

## THOUGHT-PROVOKING GAMES

The use of participatory methodologies in educational processes and in the management and evaluation of programmes and projects is increasingly valued. However, in many cases, games and participatory techniques are used for the sole purpose of motivating a group, 'breaking the ice' or having a break between one work session and another.

Thought-provoking games are intended to transcend mere entertainment. These games are not designed for recreational purposes, nor should they require people to take on an unfamiliar role, removing them from situations they recognise to enter an imagined world. Games designed to encourage thinking are participatory and educational ways of dealing with complex subjects that require both the prior knowledge and participation of professionals, and the personal opinions and local knowledge of other stakeholders.

In this sense, these games do not come with a motivational agenda, nor is the aim to provide healthy, innocent entertainment with a constructive moral ending. Rather, they are intended to be tools at the service of educational and evaluation processes. They seek to reproduce the conditions of each situation as faithfully as possible, whether this be the everyday life of a family, group or organisation, the occupational settings of workers, professionals or grassroots leaders, the operation of the market or the struggles of different sectoral interests within society. Thought-provoking games are intended to incorporate elements that occur in the real lives of participants.

Games designed to encourage thinking create conditions that encourage communication, the expression of feelings, experiences, knowledge, ideas and expectations and learning in a non-hierarchical manner. The rules of these games facilitate knowledge exchange and help us discuss complex topics. Thought-provoking games use stimulating, participatory and democratic ways to support evaluation, education and organisational development.

### THOUGHT-PROVOKING GAMES

This game was developed by Esteban Tapella (UNSJ) and Juan Carlos Sanz (DEval) to facilitate participatory evaluation processes.

See more publications, experiences and tools at <https://evalparticipativa.net>



**PETAS**  
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Universidad  
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Fomento de una cultura de evaluación y de  
aprendizaje en América Latina con proyección global



**DEval**  
INSTITUTO ALEMÁN  
DE EVALUACIÓN  
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PARA EL DESARROLLO

# WHAT SHALL WE EVALUATE?



**A GAME TO FACILITATE THE FORMULATION OF EVALUATION QUESTIONS TO ASSESS  
DEVELOPMENT EXPERIENCES, PROJECTS OR OTHER TYPES OF INTERVENTIONS.**

# WHAT SHALL WE EVALUATE?

A game to facilitate the formulation of evaluation questions to assess development experiences, projects or other types of interventions.

**1**  
**1. RELEVANCE & TIMELINESS**  
Questions that inquire about whether the intervention is consistent with the needs of the target population and the country's policies, if the objectives and design are appropriate to that context, and if it came at a good time.

**2**  
**EFFECTIVENESS & EFFICIENCY**  
Questions regarding whether or not the intended direct results of the intervention have been achieved and if the resources used are justified by the results achieved.

**6**  
**PARTICIPATION**  
Questions about:  
▪ The quality of information provided to beneficiaries  
▪ Implication of different social actors in the decision making process of the intervention  
▪ Communication and coordination mechanisms established among different stakeholders

**3**  
**LESSONS LEARNED**  
Questions about the intervention process, the methodology, what factors favoured or conditioned the experience, and what should be done differently. In other words, the lessons that emerge from the intervention.



**5**  
**SUSTAINABILITY & REPLICABILITY**  
Questions about whether the results achieved will last beyond the end of the intervention. Questions about possibilities and requirements so the experience can be developed in other contexts and regions.

**4**  
**IMPACT**  
Questions about whether the intervention helps solve the problem(s) that led to its design, i.e. the indirect, added, medium- and long-term changes that can be attributed to the intervention.

