

Romomatter!

V. EVALUATION

Prepared by the University of Sevilla
and the Trust for Social Achievement

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OVERVIEW OF THIS SECTION

This section provides information regarding the Evaluation model, timeline and corresponding appendices to be utilized during the project. The RoMoMatter project follows Empowerment Evaluation principals that are transversal throughout the implementation process.

1. The 10 core principles of RoMoMatterR Evaluation

Improvement

Help people to improve the programme

Project participants (Roma girls, Local Coalition, Facilitators) are involved in evaluation activities and contribute to the ongoing improvement of the programme

Organizational learning

Use data in the evaluation process to guide the decision making

Project participants learn to meaningfully interpret and use data to inform decision making. Workshops and trainings introduce environment of organizational learning

Inclusion

Promote the diversity of agents

All project participants (Roma girls, Local Coalition, Significant adults, Facilitators) are engaged in participatory evaluation activities

Community Knowledge

Value the knowledge and strengths of the community

The strengths and knowledge of the community are valued and respected

Democratic participation

Open and fair decision making

Project participants make decisions through open and democratic discussions and by using instruments for voting

Community Ownership

Ensures that the community has control

Project participants are in charge of key evaluation efforts and they are aware of the evaluation aspects of the programme

Social Justice

Address inequalities in society

All participants share overall values of the project, and social justice principles

Evidence-based strategies

Respect and use scientific knowledge

Participants are empowered to use a combination of local knowledge and evidence-based knowledge to make strategies

Capacity Building

Participants are trained in how to conduct their own evaluation (evaluation logic, instrument development and use, data collection, analysis) in aim to improve implementation

Accountability

Emphasize responsibility for results

Seeks accountability on taken responsibilities in terms of achieving aspired results

1.1. 3-step Empowerment Evaluation Model

The 3-step Empowerment Evaluation model will be conducted at the second and third evaluation milestones when Girls and Significant Adults will have the chance to evaluate the process, based on evaluation reports provided by Research partners, and provide input for its improvement. In addition, Roma Girls and Facilitators will develop Action Plan for Photo Exhibits through the 3-step Empowerment Evaluation process. (Sample 3-step Empowerment Evaluation provided in Facilitators in Action Guide):



2. Role of the facilitator in evaluation

TSA will train Research Partners to train 3 facilitators and representatives from the Community Partner Organisations in each local context to be Empowerment Evaluation (EE) Facilitators. These trained EE-facilitators will be the responsible agents for measuring designated Indicators (refer to Indicators' list), through conducting Evaluation milestone sessions (as planned within the programme overview) and to incorporate Empowerment Evaluation components within sessions (e.g. wrap-up discussion for each session).

Facilitators and Community Partners will be trained to facilitate Empowerment Evaluation discussions with Roma Girls, Significant Adults and Local Coalition members. Their role in facilitating Empowerment Evaluation discussions is:

- To be present in the sessions and facilitate the evaluation activities and sessions as 'a critical friend' and 'a coach' who guides the participants through the self-reflective process;
- To be guided by the aspiration to fulfil the successful implementation in line with RoMoMatter goal, reflecting the contributions, efforts and aspirations for improvement and success of the programme participants;
- To create an environment that stimulates participation and collaboration between all participants;
- To organise empowerment evaluation sessions or activities through the application of pre-designed tools, prepare and guide the participants to use those tools and methods and follow the pre-designed Workplan to enable measurement of indicators;
- To provide ongoing feedback from, and to, participants and to provide an ongoing mechanism for correction and improvement.

3. Agents and their role in evaluation

To guarantee that the RoMoMatteR Evaluation model is applied and carried out, there are the following evaluation components:

Evaluator agents of local initiatives: Community organisations, local coalition members, facilitators, participating girls and significant will evaluate their actions/initiatives and satisfaction by following the Empowerment Evaluation steps and principles.

Evaluation Support System – composed of the local Research Partners in each country setting, who will be responsible for training the community agents and accompanying them throughout the evaluation activities of the implementation. TSA is the lead of this support system and responsible for designing the instruments, materials and training programmes, as well as ensuring the implementation of the Indicators workplan by all 4 Field Work Groups.

Quality Assurance and Advice Committee – 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 purpose. They are to establish correction mechanisms that seek to further the success of the initiative while keeping mistakes at a minimum, to empower the 4 Field work groups to anticipate pitfalls, to suggest innovations to cope with unexpected challenges and to assure the quality throughout the implementation of the actions.

External evaluators – RoMoMatteR will be evaluated by an external agency that will ensure the project meets the accepted standards for the evaluation of social innovations.

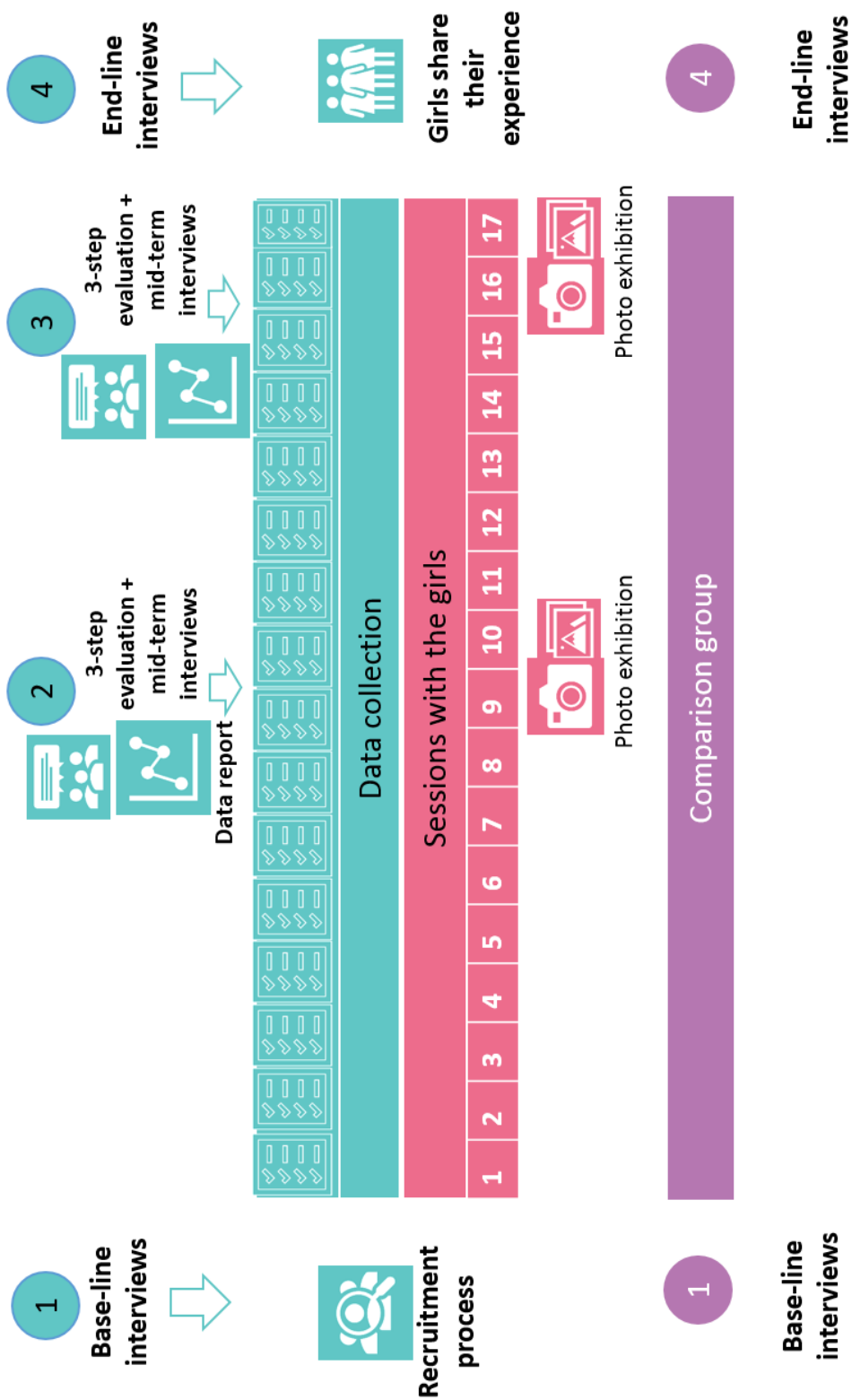


4. Evaluation design

From a timeline perspective, the evaluation starts with the recruitment process and finishes with girls sharing their experiences. There is a combination of process evaluation (ongoing at session level) and series evaluation (specific evaluation milestones where core evaluation activities are developed). At series evaluation level there are 4 core milestones to be considered.

In Alicante we discussed about the inclusion of one control condition that does not receive the tested intervention at pretest and posttest. This would mean to interview the girls from the comparison group at baseline (evaluation milestone 1) and end-line (evaluation milestone 4).

According to the conceptual framework described above, all levels of project agents are involved in key evaluation actions and milestones of the intervention and the evaluation of the process, implementation and outcomes of the programme. Facilitators, Community Partners, Significant Adults and Roma Girls are provided with the tools and guidance. There is specific focus on incorporating evaluation and reflection as an ongoing shared effort programme, mainstreaming evaluation and integrating these processes into the intervention. Facilitators, participating girls, significant adults and local coalition members will all contribute to evaluation activities and discussion and will be active agents in data collection. They will be guided and supervised by Research Partners and will build their capacity to evaluate and improve the programme.



*NOTE: Number of sessions will be different in each context, the image just provides an example.

5. Evaluation indicators (Appendix A)

Indicators have been developed based on project proposal and further elaborated through coproduction between project consortium (e.g., Empowerment Evaluation activities during Project Meetings, calibrating exercise to set expectations for success, feedback from project partners and QAAC). At the same time, project agents will establish their own goals, processes, outcomes for specific initiatives/actions (e.g. photo exhibitions) that are vital. Then they will proceed to assess themselves in terms of the implementation of their set goals, action plans and aspired outcomes. The Indicators Plan reflects both pre-designed indicators as well as those that will be set by project participants.

The Indicators have been divided into: Process, Implementation and Outcome Indicators, as suggested in the project proposal, and capture planning, implementation and outcomes of the intervention. Following some examples of the indicators are presented. The full list of indicators can be consulted in Appendix A.

Process Indicators	Implementation Indicators	Outcome Indicators
<p>timeline adapted</p> <p>Resources and Structures</p> <p>Barriers to Implementation of are identified</p> <p>Strategies are created to prevent and/or overcome identified barriers</p> <p>Monitoring process is established and engages relevant stakeholders</p>	<p>Roma Girls participation in and satisfaction with</p> <p>Trained and committed facilitators</p> <p>Facilitators and Roma Girls evaluate through Empowerment Evaluation Activities</p> <p>Community involvement and support for</p> <p>Participatory and co-creation approaches promoted and applied</p>	<p>Roma Girls expand their personal networks and understanding of social convoy</p> <p>Roma Girls change their narratives and envision their futures</p> <p>Increasing capacity of Facilitators</p> <p>Increased community support for Roma Girls well-being</p>

6. Evaluation tools

The List of Indicators includes list of Tools for measuring each indicator and description of what success looks like. Thus, indicators will be measured through the operationalization of tools designed by TSA. A 'toolbox' has been developed with all relevant instruments and forms that need to be collected as part of the Evaluation Indicators workplan. Some of these tools will be used for conventional evaluation methodologies (attendance sheets, feedback forms, structured in-depth interviews) that will be conducted / supervised by Research Partners. The empowerment evaluation aspect of the evaluation plan will engage different project agents (Facilitators, Roma Girls, Community Partners, Research Partners) in using those pre-designed tools, as well as involving them in Empowerment Evaluation sessions at predetermined evaluation milestones when, guided by a trained Empowerment Evaluation facilitator, participants will have a chance to evaluate the implementation of the programme and calibrate their level of understanding based on situational context.

Regarding the tools, **in green are the forms that both the facilitator and the FWG will be using in different settings. Facilitators will be using Attendance sheet and Action plan form for sessions with girls and FWG will be using the forms in meetings with Significant Adults group and Local Coalition.**

These forms will be used both by facilitators and FWG to document the sessions and 3-step Empowerment Evaluation sessions within . These should facilitate ongoing reflection on the process and its improvement.

The forms in black are to be used either by the facilitator or the FWG. Below we explain each of the tools to be used during RoMoMatterR project.

The Facilitator	Field Work Group
<p>Meeting plan – each session</p> <p>Attendance sheet – each session</p> <p>Action plan form – some sessions</p> <p>Facilitator’s Observation form – each session (except EE sessions)</p> <p>Empowerment Evaluation form – each EE session within</p>	<p>Attendance sheet – each SA and LC meeting</p> <p>Action plan form – some SA and LC meeting</p> <p>Observation form – each session (except EE sessions)</p> <p>Empowerment Evaluation form – each EE session within and SA meetings</p> <p>Interviews with girls – 1-3 session, milestones 2 and 3 (after 3-step Empowerment Evaluation sessions), and at the end of the project</p> <p>Meeting notes – each session, SA and LC meeting</p> <p>Wrap-up notes – each RG session and SA meeting</p> <p>Local Coalition ambassador checklist – each LC meeting is collected by FWG</p>

6.1. Meeting plan form (see Appendix B)

The **Meeting Plan form** has been designed to help the facilitator prepare for each session. It includes a list of all information and materials that she needs to prepare in order to lead a successful session with the girls. This might result in a mutual Meeting Plan form, filled in and agreed upon by all three facilitators, whenever there is a session with the whole group of girls. The goal is to build the capacity of the facilitators to successfully plan and lead group meetings with girls.

Information from this form will not be collected. The only data point that will be needed is whether the facilitator/facilitators have filled in the form and therefore have prepared for the meeting. Members of the FWG are welcomed to help the facilitator prepare their Meeting Plan especially in the beginning.

6.2. Attendance sheet form (see Appendix C)

The **Attendance sheet form** will be filled in for each session. For this reason, the names of the girls could be filled in in the template beforehand, to make it easier for the facilitator. The form should be filled in towards the end of the session or right after the session by the facilitator, the assistant or by both. It should reflect the overall emotional climate of the session and the participation / adherence level for each girl attending individually.

6.3. Action plan form (see Appendix D)

The **Action plan form** has been developed to help the facilitator and the Roma girls' group to map out and plan their activities. It will help them set the date, location and goals for the activity/initiative in question and afterwards to outline each step that needs to be taken. For any activity/initiative that they want to plan (photo exhibition for example) they can use the form to:

- define the necessary steps in organizing the initiative/event (What needs to be done?);
- decide who will be responsible for carrying out each step (Who will take actions?);
- the timeline for the defined steps (By what date will the action be done?);
- resources available and/or needed (financial, human, political, and other);
- potential barriers or resistance (What individuals and organizations might resist? How?);
- how to mitigate any resistance and to inform those who might be interested to participate (What individuals and organizations should be informed about/involved with these actions?).

6.4. Observation forms (see Appendix E and F)

The **Facilitator's Observation form and the Field Work Group Observation forms** has been developed to help the facilitators reflect on their work with the girls. There are self-assessment questions, which focus on facilitation skills, as well as open ended questions, which prompt them to think about their successes and areas where they might need more support from the Field Work Group.

Similar Observation form is developed for the Field Work Group (appendix F) in order to help them support the facilitators in building and strengthening their facilitation skills.

In terms of evaluation, the information from these forms will show the capacity building process within RoMoMatter.

6.5. Empowerment Evaluation Quality Assurance Checklist

The **Empowerment Evaluation Quality Assurance Checklist** has been developed on the one hand to assist the facilitator in planning for the Empowerment Evaluation sessions, and on the other hand to help the facilitator and the assisting member of the FWG to reflect on their experience in conducting Empowerment Evaluation sessions.

The facilitator will use the form as a self-assessment tool in other to help them build their skills and continuously improve in leading such sessions. The member of the FWG who is assisting the facilitator in the Empowerment Evaluation session will also fill in this form in order to reflect on the skills and knowledge that the facilitator has already acquired and the areas where she might need additional support. This documentation is available in Section III. Training.

6.6. Interview Questionnaires for girls (see Appendix G)

The **interview questionnaires for girls** will be done by members of the FWG within the first three sessions with the girls. Specific instructions on cultural adaptation and conducting the interviews are provided with questionnaires. These interviews will be repeated after 3-step Empowerment Evaluation process (milestones 2 & 3) at the end of the project. They aim at gathering quantitative information on key outcomes of the project.

6.7. Meeting Notes

The person from the Field Work Group or the assistant who will be helping in the sessions with the girls should also be taking the **meeting notes**. There is no specific form for taking notes, however, several points should be considered regarding this important task:

- indicate the discussed topic and the date at the very beginning for documentation purposes
- indicate agenda points and write down main discussion points
- try to capture the ideas and opinions of the participants as much as possible
- be careful to take notes of any decisions made
- after the meeting, take some time to organize your notes

The **meeting notes** are part of the required documentation of each meeting. They should be compiled together with the Wrap-up notes and Observation form / Empowerment Evaluation quality assurance checklist, which are filled in by a member of the Field Work Group.

6.8. Wrap-up notes (see Appendix H)

The **Wrap-up notes form** has been developed to capture significant events as precursors of change and satisfaction level with the process. It will also be filled in by the person from the Field Work Group who is assisting with the group meeting and is taking meeting notes. This form should be used at the end of each meeting during the 'wrap-up' discussion. This will be a focus group discussion and it is important for each participant to have the opportunity to share the significant event(s) for her in the session and her satisfaction level with the session.

6.9. Local Coalition ambassador checklist (see Appendix I)

Local Coalition ambassador checklist has been developed to help the members of the Local Coalition in spreading the message about RoMoMatteR and its goals in their personal and professional network and becoming ambassadors for the project and the Roma Girls' well-being. It will both remind them to spread the message as well as keep track of contacts who might be interested in supporting the project and the girls in their activities and initiatives. These forms can be collected at the LC meetings and can also serve the purpose of a talking point in the meeting.

7. Evaluation milestones and data collection

Milestone	Timeframe
Recruitment process (Baseline)	November 2019 – January 2020
1st Photo exhibition	8-10 step
2nd Photo exhibition	16-18 step
The end of the project (End line)	November 2020

Each local context will have an Evaluation folder in the Drop Box of the project, where they can upload the data collected within the time frame of the milestones. As different local contexts might reach the milestones at different times, steps will guide them to set deadlines for data collection.

7.1. Recruitment process

Research partners will have two weeks to input data from checklists after the end of the recruitment process. Interviews should be coded and archived at this point. Roma girl list and significant adult list are available in section II. Recruitment appendices.

Field Work Group members will use contextual findings from the recruitment process to adapt the materials and set up the programme in their local context.

7.2. 1st Photo exhibition

Right before the first **Photo Exhibition** the research partner will have to make sure that all information about the sessions with the girls has been collected and uploaded. There are several data collection forms that will be used to capture whether the sessions are following the planned steps for implementation, as well as decisions and actions taken by all participants. Some of these forms will be filled in by the facilitators and some by the FWG.

The accumulated data in the sessions (steps 1 to 8) will be summarized and presented to the Roma girls' group, Significant Adults group and to the Local Coalition, together with the data from the photo exhibition. This will give all participants the opportunity to evaluate the process so that they can adjust and improve it to better serve their needs and goals. This will happen **through 3-step Empowerment Evaluation session** right after the Photo Exhibition, which is the 10th step of the process.

After 3-step Empowerment Evaluation session, **individual interviews** to apply the standardized questionnaires will be applied. This means about sessions 11-13.

Research partners will have to input data from Attendance sheet, Meeting notes, Wrap-up notes, Action plan forms and Ambassadors' Form for members of Local Coalition before the first photo exhibition, so that they can summarize the data and present it together with data from the photo exhibition (number of attendees against milestones set by girls in Action plan forms etc.) at the next

session, where Roma Girls, Significant Adults and Local Coalition Members will be engaged in a 3-step Empowerment Evaluation discussion to analyze and interpret all the data, discuss strengths and weaknesses of the process and come up with suggestions how to adjust and improve it.

7.3. 2nd Photo exhibition

The same process described above will be repeated for the second **Photo Exhibition**. Right before the exhibition the research partners will make sure that all information is collected, so that after the exhibition they can provide the data to the participants for a **3-step Empowerment evaluation session**.

After 3-step Empowerment Evaluation session, **individual interviews** to apply the standardized questionnaires will be applied. Research partners will have a similar task as in the second milestone, however, at this stage they will also have information from the 3-step Empowerment Evaluation session in the previous milestone and will be able to build on it.

7.4. The end of the project

At **the end of the project** all participants will be interviewed again with semi-structured interviews and the girls with the standardized questionnaires as well. This information will give the **end-line** for evaluation.

Research partners will have to input data from end-line interviews (similar to the recruitment interviews), the interview questionnaires with girls, all forms and checklists used to document the process and the Empowerment Evaluation used within the .

8. Data report template

Girls	Attendance /Attendance sheet/	Set feasible target for your local context for % of RG that will attend sessions. Calculate average % for the sessions so far.
	Adherence /Attendance sheet/	Set feasible target for your local context in a 1 to 4 scale for adherence. Calculate average for all girls in all sessions so far.
	Emotional climate /Attendance sheet/	Set feasible target for your local context in a 1 to 4 scale for emotional climate. Calculate average for all girls in all sessions so far.
	Satisfaction /Wrap-up notes/	Set feasible target for your local context in a 1 to 4 scale for satisfaction. Calculate average for all girls in all sessions so far.
	Timelines /Meeting notes/	RG group and Facilitators set timeline to fulfil all activities in the program overview.
	Budgets /Action plan form/	RG group and Facilitators develop a budget for each activity / initiative (at least for the 2 photo exhibitions)
	Barriers /Meeting notes, Action plan form/	RG group and Facilitators identify potential barriers for each activity / initiative (at least for the 2 photo exhibitions)
	Strategies /Meeting notes, Action plan form/	RG group and Facilitators at least one strategy for each identified potential barrier for each activity / initiative (at least for the 2 photo exhibitions)

Significant Adults	Attendance activities of	% of SA who attend events
	Adherence /Attendance sheet/	Set feasible target for your local context in a 1 to 4 scale for adherence. Calculate average for all SA in all sessions so far.
	Emotional climate /Attendance sheet/	Set feasible target for your local context in a 1 to 4 scale for emotional climate. Calculate average for all SA in all sessions so far.
	Satisfaction /Wrap-up notes/	Set feasible target for your local context in a 1 to 4 scale for satisfaction. Calculate average for all SA in all sessions so far.
Local Coalition	Meetings /Attendance sheet, Meeting notes/	LC sets a number for the meetings they will have during the project. The number of actual meetings against the number of meetings set as a target by the LC
	Support /Attendance sheet, Meeting notes, Local Coalition ambassador checklist/	Number of facilitators and families referred by LC members % of LC members who attend events Number of reported instances of dissemination of RoMoMatterR message
	Timelines /Meeting notes/	LC set timeline for LC meetings corresponding to program overview.
	Barriers /Meeting notes, Action plan form/	LC identifies potential barriers for activities
	Strategies /Meeting notes, Action plan form/	LC develops at least one strategy for each identified potential barrier for activities

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Appendix A:

List of indicators

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PROCESS INDICATORS

INDICATORS	SUB-INDICATORS	TOOLS	What success looks like
Timeline	timeline	Project proposal, Recruitment process documentation, Photovoice implementation, Developing recommendations, Advocacy plan	Activities foreseen in initial timeline are implemented
	# of Local Coalition timelines created for local activities within	Meeting notes, Action plan forms	All 4 Local Coalitions make a timeline of activities to be implemented, timeline is subsequently adjusted as needed and in accordance with all Local Coalition Members; and FWGs document timeline and adjustments
	RG groups + Facilitators set timelines for sessions and activities	Meeting notes, Action plan forms	All 4 big RG groups (1 big group per local context) set timelines of activities, that are subsequently adjusted as needed and in accordance with all RG; Facilitators document timelines and adjustments, Local Coalition, Significant Adults groups and FWGs are aware of the timelines.

Resources and structures	based on resources developed in WP2	Resources from WP2 Toolbox, FWG Manual	WP2 components serve as the contextual frame for WP3, Toolbox and the FWG Manual are coherent/interconnected
	Project design provides needed resources and structures for	Project Proposal, Project Budget, ONECO risk assessment, FWG final feedback form	FWGs have needed resources (financial) and structures (RG, F, SA, LC, CP, RP) for
	Roma Girls decide on budgets for their planned activities in accordance with provided budget	Action plan forms	Roma Girls plan and adjust their budgets for planned activities
Barriers to Implementation of are identified	# of Local Coalitions identifying barriers to the implementation of activities	Meeting notes, Action plan form	All 4 Local Coalitions identify the barriers and challenges for each local activity they initiate and implement
	# of RG groups + Facilitators identifying barriers to the implementation of activities	Meeting notes, Action plan form	All 4 RG groups identify barriers to the implementation of activities initiated by RGs
	# of FWG identifying barriers to the implementation of	Survey, Sharing good practices platform	All 4 FWG identify barriers to the implementation of

Strategies are created to prevent and/or overcome identified barriers	# of strategies developed by Local Coalitions to prevent and/or overcome identified barriers	Meeting notes, Action plan forms	All 4 LCs develop at least one strategy for each barrier identified by them
	# of strategies developed by RG+Facilitators to prevent and/or overcome identified barriers	Meeting notes, Action plan forms	All 4 RG groups develop at least one strategy for each barrier identified by them
	# of strategies developed by FWG to prevent and/or overcome identified barriers	Survey, Sharing good practices platform	All 4 FWG develop at least one strategy for each barrier identified by them
Monitoring process is established	Documenting process	Meeting Plan, Attendance sheets, Action plan form, Baseline /Exit interviews, Checklists forms and audio recordings from recruitment interviews	RP collect all documentation of process (Meeting notes, agendas, action plan forms, checklists, audio recordings, attendance sheets, Social Convoy forms, timeline forms, photos, etc.) and provide the adapted data to TSA
	Quality of Empowerment Evaluation process	Empowerment Evaluation quality assurance check lists	RP monitor each EE session at RG, LC, SA levels and complete EE quality assurance checklist; F complete EE quality assurance checklist for each EE session with RG

Recruitment processes established	Recruitment Process for Facilitators is developed	FWG Manual, Project Toolbox	Recruitment Process for Facilitators is adapted and conducted by all 4 FWGs
	Recruitment Process for Roma Families and Girls is developed	FWG Manual, Project Toolbox	Recruitment Process for Roma Families and Girls is adapted and conducted by all 4 FWGs
	Selection Process for Significant Adults is established and shared with FWG	FWG Manual, (Social Convoy activity)	Selection Process for Significant Adults is adapted and conducted by all 4 FWGs

IMPLEMENTATION INDICATORS

INDICATORS	SUB-INDICATORS	TOOLS	TARGET	What success looks like
<p>Roma Girls Participation in</p>	<p>% of all RG attending sessions</p>	<p>Attendance sheet</p>	<p>% of RG as set by FWG</p>	<p>4 FWG will set targets for RG attendance in each local context upon creating RG groups</p>
	<p>Average RG adherence to the sessions</p>	<p>Attendance sheet</p>	<p>set target in a 1-4 scale</p>	<p>4 FWG will set targets for RG adherence in each local context</p>
	<p>Satisfaction of RG with</p>	<p>Wrap-up notes, Meeting notes (from 3-step EE milestone discussions), Exit interviews with RG</p>	<p>set target in a 1-4 scale</p>	<p>Girls are satisfied with , openly share their likes/dislikes about the process, and collaboratively come up with solutions to common dislikes</p>

Facilitators commitment to	# sessions led by Facilitators	Meeting notes, Meeting Plan, Attendance sheet, Observation forms	# of sessions led by Facilitators as planned in programme overview	Facilitators lead all sessions planned within programme overview
	# of 3-step Empowerment Evaluation sessions led by facilitators	Meeting notes, Empowerment Evaluation quality assurance checklist	4 per local context	Facilitators lead Empowerment Evaluation Sessions as set in programme overview
# of Facilitators trained	# of Facilitators trained in each local context	Training Attendance sheets	12 women (3 per context)	
	# hours of training	Training agendas, Training Attendance sheet	# hours of trainings as set in WP3	

Degree to which trainings meet the needs of facilitators	Facilitators conduct meetings following the 4 phases included in	Meeting Plan, Meeting notes, Observation form / Empowerment Evaluation Quality Assurance Checklist	100% of meetings are conducted following the 4 phases and are documented	Facilitators conduct meetings following the 4 phases included in the training and keep track of documentation of those phases: Phase 1: Planning; Phase 2: Logistics; Phase 3: Running the meeting; Phase 4: Follow-up
	Average emotional climate of	Attendance sheet	set target in a 1-4 scale	4 FWG will set targets for emotional climate in each local context
	Facilitators develop facilitation skills	Meeting notes, Observation forms Training Attendance sheet	12 Facilitators complete all training sessions and apply basic facilitation skills	Facilitators develop and apply the basic facilitation skills included in training in the sessions
	Capturing the precursors of change	Wrap-up notes	RG identify at least one significant event for each session	Significant events as precursors of change are identified in each session

	Acquire technical skills to lead Photovoice sessions	Training agenda, Training Attendance sheet, Training feedback form	12 Facilitators complete Photovoice training session	Facilitators know what Photovoice is and how to lead the photovoice process as set in programme overview and Facilitators in action guide
# of people trained as Empowerment Evaluators	# of Research Partners trained as trainers of Empowerment Evaluation	Online Webinar Invitation - Email, Online Webinar, Webinar screenshot, Webinar feedback form	8 - 12	At least 2 experts from each Research Partner organization are trained as trainers of Empowerment Evaluation in a 2-hour online webinar
	# of Community Partners trained to apply Empowerment Evaluation	Adapted guidelines in the local context language, Training Attendance sheet, Training feedback form	8 - 12	At least 2 experts from each Community Partner organization are trained to apply Empowerment Evaluation in an on-site training led by RP

	# of Facilitators trained to lead Empowerment Evaluation Sessions	Adapted guidelines in the local context language, Training Attendance sheet, Training feedback form	12 Facilitators	12 Roma Women Facilitators are trained to apply Empowerment Evaluation in an on-site training led by RP
Degree to which Empowerment Evaluation Training meet needs of facilitators	# of Facilitators that increase their comprehension about Empowerment Evaluation	Training feedback form, Evaluation Capacity questions in Recruitment and Exit interviews	12 Facilitators	Facilitators have increased their comprehension about Empowerment Evaluation - principles, benefits, reasons for using it
	Facilitators acquire technical skills to conduct evaluation activities	Training feedback, Evaluation Capacity questions in Recruitment and Exit interviews	12 F complete EE training sessions and conduct evaluation activities	Facilitators know how to conduct evaluation activities within sessions

	Facilitators acquire skills to document sessions	Meeting plan, Attendance sheet, Action plan form, Facilitator's Observation form, Empowerment Evaluation Quality Assurance Checklist	all necessary forms are filled in by Facilitators	All conducted meetings are documented according to the guidelines set in the Field Work Group manual
	Facilitators develop and conduct the 3-step Empowerment Evaluation Process	Empowerment Evaluation Quality Assurance Checklist	Facilitators conduct all 4 EE sessions per local context	Facilitators apply the 3-step Empowerment Evaluation process
Community Involvement and support for	# of meetings of Local Coalition	Attendance sheets	# as set by LC	Local Coalitions in each local context conduct all meetings set by members
	# of photoexhibitions organized	Attendance sheet, Event Photos	8	Organize at least 8 local Photovoice exhibits (2 per local context).

	# of community members who attend exhibitions	Attendance sheet /counting visitors mechanisms/, Event Photos	# as set by RG and Facilitators	Community members who attend the photo exhibitions match or exceed set target numbers
	Average SA adherence to the meetings	Attendance sheet	set target in a 1-4 scale	Set targets for SA adherence in each local context
	Average emotional climate of SA meetings	Attendance sheet	set target in a 1-4 scale	Set targets for emotional climate in each local context
	Capturing the precursors of change	Wrap-up notes	SA identify at least one significant event for each meeting	Significant events during the session as precursors of change are identified by SA
	Satisfaction of SA with meetings	Wrap-up notes Meeting notes (from 3-step EE milestone discussions), Exit interviews with families	set target in a 1-4 scale	SA are satisfied with the meetings
	# of Significant Adults who participate in activities	Attendance sheet, Action plan forms	# as set by RG and Facilitators	Significant adults participate in activities

	Level of Local Coalition support for goals and activities	Attendance sheet, Meeting notes, Ambassadors' Form for members of Local Coalition	1) 12; 80-100; 3) each Local Coalition Member communicates RoMoMatter message to at least 3 contacts	Members of the Community/Local Coalition demonstrate effective support for , such as: 1) referral of facilitators and families to take part in ; 2)support, participate and attend events and actions (local photovoice exhibits; identifying role models; field trips) developed within ; 3) Members of the Local Coalition assume a commitment in their area of influence to support actions and disseminate the message of RoMoMatter in their social and professional networks
--	---	---	---	--

Participatory and co-creation approaches promoted and applied	Development of implementation and evaluation is a result of co-creation between Project Consortium Partners	Meeting notes, Calibrating exercise, Email correspondence, Sharing good practices from partners' experience, Toolbox	100% involvement of all relevant partners	
	Evidence-based information is provided to stakeholders to evaluate and improve the implementation of	Data reports for Evaluation milestones, Toolbox	100% of stakeholders are satisfied with the provided information	All levels of project stakeholders are provided with necessary and accessible evidence-based information that builds their capacity to make informed decisions in a participatory manner.

OUTCOMES INDICATORS			
INDICATORS	SUB-INDICATORS	TOOLS and DELIVERABLES	WHAT SUCCESS LOOKS LIKE
RG understand and expand their Social Convoy	Roma Girls develop understanding of their personal networks and the types of support that agents provide them with (instrumental, emotional, spiritual, social support)	Baseline / Exit interviews with RG, Social-convoy - Social network analysis tool	RG identify key figures and relationships in their lives and develop an understanding of the importance of these relationships as well as efforts required to sustain them
	Roma Girls expand their personal networks	Baseline / Exit interviews with RG, Social-convoy - Social network analysis, role model and field trip activities	RG expand their comfort zones and increase their activity outside their usual spaces (role models and field trips). Girls perceive more social support; their networks are broader and healthier. Roma Girls expand their weak ties (within their social convoy)
RG change their narratives and envision their futures	Roma Girls demonstrate increased understanding of reproductive justice	Baseline / Exit interviews with RG, Photovoice data base (with photo captions), List of recommendations	Roma Girls know that decisions regarding reproduction belong to them; they know they have a choice as to when to have children and how many children they will raise.

	Roma Girls demonstrate understanding of alternatives to teenage motherhood	Baseline / Exit interviews with RG, Women's narratives report	Roma Girls change the dominant narrative from the role linked to women's wellbeing (marrying, having children, housework) to a liberating narrative that expands opportunities and decision-making for wellbeing. Roma Girls identify opportunities for personal development (study preferences, travel, social relations) and/or are able to identify ways to combine early marriage and teenage motherhood with other personal projects
	Roma Girls increase comprehension of their mattering	Baseline / Exit interviews with RG	Roma Girls have a positive self-image and understand that their presence and participation in their family and outside of their family in the larger community is valuable
	Roma Girls increase their personal wellbeing	Baseline / Exit interviews with RG	Roma Girls increase their sense of mattering, life satisfaction, and socio-political agency
	Roma Girls expand their identity in terms of roles	Baseline / Exit interviews with RG	Roma Girls expand the relevance they ascribe to different identity roles
	Roma Girls increase their wellbeing in their family and in their community	Baseline / Exit interviews with RG	Roma Girls increase their family satisfaction and their sense of community

Increasing Capacity	Facilitators increase capacity and confidence in skills needed to lead as a result of the training	Training Attendance sheet, Training guidelines, Baseline / Exit interviews with Facilitators	Facilitators have increased their capacity and confidence to plan, organize, conduct and document small group sessions
	Roma Girls identify and verbalize (advocate for) their own needs	Advocacy plan, List of recommendations	RG identify and advocate for their mattering needs within their families and community. Advocating can mean creative expressions of their needs and recommendations for Roma Girls wellbeing (photos, storytelling, songs), face-to-face meetings with the Local Coalition, organizing events or gatherings to raise awareness of issues that affect Roma Girls
	Community Partners experience positive shifts in their evaluation capacity and motivation to incorporate participatory evaluation in their work	Pre and Post Evaluation Capacity assessment (questionnaire), FWG final feedback	As a result of Empowerment Evaluation training and activities, community partners build their evaluation capacity and increase their motivation to incorporate participatory evaluation and approaches in their work
	Positive understanding of participatory approaches among projects stakeholders	FWG final feedback, Empowerment Evaluation sessions with SA and LC, Exit Interviews with RG and Facilitators	All participating stakeholders in the project, (FWG, LC, RG, F, SA) demonstrate positive understanding of participatory approaches as a result of their involvement in activities within
Increased support for RG well-being	Significant adults develop understanding of mattering of Roma Girls	Empowerment Evaluation sessions with SA, Meeting notes	Significant adults recognize that Roma Girls' presence and participation in their family and outside of their family in the larger community is valuable
	Families are satisfied with daughters' involvement and achievements in	Check list forms from Recruitment interviews, Photo-exhibition/events	Families are satisfied with their daughters' involvement in the project, support their participation and acknowledge their daughters' achievements in

		vox-pops, Exit interviews with families	
	Exhibitions increase community awareness about issues identified as important by Roma Girls	Vox-pops on the spot (Script questions developed by RG), Attendance sheet /counting visitors mechanisms/	Photo exhibitions are attended by set target # (by RG+LC) of community members, and visitors share that they have changed positively their understanding of Roma Girls wellbeing and mattering
	Advocacy plan developed by Roma Girls is supported by the community	Advocacy plan, List of recommendations	Advocacy plan activities are supported by SA, LC and other community stakeholders

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Appendix B:

Meeting Plan

Prepared by the University of Sevilla
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Meeting plan

Session nº:

Name of facilitator:

The questions below are designed to help you prepare for the sessions.

Question	Your answer
When and where will the session take place?	
What is the main objective of this session?	
Are there any other goals you want to reach?	
What would you use as an introduction / ice-breaker?	
What would be the main activities? (How much time would each activity take?)	
Do you expect any challenges?	
How do you plan to cope with them?	
What resources will you need?	
Who else needs to be present in the session?	



Question	Your answer
Who will take notes? (Technical Assistant; FWG member)	
Are you prepared for snack time?	
How would you close the session?	
What forms / tools do you need to use for this session?	<p>Before/during the session:</p> <p>Attendance sheet</p> <p>Action plan form</p>
	<p>After the session:</p> <p>Facilitator's Observation Form</p> <p>Empowerment Evaluation quality assurance checklist</p>

Notes

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Appendix C:

Template for list of girls
(project deliverable for donor)

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Appendix D:

Template for list of significant adults (project deliverable for donor)

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Appendix E:

Attendance sheet

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Attendance sheet			
Group:		Session length: (min)	
Session nº:		Date:	
Name of Facilitator:			
Topic discussed:			
Please, rate the emotional climate of the session			
Inappropriate	Bit appropriate	Enough appropriate	Highly appropriate

	Name	Attendance	Level of participation / adherence			
			1 = not at all 3 = generally	2 = slightly 4 = very/completely		
1		Yes No	1	2	3	4
2		Yes No	1	2	3	4
3		Yes No	1	2	3	4
4		Yes No	1	2	3	4
5		Yes No	1	2	3	4
6		Yes No	1	2	3	4
7		Yes No	1	2	3	4
8		Yes No	1	2	3	4
9		Yes No	1	2	3	4
10		Yes No	1	2	3	4



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Appendix F:

Action Plan

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Action plan form

Initiative name:

—

Planned date: _____

Ideas for location:

—

—

What success looks like for us: (set your goals; for example: how many visitors do we want to have for the Photo Exhibition)

1.

2.

3.



Action Steps	By Whom	By When	Resources and Support Available / Needed		Potential Barriers or Resistance	Communication Plan for Implementation
What needs to be done?	Who will take actions?	By what date will the action be done?	Resources Available	Resources Needed (financial, human, political, and other)	What individuals and organizations might resist? How?	What individuals and organizations should be informed about/involved with these actions?
Step 1:						
Step 2:						
Step 3:						
Step 4:						
Step 5:						



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Appendix G:

Facilitator's Observation form

Prepared by the University of Sevilla
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Facilitator's Observation form (self-assessment)			
Session n°:		Date:	
Name of Facilitator:			
Topic discussed:			

1. To what extent do you agree with the following statement:

I effectively led the group discussion.

Strongly disagree							Strongly agree		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7	8	9	10

2. To what extent do you agree with the following statement:

I effectively used active listening in the session.

Strongly disagree							Strongly agree		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7	8	9	10

3. Were there any disruptions or difficult situation in the session?

YES NO

4. To what extent do you agree with the following statement:

I managed the situation(s) very well.

Strongly disagree							Strongly agree		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7	8	9	10

5. Did you accomplish everything you planned for the meeting in the meeting plan?

YES TO SOME EXTENT NO

Please, specify:

6. Was there any moment or moments during the session that you experienced as somehow helpful or significant? Why?

7. What went well today?

8. What was difficult in today's session? (For example: Was it difficult to reach consensus?)

9. What would you do differently if you had the chance to repeat this session?

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Appendix H:

Observation form for FWG

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Observation form for FWG			
Session nº:		Date:	
Name of Facilitator:			
Topic discussed:			

1. To what extent do you agree with the following statement:

The facilitator effectively led the group discussion.

Strongly disagree					Strongly agree				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7	8	9	10

2. To what extent do you agree with the following statement:

The facilitator effectively used active listening in the session.

Strongly disagree					Strongly agree				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7	8	9	10

3. Were there any disruptions or difficult situation in the session?

YES NO

4. To what extent do you agree with the following statement:

The facilitator managed the situation(s) very well.

Strongly disagree					Strongly agree				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7	8	9	10

5. Were the meeting's objectives accomplished?

YES TO SOME EXTENT NO

Please, specify:

6. What went well today?

7. What was difficult in today's session? (For example: Was it difficult to reach consensus?)

8. In which areas do you think the facilitator needs further support?

9. In what ways do you plan to support the facilitator?

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Appendix I:

Interview questionnaires for girls

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Orientations for the cultural adaptation of the scales

A back-translation of the scales and a pilot with a girl is highly recommended!

It is recommended that the research partner translates the scales into the target language and someone external with high fluency in both the target language and English translates them back into English. After this back-translation the research partner checks whether there are substantial differences between the back-translated version and the original English version. The research partner does any adaptations if necessary. The process should be reported indicating if adaptation was needed at this stage.

After the back-translation is finished, the research partner should culturally adapt the sentences to be understandable and appropriate for the target population. Input from the community partner is highly valuable and desirable and they can be included in the process of cultural adaptation and/or asked for a final review. Some considerations are:

- You can freely adapt if the meaning of the sentence is not modified. Therefore, both words and complete sentences can be reformulated.
- Specifications (for example, “number of hours” for “amount of time”) and examples (“teachers and mates” for the “institute”) are useful.
- Use colloquial expressions as needed.
- For negative sentences it might be useful to include positive formulation of the sentence in brackets.
- For reliability issues do not remove any item, even if some items are very similar to the girls there is need to rank each item.

After the back-translation and cultural adaptation are completed, it is recommended to pilot the scale with at least one girl that meets the characteristics of the group (preferably not a girl from the group). The pilot could be done by the person that will be responsible for the data collection. Please consider the following for the pilot:

- These scales are expected to be interviewed, not self-reported.
- Use graphical support (examples provided below) to help the girl orient her answer.
- Do not influence the answer of the girl.
- Take as much notes as needed on those words that are not understood and ask for clarifications, “how would you express this in a better way?”.
- Use all interview items as you would do at the interview with girls from group – introduction, scales, feedback questions.

Use the feedback from the pilot to finalize the adaptation of the scales. At this stage back-translation will be needed again, so that we are sure that the same questions are asked in all local contexts.

Introduction

It is very important NOT to influence the answers of the girls. In order to avoid influencing their answers, you should not comment or express verbally or nonverbally any opinions you might have.

We would like to conduct a short interview and to get your opinion on several subjects. We want to know what you think about them and how important and relevant these are to you and your life. We will be asking the same questions again later in the project to see if your opinion has changed. There is no right or wrong answer. We want to know what you think and how you feel about these things. Your opinion is the most important!

We will read out several statements and we would like you to tell us whether they are true / relevant for you or not. To what extent do you agree or disagree with these statements. There are four options for answer to choose from - Not at all, Slightly, Generally and Very/completely. You can show us your answer on this page (present the visual and explain which option relates to which answer; you can include or leave out the options below the answers). Do not think about your answer too long. Please, tell us the first thing that comes to your mind.

If you don't want to give answers to any of the questions, you don't have to. Please, let us know if any of the questions or statements make you feel uncomfortable. We do not want to make you feel uncomfortable in any way. You can stop the interview at any time.

Please, let us know if you do not understand any of the questions or the statements. We will try to explain better what they mean. You can also ask us questions or give your opinion on the questions and statements in the interview at any point.

Please, make sure to note down during or after the interview any questions, statements or reactions that the girl has during the interview process.

Please, make sure to ask the girl about her thoughts and feelings related to the interview at the end and note them down.

1) Relevance of identity roles

Group name

Girl's name

How important to you in obtaining your life goals is...	not at all	slightly	generally	very / completely
...finishing high school	1	2	3	4
...going to college	1	2	3	4
...being a mother	1	2	3	4
...getting married	1	2	3	4
...starting a family	1	2	3	4
...having a satisfactory job	1	2	3	4
...having a close relationship with your friends	1	2	3	4
...having a close relationship with your birth family	1	2	3	4

2) Life satisfaction

Please, rate the following sentences with the rank:	not at all	slightly	generally	very / completely
In most ways my life is close to ideal.	1	2	3	4
The conditions of my life are excellent.	1	2	3	4
I am satisfied with my life.	1	2	3	4
So far, I have gotten the important things I want in life	1	2	3	4
If I could live my life over, I would change almost nothing.	1	2	3	4

3a) Mattering questionnaire family:

Please, rate the following sentences with the rank:	not at all	slightly	generally	very / completely
The people in my family value me as a person.	1	2	3	4
I feel I help meet the needs of my family.	1	2	3	4
I am an important part of my family.	1	2	3	4
My family would not be the same without me.	1	2	3	4
I influence the lives of people in my family.	1	2	3	4
I feel like I matter to my family.	1	2	3	4
My ideas are valued by the people in my family.	1	2	3	4
I am appreciated by the people in my family.	1	2	3	4
I have an influence on my family.	1	2	3	4

3b) Mattering questionnaire school:

Please, rate the following sentences with the rank:	not at all	slightly	generally	very / completely
The people in my school value me as a person.	1	2	3	4
I feel I help meet the needs of my school.	1	2	3	4
I am an important part of my school.	1	2	3	4
My school would not be the same without me.	1	2	3	4
I influence the lives of people in my school.	1	2	3	4
I feel like I matter to people in my school.	1	2	3	4
My ideas are valued by the people in my school.	1	2	3	4
I am appreciated by the people in my school.	1	2	3	4
I have an influence on the way my school is.	1	2	3	4

3c) Mattering questionnaire community:

Please, rate the following sentences with the rank:	not at all	slightly	generally	very / completely
The people in my community value me as a person.	1	2	3	4
I feel I help meet the needs of my community.	1	2	3	4
I am an important part of my community.	1	2	3	4
My community would not be the same without me.	1	2	3	4
I influence the lives of people in my community.	1	2	3	4
I feel like I matter to my community.	1	2	3	4
My ideas are valued by the people in my community.	1	2	3	4
I am appreciated by the people in my community.	1	2	3	4
I have an influence on my community.	1	2	3	4

I would like to ask you what you think about this interview.

Where these topics relevant/important to you and your life?

Where any questions more difficult to answer? Why?

Do you have any comments or suggestions about this interview that you would like to share?

4) Socio-political agency

Please, rate the following sentences with the rank:	not at all	slightly	generally	very / completely
Youth like me can really understand what's really going on with my community	1	2	3	4
Youth like me have the ability to participate effectively in community activities and decision making	1	2	3	4
There are plenty of ways for people like me to have a say in what our government does	1	2	3	4
Most of community leaders would listen to me	1	2	3	4

I would like to ask you what you think about this interview.

Where these topics relevant/important to you and your life?

Where any questions more difficult to answer? Why?

Do you have any comments or suggestions about this interview that you would like to share?

NO

YES

NO

NO

YES

YES

Not at all

Slightly

Generally

Very / completely



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Appendix J:

Wrap-up notes

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Wrap-up notes

<p>A. Was there any moment or moments during the session that you experienced as somehow helpful or significant? Why?</p> <p>B. In a general sense, how satisfied are you with this session?</p>						
Name	Significant event	Explanation/notes	Satisfaction			
			not at all	slightly	generally	very / completely
1			1	2	3	4
2			1	2	3	4
3			1	2	3	4
4			1	2	3	4
5			1	2	3	4
6			1	2	3	4
7			1	2	3	4
8			1	2	3	4
9			1	2	3	4
10			1	2	3	4

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Appendix K:

Local Coalition Ambassador checklist

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Ambassador checklist

Date of meeting/conversation: _____

Name(s) of person: _____

Organization: _____

Position of the person: _____

	Yes	No	Don't know
Was the person interested to hear about the project?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was the person positive about the goals of the project?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was the person interested in supporting the project?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How will the person be involved in the project:

Follow up actions:

Comments: