HOW DO YOU KNOW SUCCESS?

GUIDELINES AND TOOLS FOR EVALUATING YOUTH PROGRAMS

Youth Interactive Session
International FP Conference
Dakar, Senegal
November 2011
By the end of the session, the participants will:

- Understand **why** we evaluate programs and activities;
- Be able to cite some key evaluation principles, including youth participation in evaluation;
- Understand **how** to conduct evaluations
  - Review processes and techniques for conducting participatory, youth-led evaluations of projects and activities;
- Develop draft plans to evaluate their own projects or activities that are addressing adolescent sexual and reproductive health.

*Adapted from and inspired by:* Participatory Evaluation with Young People, Barry Checkoway and Katie Richards-Shuster, www.youthandcommunity.org
HOW DO YOU PICTURE EVALUATION?
PARTICIPATORY EVALUATION

A process in which people join together and develop knowledge for action and change.

It involves people in program evaluation, community assessment, policy analysis, and other studies.

Participatory evaluation can be a *formal* process that requires substantial resources, or can be an *informal* one that addresses a few fundamental questions:

- What are you trying to accomplish?
- How well are you doing it?
- How could you improve?
WHAT ARE THE STEPS?

Getting organized
- Create an Eval team. Who takes the lead? Who contacts a few others?
- Set goals and develop an evaluation plan. How will you organize? Who will do what? By when?

Asking questions
- How questions are formulated is essential to evaluation.
- What do you want to know? What questions will you ask? Which ones best suit your situation?

Gathering information
- Many methods, such as observation, interviews, focus groups, surveys, and debriefing. Which ones best fit your situation?
WHAT ARE THE STEPS? (CONTINUED)

**Making sense / Analysis**
- This is a systematic step to make info easier to use, analyze it patterns and themes, and interpret the meaning...
- By drawing conclusions, and making recommendations for action.

**Sharing with others**
- In this step, evaluators, share the info with others, by identifying the stakeholders, preparing reports, making presentations, and getting the word out.

**Taking action**
- Participatory evaluation is ‘learning for action,’ so what action will you take? What will you do with what you learn from evaluation?
ASKING QUESTIONS

1. What do you want to know?
2. What questions will you ask?
3. What are some sources of information?

When the questions you ask - and the information you seek produces the knowledge you want – this is evaluation!
## What Do You Want to Know?

<table>
<thead>
<tr>
<th>Activities</th>
<th>Outcomes</th>
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<tbody>
<tr>
<td>➤ What people actually do to accomplish their purposes.</td>
<td>➤ Effects or impacts that result from project activities.</td>
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<tr>
<td>➤ Often documented by number, frequency, or duration</td>
<td>➤ Can include effects at individual, organizational, and community levels</td>
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<tr>
<td>• 6 youth participants attended a 3-day workshop</td>
<td>• As a result of the training program, young people increased their community organization skills and capacities.</td>
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<tr>
<td>• Members form a youth-adult committee, held 4 meetings to review bylaws, and brought the proposal to the board of directors</td>
<td>• As a result of the project, the organization increased involvement of young people in decision-making.</td>
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<tr>
<td>• The youth-adult group spoke at a public hearing and convinced 10 council members to allocate USD2,000 for a new youth program</td>
<td>• As a result of the youth leadership program, the community has increased its support for young people.</td>
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WHAT ARE SOME SOURCES OF INFORMATION?

Resources available
- How much time do you have to gather info?
- Which skills are available? Which are needed?

Multiple sources
- Will relying on one source bias your outcomes?
- Which combination of resources will provide enough information?

Quantitative and/or qualitative?
- Will it make a difference if you have numbers and statistics?
- Will informal interviews or case studies be enough?

Ensure diverse voices are heard. Think about engaging other youth and adults.
### Drafting Your Evaluation Plan – Groups Have 15 Minutes to Complete Grid, Before We Share Ideas in Plenary

<table>
<thead>
<tr>
<th>What Would Make This Project Successful? (goals and objectives)</th>
<th>How Could We Measure This Success? (indicators of success)</th>
<th>When Will We Collect This Information? (at end only, or throughout)</th>
<th>How Will We Collect This Information? (methods and information sources)</th>
</tr>
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</table>
| As a result of the peer educator training program, young people will have increased their community organization skills and capacities. | Expected outcomes  
Activities completed | | Methods:  
Group discussions with youth.  
Interviews with adult stakeholders in the community.  
Synthesis of training program activities |
SOME POINTS TO REMEMBER...

• Evaluation in fun and for us!
• It helps us do our work better.
• It helps show others the important work youth are doing in our communities.
• And...

Susan Igras, Marie Mukabatsinda, Melissa Adams,
Youtheval.irh@gmail.com