 040Q and P.S. 0460*

60 scholars from P.S. 040Q

95% of scholars met their assessment stretch goal.

5% of scholars met their assessment growth goal.

4 parent workshops weekly one hour parent-child sessions facilitated by the teacher. *Across one "superstar" at P.S. 0460.

120 summer scholars served from P.S. 040Q and P.S. 0460*

60 scholars from P.S. 040Q

95% of scholars met their assessment stretch goal.

5% of scholars met their assessment growth goal.

4 parent workshops weekly one hour parent-child sessions facilitated by the teacher. *Across one "superstar" at P.S. 0460.

Personalized learning resources shared with families include:

- 60 **Bas Kids e-book licenses**
- 60 **book packs**
- 53 **tablets**
- 56 **backpacks and school supplies**
- 488 **family books** and 280 **Incentive Books***

Each scholar received up to **20** sessions or 60 hours of instruction based programming delivered in 5 weeks.

From fall 2023 to spring 2024, **READ Alliance** and **Reading Partners** provided your scholars with high-dosage, one-to-one literacy tutoring, literacy enrichment activities, and books to grow home libraries.

READ ALLIANCE

25 scholars served from November 2023 to May 2024

Over 675 sessions delivered to date: 45 minutes of one-on-one tutoring by a trained tutor using the Reading for All program, followed by 45 minutes of literacy enrichment activities

100% of scholars made literacy gains. Gains from 80% to 90%.

62 scholars served from October 2023 to June 2024

Over 1,347 sessions delivered to date: 45 minutes of one-on-one tutoring using its proprietary skill-aligned curriculum

20% of scholars met their mid-year benchmark.

65% Kindergarten to 2nd Grade

85% 3rd to 4th Grade scholars increased in portfolio rank from 80% to 90%.

1,739 Books read by our scholars in the program

47 Books read by each scholar on average

2,686 Books read by our scholars in the program

702 Literacy resources and a QR code for WoodRacer were also distributed.

NYC Reads Initiative - May 2024

SOUTH JAMAICA READS

PLURAL, BILINGUAL, AND SUCCESSIVE TOGETHER

LINC and Queens Public Library

provided your scholars and families with fun and engaging enrichment opportunities, such as:

2 parent/caregiver Workshops serving **27** unique parent/caregivers.

Reading Starts with Reading (October 2023) SEI Building Vocabulary (February 2024)

2 Reading Everywhere themed read-aloud events serving **114** scholars

Workshops enable families to strengthen parent-child bonds and build age-specific literacy skills to support their child's development.

1 Author Visit

Olugbemisola Rhu (January 2024) led a read-aloud and engaged scholars in conversation.

3 ArchForKids sessions in 2024, hands-on learning experiences grounded in architecture, design, engineering, and urban planning.

210 books were distributed to scholars

P.S. 040Q scholars and their families had access to community-based NYC Reads Initiative-funded services and reading programs.

Queens Public Library (QPL) has two local library branches, South Jamaica and Baisley Park, and an anchor site for South Jamaica Reads. Both branches provide programs and services for children and their families with developmentally appropriate resources that stimulate educational development. QPL provides scholars at P.S. 040Q, P.S. 0460, and P.S. 1460 with author visits, bookendles, in-school STEM, architecture (ArchForKids), literacy dance (LAD), and musical (Bilingual Bridges) programming. They also provide local elementary school children access to STACOS, QPL's out-of-school enrichment program. QPL implements fun, interactive, and seasonal family-focused literacy programs in local branches, and parent workshops to promote literacy skills and library resources.

LINC serves South Jamaica Reads families with monthly virtual reading celebrations and fun interactive reading events in schools, libraries, and other community sites. They offer programs that show families how to incorporate reading into everyday life and facilitate bilingual (English, Spanish, Bengali) parent workshops on social-emotional development, building phonemic awareness, phonics-rich homes, and early literacy development. LINC also trains parents to deliver read-aloud in the community through its VIP program.

Reach Out & Read of GNY partners with 4 local pediatricians and other medical providers to work with low-income parents to emphasize the importance of reading for their young children from birth to age five. By mitigating some of the most harmful aspects of adverse childhood experiences (ACEs) early, Reach Out & Read is helping to address a public health challenge. Doctors, nurse practitioners, and other medical professionals incorporate Reach Out and Read's evidence-based model into regular medical checkups, called well-child visits (WCVs), advising parents about the importance of reading aloud and giving developmentally appropriate books to children.

REFLECTIONS ON A NAF PAR JOURNEY BY WENONAH HIGH SCHOOL YOUTH RESEARCHERS - AN IMPACTFUL FUTURE-READINESS EXPERIENCE!

STAGES OF THE PAR JOURNEY

PLANNING (NOVEMBER 2020)

PAR Orientation
Issue Selection
Assessment of Knowledge & Gaps
Drafting PAR Questions
Data Collection 101
Meetings with Adult Allies

ACTION (FEBRUARY 2021)

Develop 2 Data Collection Tools (Peers, Educators)
Collect Data from Peers & Educators
Quantitative & Qualitative Data Analysis
Identifying Findings & Recommendations
Presentation of Findings & Recommendations to Adult Allies

EVALUATION & REFLECTION (MAY 2021)

Post-PAR Journey Youth Researcher Survey
Making Meaning of Youth Researcher Survey Findings: Session
Facilitator Discussion with Adult Allies
One-Year Reunion & Reflection Workshop with Youth Researchers

FEELINGS

We were **gratified** about what we did as adults don't engage in administrative work.

We were **disappointed** that we could not recruit more students to participate in the PAR project.

We **struggled** to build trust as a group of peers as we were not all friends or in the same grade, and with the adult allies. We could not trust that the adults genuinely cared and had to trust the process.

We **appreciated** having adult allies support us on their journey and participate.

We, the youth researchers, selected a relevant and tool-based issue for the PAR Project, not the adults. The most salient topic: **Peer-mediated**.

Engaging activities and having to build consensus have improved our abilities to address problems and challenging situations.

Over 100 students and nearly all of our teachers participated in our PAR project by completing our surveys.

Some of us felt very vulnerable or downcast when trying to speak our truth or about our experiences as some adult allies reacted negatively without letting us know.

We don't appreciate it when adults speak over us or try to emphasize what we are trying to say.

We were **very disappointed** that more seniors did not complete the surveys as their experience, which were relevant and timely.

We were **thankful** to have a team of caring peers who could pick up the slack when life happened.

We were **compensated** for our work in the PAR project, our time and expertise were **valued!**

The PAR project was an excellent future-readiness opportunity. We got to experience what it's like a real first job and have something relevant to add to our resumes.

We were **amazed** that a small number of people could do a lot.

We **felt** stronger speaking up on a project like PAR. The experience also helped improve our communication skills with adults.

Some of us had **useful** internet connections, making it challenging to join meetings. Arrange for a meeting space to complete the work.

Nonetheless, there were **real** struggles! As a result of the pandemic, we struggled with mental health issues. It was hard for us to communicate these struggles with our peers or the adult allies.

PAIN POINTS

High-quality relationship-building is time-intensive and necessary for initiating and sustain PAR. The remote nature of the project, especially at the start, made connecting one-on-one challenging and responding to body language or other visual cues difficult. Building trust and finding a helpful way to communicate took time.

It can be challenging for adults to overcome institutionalized prejudice and discrimination against youth. Adult-led decision-making and pre-determined times and student management tactics are deeply intertwined in educational power structures. Consequently, PAR can be counter-normative. It takes time for adults to listen deeply without reacting when youth say something they don't like. Conversely, it takes time for youth to strengthen their communication skills and feel empowered to share their ideas with adults without fear of being judged.

Gaining and sustaining youth buy-in to PAR can be tough, not only recruiting them as PAR researchers but also as participants in the youth's planned actions. Youth described initial distrust with adult allies to share ownership. Graduating youth researchers were disappointed that more of their peers were not interested in completing the surveys to share their perspectives, especially after one and half years of remote schooling and fewer future-readiness opportunities.

The pandemic significantly affected youth researchers and adult allies. Youth, in particular, suffered from isolation, personal/family trauma, and just making it through hours on end of Zoom classrooms. Some youth only had access to cellphones to connect into meetings and complete PAR-related tasks.

PAR IDEAS & OPPORTUNITIES

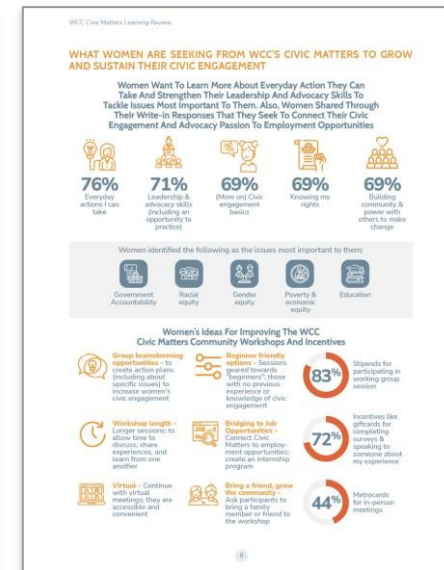
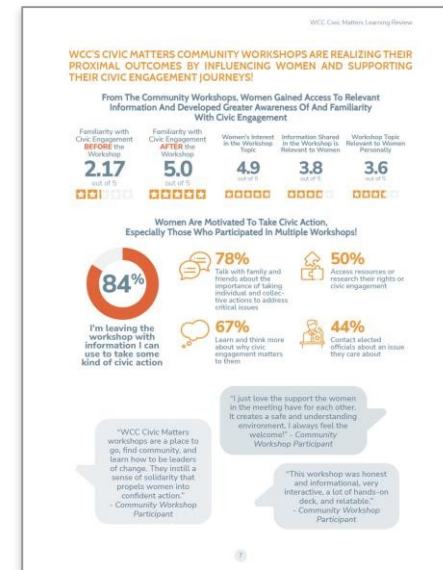
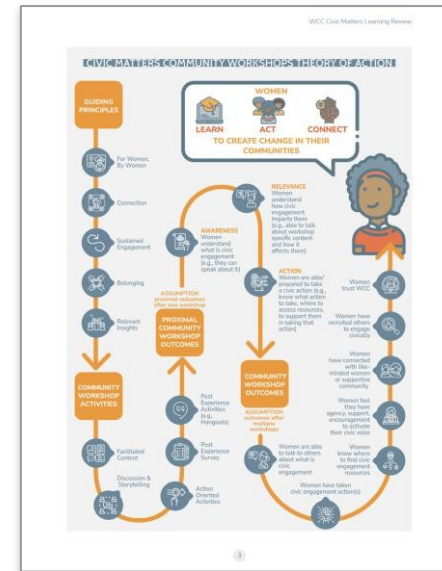
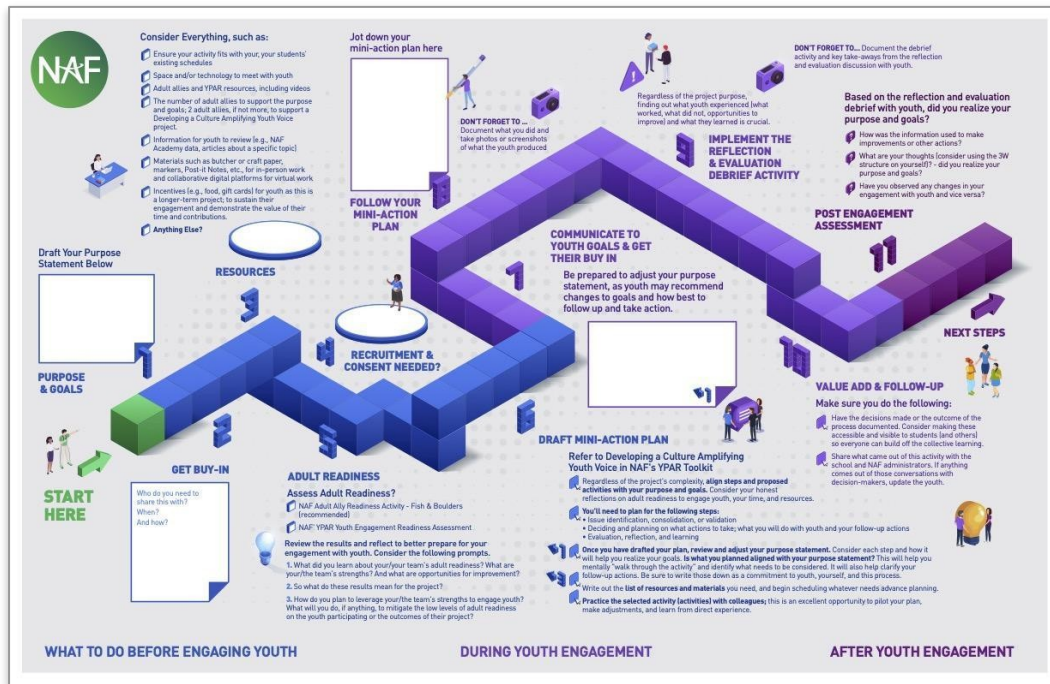
NAF has designed and piloted engagement tools to amplify youth voice, engage with students differently & support youth-led or informed project by our NAF Academy of school.

Not ready for a full PAR Project like Wenonah High school, but curious about PAR? Our Participatory Activity Guides are an excellent place to begin if you're new to participatory engagement and NAF has guides to meet your needs!

Ready for the next level of engagement? If you're experienced with participatory activities & looking to engage youth in a short-term project or to focus on a targeted need, try NAF's Mini PAR Process.

You want to engage youth to lead change in their school or community? Excellent! We have you covered for a longer-term PAR project.

Alternative report formats





Atelier de formation sur l'évaluation des politiques publiques

Module 5: Learning, reflection and assessment

- Post-assessment reflection (starfish tool)
- Evaluating the

session

Workshop wrap-up and debriefing

What has happened (in the last five days)?

Why was this important to you?

What will you do now?





What should we do more of? **Que devrions-nous faire de plus ?**

What should we keep doing? **Que devons-nous continuer à faire ?** 



What should we do less of? **Que devrions-nous faire de moins ?**

What should we start doing? **Que devrions-nous commencer à faire ?** 

What should we stop doing? **Que devrions-nous arrêter de faire ?** 



Assessment of training