Guide IV

Evaluation and communication
Work guide. Work 4 Progress Programme

This is a collection of 4 guides addressed to current and future organisations, by the Work4Progress (W4P) Programme of “la Caixa” Foundation:

I.– Community listening process
II.– Co-creation
III.– Prototyping and scaling
IV.– Evaluation and communication

These guides are intended to compile a series of best practices based on the working experience of the three W4P platforms and to establish a common language for them all.

They have been produced by the Innovation and Technology for Development Centre (itdUPM) of the Technical University of Madrid in a process of co-creation and comparison with the organisations that work on the Programme.

They include real examples from the experience of the W4P Programme, which will be updated and expanded in future editions.

W4P is a “la Caixa” Foundation programme intended to promote employment among women and young people in regions of Mozambique, India and Peru, through the creation of a platform for action and learning upon which innovative solutions may be scaled.

1st edition July 2019
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You will find fantastic TIPS and advice accompanied with this symbol. Make sure you bear them in mind to make sure the process is successful.

Work guide. Work4Progress Programme.
Guide IV. Evaluation and communication

Online templates

Download this and more tools at "la Caixa" Foundation web page.
What is evaluation?

Evaluation is a **systematic, objective assessment** of an ongoing or complete intervention and its design, practical implementation and results, with the aim of improving its impact and generating knowledge.

Evaluation is a continuous process integrated into all areas and carried out during execution of the programme.

**Co-create**
Between public and private agents and beneficiaries

**Scale**
With the objective of generating impact

**Evaluation**
Knowledge and innovation

**Listening**
Methodologies of community listening

**Prototyping**
In real conditions

**Testing and selection of initiatives**

**Community**

**Knowledge and innovation**
Academia
Private sector

**Foundations**

**International org.**

**Think tank**
Public sector

**Academia**

**Do tank**

**Peru**
**India**
**Mozambique**

**Detecting challenges and opportunities**

**Evaluation does not only focus on prototypes, but also the intervention as a whole, from the listening process to the scaling of initiatives.**
Evaluation in social innovation platforms

Evaluation in social innovation platforms should use an approach that permits real-time decision-making to match strategy to changes in the system. This is known as a developmental evaluation approach.

Developmental evaluation

- This provides feedback, generates learning and supports real-time changes in strategy.
- It develops measurement mechanisms and tailored metrics as targets evolve.
- The function of evaluation is internal to the platform; the people conducting the evaluation are members of the facilitating team.
- It is designed to identify system dynamics, interdependencies and emerging connections, recognising the complexity of the system.
- It attempts to understand the specific context of the intervention in order to configure the innovation process to match this context.
- Evaluation provides support for the continuous learning process.

How is this approach applied in practice?

This guide proposes an evaluation sequence that includes asking questions and applying different instruments and techniques to answer them.

The evaluation questions can be organised in a number of ways, related to:

- **Phases or stages in the programme**: listening, co-creation, prototyping and scaling
- **Components**: such as entrepreneurship and training
- **Levels**: community, platform and ecosystem

The chosen approach for W4P is evaluation at different levels.

The proposed evaluation instruments and techniques are:

- Basic Programme Indicators Matrix
- Opportunities and Needs Matrix
- Barriers and Facilitators Matrix
- Most Significant Change Technique
- Sentinels Indicators

The sequence designed in the W4P programme is described below.
1. Evaluation questions

The main questions for the evaluation of the W4P programme are:

- To what extent do the **prototypes** match the issues or needs identified during the community listening and co-creation process?

- To what extent are **economic benefits** produced (tangible resources, access to and ownership of productive assets, monetary income, etc.) for the people involved?

- What **other effects** can be detected (access to education and health services, community participation, women’s empowerment, etc.)?

- How does the way platforms work affect **relations between partner organisations**? And what effects does this have on the results of the intervention?

- How does the presence of an **innovative initiative in the community** affect members of the development ecosystem?

- What strategies do the platforms use to adapt to **structural or contextual changes to the community** in which they work?

- What **improvements** in the design of the monitoring, evaluation, measurement and learning **system** could be incorporated into the platforms?

Each platform could design additional questions, based on the characteristics and evolution of the programme.
2. Evaluation levels

The W4P Programme approaches evaluation on three levels:

- **Community** in its broadest sense, i.e. at the level of intervention;
- **Platform**: analysing the context and changes in the organisations that make up the platform and facilitate the intervention; and
- **Ecosystem** analysing circumstances external to the intervention.

---

**Community**

Set of people from a territory or who share a common problem. In a broad sense, this concept includes various actors: informal (people), non-profit organisations (third sector), social enterprises, educational establishments, businesses, government and state organisations.

**Platform**

A social innovation platform is a set of: 1) actors, 2) methodologies, and 3) actions that generate new processes, products and services in an open, integrated way to tackle the challenges faced by countries. (Espiau, 2017)

**Ecosystem**

Includes relations, circumstances and actors related to the community and the platform at the highest or external level. This level includes changes or circumstances that affect the intervention externally, changes to social relations and so on.
## Relation between questions and evaluation levels

<table>
<thead>
<tr>
<th>Evaluation questions</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent do the prototypes match the issues or needs identified during the community listening and co-creation process?</td>
<td>Community</td>
</tr>
<tr>
<td>To what extent are economic benefits produced (tangible resources, access to and ownership of productive assets, monetary income, etc.) for the people involved?</td>
<td>Community</td>
</tr>
<tr>
<td>What other effects can be detected (access to education services, health, community participation, women’s empowerment, etc.)?</td>
<td>Platform</td>
</tr>
<tr>
<td>How does the way platforms work affect relations between partner organisations? And what effects does this have on the results of the intervention?</td>
<td>Platform</td>
</tr>
<tr>
<td>How does the presence of an innovative initiative in the community affect members of the development ecosystem?</td>
<td>Community</td>
</tr>
<tr>
<td>What strategies do the platforms use to adapt to structural or contextual changes to the community in which they work?</td>
<td>Comunitario</td>
</tr>
<tr>
<td>What improvements in the design of the monitoring, evaluation, measurement and learning system could be incorporated into the platforms?</td>
<td>Ecosystem</td>
</tr>
</tbody>
</table>
3. Evaluation instruments and indicators

The instruments for the W4P Programme are:

<table>
<thead>
<tr>
<th>Instrument and Indicator</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Programme Indicators Matrix</td>
<td>Community Platform</td>
</tr>
<tr>
<td>Opportunities and Needs Matrix</td>
<td>Community</td>
</tr>
<tr>
<td>Most Significant Change Technique</td>
<td>Ecosystem Community Platform</td>
</tr>
<tr>
<td>Barriers and Facilitators Matrix</td>
<td>Community Ecosystem</td>
</tr>
<tr>
<td>Sentinel Indicators</td>
<td>Ecosystem</td>
</tr>
</tbody>
</table>

The main focus of application of each instrument, its objective, its main characteristics and related indicators are presented below.

An open social innovation platform can incorporate additional questions and instruments if required. Whatever the case, the tools or instruments should maintain the development evaluation approach and permit real-time decision-making to match strategy to changes in the ecosystem.
Basic Indicators Matrix

What does it evaluate?
Basic indicators are indicators of activity, i.e. they help evaluate the activities (performance, number of participants, levels reached, etc.) carried out by an open social innovation platform.

The W4P Platforms keep records of all activities performed during the different phases of the programme, which provide the source of information to feed the basic programme indicators.

How?
The W4P Platforms keep records of all activities performed during the different phases of the programme, which provide the source of information to feed the basic programme indicators.

What for?
The Facilitating Team, Platform Coordinator and External Evaluator should hold regular meetings to:

- Review the information gathered and registered in the matrix
- Consider the degree of progress in indicator-related activities
- Analyse possible causes of deviations in performing the activities
- Take measures to improve the performance of the activities

Update: 6-monthly
Source of information:
Platform dashboard

Party responsible for standardising and updating the matrix:
Platform Coordinator and External Evaluator

Information end user:
Platform Coordinator, Facilitating Team and the “la Caixa” Team

Example of a basic indicator table on page 12 and spreadsheet version for adaptation at “la Caixa” Foundation web page.
<table>
<thead>
<tr>
<th>Level</th>
<th>Expected result</th>
<th>Indicator</th>
<th>Definition</th>
<th>Baseline</th>
<th>Target</th>
<th>Current Value</th>
<th>Date</th>
<th>Deviation</th>
<th>Source of verification</th>
<th>Responsible</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community</td>
<td>Improvement in employment conditions</td>
<td>No. of prototype companies developed or that have received aid</td>
<td>No. of companies that have been started or received aid from the W4P programme. Companies are defined as businesses that generate income and which are owned and managed by individuals or groups of individuals taking part in the W4P programme</td>
<td>0</td>
<td>30</td>
<td>XX</td>
<td>X/X/XX</td>
<td></td>
<td>W4P Platform in-house record</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Platform</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ecosystem</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Opportunities and Needs Matrix

What does it evaluate?
This tool helps visualise what needs and opportunities, identified at different points during the intervention, are addressed by the open social innovation platform, either by connecting to existing initiatives or through prototypes. They also help identify needs and opportunities that have not already been addressed, for whatever reason (strategy, time, etc.).

<table>
<thead>
<tr>
<th>Level</th>
<th>Related indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community</td>
<td>Match between needs and opportunities (identified in the community listening and co-creation process) and developed prototypes.</td>
</tr>
</tbody>
</table>

How is it used?
The W4P Programme matrix template has the following format:

<table>
<thead>
<tr>
<th>Needs and Opportunities</th>
<th>Detected in.</th>
<th>Developed in. (prototypes)</th>
<th>Description and comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

1 Column 1 lists the needs and opportunities identified in the different phases of the process. The initial information may be taken from the Co-creation general chart tool (Guide II Co-creation).

2 The columns 2 to 5 identified the phase at which they are detected (community listening process, co-creation or prototyping sessions, scaling or internal Facilitating Team discussions, etc.)

3 Information on prototypes related to the need or opportunity is added to column 6 and above, if necessary. As many columns as there are related prototypes may be added.

4 The last column includes space for a longer description of the circumstances around the action or comments related to the line.
What for?
The Facilitating Team, Platform Coordinator and External Evaluator should hold regular meetings to:

- Review the information entered in the matrix.
- Reflect on actions or initiatives promoted by the platform and which may or may not be aligned to detected opportunities and needs.
- View how many initiatives are related to the same detected need or opportunity, or which of these opportunities or needs are not covered by any actions.
- Modify the programme strategy to approach or connect opportunities or needs.

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Opportunities and Needs Matrix

<table>
<thead>
<tr>
<th>Date:</th>
<th>Place:</th>
<th>Participants:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Opportunities and Needs</th>
<th>Detected in...</th>
<th>Developed in...</th>
<th>Description and comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small producers lacking knowledge of finance</td>
<td>X</td>
<td>X</td>
<td>The listening process helped identify that the association of beekeepers lacked knowledge of financial tools for bookkeeping. The prototype training course contains a module on this topic.</td>
</tr>
<tr>
<td>There are opportunities in the region for mobile-based banking services</td>
<td>X</td>
<td>X</td>
<td>The training course includes a module to promote connection between different stages in the value chain in the region.</td>
</tr>
</tbody>
</table>

Updates

Download this and more tools at “la Caixa” Foundation web page.
The Most Significant Change (MSC) Technique

What is it?
The Most Significant Change (MSC) Technique is a form of participatory monitoring and evaluation through the analysis of interviews with people involved in the activity under evaluation. It provides information to evaluate the impact of the programme and also helps improve management of social innovation platforms. It helps uncover results that are additional, unintended and/or unrecorded by other evaluation tools.

Level Related indicators
Community
- Main reasons for company success and/or failure
- Main reasons for business people dropping out
- Reasons for maintaining and/or terminating the job position

Platform
- Change in organisational priorities or activities
- Change in the organisation structure and relations

Ecosystem
- External impacts or changes: changes in social, economic, political or environmental conditions that affect the functional capacity of the initiatives.
- Social relations: changes in social, economic, political or environmental functions and responsibilities in the area of activity.

How is it used?
The MSC Technique involves systematic collection and analysis of the testimonies from people in the community (e.g. listening group and participants in prototyping sessions) and platform members. (See Appendix: The Most Significant change (MSC) technique)
The MSC matrix has the following format:

<table>
<thead>
<tr>
<th>Level</th>
<th>Gathering stories</th>
<th>Selection</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ref. Most significant change</td>
<td>Why?</td>
<td>Y / N</td>
</tr>
</tbody>
</table>

1 **Gathering stories**
   The reference number or code for the interview is entered in column 1.

   A summary of the most significant change described in the story from the interview is added to column 2. The summary of the importance of the change, as expressed in the interview by the participant, is entered in column 3.

2 **Selection**
   An X is added to column 4 for the story that has been selected (as many columns as there are processes or selection groups can be added).

   Reasons why the people or selection groups have chosen this story are entered in column 5.

3 **Feedback**
   Specific actions or decisions in response to the issues identified in this story can be listed in column 6.

   Lessons learned in relation to the process in general or specifically to the interview (or round of interviews) are entered in column 7.
What for?
The Facilitating Team, Platform Coordinator and External Evaluator should hold regular meetings to analyse:

- The most significant changes with regard to the employment of women and young people, based on the perception of the people involved;
- Whether and how causes for these changes can be identified;
- Whether specific actions or decisions are required in response to the issues identified using the MSC Technique;
- Adjusting or adapting the programme strategy to changes that have occurred in the system.

Update:
6-monthly

Source of information:
Facilitating Team and/or External Evaluator

Party responsible for analysis and entering data in the matrix:
Facilitating Team and/or External Evaluator

Information end user:
Platform Coordinator, Facilitating Team and the “la Caixa” Team

Example of the MSC Matrix on page 18 and spreadsheet version for adaptation at “la Caixa” Foundation web page.
## Most Significant Change Matrix

<table>
<thead>
<tr>
<th>Level</th>
<th>Community</th>
<th>Platform</th>
<th>Ecosystem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gathering stories</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most significant change</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ref.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most significant change</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why is it significant?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access to training in rural projects and book-keeping</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes/No Foundation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lessons learned</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regular follow-up of the race</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actions required</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It helped people from different historically isolated communities to work together.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feedback</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td>Place:</td>
<td>Platform:</td>
<td></td>
</tr>
</tbody>
</table>

Download this and more tools at “la Caixa” Foundation web page.
Barriers and Facilitators Matrix

What is it??
This instrument helps identify factors considered barriers and those that favour or facilitate development of the initiatives. It includes social, political, economic and environmental factors, among others, which influence the areas of intervention of the social innovation platforms.

The tool focuses on the ecosystem surrounding prototypes and initiatives, including the scaling stage and its subsequent evolution (see Prototype Identification Sheet in Guide III Prototyping and Scaling).

Level Related indicators

Ecosystem
- Barriers and facilitators in the development ecosystem, such as factors that inhibit or facilitate company activities.

How?
The template for the W4P Programme matrix has the following format:

<table>
<thead>
<tr>
<th>Barriers and Facilitators</th>
<th>Classification</th>
<th>Rating*</th>
<th>Justification</th>
<th>Adaptation or mitigation strategy</th>
<th>Description and comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Barrier</td>
<td>Facilitator</td>
<td>Impato</td>
<td>Time</td>
<td>Combination</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

1 The type of factor (social, political, economic, environmental, market, etc.) which has been identified in relation to the prototype or ecosystem is described in column 1.

2 The option ‘barrier’ or ‘facilitator’ is marked in column 2.

3 Column 3 contains a rating for the factor in relation to its impact (highest 3 to lowest 1) and the timescale in which this circumstance could occur (short, medium or long term).

The combination of impact and timescale establishes the degree of urgency, as can be seen in the rating matrix, which is part of this tool.

The higher the score, the greater the urgency in taking measures to mitigate or make use of the factors

Unlike other matrices built exclusively by experts, this exercise provides the Facilitating Team with the opportunity to reach agreements on general issues where each member may well have a different assessment.

*Rating Matrix

<table>
<thead>
<tr>
<th>Impact</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>High (3)</td>
<td>9 6 3</td>
</tr>
<tr>
<td>Med. (2)</td>
<td>6 4 2</td>
</tr>
<tr>
<td>Low (1)</td>
<td>3 2 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short (3)</td>
</tr>
</tbody>
</table>

The Facilitating Team for each platform should accurately define the characteristics of the impact factor and time by holding as broad a discussion as possible.
4 The reasons for the Facilitating Team’s rating are summarised in column 4.

5 Strategic ideas for mitigating or preventing the circumstance identified as an obstacle and the strategy for making use of those identified as facilitators are entered in column 5.

6 Column 6 contains activities performed to achieve the planned strategy. As many columns as necessary can be added to provide an adequate record of actions.

What for?
The Facilitating Team, Platform Coordinator and External Evaluator should hold regular meetings to:

- Review the information registered in the matrix, including new factors as required;
- Reflect on the rating given to each factor and whether there have been any changes;
- View all the factors that influence the success or failure of the developed initiatives;
- Decide on new strategies and actions.

Update: quarterly

Source of information: Facilitating Team

Party responsible for standardising and updating the matrix: Platform Coordinator and External Evaluator

Information end user: Platform Coordinator, Facilitating Team and the “la Caixa” Team

Example of the Barriers and Facilitators Matrix on page 21 and spreadsheet version for adaptation at “la Caixa” Foundation web page.
<table>
<thead>
<tr>
<th>Barriers and facilitators</th>
<th>Classification</th>
<th>Rating*</th>
<th>Justification</th>
<th>Adaptation or mitigation strategy</th>
<th>Description and comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constante: lluvias en la región</td>
<td>Obstáculo</td>
<td>X</td>
<td>3</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Drop in the price of peanuts in the region</td>
<td>Obstáculo</td>
<td>X</td>
<td>3</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>National incentives programme for value-added production</td>
<td>Obstáculo</td>
<td>X</td>
<td>2</td>
<td>7</td>
<td>2</td>
</tr>
</tbody>
</table>

**Rating matrix**

- **High (3)**
  - Impact: 9, 6, 3
  - Time: 
    - Short (3)
    - Medium (2)
    - Long (1)

- **Medium (2)**
  - Impact: 6, 4, 2
  - Time: 
    - Short (3)
    - Medium (2)
    - Long (1)

- **Low (1)**
  - Impact: 3, 2, 1
  - Time: 
    - Short (3)
    - Medium (2)
    - Long (1)
Sentinel Indicators

What is it?
These are indicators of changes occurring in the ecosystem. They are ‘macro’ indicators, so instead of measuring platform activity they detect changes in the system before they become critical. These indicators help provide visibility to the reciprocal influence between the ecosystem and intervention.

- They indicate the proximity or potential for changes in the system to occur;
- They do not measure a result, nor do they have a target;
- They are easy to measure and report;
- They supplement other results and performance indicators;

How?
Sentinel indicators are selected by identifying future situations which, if they were to occur, could adversely affect the area of intervention. They should be selected by an iterative process and they require no specific method.

Example 1:
In an initiative aimed at connecting micro-entrepreneurs via mobile phones, the price of phone calls and data could have a major impact on the viability of such communication. In this case, possible sentinel indicators might be current and past trends in national and regional mobile phone rates.2

Example 2:
In an initiative aimed at people who harvest high-quality forestry products, changes in activities such as mining would have a major impact on deforestation. In this case sentinel indicators might be changes in the price of gold and mining rates.3

What for?
- To reveal aspects of the context of intervention and system, which might influence the intervention.
- To provide useful information to improve the decision-making process with regard to adapting or evolving the programme.

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3. https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0018875
**Timescale for evaluation**

**What is it?**
Although information should be gathered regularly for the different instruments, the following calendar for evaluation activities is recommended, as it matches the strategy to results and changes affecting the system.

<table>
<thead>
<tr>
<th>Instruments</th>
<th>Months</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5 6 7 8 9 10 11 12</td>
</tr>
<tr>
<td><img src="image1.png" alt="Diagram" /></td>
<td><img src="image2.png" alt="Diagram" /></td>
</tr>
<tr>
<td><img src="image3.png" alt="Diagram" /></td>
<td><img src="image4.png" alt="Diagram" /></td>
</tr>
<tr>
<td><img src="image5.png" alt="Diagram" /></td>
<td><img src="image6.png" alt="Diagram" /></td>
</tr>
<tr>
<td><img src="image7.png" alt="Diagram" /></td>
<td><img src="image8.png" alt="Diagram" /></td>
</tr>
</tbody>
</table>

**Design**
Profile of the evaluator

What is to be expected of the evaluator?
The developmental evaluation approach requires the evaluator to be able to provide feedback to the Facilitating Team on positive and negative aspects of the intervention, which he or she will identify as the platform work advances. This particular profile should also facilitate interaction among members of the team to improve the flow of information and identify processes that have been put to one side or are taking too long.

The person is expected to hold an active position and be a member of the Facilitating Team. This integration requires building and maintaining relationships of communication, cooperation and trust. The role should also promote reflection on the basis of information what has been received and standardised.

Skills

1. Methodological (handling tools)
2. Listening and synthesis (simplifying important and complex information)
3. Facilitating processes
4. Critical outlook
5. Pattern recognition
6. Familiarity with organisational strategy and change
1. Gathering stories of change

Defining domains of change

Domains of change are broad topic categories that enable narratives to be grouped for analysis and changes that have taken place at different levels to be compared.

Rather than indicators, domains of change are areas of information that help focus the collected narratives.

Domains of change can be identified beforehand or after a first round of interviews, depending on what topics arise from this round of questions. They can also be modified as rounds of interviews are carried out, taking into account the topics that arise.

Examples of domains of change:

- Quality of life
- People’s participation in community activities
- Way of working
- Other changes

In W4P it is recommendable to use at least one domain of change as “change in work or employment” (community level) and then identify other domains as testimonies are collected and analysed.
Designing the question/s
Each community context is different, and questions should be adapted to each circumstance.

Question structure

- Responders should use their own judgement
- Responders should be selective and specific
- Responders should refer to a change and not to a static aspect of the situation

What do you think has been the most significant change in the last six months, in relation to your work situation?

The answer should refer to a specific time

This forces even greater selectivity, referring to the chosen domain of change

+ Why is this change meaningful to you?

Carry out interviews
Interviews can be carried out at two moments:

- **Independent**: with the sole aim of identifying the most significant change.

- **Dependent or aggregate**: as they are included in community listening process activities (interviews, focus meetings, etc.).

The stories should be documented in formats that permit review by others and their circulation in the organisation.

2. Revision and selection of stories

Once a given number of individual stories has been obtained, a group reflection is required to select the most significant. **Selection involves dialogue and discussion of the changes and why they are considered significant.**

The Facilitating Team should read all the stories and pose the following questions: Out of all the reported changes, which one do we think is the most important? And why do we think it is significant?
3. Feedback

Collected and selected stories provide valuable information on what is happening in the community and are useful not only for the Facilitating Team, Platform Coordinator and general W4P Team, but also for other initiatives.

With the selected stories, the Facilitating Team can analyse and define required actions and lessons learned.
Communication

What is platform-centred communication?

Communication is an essential tool for showing the progress and impact of a programme or project. This guide discusses the unique features of communication in the context of a social innovation platform, such as the “la Caixa” Foundation W4P Programme.

In this context, it is important for organisations and people in the platform to reflect on how the platform conceives communication in relation to its goals and interventions.

The goals for platform-centred communication are:

- Transmitting the whole process carried out by the platform, especially the intrinsic value of this process.

- Documenting the innovation process ‘internally’ for the platform (e.g. changes in the way organisations work) and ‘externally’ (e.g. the listening process differential).

- Facilitating learning of the innovation process for the Facilitating Team and the selected target public.

- Facilitating involvement in the community in its broadest sense, and encouraging community participation.

- Providing real-time feedback within the Facilitating Team.
Differentiating between traditional communication strategy and platform communication

<table>
<thead>
<tr>
<th>What</th>
<th>Traditional communication</th>
<th>Platform communication</th>
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<tbody>
<tr>
<td>Geared towards communicating project results. For instance: no. of jobs created, no. of sessions carried out, no. of events in which it has participated.</td>
<td>Geared towards communicating the innovation process as a whole and its added value from the start, along with results. For instance: how the listening process is being carried out and what narratives are being discovered.</td>
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<tr>
<th>When</th>
<th>Traditional communication</th>
<th>Platform communication</th>
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<tbody>
<tr>
<td>As soon as tangible results are achieved, generally related to the specific programme goals. On completing the intervention or at intermediate points, reinforcing the increase or improvement in the result in each report.</td>
<td>Throughout the process. It is a cross–platform activity that cannot be disassociated from programme execution.</td>
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<th>Platform communication</th>
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<tr>
<td>The communication team or personnel are external to the team implementing the intervention. It is generally externalised as a consultancy service or conducted by a department in one of the organisations involved in the platform, disassociated from the intervention.</td>
<td>The communication function is integrated into the Facilitating Team, participating in the development of all phases (listening, co-creation, etc.) to understand their logic and specific needs.</td>
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<th>Where</th>
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<td>External communication (disseminating results, cases of good practices directed by experts, etc.) is separate from internal communication (monitoring reports, yearbooks, etc.).</td>
<td>Including the communication function in the Facilitating Team means the distinction between internal and external communication is blurred and varies over the course of the programme.</td>
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Source: ALC and itdUPM, 2019

Bear in mind that communication in the platform context will tend to be spread over the organisations involved. This means it will gain scope but require special attention, different than centralised communication.
The platform communication strategy

Common communication guidelines
A communication strategy should establish **common communication guidelines**, bearing in mind the platform goals.

Application of these directives in communication items, by people and organisations in the platform, helps ensure they are aligned in terms of messages, times, corporate visibility and so on.

For instance, in the case of a platform that “channels and promotes contribution to the human development and sustainability agenda and, in particular, to achieving the Sustainable Development Goals, approved in 2015 by the United Nations General Assembly”, the following guidelines were established:

- “Communication actions should always mention the Agenda 2030 and SDGs”;
- “Messages should always include mention of joint work with other organisations to make visible the mission of working collaboratively”.

Target
A communication strategy should define the target, segmented on the basis of relational parameters: proximity to the platform, involvement, and interest in the actions performed. Using these criteria, the target can be segmented into a minimum of three levels:

- **Facilitating Team**
- Organisations or agencies and people **directly related to the platform** and committed to its goals.
- Organisations or agencies and people with which the platform (or individual organisations within it) has **strong relations through previous collaboration**, affinity, etc. This group also includes opinion leaders, people with influence who reproduce, amplify or re-draft the platform’s messages.
Media as broadcasters of the platforms’ activity
Traditional media tends to operate traditionally, hence communication tends to focus on end points. Points in the intervention that are important to communicate should be borne in mind, such as: relevant programme results, participation in or organisation of public activities.

It is important to relate content communicated by the platform to current news of the context and the public media agenda.

Communication channels
A communication strategy should identify communication channels (physical and on line) used by the platform’s target. Each channel should be treated differently, bearing in mind:

- **The platform’s own channels**: platform website, physical materials (journals, etc.), talks and events organised by the platform
- **Channels of the organisations or people in the platform**: their websites, social media profiles, physical spaces, etc.
- **Channels of other actors, media, etc.**

Messages
Bearing in mind that platform communication is distributed throughout the organisations within it, the communication strategy may define and establish a catalogue of “core ideas” to be included in all communication related to the intervention. These unified and consensus “core ideas” help align the communication of all the organisations with the platform’s goals and values.

For instance: what the platform is, what its mission is, what its values are, etc. See the example of **Messages on the 2018–2021 Alianza Shire project**.

How to turn process information into communication pieces?

Information gathered through the files and templates from the Community listening process, Co-creation, Prototyping and Evaluation Guides can be transformed into communication pieces in a variety of accessible and attractive formats, showing not only results but also current processes and evolution in elements of the process.

Ethnographic profiles:

Ethnographic profiles are the product of the community listening process and help in the production of collective interpretations and work in the co-creation sessions. They can be used in communication actions, as exhibitions, which further help raise consciousness and awareness of the work carried out, as well as conveying the focus of the platform’s work.

Podcast

These are digital audio broadcasts that combine voice, music and sound effects. They are generally produced in mp3 format or similar and are hosted on a website for downloading and live reproduction. They can include a variety of content. The example below condenses individual interviews organised into different topics.
Infographs

These are informative visual representations or diagrams of texts that summarise or figuratively explain the identified narratives, helping connect topics closely related to the work carried out by the platform.

Dynamic and attractive websites

That provides access to interviews in different formats: downloadable audio and text, highlighting selected sentences or statements with a link for sharing on Twitter, Facebook or by email.

Source: Presentation of the W4P Programme at the European Development Days, (2017)

Source: Amplify Leeds, The Young Foundation available at https://youngfoundation.org/research/connects-people-leeds/
Events
Carrying out or participating in events permits a varied information flow, such as: compiling movement on the social media, posts that feed the website, press releases, media coverage, producing short videos with messages from participants and more.

Profile of communication facilitators in platform work
The people responsible for platform-centred communication are included in the Facilitating Team, thus also making them facilitators, participating in the innovation process, including decision-making.
In this new position they are not “in charge of” communication, but energisers, facilitating the continuous and systematic flow of information for communication purposes.

Skills
1. Knowledge of the territory, the community and its context
2. Creativity
3. Storytelling and narrative analysis
4. Handling collaborative knowledge management tools
5. Handling and managing information and communication technologies (social media and digital environments)
Glossary

Co-creation  Community–led process via which solutions are found.

Community  Set of people from a territory or who share a common problem. In a broad sense, this concept includes various actors: informal (people), non-profit organisations (third sector), social enterprises, educational establishments, businesses, government and state organisations.

Community transformation  A set of changes in the economic, social, political and cultural spheres that are necessary for a specific community to be able to develop in terms of sustainable human development (structural changes that allow for a more comprehensive change).

Contrast group  A group of people constituted by the network’s organizations, public authorities, private companies, NGOs, schools, universities and any other actor who is affected by or works in the sphere of the intervention.

Design principles  These are rules that enable us to keep the working values that we accept and share in mind during co-creation and prorotype process.

Ethnography  Ethnography is a method of social research that allows cultural knowledge to be recorded, it details patterns of social interaction, allows for a holistic analysis of societies, is descriptive and allows theories to be developed and verified.

Ethnographic profile  It is a simplified representation of people, their main problems and needs. It allows us to translate the information obtained via the listening process into a simpler form which is easier to understand.

Expert  A specialist, with knowledge or experience in a subject.

Facilitating team  Group formed by, at least, one person from each organisation that makes up the W4P Platform of each country. Its function, among others, is to plan, run and monitor the process of co-creation, prototyping, scaling, evaluation and communication processes.

Listening platform  A set of instruments and processes to get an in-depth understanding of the needs, challenges and opportunities of the community.

Listening group  Group of people with diverse profiles who represent the Community, at least 60% should be women and 50% young people.

Narratives  The perceptions that people and the community have of their own lives. They are subjective and have a major influence on the actions they believe can, or cannot, be carried out.

Prototype  The materialisation of an idea or solution so that we can try it out, learn from it, adapt, modify or, possibly, discard it.
## Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Resources</td>
<td>Set of elements available in order to satisfy a need, carry out an initiative or explore opportunities. They can be of different types: economic, technical, human, etc.</td>
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<tr>
<td>Social innovation</td>
<td>“new ideas (products, services and processes) that simultaneously satisfy the needs of social networks in a more efficient way than existing ones and create relationships or new and long-lasting social collaborations. They are innovations that are not only good for society, but also improve its ability to act.”</td>
</tr>
<tr>
<td>Spaces for collective sense–making</td>
<td>Meeting places where, for example, events, meetings and workshops are held, and in which the dialogue and control groups take part with the aim of comparing the information gathered.</td>
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<tr>
<td>Thematic group</td>
<td>Set of ideas or solutions, related in terms of topic or scope, identified during the listening process.</td>
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<tr>
<td>Theory of change</td>
<td>This is a hypothesis that outlines a strategic vision of the desired change by thoroughly analysing and describing the hypotheses behind each step (...) identifying the conditions that allow or deter each one of them, as well as the activities that produce the conditions and explain how these activities could work...</td>
</tr>
<tr>
<td>Working group</td>
<td>Set of people participating in a co–creation or prototyping session, made up of different profiles of people, both from the community – in a broad sense – and experts. Its composition can be modified, and its number increased or decreased depending on the progress made as regards the idea being developed.</td>
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</tbody>
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First edition: July 2019.

Design and illustrations: VINDUE
www.vindue.es

Texts: itdUPM
www.itd.upm.es

Centro de Innovación en Tecnología para el Desarrollo Humano

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