



FOR YOUTH BY YOUTH

PARTICIPATORY EVALUATION OF
GENDER NORMS INTERVENTIONS

GIVING POWER AND VOICE
TO MINORS WITHIN
EVALUATION: LONGER-
TERM STRATEGIES WITH
ADOLESCENT EVALUATORS

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GROWING UP GREAT!



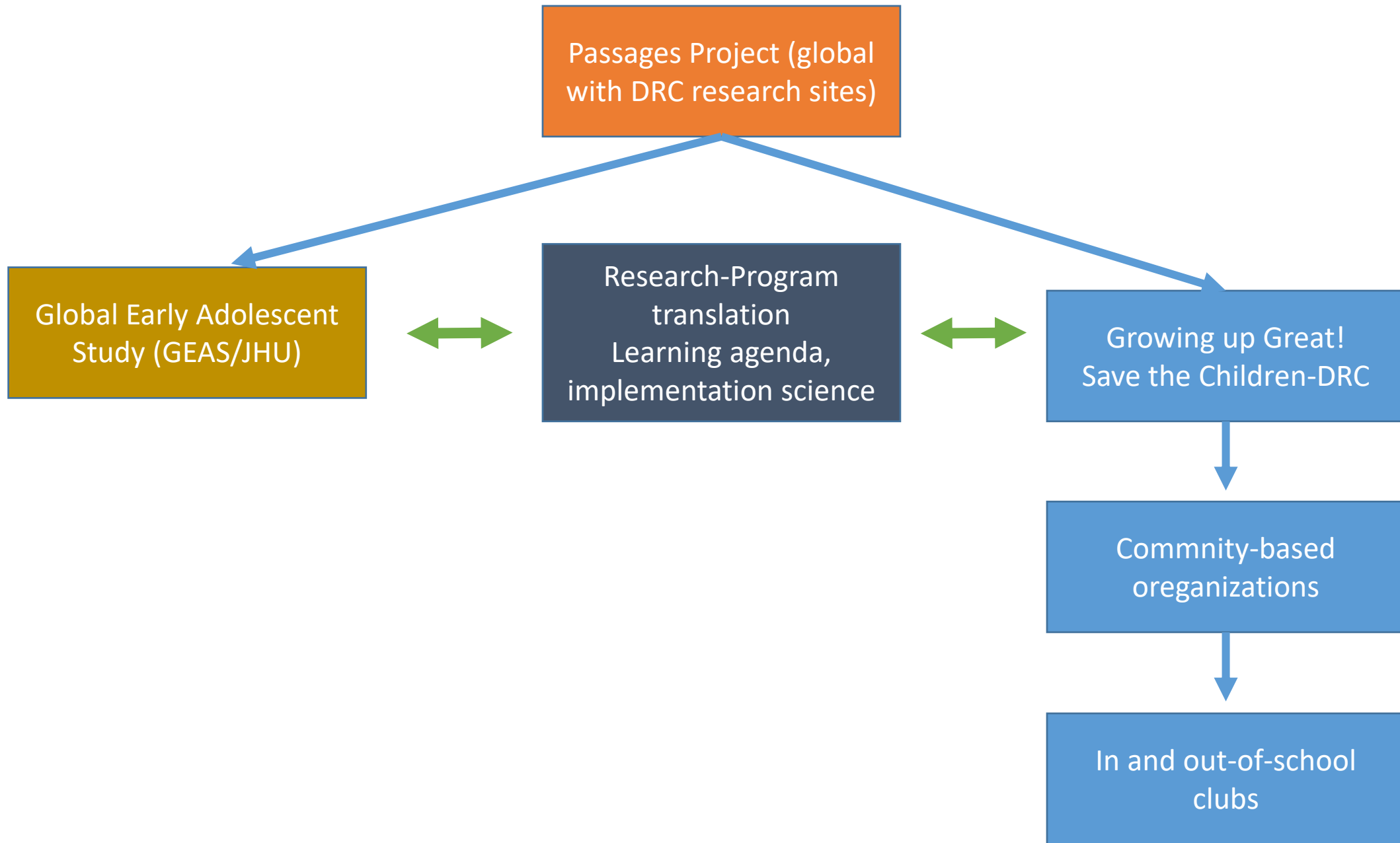
- Passages Project 2015-2020 (USAID)
- Save the Children, Rajacoped, El Dorado
- Very young adolescents 10-14 years
- Aiming to
 - Improve knowledge, attitudes, practices, self-efficacy of VYAs regarding puberty, debut of sexuality, and formation of more equitable gender roles
 - AND - Create a normative environment that valorises support to VYAs in their journey through puberty.

GROWING UP GREAT! MULTI-LEVEL INTERVENTION PACKAGE

	LEVEL	ACTIVITIES
	Individual	Group learning sessions (education session) with in-school VYA clubs and out of school VYA groups (CBO partners)
	Family	Discussion groups around model intergenerational behaviors (Video-witnessing by parents)
	School Health system	Teacher orientations on using GUG! in classroom during family life education sessions Exchange visits between providers and VYAs
	Community	Community debates on adolescent sexual and reproductive health and behaviors that create supportive environments

*adapted from GREAT

+ included in Grow Up Smart





**What would be the contribution of
ADOLESCENT PARTICIPATORY EVALUATION?**

RESEARCH QUESTION — EVALUATION OF GUG!

Does the GUG! approach change how club members, their parents, and the community see VYAs, puberty, VYA empowerment, and the gender roles that girls and boys assume?



**YOUTH
MOBILIZATION**



**POSITIVE
YOUTH DEVELOPMENT**

**UNDERSTANDING PARTICIPATORY
YOUTH EVALUATION**



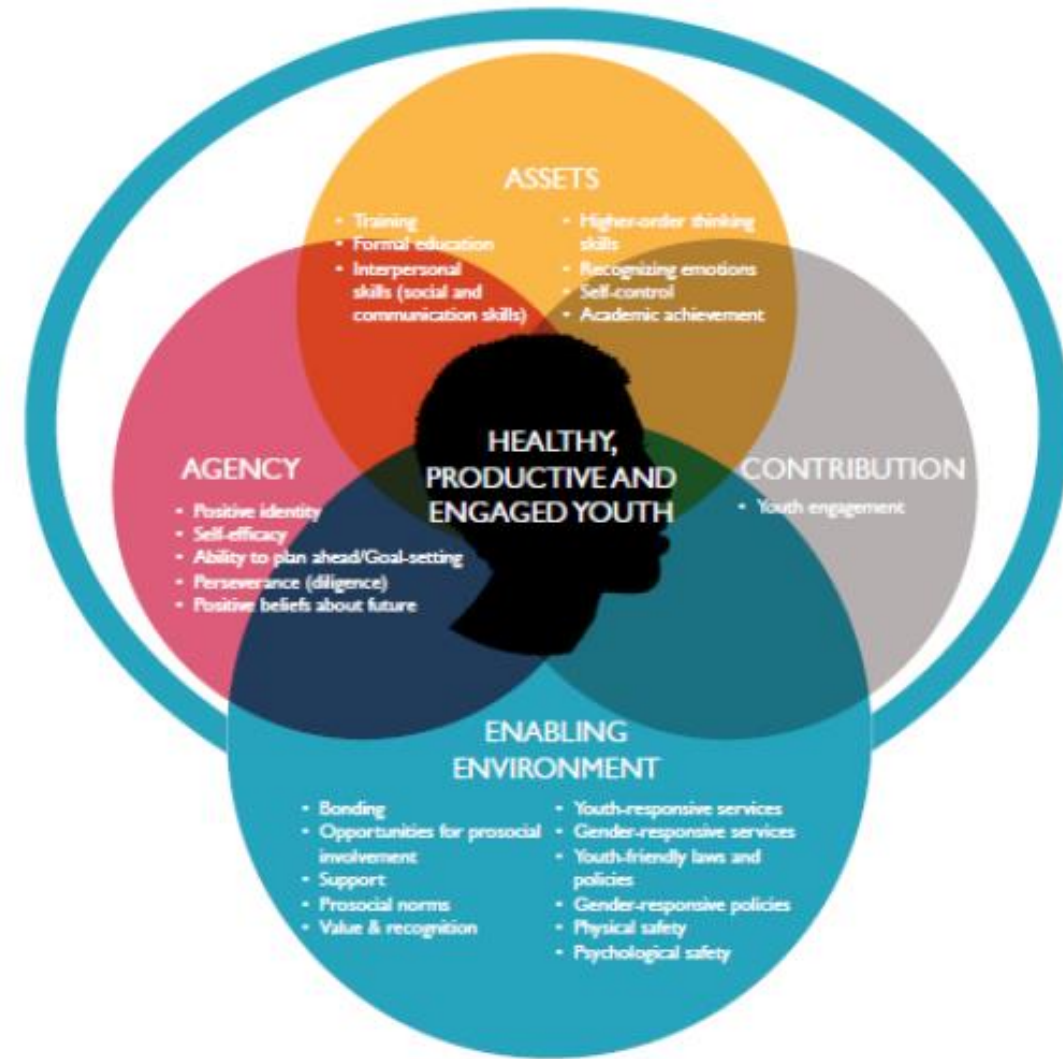
**PARTICIPATORY
EVALUATION**



**CAPACITIES OF YOUTH TO
ENGAGE AND TO BE ENGAGED**

POSITIVE YOUTH DEVELOPMENT

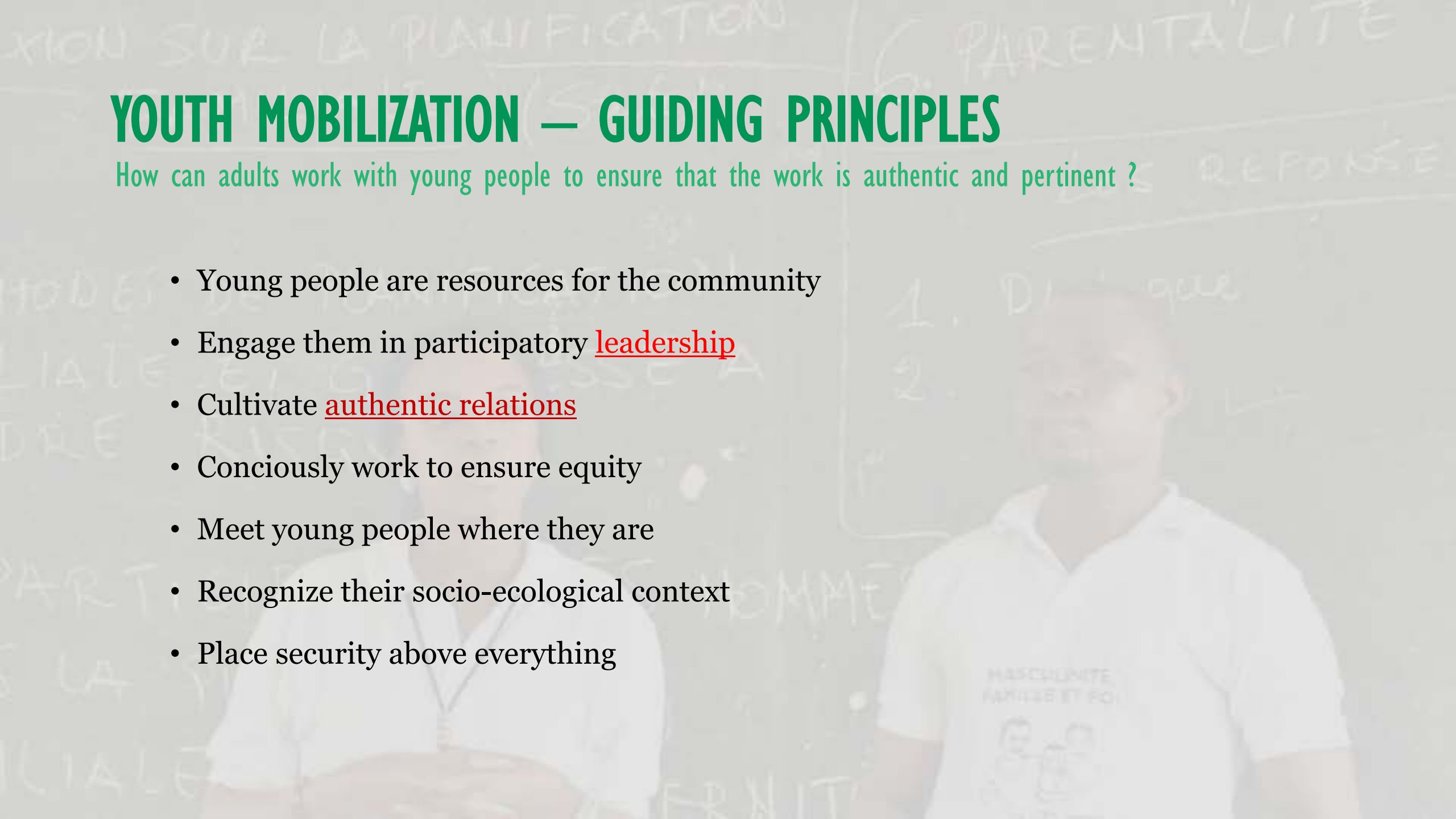
- A program approach that reflects the strengths of young people and contexts in which they are mobilized in relation to their neighborhoods, schools, and social organizations, and peer groups and families.
- Focused on resilience and development of protective factors in young people's environment that allow them to address and mitigate adversity they may face.



YOUTH MOBILIZATION — GUIDING PRINCIPLES

How can adults work with young people to ensure that the work is authentic and pertinent ?

- Young people are resources for the community
- Engage them in participatory leadership
- Cultivate authentic relations
- Consciously work to ensure equity
- Meet young people where they are
- Recognize their socio-ecological context
- Place security above everything





WHY YOUTH PARTICIPATORY EVALUATION?

- Amplifying youth voice to ensure that children as beneficiaries receive appropriate services and information
 - Principle that youth are not only beneficiaries, but can and should play other program roles
 - Positive Youth Development
- Partnerships between adults and young people

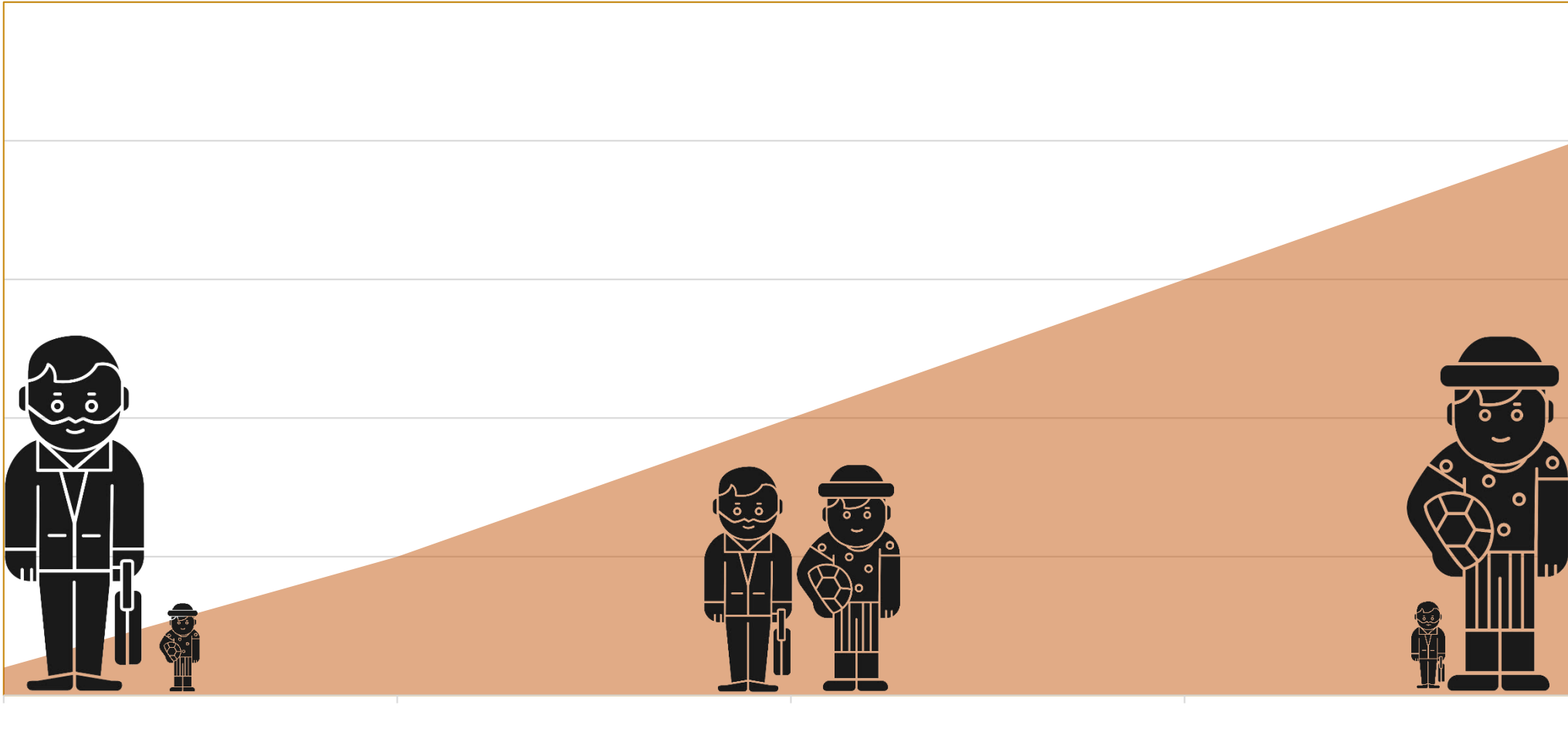
IMPLICATIONS FOR EVALUATION

- Quality control
- Time to create and support YPE
- Acceptability to those in power

YOUNG PEOPLE PARTICIPATING IN PROGRAM EVALUATION

- Understand the efforts of adults to involve youth in program evaluation whether public, private, not-for-profit
- Ask that young people organize their own evaluation and research projects
- Insist that young people and adults collaborate across generations

(Checkoway 2003)



PARTICIPATORY EVALUATION

Who should participate?

What level of control of the process?

What level of participation by the program 'participants'?

We had the luxury of many months to decide

What, When, How.

And then to Engage younger adolescent-evaluators

- What level of control of the process?
- What level of participation for 12-14 year olds? What is their capacity to engage and be engaged?
- Which participatory methods are or can be adapted to be adolescent-friendly?

Should we do it?

- Discussing rationale and possible evaluation activities
- Assured budget line.

Can we do it?

- ‘Testing the waters’ orientation workshop
- Defining evaluation questions
- Observing potential issues

Sep-Dec 2017
Why do it?

Mar 2018
Can we do it?

Mar-Apr
How to do it?

Aug-Sep 2018
Just do it!


How to do it?

- Method selection: Small trials to determine methods adaptation.
- Draft plan and tools.
- Determine logistics.

Just do it!

- Parental consent
- Training, tools revision
- Data collection
- Analysis
- Early dissemination

ORGANIZE | DECIDE THE QUESTION | COLLECT INFORMATION | MAKE SENSE | SHARE WITH OTHERS | TAKE ACTION



ADOLESCENT PARTICIPATORY EVALUATION
contributes to better understanding of GUG!
by exploring the ‘black box’ to understand
how GUG! activities lead to
expected outcomes

RESEARCH QUESTION — EVALUATION OF GUG!

Does the GUG! approach change how club members, their parents, and the community see VYAs, puberty, VYA empowerment, and the gender roles that girls and boys assume?

Can we do it?



For adult program staff

- Convincing the adults in the room of adolescent capacity to engage
- Developing awareness and practices to more equitably share power with adolescents

For VYA-evaluators

- Developing core evaluation understanding
- Developing confidence and skills in using their voice and power

For adult evaluators

- Ensuring child-friendly methods:
Most Significant Change, Observation,
Key Informant Interviews
- Worries about adult-child power imbalances during data collection
- Ensuring technical support *and* protection over multi day, multi site field work

ORIENTATION WORKSHOP

May 2018



ORIENTATION WORKSHOP MAY 2018

Core evaluation concepts and 'permissions'

QUI PEUT ÊTRE UN EVALUATEUR ?



LES BONS DEMANDEURS

- ✓ N'ont pas peur de poser des questions!
- ✓ Ne portent pas de...
- ✓ Écoutent avec...
- ✓ Acceptent ce qu'on leur dit sans de surprise ou...





**EXERCICE DE PETIT GROUPE
À QUELS RESULTATS NOUS ATTENDONS-NOUS?**

AVANT

BG !

APRÈS
LA FIN
DE BG !

Practice interviewing adults



Power and normative expectations of adults vis-à-vis VYAs collecting information





ORIENTATION WORKSHOP

May 2018 - ADOLESCENT-DEFINED QUESTIONS THAT GUIDED THE EVALUATION

1. How does the participation of VYAs in GUG! lead to their development as young people?
2. Since GUG! began, have there been changes in the way VYAs communicate with their peers, their family, and their teachers about puberty and body literacy? What are the most significant changes related by participants?
3. How have parents changed as a result of their participation in GUG!?

How to do it? (Preparation)

- Small trials to determine which methods needed adaptation for use by VYA-evaluators (and respondents):
 - Most Significant Change
 - Observations
 - Guided interviews
- Managing note-taking
- Mentor-evaluators (older youth)



MOST SIGNIFICANT CHANGE

- Involves generating and analyzing **stories** or personal accounts of change; and deciding which of these accounts is the most significant – and why.
- Learning about the similarities and differences in what participants - **VYAs, parents, teachers, and health providers** - value about GUG! and how participation affected them
- Open-ended, community-defined indicators of impact

Most Significant Change Method

- Could **VYA-evaluators** collect stories well?
- Could they develop written stories based on oral data collection?
- Could **VYA-respondents** offer stories verbally, or should visual participatory methods - draw and tell - be used instead?



Just do it! (Evaluation implementation)

- Parental consent and adolescent protection during data collection
- Training, pre-testing, tools revision
- Scenario-planning to prepare for data collection challenges
- Data collection
- Analysis workshop
- Early dissemination



PARTICIPATORY EVALUATION OF GUG!

AUG-SEP 2018 - THE PROCESS AND METHODS

EVALUATION TEAM

- ✓ Young adolescents from GUG! clubs (6)
- ✓ Youth researcher-mentors-La Pépinière (6)
- ✓ Evaluation team lead from KSPH (1)

SUPPORTERS

- ✓ Conceptualization, training and distance support from IRH/Passages Project (2)
- ✓ Logistics support from CBO partners (2)



Some Process Learnings



Magnitude of study was feasible

- Stories of most significant change (30)
- Interviews (24) on parent-child communication changes due to GUG!
- School-based observations (12) to assess gender relationships between adolescent peers outside of clubs.

Methods worked well with good quality data

- Critical for pretesting and simplifying tools
- Observation most challenging

Shared analysis approach

- VYA-led at primary level
- With Team lead-Researcher doing additional analyses

IMPORTANT ROLE OF MENTORS

- SUPPORTING DEVELOPMENT OF VYA INTERVIEWING SKILLS,
- COMPLETING FIELD NOTES POST INTERVIEW
- ENSURING ADOLESCENT PROTECTION

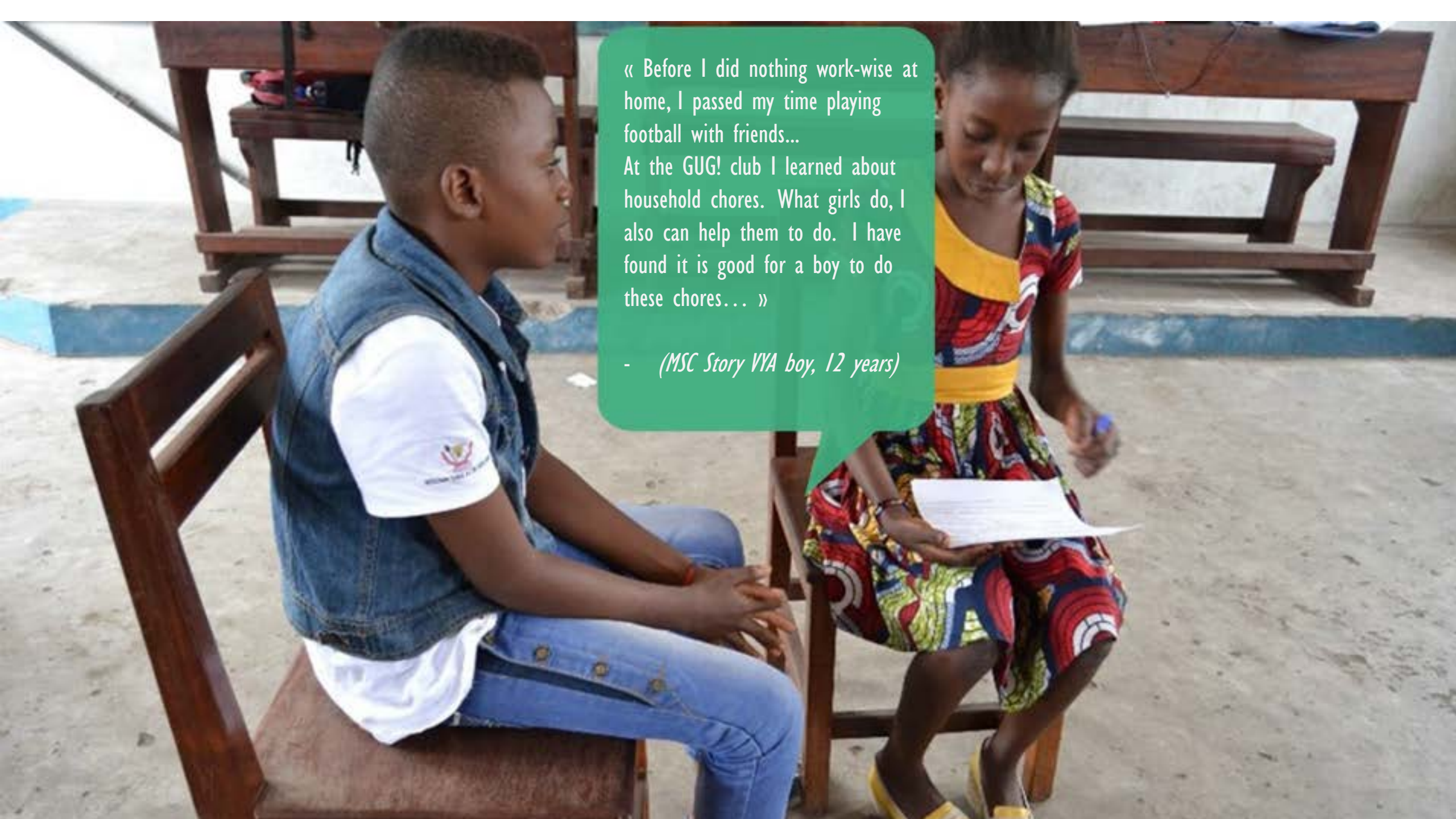


Next steps and questions

- Should we do a second round of data collection in one year – focusing on whether additional changes are seen in norms-shifting effects?
- How to position the study vis-à-vis the larger quantitative study to ensure its contribution?
 - Participatory study with VYA-evaluators
 - Adult-adolescent power dynamics ('token evaluator' syndrome)
 - Need to reinforce the credibility of findings in larger study context
- Related: Are there new avenues to continuing to give voice to adolescents with critical stakeholders? What is possible within the current project space?



**WHAT DID WE LEARN FROM THE PARTICIPATORY
ADOLESCENT-ADULT EVALUATION OF GUG!**



« Before I did nothing work-wise at home, I passed my time playing football with friends...
At the GUG! club I learned about household chores. What girls do, I also can help them to do. I have found it is good for a boy to do these chores... »

- *(MSC Story VYA boy, 12 years)*

- « I never knew how to raise and educate my children well. My son did nothing (at home) and left the house when he wanted...
- During GUG! discussions, I learned that all children are equal and all should contribute to the household chores. Now my boy when he wakes up in the morning goes to fetch water and he helps his sister with the dishes...»

(MSC Story - Father of a VYA)



MOST SIGNIFICANT CHANGE STORIES — MORE AND BETTER PARENT-CHILD DIALOG

Yes, I ask questions to my parents – can I have a boyfriend, they told me ‘no’

(VYA girl, age 14)



- All VYAs said that they speak more with parents about puberty issues, and vice versa.
- Almost none of the VYAs have talked with parents about romantic relationships and feelings — saying they do not yet have a romantic relationship
- Some parents did talk about romantic relationships of consequences to avoid.

Now, I don't yell at them anymore. When there is a problem, we sit and reason it out together. I understand my children better now. And I no longer yell at them

(Mother of a VYA)

FROM INTERVIEWS — COMMUNICATING WITH OTHER PARENTS (DIFFUSION OF NEW IDEAS AND BEHAVIORS)

Yes, sometimes I do talk with other parents to share ideas on how to educate my children

(Father of a VYA)

Yes, I talk with the bread sellers and in our discussions I tell them you need to know how to speak differently with children when they move into puberty, because some of them are a bit complicated at that moment

(Father of a VYA)

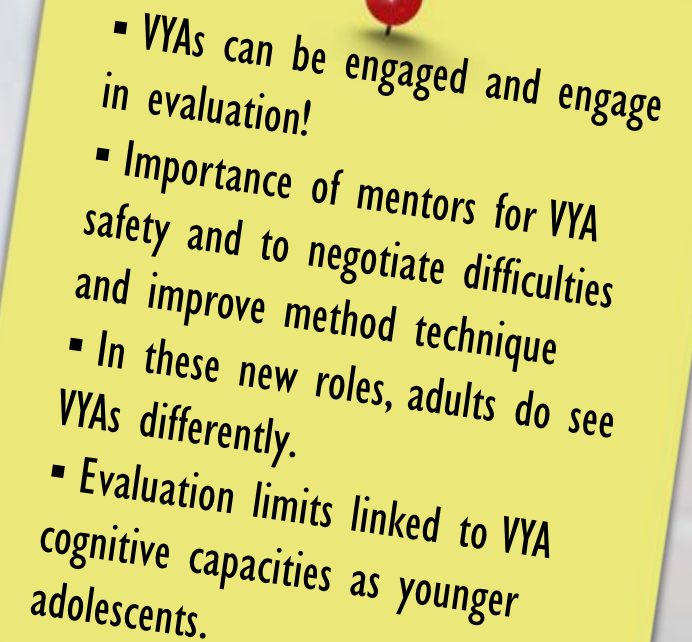
- Half of the interviewed parents speak with other parents, family and close friends outside of GUG! sessions.
- Conversations range from signs of puberty, calculating menstrual cycles, to other things learned by VYAs in GUG!
- Parents encourage others to send their children to GUG! clubs.

Definitely I have changed, because we learn new things in watching the video and I apply these ideas in my family...I share the news with other parents to inform them of things they did not know, of which I did not know.

(Father of a VYA)

CONCLUSIONS

- After one year of implementation, all groups engaged by GUG! noted changes in:
 - Awareness in issues relating to puberty and body literacy
 - Attitudes towards VYAs (and vice versa)
 - Increased and more respectful inter-generational communication
 - Greater awareness of gender roles (VYAs and parents)
 - Sharing new ideas beyond GUG! spaces (diffusion leading to an enabling environment)
- VYA conclusions of merit and worth
 - These are important changes – not just for us but for adults in our lives!
 - These changes were attributed to GUG!
 - Notably, GUG's dialogical approach seemed to influence these results

- 
- VYAs can be engaged and engage in evaluation!
 - Importance of mentors for VYA safety and to negotiate difficulties and improve method technique
 - In these new roles, adults do see VYAs differently.
 - Evaluation limits linked to VYA cognitive capacities as younger adolescents.



FOR YOUTH
BY YOUTH

THANK YOU!

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