

Romomatter!

– EVALUATION FRAMEWORK –

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CONTENT

GOAL 3

ROMOMATTER EVALUATION APPROACH 3

ROMOMATTER EE RATIONALE..... 4

ROLES OF THE PROFESSIONAL EVALUATOR 4

BUILDING EVALUATION CAPACITY 5

ROMOMATTER EE COMPONENTS 5

ROMOMATTER WP’S DELIVERABLES FOR THE QAIC TO ADDRESS..... 8



GOAL

The goal of the ROMOMATTER evaluation system is to guarantee that the community agents evaluate the implementation of the designed plan for themselves and achieve the expected outcomes. Therefore, those responsible for carrying out all evaluation activities are all participants of ROMOMATTER. This includes research and community partners, coalition members, facilitators and Roma girls. Additionally, ROMOMATTER evaluation system counts with the support of experts in evaluation techniques and strategies (i.e., ONECO, QAAC, TSA) whose role in the project is to ensure that the agents involved have enough sensitivity, skills, resources, feedback and sufficient advice to carry out their responsibilities. In short, ROMOMATTER uses evaluation as an instrument to promote autonomy in the hands of the communities because it is based on the following principles: (a) community agents have sufficient talent to evaluate the processes and results of the social innovation they are carrying out themselves; and (b) this activity empowers them to design, implement and assess transformative social innovations coherent with their needs and aspirations. In addition, ROMOMATTER guarantees accountability and quality improvement in the related initiatives.

ROMOMATTER EVALUATION APPROACH

ROMOMATTER has opted to use Empowerment Evaluation (EE) as the methodological approach to achieve this goal. The EE framework was proposed by Fetterman, who defines it as "the use of evaluation concepts, techniques, and findings to foster improvement and self-determination among communities." In fact, any empowerment process is a permanent self-evaluation process that allows individuals to become self-critical with their actions and decisions. Without self-evaluation people become weaker and the fulfilment of their goals is shattered; therefore, self-evaluation implies to evaluate the impact that our actions and activities have on others and in society.

EE is designed to help people help themselves and improve their social initiatives. Program participants—including users/clients, in our case families and girls—conduct their own evaluations. The aim is to try to understand what is going on in a situation from the participant's own perspective as accurately and honestly as possible; and then, proceed to improve it with meaningful goals, strategies and credible documentation. As in traditional evaluation, EE findings are based on data, including harsh criticism of program performance as well as information about program strengths. An important difference, however, is that with the assistance and guidance of professional evaluators, the **stakeholders establish their own goals, processes, outcomes, and then they proceed to assess themselves in terms of those goals, strategies, and evidences.**



ROMOMATTER EE RATIONALE

The EE logic implies: first, to **redefine the mission** of the actions because it is an on-going process, which might need to be adapted during the life of the initiative to the new circumstances and needs. Second, **taking stock** of the contribution of the implemented (or being implemented) actions to accomplish the goals, and the capacity of these actions to fulfil the new redefining missions: Finally, **planning for the future** to implement former and/or new actions to reach the goal.

In addition, EE is a self-evaluation methodology that needs to include **external indicators** or **control mechanisms** to guarantee that correct decisions are being made. As a practical example, we can see this in the same way people usually take control of their life and act during their day-to-day activities. People need social references and feedback from significant others (external mechanisms) in order to validate decisions. Therefore, self-evaluation and external evaluation should not be seen as incompatible processes; on the contrary, these two should be complementary to each other because self-evaluation should not be confused with self-flattering.

Although there are other evaluation frameworks with similar focus, EE is the conceptual framework chosen in the ROMOMATTER initiative because it has shown very relevant value in many similar initiatives, is coherent with the rest of components of the innovation, the coordinator team is highly familiar with it, it is inspired by the principles of Community Psychology--the discipline in which the innovation is based--and the consortium counts with the support of proponent scholars of this approach.

ROLES OF THE PROFESSIONAL EVALUATOR

According to the previous argument, the ROMOMATTER Empowerment Evaluation approach challenges the mainstream program evaluation frame such as the role played by evaluators and field workers in charge of implementing the initiative. Since the community agents evaluate their initiatives themselves, **the role of professional evaluators is to act as facilitators, critical friends, coaches, and teachers**. They must: (a) support the purpose of the program and want it to succeed; (b) help participants develop a rigorous and organized approach to evaluation and clarify their theories of change, (c) help establish baseline data, monitor interventions and document change over time, and (d) ensure everyone has an opportunity to speak. In addition, it is necessary to have experts who certify the quality of the implementation through feedback and correction mechanisms.

The roles played by evaluators and field workers are not the unique difference between EE and traditional approaches. While the second often uses objective indicators such as numbers or figures obtained from well-validated scales and reliable tools, **EE is committed to the use of tailored indicators capable of capturing the contextual challenges**. So, ROMOMATTER



should be committed to prioritize qualitative indicators obtained from narratives, open-ended interviewing, field notes, observations and other techniques. These discourses will allow us to see the bigger picture, experiences and meaning alongside the project, before starting—as a baseline—and later when the initiative has finished.

BUILDING EVALUATION CAPACITY

Another critical issue is that traditional evaluation frameworks distinguish formative evaluation (i.e., evaluation for development) and result evaluation (i.e., evaluation for accountability). Contrastingly, **EE merges formative and result evaluation into a single but complex process.** In order to be capable of carrying out this sort of evaluation capacity, ROMOMATTER will adopt the framework developed by Suarez and colleagues, which identifies the main evaluation capacity dimensions. These dimensions assess the readiness of community organizations to facilitate an EE process. At the individual level, these dimensions include awareness, motivation and competency; and at the organizational level, they are leadership, learning climate, and resources.

Building empowerment evaluation capacity among local researchers to train and accompany RGPARG stakeholders during evaluation activities. The mission is: (a) to assess community stakeholders' capacity to evaluate; (b) to develop tailored training programs to evaluate the capacity needed to carry out the evaluation of the activities; (c) to make the training guidelines available to local researchers to train community stakeholders. Community members need to be trained to learn how to utilize evaluation tools, so that as a consequence communities empower themselves and lead their own initiatives and decide to change the course of their lives. These materials must include those that are specific to the EE steps (see Fetterman (2002)). To achieve this, they must obtain baseline indicators of the strengths and weaknesses of each partner regarding their ability to evaluate and design materials and training strategies to evaluate and carry out an EE process.

ROMOMATTER EE COMPONENTS

To guarantee that these actions will be carried out and followed up; ROMOMATTER has the following evaluation components:

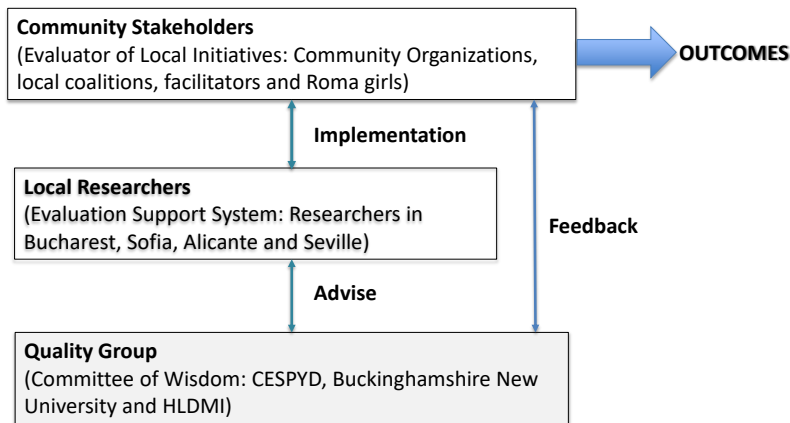
- (a) Evaluators of local initiatives:** RGPARG in ROMOMATTER is evaluated by the stakeholders and ROMOMATTER's own participants. This includes community organizations, local coalition members, facilitators, significant adults and Roma girls. They will evaluate their actions following the EE principles: (a) redefining the goals of their actions to adjust them to their contexts; (b) taking stock of the activities they carry out to guarantee their relevance and impact on the objectives and (c) planning actions to be carried out in the future in accordance with obtained evidences. The research partners (i.e., CESPYP, UA, UB and TSA) that accompany the community



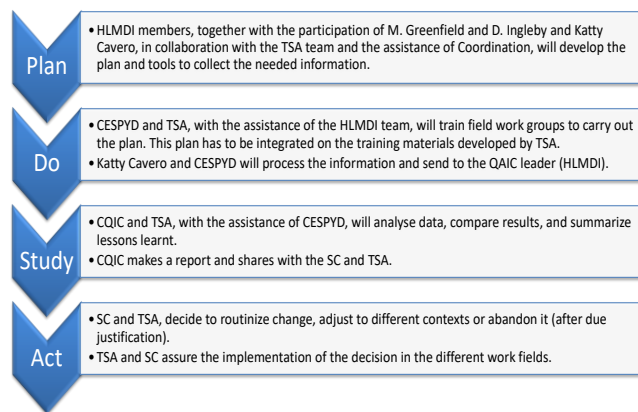
agents in each of the contexts are responsible for training the participants on EE techniques and strategies.

- (b) **Evaluation Support System:** This is composed of the local researchers in the four different sites, Bucharest, Sofia, Alicante and Seville, who accompany and support community stakeholders. This support system is guided by TSA whose responsibility is to design the instruments, materials and training programs; as well as ensuring its implementation and use by community evaluators. ***In order for TSA to access the relevant information to carry out this work,*** they count with different feedback mechanisms. First, they themselves are training Bulgarian community agents. Therefore, they have a very important source of first-hand information, which aids in anticipating similar barriers among the rest of partners. Second, they have information about what their colleagues are doing in Alicante, Seville and Bucharest. And third, ROMOMATTER has a **Quality Assurance Advisory Committee (QAAC)** which acts as a wisdom committee.
- (c) **Quality Assurance Advisory Committee (QAAC):** This is a Committee of Experts composed by members from CESPYD (University of Seville), Buckinghamshire New University and Healthcare Leadership and Management Development Institute. This group is responsible for developing a Quality Implementation Plan (QIP) that includes all work packages, i.e., Coordination, the three RGPAR work packages (framing, implementing and evaluating RGPAR), and dissemination and translation. Their mission is to offer guidelines, support, and alternatives focused on the quality of the actions that are being implemented and how these actions are accomplishing the objectives set in the project. They must establish correction mechanisms that guarantee the success of the initiative, empower people-in-the-field to anticipate pitfalls, suggest innovations to cope with unexpected challenges and assuring the quality throughout the implementation of the activities. The QAAC acts as an internal body of control focusing on providing advice and guidance to keep the errors that occur throughout ROMOMATTER's life in all its components to a minimum as much as is possible. For this, the QAAC will use the following steps of action for Continuous Quality Improvement: ACT-PLAN-STUDY-DO. These four steps are designed to move on a loop for feedback and improvement at each step. The QAAC has to monitor all components of ROMOMATTER, propose solutions to solve any difficulties and ensure the improvement of quality. Also, ROMOMATTER relies on some external guidelines, social references and reliable reviewers which should act as the mirror by which field workers, facilitators and local researchers validate their decisions, behaviours and the consequences of their actions and initiatives.
- (d) **External evaluators:** ROMOMATTER will also be evaluated by an external agency that will reassure that it meets the traditional standards of the evaluation of social innovations.

The components and their interdependences are depicted in the following diagram



In addition, because the ROMOMATTER evaluation framework has a very strong commitment to developing **processes, which assure successful outcomes**, the interconnection between the quality plan (Plan-Do-Study-Act) and the rest of evaluation components is critical. The mission is represented in action through the following process





ROMOMATTER WP'S DELIVERABLES FOR THE QAIC TO ADDRESS

The following table include all deliverables from WP2, WP3, WP4 and WP5

	Suggested quality standards for adherence	Scheduled benchmarks for deliverables to reach QQAC based on projects timetable
WP1 Deliverables		
<p>The aim of WP1 is to ensure the effective implementation of all project actions and to guarantee the financial management. This includes also activities related to quality assurance, external evaluation or exploitation and sustainability of the project.</p>		
WP2 deliverables		
<ol style="list-style-type: none"> 1. Build local coalition 10 – 15 members 2. Map Roma girls community assets 3. Map Roma women narratives 4. Map evidences on RGPARG 5. Creating a toolbox 	<ol style="list-style-type: none"> 1. Follow criteria for including a diversity of stakeholders from different fields of related work with the community. 2 & 3. For collecting data: in-depth interviewing with open-ended questions, field notes, and participant observation. For analysis: content analysis and triangulation. 4. Literature reviews following protocol from Arksey y O-Maley (2005) and Colquhoun et al (2014), and include 4 data bases – PubMed, Web of Science, Scopus & psycINFO 5. Compiled information from points 1, 2 & 3 and follow recommendations for creating a toolbox along with rest of partners 	<ol style="list-style-type: none"> 1. Early June 2019 2. September 2019 3. August 2019 4. September 2019 5. November 2019
WP3 Deliverables		



<ol style="list-style-type: none"> 1. Selecting and training RGPARG facilitators in each site 2. Selecting Roma girls for implementation 3. Building collaboration among Roma girl's significant adults 4. Developing critical thinking on reproductive justice using Photovoice: <ol style="list-style-type: none"> a) Developing Roma girls' capacity to articulate their own narratives and identify goals for the future b) Building knowledge on Roma girls' reproductive justice 5. Developing recommendations for Roma girls reproductive justice 6. Building capacity of Roma girls to advocate for their goals and aspirations 	<ol style="list-style-type: none"> 1. Facilitators' selection will follow toolbox from WP2. Training guideline will follow recommendations from community toolbox 2. RG selection criteria set in proposal 3. This activity will include participants in WP2- point 3 4. (a) Protovoice training and (b) thematic analysis training 5. Activity include participants in WP2-point 3 6. 	<ol style="list-style-type: none"> 1. September 2019 2. September 2019 3. October 2019 4. November 5. April 2020 6. May 2020
WP4 deliverables		
<ol style="list-style-type: none"> 1. Developing and training guidelines 2. Training and monitoring facilitators as evaluators 3. RGPARG evaluation activities <ol style="list-style-type: none"> a) Process evaluation b) Implementation evaluation c) Outcomes evaluation 	<ol style="list-style-type: none"> 1. Guidelines developed from community toolbox based on Fetterman's EE framework 2. Training follows guideline developed by lead partner 3. Process, implementation, and outcomes evaluation techniques will use EE strategies and qualitative methods. 	
WP5 deliverables		
		<ol style="list-style-type: none"> 1. January 2019



<ol style="list-style-type: none"> 1. Elaboration of the dissemination and communication strategy 2. Report on communication and dissemination activities 3. Development and maintenance of a project website 4. Presentation of project outcomes in national and international conferences 5. Submission of scientific manuscript 6. Organization of the ROMOMATTER project final conference 7. Development of a Policy Brief on recommendations to fight against Roma teenage mother discrimination 		<ol style="list-style-type: none"> 2. February 2019 3. January 2019 4. September 2019 5. May 2020 6. September 2019 7. September
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