



Final International Seminar PatHERways  
6th-11th March 2018 - Cascais, Portugal

# SEMINAR CONCLUSION PAPER

## EXTERNAL EVALUATION REPORT

MAY, 2018  
1st version



### PATHERWAYS

Creating pathways for political  
participation of young women





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## 1. Short bio of the evaluator

Matia Losego is a professional trainer and consultant in the fields of Youth and Non Formal Education. His areas of expertise vary from Human Rights Education to Youth Participation and Democracy, including also volunteers' management and social inclusion. He works directly with young people and adults, as well as with youth workers, social workers, civil servants, teachers and other professionals. He cooperates with a different range of organizations and institution including the Youth Department of the Council of Europe, several Erasmus+ Youth in Action National Agencies, the Portuguese Institute for Youth and Sports, the Inducar network and other non-governmental organizations.

Matia has a degree in Social Cultural Community Development with a specialization in Intercultural Mediation by the Lisbon School of Education. His Non Formal Education path includes the participation in the Training of Trainers in Human Rights Education by the Youth Department of Council of Europe [2013-2014], the Training of Trainers for European Erasmus+ Youth in Action Projects by SALTO Training & Cooperation Resource Centre [2016/2017] and other relevant training events, seminars and conference.

From 2011 until 2016 Matia was a professional youth worker in the local youth NGO Dínamo, being responsible for long term learning processes with young people, international project management and networking and advocacy at local level. In the framework of the European funded project 'EDC for All!', he was the coordinator of the translation into Portuguese language of the manual 'Have Your Say!', by the Council of Europe.

In the field of evaluation Matia is a member of the Pool of Experts of the Portuguese Erasmus+ Education and Training National Agency, being responsible for external evaluation of KA1 and KA2 project application. In the past he also supported local youth NGO in internal evaluation processes.

Matia is a board member of the European network DARE – Democracy and Human Rights Education in Europe.



## 2. Objective and methodology

This external evaluation process aim at analyse the outcomes and the direct impacts of the project in order to provide evidence-based conclusions, which can be useful both for the consortium, to evaluate the project and eventually plan future steps, and for other entities interested in the project. The results presented in this report should be used together with the outcomes of the internal evaluation developed by the consortium.

The external evaluation plan came in a later stage of the project and use the opportunity of the last international seminar [March 2018] to collect data and documents to be analysed. In the following months the evaluator carefully examined the data and developed the conclusions presented below. This process had the support of the project coordinator and the entire consortium, in terms of availability to provide materials, to clarify specific aspects of the project and to provide feedback.

The tools and the documentation used, as well as the 5 evaluation dimensions, are presented in the following page.

This report is divided in two main parts. The first one respects the structure of the external evaluation plan and, for each dimension, provides a short description, the available synthesis of the data collected and specific outcomes of the dimension. In its second part the report presents the global reflection outcomes to be used in the future.

The views expressed in this report are the sole responsibility of the author and do not necessarily reflect the opinions of the consortium of the project or the funding agency.



<b>External Evaluation Plan</b>				
<b>Dimensions</b>	<b>Aspects</b>	<b>Target group(s)</b>	<b>Evaluation tools</b>	<b>Documentation needed</b>
1. Partnership and cooperation	<ul style="list-style-type: none"> <li>:: Role and contributions of each partner at international level</li> <li>:: Support from coordinator</li> <li>:: Peer support</li> <li>:: Cooperation in project tasks</li> <li>:: Internal communication</li> </ul>	<ul style="list-style-type: none"> <li>:: Coordinator (project team and/or board)</li> <li>:: Partners (project teams and/or board)</li> </ul>	<ul style="list-style-type: none"> <li>:: Group collection of data and discussion</li> <li>:: Non participatory observation</li> </ul>	<ul style="list-style-type: none"> <li>:: Project application</li> </ul>
2. Objectives	<ul style="list-style-type: none"> <li>:: Initial assessment of the state of art at national and international level</li> <li>:: Final state of art at national and international level</li> </ul>	<ul style="list-style-type: none"> <li>:: Participants in the final evaluation meeting</li> </ul>	<ul style="list-style-type: none"> <li>:: Individual evaluation forms</li> <li>:: Analysis of documents</li> </ul>	<ul style="list-style-type: none"> <li>:: Project application</li> </ul>
3. Project development	<ul style="list-style-type: none"> <li>:: Project's activities</li> <li>:: Changes, crises and solutions</li> <li>:: Project's results and relevance</li> </ul>	<ul style="list-style-type: none"> <li>:: Partners (team)</li> </ul>	<ul style="list-style-type: none"> <li>:: Group collection of data and discussion</li> <li>:: Non participatory observation</li> <li>:: Analysis of documents</li> </ul>	<ul style="list-style-type: none"> <li>:: Project application</li> <li>:: Project real flow</li> </ul>
4. Impact at individual level	<ul style="list-style-type: none"> <li>:: Self-assessment of learning outcomes</li> <li>:: Changes on educational practices</li> </ul>	<ul style="list-style-type: none"> <li>:: Participants in educational activities</li> </ul>	<ul style="list-style-type: none"> <li>:: Semi structured interview</li> <li>:: Analysis of documents</li> </ul>	<ul style="list-style-type: none"> <li>:: Pax evaluation results</li> <li>:: Competence framework(s)</li> <li>:: Programme of the training activities</li> </ul>
5. Impact at organizational level	<ul style="list-style-type: none"> <li>:: Organizational competences and practices</li> <li>:: Activities and projects for final target groups</li> <li>:: In the local/national context of the organization</li> </ul>	<ul style="list-style-type: none"> <li>:: Partners (team and/or board)</li> </ul>	<ul style="list-style-type: none"> <li>:: Semi structured interview</li> </ul>	<ul style="list-style-type: none"> <li>:: Application</li> </ul>



### 3.1. Partnership and cooperation

#### a. Dimension description

This evaluation dimension aims at having a snapshot of the internal cooperation within the consortium. It is a snapshot because the evaluator had the opportunity to observe the dynamic only during the last seminar and not during the project path.

The evaluation tools used were essentially two. On the one hand non participatory observation was used during several sessions of the last seminar, including networking and informal moments. The sessions observed include:

- Participants' introduction
- Seminar introduction
- Discussion on the state of art of the project
- Presentation of national states of art [before and after]
- Collection of results for the final report

On the other hand the evaluator, together with a team member of the coordinating organization, designed and run a specific session aiming at collecting participants' opinions on the cooperation inside the consortium.

Both tools were reported using on-the-spot notes which cannot be included in this report to be highly contextual. In a later stage the notes were analysed, together with the original project application and other materials from the previous meeting in order to reach the specific outcomes.

#### b. Specific outcomes

##### 1.i | *A core group and a positive turnover*

The group composition of the last seminar, as well as the individual participation in the plenary, shows that the project had a core group of people involved, from mostly all the partner organizations. The relation between these people seems to be strengthened by the three residential seminars and the online cooperation and looks positive. At the same time almost every organization made an effort to involve new people or local partners for the last seminar.

##### 1.ii | *Communication laps*

From the questions raised during the moments observed the project seems to suffer from some communication laps. The decision to use two working language, referred below, is definitely one of the cause of this issue. In some cases the communication got stuck in internal circles, in others the internal workload of each partner organizations or the efforts devoted to the project did not allow project members to follow every communication topic.



1.iii | *No other option than two working language*

The high diversity of the project demanded the constant use of two working language, English and Portuguese. This decision had consequences in every moment of the seminar, and eventually of the project, demanding extra time to translation and clarification of misunderstanding and turning all the sessions very long and hard to follow. In addition to that an extra effort was asked to people speaking both language, both in terms of individual support to other participants and of participation in plenaries. However it seems that the project consortium had no other option in order to work together and the persistence of including everyone in the discussions during the project should be highlighted.

1.iv | *A coordinator centred cooperation*

Even with the core group of people from each partner organization and with local or national activities in every country involved the project was centred on its coordinating organizations. Attempts to delegate specific work packages, such as the job shadowing activities, and requests to lead specific phase of the project seem inefficient while the coordinating organization appear to be the main one with a global picture of the project.

1.v | *Thumbs on for shared decision making*

A substantial part of the last seminar was devoted to reflect and debrief on specific moments of the project and the seminar. In these occasion participants had the opportunity to share their emotions, listen to each other opinions, ask and give clarifications and take common decision without time pressure or a specific hierarchy. This approach gives space for shared decision making processes and, more important, appears coherent with the topics tackled by the project.



### 3.2. Objectives

#### a. Dimension description

This dimension focuses the analysis on how much the initial project aim and objectives were fulfilled. The starting point was the argumentation included in the project application as well as in the project summary published in the first months and updated during the project. The terms of comparison were collected through questions in an individual evaluation form for participants in the last international seminar of the project, through the analysis of project outcomes and, to a lesser extent, in individual interviews with project leaders.

However, it is important to underline that the analysis, in the framework of this external evaluation, focused mostly on the global and international aspects and not in the achievement of the project objectives in specific countries or local contexts. This limitation were justified by the huge diversity of the project consortium and the decision of prioritize the collection of data about the impacts on the project during the third international project meeting and the following months.

#### b. Data collected

As mentioned, the first and main source of data for this dimension was the individual form submitted to the participants of the last international meeting of the project. The questions included a quantitative one [How do you evaluate the aim and the objectives of the project?] with 5 mandatory options from 'Very bad' to 'Very good' and a space for optional comments.

The quantitative chart of the 29 answers collected is presented in the next page. In order to improve the understanding of this tool the aim and the 8 project objective were pasted below:

Aim: to develop the competences of youth workers, youth trainers and educators to efficiently engage young women in the political life within their organizations, networks and communities, contributing to improve the representation of young women in the decision making bodies and structures within participatory and representative democracy, thus guaranteeing the defence of the particular issues and challenges they face and contributing to a more democratic, sustainable, representative and equalitarian society and to social and civil development.

Objectives:

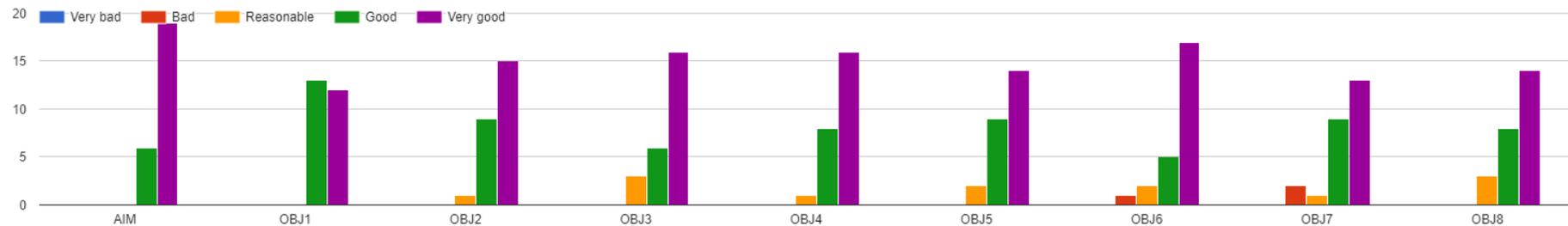
1. To develop the capacity building of the partner organizations to improve their work on youth participation, particularly regarding young women political participation, among their target groups and networks;
2. To improve the capacity of trainers and educators to be able to efficiently work on the issue of young women political empowerment in their national and local realities;



3. To develop an education handbook that can support organizations, youth workers and institutions worldwide initiating their work on gender equality in governance and empowerment of young political representation within youth work, including transnational recommendations on the topic;
4. To foster a transnational understanding between youth workers on the topic of youth political participation and identify policy practices that create environments that promote young women participation;
5. To develop sustainable partnerships and networks among organisations working with youth for more democratic structured processes;
6. To identify and exchange good practices initiatives at international level that promote young women political participation in their communities or/and organizations;
7. To identify particular challenges of more vulnerable young women, such as diasporas communities, through a transnational perspective;
8. To increase the institutional awareness on the importance to develop youth policy particularly addressing young women participation in decision-making.



How do you evaluate the aim and the objective of the project?



Some quotes from the comments' box are the following:

- *Regarding OBJ5: I know that some are doing new partnership, but it is harder for our team due to national challenges.*
- *[...] I also really enjoyed being empowered as a youth leader through different activities, tools and discussions with different partners. However, my final evaluation contains many negative views. First of all, I deeply regret not having the opportunity to hear/see concretely what the other teams were doing at their national level. I raise his critic since Faro [first seminar] and I am sad it did not evolve, except for informal talks at lunch with other participants. [...]*
- *[..]I take my responsibility in because I was not engaged enough in the preparation and organization of the seminars [...]*
- *Cape Verde [Training of Trainers] was amazing, it was an example of how you do non formal education with social intelligence and creativeness. I learnt so much. In Faro, I was given tools to do training, but in Cabo Verde I was empowered to create my own tool. And I watched myself with colleagues around the world sit down and create something new, different, helpful and meaningful [...]*
- *This initiative was extremely ambitious and brave.*
- *I think PatHERways has been a unique opportunity for our organization to analyse our own work with young women. We now have an excellent platform on which to build. Thank you!*
- *General goals of the project were achieved. Some organizations took the ownership of the strategies and the learning outcomes more than others [...]*



### **c. Specific outcomes**

Before moving on with the specific outcomes of this dimension, as was done in the previous one, it is necessary to underline some limitations of the tools used in this case. The decision of collecting individual contributions regarding project's aim and objective within the written evaluation form of the final seminar was not a good one. Some of the comments given were related only to the last seminar, others compared the work done during the three international seminars, without reflecting on the overall project's aim and objectives. In addition to that the *mood* of the group was reaching a celebration moment and many words were spent to thank everyone and keep the positive spirit. A specific partner meeting or organization's specific form could have fulfilled better the purpose of the dimension.

Despite this the data collected were useful to reach the following specific outcomes:

#### *2.i | The first step was done within partner organizations*

Even if the original project application presents a good context when it comes to the situation of women in decision making processes the project acted mostly within each partner organization and, to an higher extent, in the practices of people involved in educational activities of the project, as stated in objectives 1 and 2. In this sense the overall aim of the project and the mentioned objectives could be considered fulfilled, however it has been noticed a gap between the application and the development of the project.

#### *2.ii | Handbook to be launched*

The fulfilment of objective 3, regarding the handbook, is relatively objective, however its process had space for improvement. From the opinions collected during the last seminar it seems that the path of the handbook started in a later stage of the project and suffered some delays in its production and internal feedback phase. The division of work, both conceptual and practical, regarding the handbook looks unbalanced, with a lot of responsibility on the coordinating organization and even lack of information about it among other partners. In the framework of this evaluation a draft version of the handbook was consulted. It looks very complete, including a good framework of the project, theoretical models regarding youth and women participation, training activities and the political recommendations developed. However, at this stage, the tool looks much more useful as a solid reference for partner organizations than as a handbook for external organizations active in the field.

#### *2.iii | Mutual understanding happened in bilateral cooperation*

Due to the already referred huge diversity of the consortium, to the limited time in residential seminars and to the difficulties of engaging all the partners at the same time online the exchange of practices and mutual understanding of local and national realities [objectives 4 and 6] looks partially not achieved. However, considering informal contributions, dissemination materials and some opinions collected in the interviews mentioned below the



situation looks better. The bilateral job shadowing events, the personal relations created during the project and some language similarities allowed participants to dive into other realities when it comes to participation of young women on decision making processes and even advocate for change.

*2.iv | A solid framework for future cooperation*

Apart from specific organizational issues, mentioned in the comments above, the project created a solid foundation for future cooperation and networking both at international and at national level. The already mentioned core group of people, the work done within the organizations and their workers and volunteers and the pedagogical approach of the project created the condition to move forward in the future, showing a good results when it comes to objective 5.

*2.v | Keep organization's agenda high*

Apart from national and language diversity the consortium took advantage of the work done by some of the partners with specific target groups or in a specific context. In this the case of the work done with women from diaspora communities or from rural area. The organizations which brought these agenda into the project since the beginning kept their role and benefits all the consortium, the project activities as well as the project results.

*2.vi | Advocacy happened at local or national level*

The evaluation tools used and the data collected do not allow to draw a concrete scenario of the work done by the consortium towards other institutions. However it is clear that almost every partner organization considered this dimension of the project and spent some efforts on it, by enlarging their local network and by contacting local and national institutions regarding the topic of the project.

### **3.3. Project development**

#### **a. Dimension description**

This dimension presents some overlaps with the first one when it comes to the tools used and partially on its specific outcomes. It focuses in the global flow of the project, including its activities, its flow, its crucial moments and its results.

In terms of tools used, in addition to the non-participatory observation and to the participants' opinions collected during the last seminar, a relevant amount of time was dedicated to the analysis of the following documents and products:

- The draft version of the handbook
- The programmes of the three residential seminars



- The tools used in the residential seminar, with special attention at the self-assessment used in the second mobility
- The guidelines for the job shadowing events
- The participants' evaluation forms of the three residential seminars
- The public articles and videos, in Portuguese, English and Spanish, published online for dissemination purposes
- Partner's project reports [United Kingdom]
- Policy recommendation developed in the framework of the project

**b. Specific outcomes**

*3.i | Project started in Faro*

The initial online phase, aiming at kick off the project and develop the national studies, had a lot of challenges, eventually due to the complexity of the topics tackled. Considering many opinions collected the project really started in the first seminar in Portugal.

*3.ii | National studies left behind*

The initial delay had an effect also in the production and in the relevance of national studies initially planned. The consortium presents a big diversity in terms of level of details of the national studies and the purposes given to these documents as advocacy or organizational development tools.

*3.iii | Job shadowing events in the shadow*

The different bilateral job shadowing events scheduled started and have been developed in different moments of the project. This issue, together with the difficulties in online communication mentioned above, has hampered a global sharing of the results of this dimension of project inside the consortium. The job shadowing events happened and had positive impacts in the people and organizations involved, however the consortium lack a clear global picture of them.

*3.iv | Local things happened*

For the same reasons of the job shadowing events, also local activities, in the follow up of international one lacked some coordination. The project included a wide range of local activities, from residential training events to long term work with groups of young women, including institutional meetings and production of materials. However it seems to be very difficult to the consortium to keep the track of everything and maximize its impacts.



### 3.v | *Handbook slipped*

As referred above the path of the handbook suffered a delay from the original plan. This delay had also consequences in terms of objectives of the last seminar and potential for national and international dissemination of the result.

### 3.vi | *Second mobility was crucial*

If the first mobility kicked off the project, the second mobility in Cape Verde was crucial. In the opinion of several people involved in the project this event was the highlight of the project in terms of potential for professional development of educators, intensity of the process, use of materials and session outlines produced and cooperation. This opinion is confirmed also when it comes to intercultural impact of the event in the participants and in the local community which hosted it.

### 3.vii | *International events as milestone*

The three international events were the milestone of the project. The overall workflow could be divided according to before-after each mobility. Due to difficulties in the consortium online communication the international seminars were spaces to steam off eventual tension and to clarify misunderstanding, but at the same time they were key moments to keep strengthening personal and professional relation and to boost partners motivation. On the level of the topics tackled the international seminar were also the space where different national realities and approaches shocked, demanding a solid and coherent reaction to the educational teams involved.

## 3.4. Impact at individual level

### a. Dimension description

This dimension, as well as the following, is the most important ones in the framework of this external evaluation process. In this chapter the evaluation aims at understanding the impact on direct participants of the activities of the project, being educators, managers and volunteers of the partner organizations and considering mostly the overall aim of the project and the first two objectives.

The evaluation tool used was a semi-structured interview, divided in two parts in order to cover both dimensions. In the next page is presented a table which sum up the answers given in the interview. However it is important to underline four considerations before moving on with the specific outcomes. First of all the interviews were done during the last international seminar or in the following weeks. This means that the data collected are immediate impacts, in a phase where the project was still open and in a sort of positive mood. According to previous experiences, and some answers, it is also relevant to assess the learning outcomes of



an experience after a longer period of time. Unfortunately some of the interviews were developed in precarious conditions, during the informal moments of the seminar and in noisy spaces. For this reason the interviews were not recorded in an audio format and the data presented below are not the direct words of people interviewed. Other were done on Skype in the following weeks. The target groups of the interview varies among partner organizations. Some were done individually with people who join all the activities of the project, other happened in groups, with people who follow the entire project and newcomers in the last seminar. This consideration is highly relevant when it comes to individual impacts of the project. Finally the interviews were semi-structured. In the table below are presented all the questions planned, but in any interview they were used entirely. In the case of individual impact the key question was *Which were your main learning outcomes in this projects?*, followed by support measure, obstacles and/or future plans.



**b. Data collected**

<b>4. Impact at individual level – Table 1</b>				
<b>Partner Organization</b>	<b>Portugal - ECOS (1 person)</b>	<b>Portugal - HeforSheUAig (2 people)</b>	<b>Mozambique (2 people)</b>	<b>Cape Verde (1 person)</b>
<b>In which activities of the project did you take part?</b>	All, including hosting and sending in job shadowing events	All international events	All, including hosting a job shadowing	All, including sending in a job shadowing
<b>Which were your main learning outcomes in this projects?</b>	<ul style="list-style-type: none"> <li>:: Improve professional practices in terms of let young people learn from their mistakes</li> <li>:: Manage frustration</li> <li>:: Multitasking</li> <li>:: Take the ownership of my organization</li> <li>:: Competence as trainer and manager in projects also outside Europe</li> <li>:: Tackling gender equality issues in an international context, including women and men</li> <li>:: How to delegate</li> </ul>	<ul style="list-style-type: none"> <li>:: Exploring new topics in an international project</li> <li>:: Understanding new contexts and realities</li> <li>:: Good understanding of gender equality as concept</li> <li>:: New ways to act</li> </ul>	<ul style="list-style-type: none"> <li>:: Communication skills</li> <li>:: Trainers' skills</li> <li>:: Understanding gender issues in different realities</li> </ul>	<ul style="list-style-type: none"> <li>:: Knowledge of new contexts and realities</li> <li>:: New educational approach, learner centred and cooperative</li> </ul>
<b>Where did these learning outcomes happened?</b>		:: International seminars		



<p><b>What did support you in this learning process?</b></p>		<p>:: Relation with other participants          :: The efforts of the core group of the project</p>	<p>:: Educational approach used          :: Coordinating organization people and trainers          :: Intercultural diversity of the consortium          :: Feedback given and received</p>	<p>:: Intercultural diversity of the consortium          :: My own curiosity and motivation to learn          :: Good logistical conditions          :: Personal support given</p>
<p><b>Which were the main obstacles in your learning process?</b></p>	<p>:: Manage different fronts</p>	<p>:: Being a newcomer in this kind of project          :: Follow the project and the organization at the same time          :: Learning to learn was a challenge</p>	<p>:: Logistical issues          :: Paperwork</p>	<p>:: Emotional dimension</p>
<p><b>Which are your learning plans for the future on this topics?</b></p>		<p>:: Spread learning outcomes within the organization          :: Spread this approach in other contexts where I am involved</p>		
<p><b>To which extend were the learning outcomes of the project relevant to you, your context and your organization?</b></p>			<p>The educational approach used was highly relevant. In our practices we already changed the trainer centred approach.</p>	
<p><b>In which dimensions of your work do you use (or will you use) the competences developed?</b></p>				<p>:: There are some plans to reproduce some of the learning outcomes at national level</p>
<p><b>Something more to add?</b></p>	<p>:: High diversity of the consortium          :: Time is still needed to reflect on a lot of things</p>		<p>PHW is an approach</p>	



<b>4. Impact at individual level – Table 2</b>				
<b>Partner Organization</b>	<b>East Timor (4 people)</b>	<b>Peru (4 people)</b>	<b>United Kingdom (1 person)</b>	<b>France (3 people)</b>
<b>In which activities of the project did you take part?</b>	All, including sending in a job shadowing	All, including hosting a job shadowing		All, including hosting a job shadowing
<b>Which were your main learning outcomes in this projects?</b>	<ul style="list-style-type: none"> <li>:: More understanding of the topics of participation in decision making processes and women participation</li> <li>:: Transfer to the organization</li> </ul>	<ul style="list-style-type: none"> <li>:: Understanding new working approaches</li> <li>:: Understanding Non Formal Education approach and practices in other countries</li> <li>:: Working tools</li> <li>:: New motivation to use new approaches and tools</li> </ul>	<ul style="list-style-type: none"> <li>:: Understanding of women's situation in different countries</li> <li>:: New curricula, methods and approaches to work with young women</li> <li>:: New theoretical models</li> <li>:: New practical skills</li> <li>:: How to develop and cooperate in the framework of strategic partnerships</li> </ul>	<ul style="list-style-type: none"> <li>:: New tools in Non-Formal Education</li> <li>:: Self empower to participate more in the public space</li> <li>:: Communication in foreign language</li> </ul>
<b>Where did these learning outcomes happened?</b>	<ul style="list-style-type: none"> <li>:: International events</li> <li>:: Follow up actions at local level</li> </ul>		<ul style="list-style-type: none"> <li>:: International seminar</li> <li>:: Job shadowing</li> <li>:: National researches and sharing</li> <li>:: Local follow up activities</li> <li>:: Production of dissemination materials</li> </ul>	<ul style="list-style-type: none"> <li>:: Second international seminar and laboratory</li> </ul>



<p><b>What did support you in this learning process?</b></p>	<p>:: Sharing from other partners          :: Bilateral cooperation          :: International events</p>			
<p><b>Which were the main obstacles in your learning process?</b></p>		<p>:: Intercultural dimension          :: Different approaches to workload</p>		<p>:: Language barriers          :: Different approaches and field of action within the consortium</p>
<p><b>Which are your learning plans for the future on this topics?</b></p>		<p>:: New workshops, also in schools          :: Merge research and field work          :: Work on how to support learning through key questions</p>		
<p><b>To which extend were the learning outcomes of the project relevant to you, your context and your organization?</b></p>			<p>The learning outcomes were highly relevant to design and develop PHW London</p>	<p>Some of the activities used and designed in the second international seminar were used in activities of the organization</p>
<p><b>In which dimensions of your work do you use (or will you use) the competences developed?</b></p>				
<p><b>Something more to add?</b></p>	<p>We see PHW as a programme which needs to continue</p>		<p>An application to reproduce PHW was submitted</p>	



### **c. Specific outcomes**

#### *4.i | People are aware of their own learning!*

The main question about learning outcomes was not a surprise for the people interviewed and the answers showed a good awareness of people learning processes, outcomes and future steps. One of the people interviewed mentioned also the competence of learning to learn and her obstacle on this dimension. In a phase where international projects could be seen only as a travelling and networking opportunity this is a massive results which show a good and coherent educational approach of the project. In this analysis it is important to refer also that the majority of the people interviewed were newcomers in Non-Formal Education.

#### *4.ii | Daughters of Assomada*

Once again it was confirmed that the second mobility in Cape Verde was a crucial moment of the project. Looking at the first two international events, paraphrasing the words of one participant, the first event open the box [and generate some confusion] and the second one truly support and boost participants learning processes. In the Training programme was especially relevant the thematic intercultural workshops (laboratory), where participants, in international groups, developed or adapted and tested tools to approach gender equality and women participation in decision making processes.

#### *4.iii | Intercultural diversity could hurt*

The already mentioned intercultural diversity of the consortium and, by consequence, of the people involved in the educational activity of the project goes far behind national origins and tackles multiple identity and approaches to youth work and life. In a learning dimension this diversity was crucial for the processes of people interviewed, even if it was mentioned as obstacle or challenge factor.

#### *4.iv | Follow up on learning*

Follow up actions, developed by initiative of each partner organization, were also considered very relevant for the learning processes of the participants. They completed the cycle of experiential learning and were the space where learning outcomes were consolidated. However it has been noticed that these activities were developed mostly within each partner organization, without a structured system of feedback and support from other participants.

#### *4.v | Same project, different learning results*

When were asked to underline the main learning area of the project, people answered in different ways. For some the core of the project was gender equality, for others the core topic was participation in decision making processes, still others mentioned Non-Formal Education as a topic. This diversity could be considered very positive as people had the opportunity to



take from the project, on conceptual and practical level, what was more useful and relevant for their practices and contexts.

#### 4.vi | *New topic jumped in!*

Many people interviewed mentioned intersectionality and other related concepts as the main learning outcome. The moment when this concept jumped in the project seems to be the second international seminar. It is important to underline this specific outcomes as in the initial project application and other relevant documents the concept was not mentioned.

#### 4.vii | *Educational approach and role models*

The educational approach used in the project and in its educational activities was underlined as one of the main factors to support learning, apart from being a learning outcomes for some of the people interviewed. Another important support measure were the educational teams of the project, considered as role model both for educational activities and for the management of international projects.

### 3.5. Impact at organizational level

#### a. Dimension description

This dimension aims at understanding the immediate impact of the project on the partner organizations. It shares with the previous one the relevance in the framework of this external evaluation process and the tool used, the semi-structured interview. For these reasons the limitations reported above are still valid. On the top of them it is necessary to understand that some of the people interviewed were members of local partner organizations, responding to the need of using the opportunity of the last seminar to strengthen local networks of the partners. The last seminar was a crucial moment in the project, mostly when it came to advocate for the policy recommendation produced and to think in future plans of the consortium. The data collected, and reported after treatment in the tables below, represent the initial impact of the project on the partner organizations.



**b. Data collected**

Partner Organization	Portugal - ECOS	Portugal - HeForSheUAlg	Mozambique	Cape Verde
<p><b>What did your organization gain out of this project?</b></p>	<p>:: Women in the organization took the leadership – cause or consequence of PHW?            :: More women on board            :: New phase in the organization and new structure. PHW created the conditions to move forward since it as an example of coherent cooperation among women in decision making processes</p>	<p>:: We grew up not only at personal level, but also as HeForShe PT. Now the challenge is to engage new members            :: Other members of the organizations are now engaged in PHW. Initially everything was new, but they got excited when they understood we were travelling, the project was international and there were a bigger structure behind            :: In every HeForSheUAlg meeting we talked about PHW, they were parallel            :: Other HeForSheUAlgpeople attended the meeting (world café in Faro and last seminar in Cascais)</p>	<p>:: They find out concrete needs = website            :: More tools            :: Open new topic for the organization            :: Experience in NFE</p>	<p>:: Before the project the topics of gender equality and youth participation were not in our agenda. With this project we woke up the interest for these topic and we are motivated to keep working on them</p>



# PATHWAYS

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<p><b>Did your organization improve/change/design its educational practices with contributions from the project? How?</b></p>	<p>:: Signals which showed interest in dealing with these topics and in managing these kind of projects</p>	<p>:: We design and run new kind of activities such as a flash mob in the university open day, activities in the 'dia do pensamento' (words in a box) and youth parliament. :: We put these topics in the agenda of our work with schools</p>	<p>:: From a small NGO focused on theatre tools to a global actor at national level on gender issues and NFE</p>	<p>:: The mobility in Assomada was crucial and allowed us to organize meeting with other partners at national level :: The project (and the 2nd mobility) open a new range of partnerships (Instituto Cabo Verdiano para a Igualdade de Género, União de Mulheres (organização ativa na violência de género), Laço Branco, Ministério dos Negócios Estrangeiros, ONU Mulher). Now we cannot let them go. :: We approached politicians and other organizations to map the national situation, link with national studies on the topics and create a common ground on conceptual level</p>
<p><b>What did support you and your organization in this process?</b></p>	<p>:: Signals which showed interest in dealing with these topics and in managing these kind of projects :: Financial support for human resources (1 person) :: Big support from international partners</p>	<p>[mostly on local activities linked to PHW] :: Institutional support (Reitoria) :: Internal motivational support through the sharing and exchange with other partners</p>		



<p><b>Which were the main obstacles to you and your organization in this process?</b></p>	<p>:: ‘youth work dilemmas’ in the support of HeForSheUAlg– let them try and fail          :: Very challenging in terms of administrative and financial issues, as well in the workload          :: Challenges in communication, particularly with FR partner          :: Challenges in assuming different roles in the project and in dealing with all its aspects (Strategical, educational, administrative and financial)</p>	<p>[mostly on local activities linked to PHW]          :: Target group (uni young people) is hard to reach due to lack of time, not for resistance on the topic          :: Lack of recognition for the efforts spent for HeForSheUAlg [in the project]          ::Lack of time to tackle all the issues during project meetings</p>		
<p><b>In your opinion, which are the impact of the project in your direct target groups?</b></p>	<p><i>[Evaluator’s notes]</i>  <i>Special case</i>  <i>The direct target group could be considered the young people of HeForSheUAlg and the local organisations working with youth</i></p>	<p>:: More feedback from school students than university students          :: Positive feedback asking for more information and activities after the first one</p>		<p>:: Going to the field will be the next step          :: Activity in Assomada was crucial for the local community also you’re important and we can host here an international activity’</p>
<p><b>How do you base your opinion about the previous question?</b></p>		<p>:: Direct feedback</p>		



<p><b>To which extend did the project influence your local/national context in the participation of women in decision making processes? How?</b></p>	<p><b>DIRECT IMPACTS</b>          :: Engagement of a local organization (HeForSheUAlg) in order to seek for local impact behind the international one          :: Faro Social Network with a working group on gender equality          :: Municipal Plan for Gender Equality in Faro :: Working group on cooperation for development in the Municipality of Faro</p>		<p>The interview did not underline the impact on direct target group, but the project allowed the organization to become an actor at national level regarding gender issues (which initially was a taboo topic) and non-formal education. From this step, new partnership are growing at local, national and international level and the organization is supporting also other NGO in this process (<i>'being ECOS in Mozambique'</i>).</p>	<p>:: We understand quickly the need of working at national level on these topics          :: There was an institutional support (courtesy visa) to host the 2nd mobility</p>
<p><b>Something more to add?</b></p>	<p>:: PHW brought more energy also to old projects in standby (Algarve 2020, Falar Disso)          :: New ideas to change the identity of the organization to apply for new funding opportunities          :: partnership with ArtsWeek (3rd seminar) was very frustrating</p>	<p>:: Next steps are planned in order to shock people and engage them, there are now 4 people with a PHW background</p>	<p>:: Outcomes and evidences (photos, reports, certificates) of each mobility of the project are shared with national partners and the government</p>	<p>:: We are working on the idea of creating PHW Cabo Verde, involving also other islands. We do not have a plan right now, but we want to do it.          :: The project overcame all the expectations and there is a clear wiliness to keep learning from each other</p>



Partner Organization	East Timor	Peru	United Kingdom	France
<p><b>What did your organization gain out of this project?</b></p>	<p>:: It started the idea of building a strategy to work on these topics and to approach young women to do so.</p>	<p>:: More cooperation at local and national level            :: Intercultural learning in the framework of the project            :: They find out the need of mainstreaming gender issue at national level and within the organization            :: More motivation to keep working on a shared fight            :: New ways to show our work</p>	<p>:: The ability and possibility of design and run a successful local programme            :: New mobility opportunities in new countries (Cape Verde)</p>	<p>:: Networking contacts            :: New tools (designed in the 2nd mobility)            :: New ideas for future projects            :: We can share these outcomes within the network at national level            :: Big expectations for the handbook and its strategical use</p>



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<p><b>Did your organization improve/change/design its educational practices with contributions from the project? How?</b></p>	<p>:: PHW enlarged the topics and the target groups we are working with</p>	<p>:: Internal change in the organization to mainstream gender issues :: More cooperation with schools at local level :: More mobilization of people within the organization :: Understand the relevance of understanding women needs</p>		<p>:: The project was more relevant at internal level, also to think about what is the participation of young women in our network.</p>
<p><b>What did support you and your organization in this process?</b></p>		<p>:: The methodological approach of the project (NFE) :: Sharing and exchange with other organizations and people</p>	<p>:: Extra funds for the local programme was essential :: International partners supported the implementation of the local programme with feedback and motivation</p>	



<p><b>Which were the main obstacles to you and your organization in this process?</b></p>	<p>:: The initial moment and the first seminar was hard at conceptual level. Participation of young women on decision making processes was a complete new concept.</p>		<p>:: Time and human resource issues :: The initial need of coordinate the 3 local organizations active in PHW international</p>	<p>:: Internal human resources issues (contact person turnover) :: Internal priorities changed during the project</p>
<p><b>In your opinion, which are the impact of the project in your direct target groups?</b></p>	<p>:: To gain motivation, leadership skills, activism, self-development</p>	<p>:: The first steps were made in the field of democratic awareness. The first feedback is great.</p>	<p>:: A lot of things :: More confidence :: More skills :: More connection among young women activists :: New mobility experience :: Reflection on the role of men in women empowerment</p>	<p>:: We had an internal dissemination activities with young volunteers of the network and the first feedback was good, with a lot of questions</p>
<p><b>How do you base your opinion about the previous question?</b></p>			<p>:: Mainly the local programme (2 days residential activity + online phase) :: Informal conversations</p>	



# PATHWAYS

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<b>To which extend did the project influence your local/national context in the participation of women in decision making processes? How?</b>	:: Being involved in an international project was an advocacy tool to convince local and national authorities to keep working internationally and to call the attention of stakeholders on these topics (gender issues, youth participation).	:: Less impact in partners (outside PHW) :: More internal impact within the organization, with more projects on gender issues at national level	:: Big impacts mostly on the role of youth workers/activists involved in the project :: @National = proposals to national government + more active in British Youth Council :: @International = Participation + sessions run in YO!Fest 2018 + Erasmus + partnerships	:: Not big change at political level.
<b>Something more to add?</b>		:: The final meeting was very important to define a commitment, it will be not the same online :: Using theatre was a new thing and was important		



### **c. Specific outcomes**

#### *5.i | Impact from within*

The first organizational impact highlighted in the interviews by many organizations was the impulse to reflect internally. It seems that the project, its coherence and its main topics provoked an inner reflection in the organizations involved, supporting them in analysing their internal coherence and practices. In some cases this reflection was translated in a change of organizational structure

#### *5.ii | Highlight concrete needs*

Another aspects of the answers given is that the project allowed partner organizations to better understand their needs as actors in the society. In some cases the needs identified were very concrete, in terms of tools to be used. In others, which in the evaluator's opinion are more relevant, they merged with needs of local contexts or specific women target groups.

#### *5.iii | People first*

Considering the existence of a core group of people involved in the project and the educational aspects of the main international activity it is fair to say that the main organizational impact of the project happened with the people involved on it. This is translated into more engagement and responsibilities of these people in their organizations, a clear translation of individual learning outcomes into punctual or regular practices of the organization and an investment in educators' competence development, as stated in the aim and in the objectives.

#### *5.iv | It is time to go to the field*

Almost in opposition to the previous outcomes the external evaluation did not collect too many data on the impact on the direct target groups of the project, young women. It is a fact that local educational activities happened in the aftermath of the second mobility (ToT), but people interviewed did not express the impacts of their target group as much as they did for their own learning impacts and the impacts of their organizations. From this consideration, as well as from the previous positive outcomes, one could assume that the project will have an impact on young women of the local context involved in the near future.

#### *5.v | R stands for recognition*

Another reflection, based in many similar answers given, is that the project worked also in the field of recognition of the work done by the organizations and the people involved. This recognition allowed people to gain a new status in their organizations, as stated in outcome 5.iii, but in some cases it was translated also in direct cooperation with local and national authorities.



5.vi | *A smart move*

Even if it is a particular case it is relevant to highlight the impact of the project in Portugal. With an early decision the coordinating organization decided to involve another youth organization in the project. This organization was, at the same time, an operational partner of the consortium and one of the target group of the coordinating organization. This smart decision not only enlarge the potential of the project at local level, but allowed also the coordinating organization to merge the project with their own mission, avoiding as much as possible being overwhelmed by the administrative dimension of the project and the coordination of the international educational activities.



#### 4. Conclusions

The following topics need to be considered as global reflection of the external evaluation process. They are reported as conclusion of this report because they were transversal of the dimensions explored above and/or because they emerged in the data collection phase and they did not find a concrete link with the initial evaluation plan.

In the opinion of the evaluator they could be particularly relevant for the consortium in the moment of defining follow up plans.

*i. A 3+1 project*

Differently from what was stated in the initial application the project did not focus [only] on the participation of young women in decision making processes. With a conscious effort or due to different needs of local contexts of the partners involved it was a 3+1 project. Looking at the answers given in the interviews and at the other data collected it seems that there are different answers to the fundamental question *What is this project about?*. For some people and organizations the main topic was gender equality and gender related issues. For others it was the understanding that the core of [youth] participation is the coherent and regular participation in decision making processes. Finally other partners and people involved took from it the main approach of Non-Formal Education, its tools and its attention to the coherence of educational practices. During the development of the project also the concept of intersectionality popped in, being it the +1 of the title.

Considering the complexity of all these concepts it is necessary to underline the ambition and the efforts of the coordinating organization and the consortium.

*ii. Intersectionality coming soon*

The importance given by some of the people involved in this evaluation to the extra topic mentioned in the previous outcome seems to show a path for the next steps. Intersectionality is a complex concept which tackles identity issues, with a clear link with gender issues, and which have an impact on the participation of young women in decision making processes. In other educational contexts, including youth work at European level, it has been explored and used. In the evaluator's opinion the PatHERways consortium has the potential to move forward in this direction.

*iii. Apparently a logistical nightmare*

The administrative and logistical dimensions of the project, including visa issues, travels, finances, time zones, internet connection, seem to have consumed a big part of the coordinating organization's and consortium's time and energy. The overall balance is positive, considering the learning and organizational impacts, but it is important to consider this experience for future projects.



*iv. Rethink job shadowing events*

As mentioned the time frame of the job shadowing events of the project may need to be redesigned. While it is clear their potential when it comes to learning outcomes and bilateral cooperation, the added values of these activities for the project and for the consortium are less evident. An option could be schedule them for the same period and use one or more international mobility to plan them and share their results.

*v. Going out of Europe was crucial*

It is clear that the second mobility in Cape Verde had a big impact in the project. Apart from being a training of trainers after a kick off seminar, this event was crucial for many aspects. On the one hand it was relevant for the participants to visit a new context, normally excluded from EU-funded mobility projects. On the other hand the seminar boost the impact of the hosting partner in terms of institutional relations and work with the local community.

*vi. Welcome newcomers*

It is important to underline that this project was the first international and/or EU-funded experience. With it these organization gained also experience in dealing with the entire cycle of a long term international project.

*vii. Gender issues in the bubble*

Many answers from people interviewed mentioned episodes where gender roles and gender issues understanding clashed during international events of the project. The external evaluation structure did not permit to explore these facts and their consequences in details, but it is important to highlight two conceptual aspects related to them. First of all youth or community work do not happen in a bubble and educators involved in it bring their own understanding of gender issues. For this reason, holistic and open competence development processes are needed. Apart from it, from the data collected, it is clear that these episodes were used in a coherent educational way, without hide them, but using them as an example of how to transform a possible conflict into a learning opportunity, including also the emotional aspect of it.

*viii. Policy recommendations for national level*

While it is positive that the project had also a political dimension, by producing policy recommendations to be shared, it seems that the diversity of the contexts involved and the development of the project did not allow the consortium to spread and use them at international level inside the previewed timetable. In order to do not lose this precious result of the project the recommendations are being redesigned and will be used in order to advocate at local and international level.

*ix. Thumbs up for dissemination efforts*



Some of the materials used to collect data for this evaluation were published for dissemination purposes, not only by the coordinating organization, but also from other partners. It is important to highlight these efforts and recognize the quality of these materials, which provide real content of what happened during the project and not only photo of the last days of the events.

*x. Coordinating organization as a coach*

In the chapter above it was mentioned the smart choice of the coordinating organization regarding their own target group. In the framework of this project the coordinating organization went far ahead the administrative and educational management of the activities and it became a role model for many partner organizations. This consideration, which was evident in the words of many people interviewed, shows the organizational capacity building as a new impact dimension of the project.

*xi. Time to work with young women at international level*

The impact of the project in the educators involved is clear and it can only increase in the following months, when these people will keep implementing follow up activities. However, as mentioned, this could be considered only the first step to improve the situation of young women in decision making processes in different contexts. After having developed educators' competences could be time to use the international level, and the potential of international events, to train young women on these topics.

*xii. What about a PatHERways network?*

For many partners involved PatHERways was a milestone, but at the same time it is clear the big efforts of the coordinating organization to make things happened. In parallel with a possible new project could be relevant to think in a permanent structure such as a network or a community of practice, where activities and exchange could be more flexible than in a funded project and where the leadership and workload could be better shared among organizations involved.