

# Participatory Video for Monitoring & Evaluating girl programming in Guatemala

Soledad Muñiz – Senior Associate



[smuniz@insightshare.org](mailto:smuniz@insightshare.org)



[solemu](#)



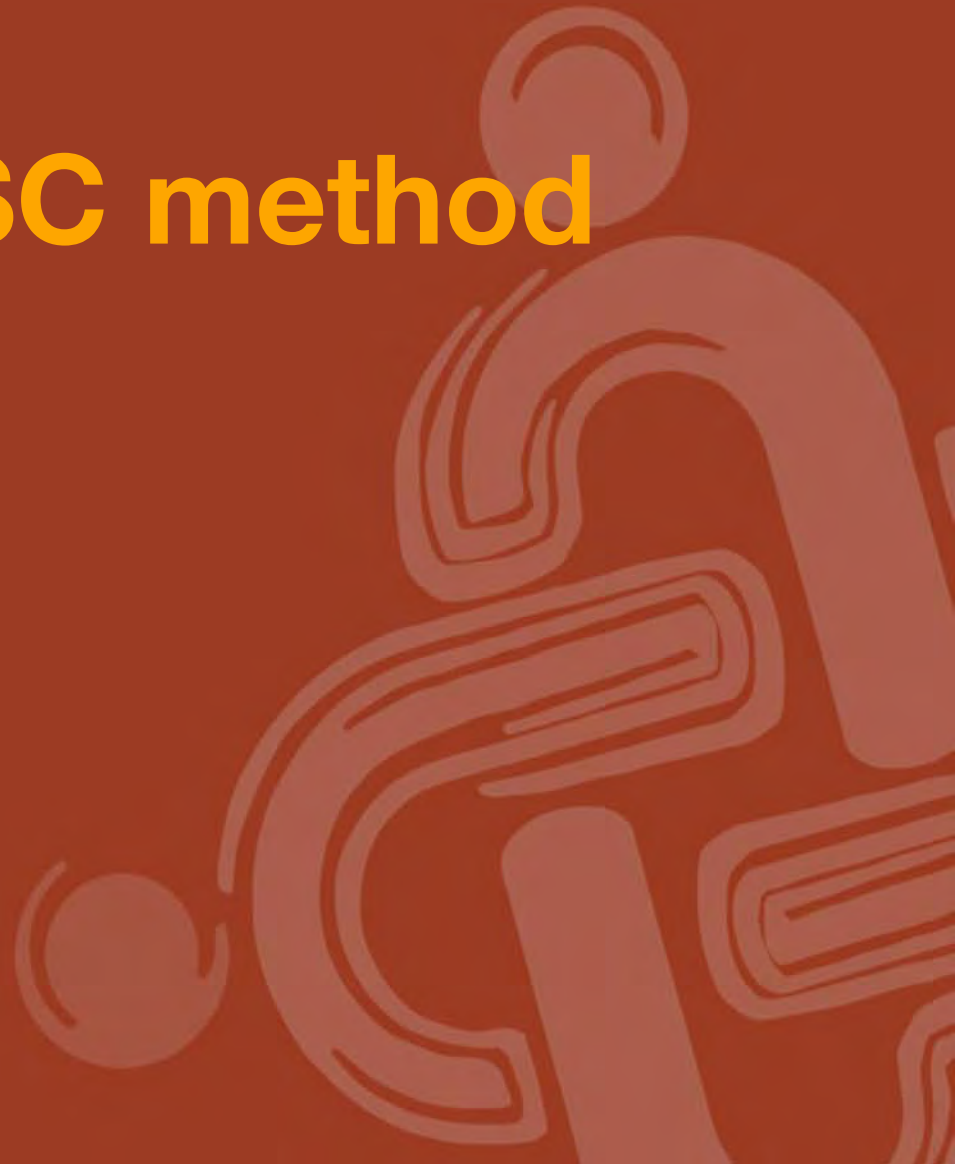
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# We will explore:

- ✓ Participatory Video & Most Significant Change (PV MSC) in a nutshell
- ✓ The experience in Guatemala
- ✓ Key lessons

# The PV MSC method

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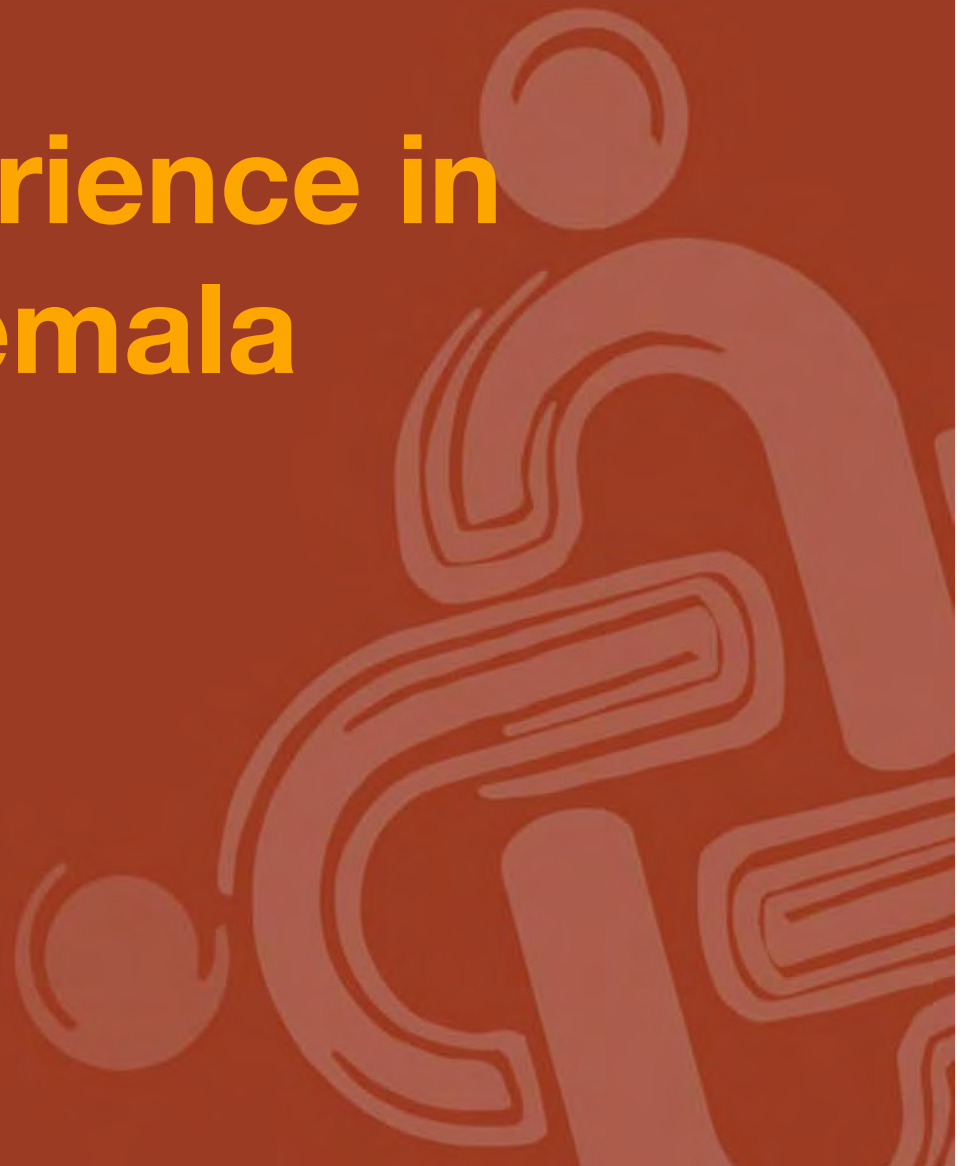




# The experience in Guatemala



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**150** = girls participated  
**32** = Participatory videos made  
**11** = PV MSC collection  
processes  
**6** = PV MSC selection  
processes  
**2** = Screening events  
**400** = Approximate number of  
people involved in the activity,  
including girls, girl leaders,  
parents, community leaders,  
staff from Population Council  
Guatemala and local partners



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**“ I feel I’m growing in  
critical thinking ”**

**”** Irma, PV  
MSC Trainee

***“It's important to include PV for M&E in the monitoring &  
evaluation strategies to make them more human, more  
inclusive and to generate better feedback with communities”***

Angel Del Valle, M&E Coordinator  
Population Council Guatemala

***“It’s really important for us as young women to  
come here and share between us. I know this will  
also benefit the girls in my community”***

Ingrid, PV MSC Trainee

***“I believe we are fulfilling the goals. It’ demonstrated that this  
method works with this population. Besides, you’ve adapted to  
the girls, like with the domains, and this for me has a huge  
value, because many times we don’t find this capacity and  
humility to reflect...many times experts don’t want to move  
from their positions.”***

Alejandra Colom  
Programme Coordinator  
Population Council Guatemala

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***“ These are programs for girls and adolescent girls. The research strategies have to adapt to them. We have to think the way they respond to methods, their comfort, their vulnerability. I recommend organizations to innovate and integrate the girls in impact evaluations ”***

Angel Del Valle, M&E Coordinator, Population Council Guatemala

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# Key lessons:

- ✓ Grounded Theory in practice: complete circle
- ✓ Adapting to the program ways of doing
- ✓ Side effects of PV MSC: dialogue, learning, downward accountability
- ✓ Evaluating creating spaces for empowerment

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[www.insightshare.org](http://www.insightshare.org)



[info@insightshare.org](mailto:info@insightshare.org)



**Watch the videos here:**

**[www.videogirlsforchange.org](http://www.videogirlsforchange.org)**

**Soledad Muñiz – Senior Associate**



**[smuniz@insightshare.org](mailto:smuniz@insightshare.org)**

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# Measuring Tolerance among Roma and Non-Roma Youth in Romania and Moldova

**Youth Civic  
Engagement and  
Dialogue Formative  
Evaluation**





# **Goal & Objectives**

**Roma and non-Roma youth are active and engaged citizens who mobilize other youth for community improvement and foster intercultural tolerance.**

- 1) Teachers, schools, and local NGO leaders effectively promote civic engagement and tolerance among Roma and non-Roma students;**
- 2) Roma and non-Roma youth address community problems together; and**
- 3) Youth reduce ethnic tension and promote tolerance in the community.**

**This evaluation groups together this goal and objective into two main outcomes: increases in tolerance and increases in civic engagement.**



# Most Significant Change Technique

- **Project Stakeholders – Roma and Non-Roma Youth (10-19 youth per school, 6 schools), Roma and Non-Roma Adult Mentors, Romani CRISS, IREX-Moldova, IREX HQ**
- **Reporting Period – 1 year mid-term evaluation**
- **2-Day Participatory Training**



# Participatory Domain Selection

- **Domain 1: Personal change / self-esteem / personal development / motivation**  
This change could include attitudes toward people of other ethnicities or could relate more generally to changes in confidence, worldview, communication abilities, or other personal changes.
- **Domain 2: Changes in civic engagement/sense of responsibility to community**  
This domain was designed to capture any changes in youth's sense of civic engagement and ways of interacting with the broader community.
- **Domain 3: Changes in communities / schools / relationships between different groups**  
This domain was designed to capture broader change than any of the other domains, encompassing change at the school or community level. The evaluation team was most interested in changes in relationships between Roma and non-Roma groups but framed the domain broadly to capture changes among other groups, such as between adults and youth or local government leaders and students.
- **Any other changes:** This domain captured significant changes that would not fit into the other domains and was provided to allow participants more freedom to focus on changes that they thought



# Collecting of the Significant Change Stories

- **Questions**

**“Looking back over the past year, what do you think was the most significant change that resulted from this program?”**

- **Written Stories / Taking Notes**

- **Participatory video**

- **Recommendations**

- **Group Reflection using ORID Discussion Method**



# **Story Selection Process**

- **Field staff selection sorted stories by domain.**
- **Through consensus process decided on top stories for each domain from each school.**
- **Final selection process amongst all top MSC stories overall.**



# Triangulation & Verification

- **Collected quantitative data through written surveys for youth and adult participants, measured against similar baseline surveys.**
- **Negative feedback, small youth groups, separating youth from mentors.**



# **Key Results of Mid-Term Evaluation**

- 1) Youth were transforming at the personal level, whether through broad skills and attitudes or through attitudes specifically toward those of other ethnicities.**
- 2) Second in strength, the project was changing relationships between groups in the school and community, particularly between Roma and non-Roma youth.**
- 3) Third and last, the project was increasing youth's sense of civic engagement.**



# **Training & Capacity Building**

- **Pedagogy and Theory**
- **“I never knew the youth were able to do such an analysis of the project themselves.”  
–IREX Moldova staff member**
- **Many staff expressed that changes they heard the youth share were far more significant than they expected.**
- **Staff have already implemented the MSC methodology in other projects.**

# Challenges / Constraints of the Methodology

- Bias in analysis – videogenic stories vs. most significant stories
- Language barrier
- Staff Capacity
- Time Constraints





# Working with Youth

- Advantages of MSC with Youth
- Disadvantages of MSC with Youth





**For more information:**

**Kristina Pearson**

**kristina@villageearth.org**

**Village Earth**

**[www.villageearth.org](http://www.villageearth.org)**

**Training and Consultations in Participatory Monitoring  
& Evaluation Methodologies**

**For a copy of the Executive Summary: [http://  
www.irex.org/news/participatory-evaluation-shows-  
increasing-tolerance-among-youth](http://www.irex.org/news/participatory-evaluation-shows-increasing-tolerance-among-youth)**