

Participatory evaluation process: Journeys Project

The overarching evaluation indicators and tools for capturing information is provided in the Annex at the end of this Briefing Paper: Monitoring and evaluation framework. The framework is based on two approaches underpinned by participatory evaluation principles and methods (utilising a mixed assessment and measurement approach in determining results and outcome of the project).

The two approaches covered:

- Process evaluation- which sought to explore what worked well and what did not in relation to the programme, from start to finish (i.e. internal evaluation). This sought to identify areas for improving the implementation of the programme (e.g. project management processes); and
- Impact evaluation – which sought to assess the changes in the well-being of participants/learners that can be attributed to the programme set against the aims, objectives and outcomes of the programme (i.e. external evaluation).

Underpinning the whole approach was built upon participatory evaluation principles; that is, based on the notion of ‘getting people talking’. This meant designing and conducting approaches that engages participants in ‘structured conversations’ built on negotiated rules and conditions. Some of the advantages of this approach include:

- It is dynamic and fluid
- Participants are able to talk and listen to each other while simultaneously constructing the discussion at hand.
- Creative and interactive engagement
- Ensures participants contribute to the process and thereby lend their voices to understanding of impact and outcomes.

Implementation and instruments of engagement and measurement included oral as well as written evaluation methods. Orally the participants were interviewed alongside participating in series of participatory exercises in groups to measure the extent of the learning outcomes. Also, survey questionnaire feedback form was used to help assess the impact of the project on participants, their organisation and much wider afield nationally and internationally as relevant.

The data and information obtained helped to support the analysis at both the process evaluation and the impact evaluation levels of consideration. Team meetings acted as sounding board which enabled us to reflect on the processes and practice associated with the programme implementation. As a result of the first programme in Amsterdam (C1), for example, we were able to make adjustments based on participant feedback with respect to the C2 programme, the Toolkit and the focus for the capturing of information for the digital Map/App. This approach was consistent throughout the project, with reflections taking place

following each study visit built into the programme's evaluation approach as an integral dimension (see examples below).

To assess impact and the meeting of our objectives/outcomes, we collected both quantitative and qualitative information through the approaches indicated in the framework provided as Annex 1. The information and data capture process included:

- Analysis of the online questionnaire responses for each course.
- Analysis of responses of post programme 'WhatsApp feedback and networking channels' for each course.
- Participatory activities and exercises with partners
- Questions and responses during the sessions, especially with respect to small group work, complete with the outputs arising from course tasks/activities (e.g. visualisations and/or written blogs or similar undertaken by partners: website link to Interlock, Ubele and Romania).

Some of the key questions we sought responses included the following:

- *What was the project's impact on the participants, participating organisations, target groups and other relevant stakeholders?*
- *What was the impact of the project at the local, regional, European and/or international levels? Please provide qualitative and quantitative indicators.*
- *How did the project contribute to the achievement of the most relevant priorities as indicated in the description section?*
- *To whom did you disseminate the project results inside and outside your partnership?*
- *What kind of dissemination activities did your partnership carry out and through which channels? Please also provide information on the feedback received.*
- *How have you ensured that the project's results will remain available and be used by others?*
- *How did you see the potential to use this project's approach in other projects on a larger scale and/or in a different field or area?*
- *What are the activities and results that will be maintained after the end of the EU funding, and how will you ensure the resources needed to sustain them?*

Participatory evaluation feedback in action: from principles to practice

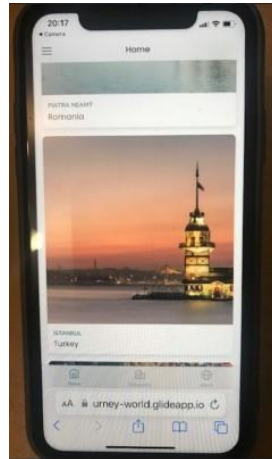
This brief overview paper seeks to capture some of the processes deployed in one place by way of examples and indicative evidence of outcome and impact. Being a static reflection capture, they merely illustrate a process with some high level indicative evidence of learning and reflection; that journey is ongoing and is continuous.

Reflections on the digital Application and Toolkit



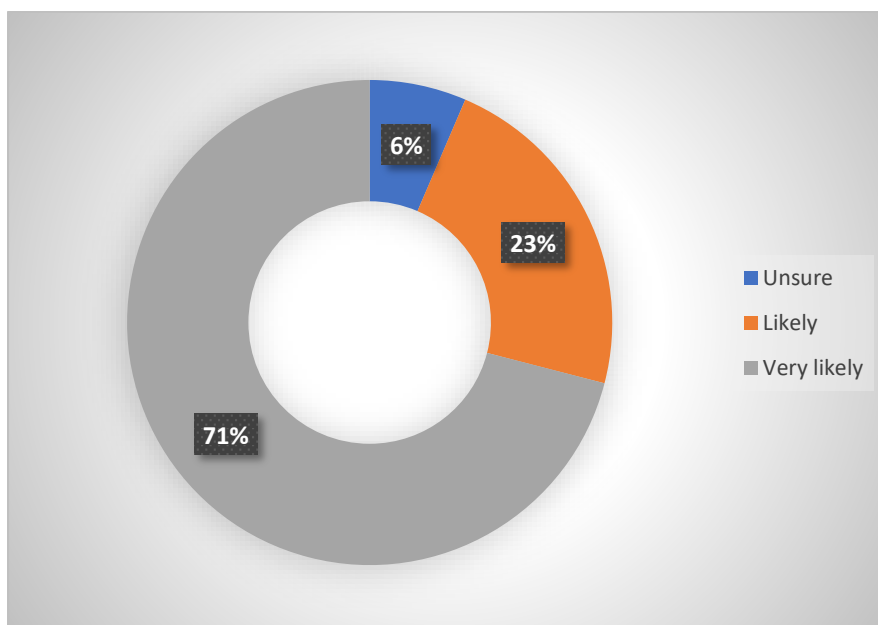
[Journey
\(glideapp.io\)](https://glideapp.io)

Intellectual outputs: Toolkit & Journeys digital App/map



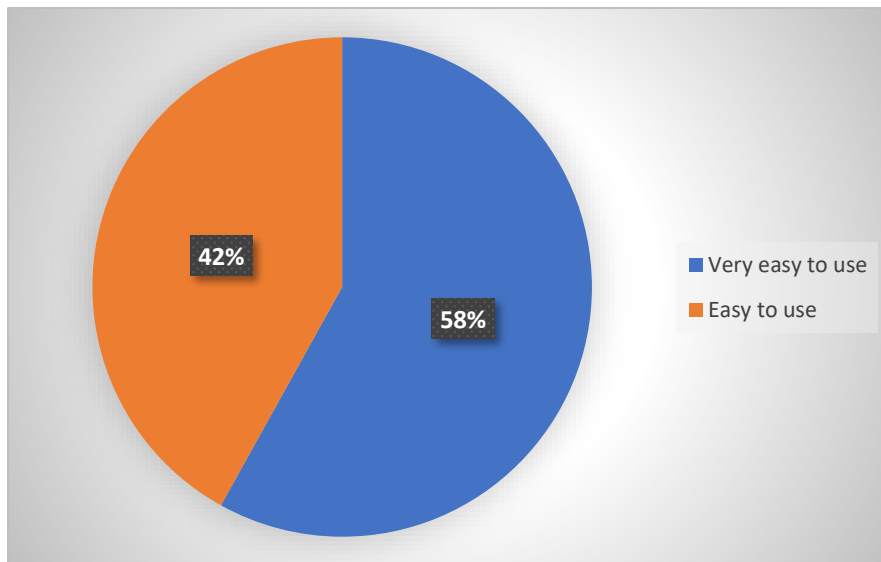
Can you let me know if you found accessing it easy and whether it is something you could see yourself using?

Fig 1: How likely are you to use/share the link to the App?



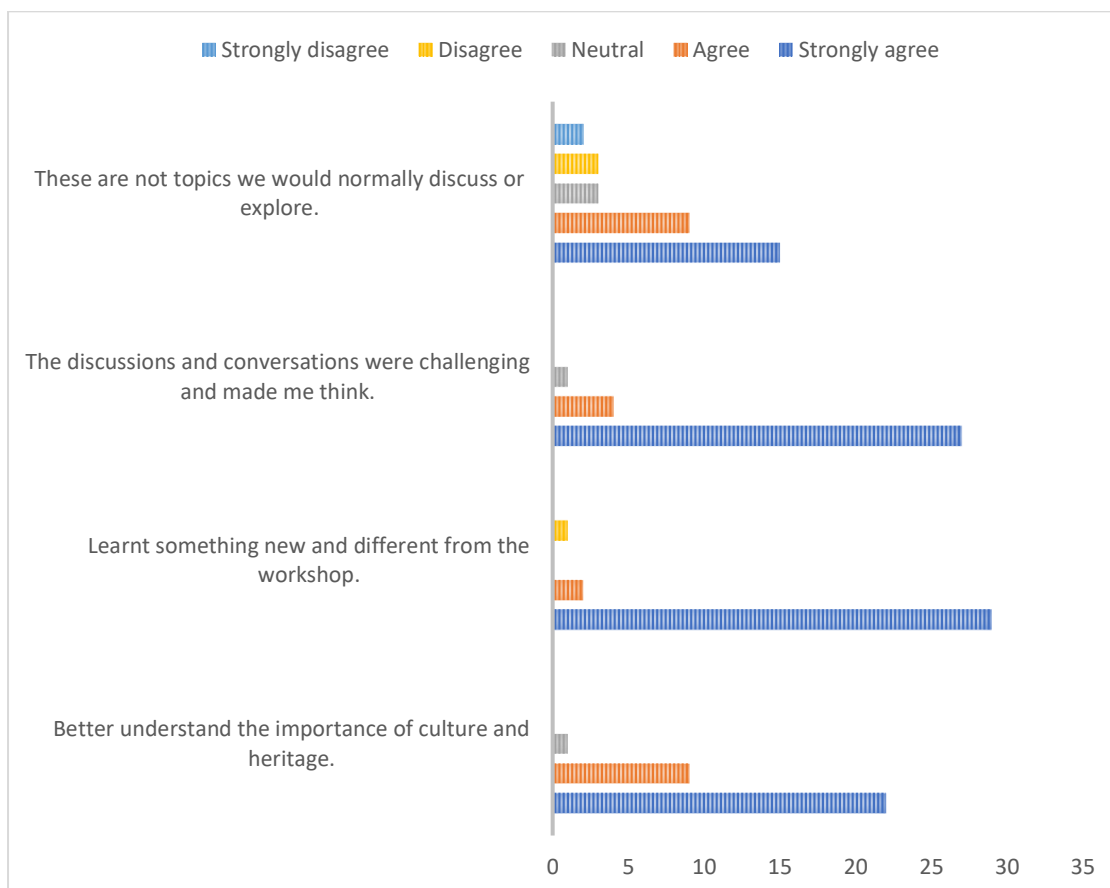
Base n=31

Fig 2: How easy was it to use and access the App?



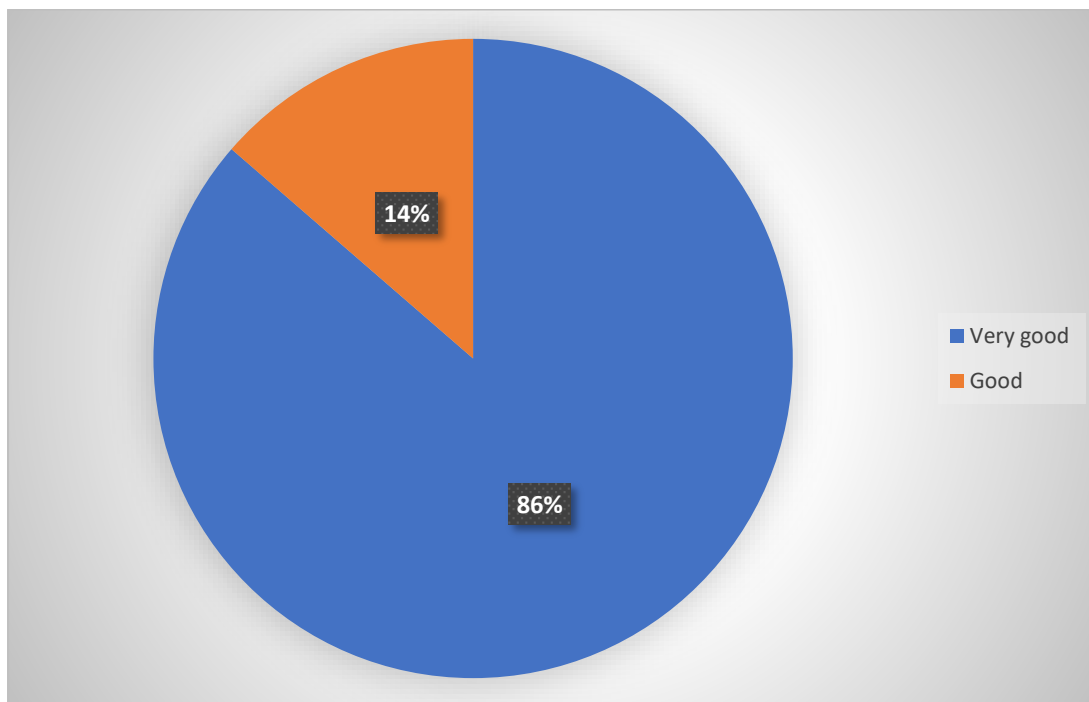
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Fig 3: How participants rated the sessions on culture and heritage of the toolkit



Base n=32

Fig 4: Overall rating (%) of the toolkit modules covered (Modules 1 to 3)



Base n=44

Reflections on the learning and training activities: mobilities C1 to C3



Reflect on the following questions...



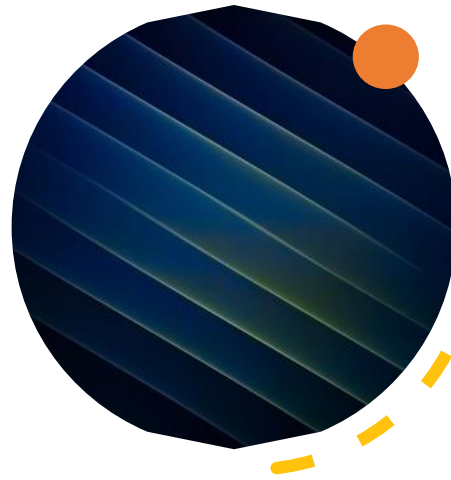
What has been the key learning and take-away points for you this week? **[Green card]**



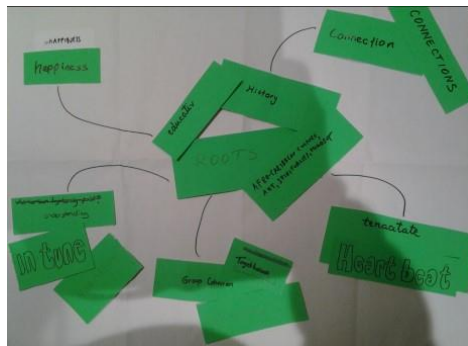
What could we have done better? **[Pink card]**



As a result of the experience, what have you been prompted to do when you return home? **[Yellow card]**



What has been the key learning and take-away points for you this week?

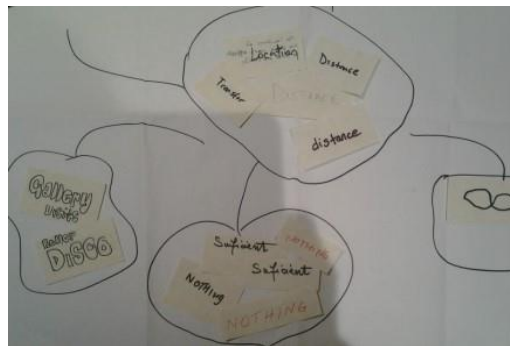


Participatory evaluation approach: activities, exercises and outcome



As a result of the experience, what have you been prompted to do when you return home?

What could we have done better?



Review of the week – snapshot exercise

Using the rating scale of **Very poor to Very good**, how would you respond to the following questions:

1. Overall, how would you rate the Study Visit programme 'experience' (from start to finish)?
2. Overall, how would you rate the design of the programme (i.e. formal and informal blend with in-built flexibility)?
3. Overall, how would you rate the different speakers, presentations and participant involvement?

Overall, how would you rate the Study Visit programme 'experience' (from start to finish)?

Overwhelmingly more people (7 out of 8) who participated in the Transnational Project Meeting (TPM) rated the programme 'very good'.



Overall, how would you rate the design of the programme (i.e. formal and informal blend with in-built flexibility)?



- Overwhelmingly more people (7 out of 8) who participated in the Transnational Project Meeting (TPM) rated the design of the programme 'very good'.

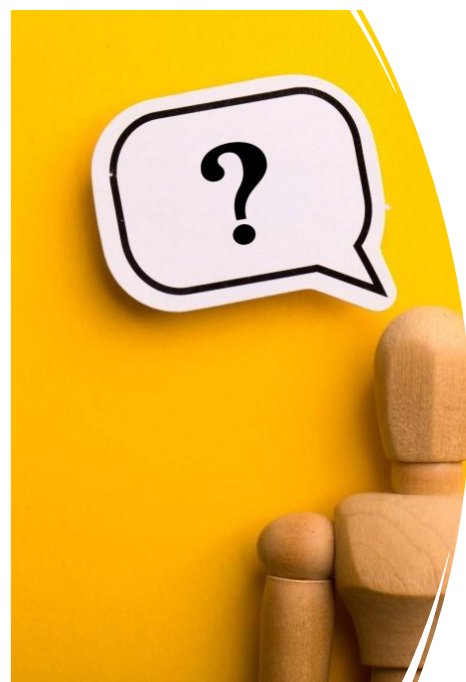
Overall, how would you rate the different speakers, presentations and participant involvement?

- Everyone who participated in the Transnational Project Meeting (TPM) rated the speakers, presentations and participant involvement 'very good'.





The Final Evaluation session: C5



What would you say were the key learning and development outcomes and experiences that you will take away...?

At the level of the individual and the organisation

Group exercise questions...

Impact [Group 1]

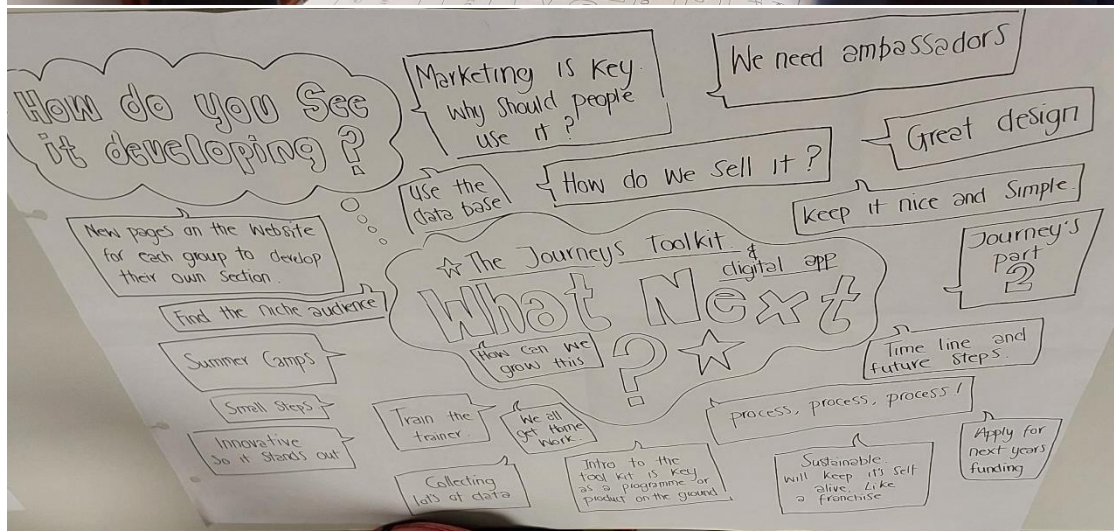
- What were the project's impact on the participants, participating organisations, target groups and other relevant stakeholders?
- What were the impact of the project at the local, regional, European and/or international levels?

Dissemination [Group 2]

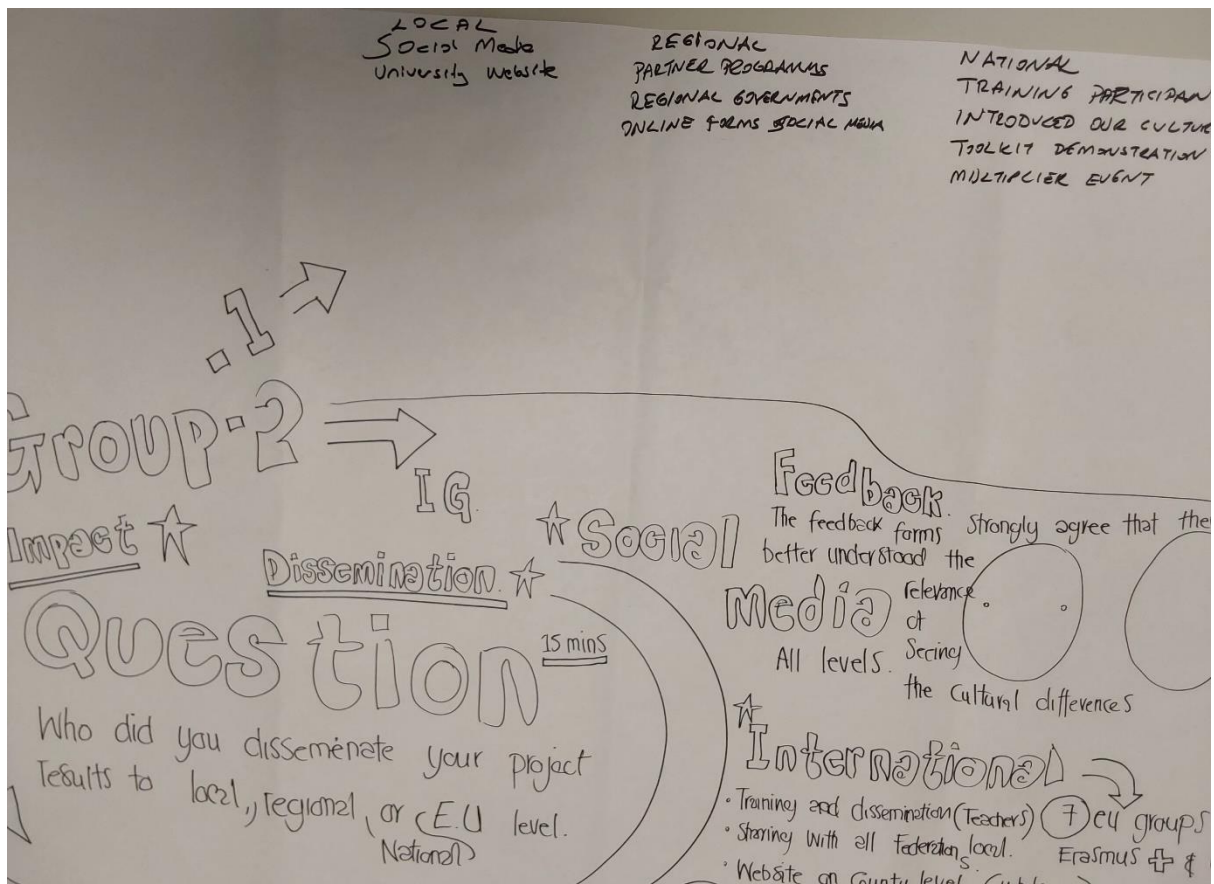
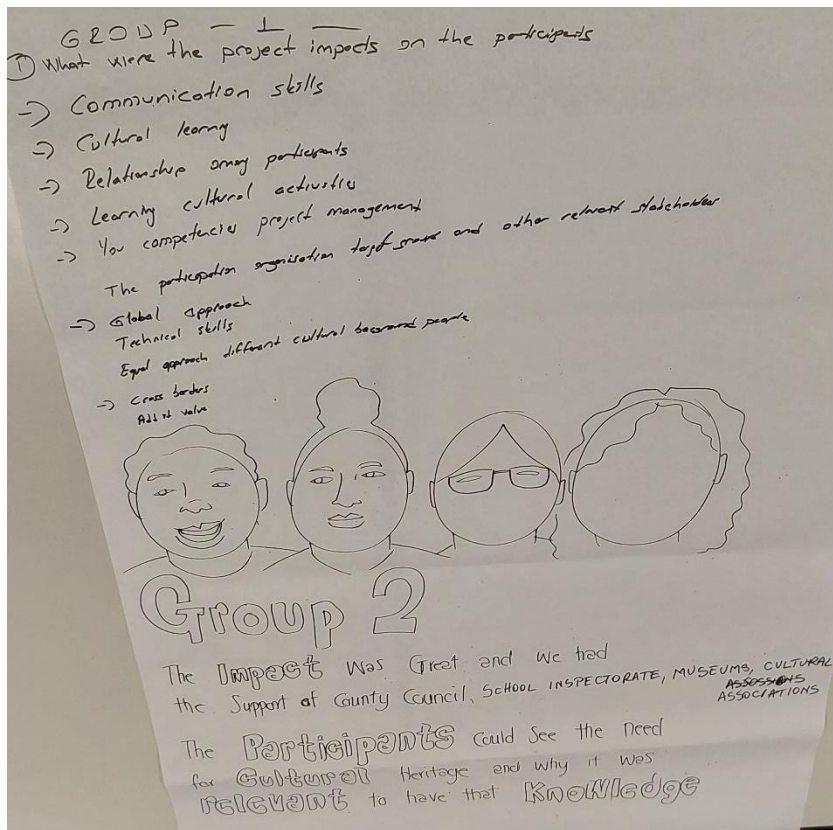
- Who did you disseminate the project results to (e.g. audience (s) at local/regional/national/EU level/international etc)?
- What kind of dissemination activities did your partnership carry out and through which channels? Please also provide information on the feedback received.

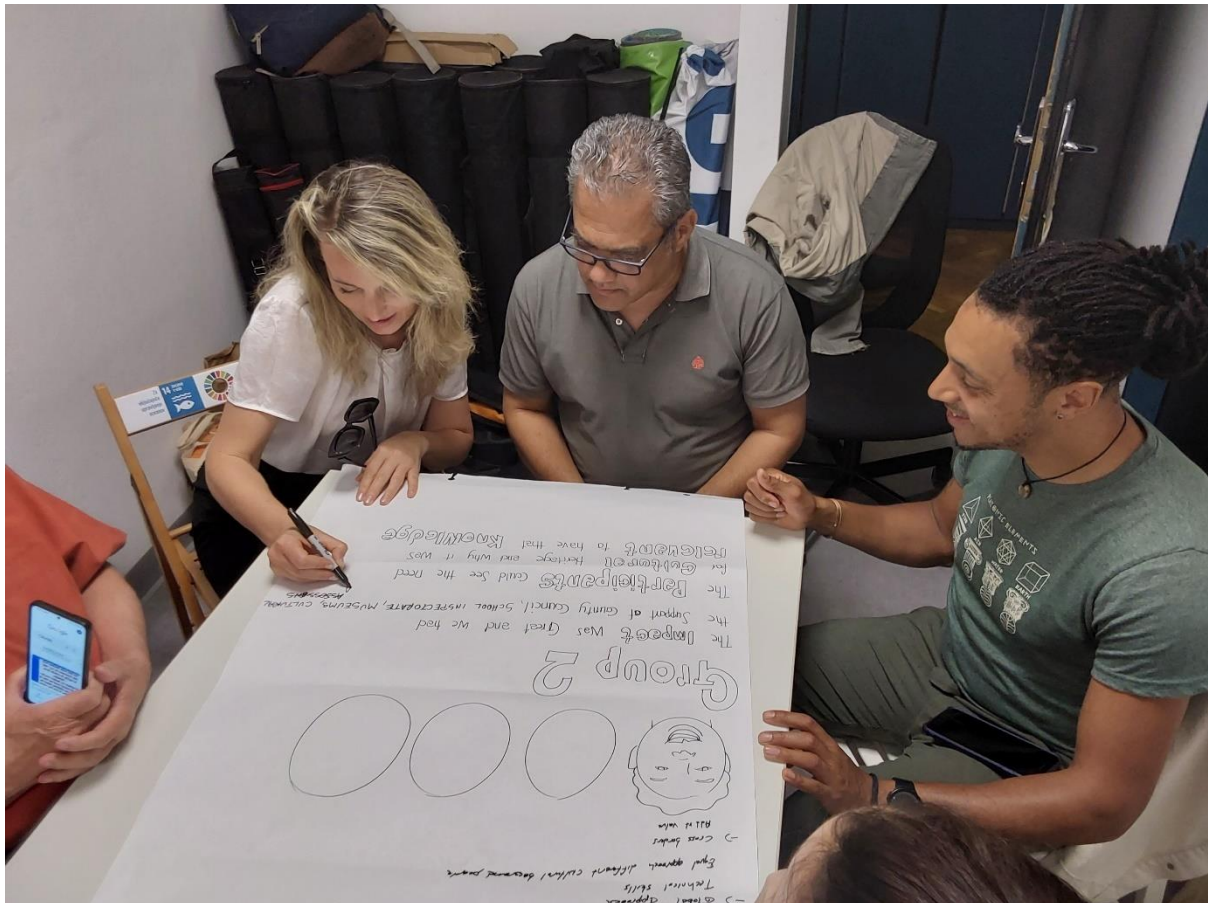






Participatory evaluation approach: activities, exercises and outcome









The awarding and certification recognition presentation



Participatory evaluation approach: activities, exercises and outcome





Karl Murray
29 September 2023

Annex 1: Monitoring and evaluation framework

Programme outcomes	Programme objectives	Output indicators	Measures/verification
<p>Outcome 1: Educators, youth workers and youth leaders participate in new non-formal educational opportunities that broaden their perspectives and develop new skills and attitudes that are applied in practical activities to the benefit of their communities.</p>	<p>To contribute to the creation of a sustainable society by exploring a diversity of cultural heritage spaces, spaces and stories all of which need to be preserved, to be used more widely and to be developed and sustained for the future.</p> <p>To enable educators, young workers and youth leaders to understand and take some responsibility for sharing knowledge on cultural heritage.</p> <p>To support the development of an inclusive society with cultural heritage as a shared source of knowledge, education, and experiences;</p> <p>To develop the capacity of educators, youth workers and youth leaders through their engagement in innovative non-</p>	<p><i>4 learning/travel visits (Netherlands: April 2021; Romania: August 2021; UK: November 2021; Turkey: April 2022; Slovenia, May 2022)</i></p> <p><i>8 participants per visit x 5 days (n=160 days)</i></p> <p><i>Numbers attending/involved in training events, workshops and learning visits who are Educators, youth workers and youth leaders</i></p> <p><i>Responses to online feedback and post programme questionnaire.</i></p> <p><i>Increased confidence of participants reported</i></p>	<p>Session feedback forms from workshops etc</p> <p>Post programme online feedback survey</p> <p>Attendance sheets for each mobility</p> <p>Attendance recordings from local delivery/training sessions</p> <p>Participant feedback from the local dissemination/training events (hard and online approaches as appropriate)</p>

Participatory evaluation approach: activities, exercises and outcome

	formal learning opportunities (e.g dialogue processes, audio visual digital aids, and development of other online resources).		
Outcome 2: Educators, youth workers and youth leaders gain new knowledge and skills about the importance of the ancient cultural heritage preservation and promotion including their interconnectedness in implementing SDGs and EFACH Goals.	<p>To develop a digital map highlighting spaces, places and stories of cultural importance in the 5 cities</p> <p>To develop a mobile application with the information from the digital map as an interactive resource</p> <p>To develop, produce and test a toolkit that will be circulated to a wide European and global audience</p>	<p><i>An interactive digital map and mobile application developed that captures and showcases the cultural heritage of participating partners (e.g. African-Caribbean (Netherlands), Roma (Romania), Javo-Indonesian cultural heritage (e.g. Slovenia/Netherlands)</i></p> <p><i>Traffic to the mobile app and digital map (number of hits/views as approp).</i></p> <p>Toolkit produced linked to an understanding and appreciation of cultural heritage sites, spaces and stories.</p>	<p>Online google analytics or similar</p> <p>Number of views/downloads of the Toolkit from the website.</p>
Outcome 3: The project learning is documented in Intellectual Outputs - toolkit; digital map; mobile application	<p>To conduct a series of local dissemination events including a final multiplier event in Turkey.</p> <p>To carry out a robust Evaluation process of the programme and</p>	<p><i>150 attending the Multiplier Event in Turkey, 2022.</i></p> <p><i>Numbers of other staff/stakeholders within and associated with the partner organizations that benefit from the sharing of information and skills</i></p>	<p>The evaluation process include oral as well as written evaluation methods:</p> <p>Group exercise/feedback sessions at end of each mobility.</p> <p>Online response at the multiplier event</p>

Participatory evaluation approach: activities, exercises and outcome

	report on the impact on organisations	<i>relating to the project methodology (formal or non-formal learning environments).</i> <i>The final 'Multiplier Event' in Turkey to have a focus on both dissemination and evaluation</i>	Post participatory evaluation session in Slovenia (C5)
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Karl Murray

15th March 2021

May 2022 (updated)