



# Love Your Menses

*Flowing through life, unapologetically!*

## **Menstrual Equity Pilot Initiative Program Evaluation Plan**

Northeastern University | Boston, MA  
PPUA 6509: Techniques of Program Evaluation  
Prof. Marshall

Darliya Bennett  
Mark Cote  
Jessica Foley  
Amy Gately

# **TABLE OF CONTENTS**

Background and Context.....	3
LYM Boston Public Library Collaboration: Program Description.....	3
Program Logic Model.....	5
Evaluation Purpose.....	7
Evaluation Questions.....	7
Evaluation Design.....	7
Data Collection Methods & Data Analysis Plan.....	8
Plan For Dissemination and Use for Findings.....	10
Appendices.....	12
Appendix A: LYM Menstrual Equity Pilot Initiative Logic Model.....	12
Appendix B: Methods Grid.....	12
Appendix C: Sample Survey & Interview Questions.....	13
Appendix D: Dissemination of Evaluation Results Grid.....	14
References.....	15

## **Background and Program Context**

Love Your Menses (LYM) is an international organization founded in 2019 with a mission to promote menstrual equity through health education, mentorship, and access to resources. Menstrual equity refers to a lack of universal access among menstruators to period products (also known as period poverty) and the shame and stigma that surround menstruation and cause menstruators to experience oppression (Crays, 2020). LYM works to promote menstrual equity through the creation of programs that “dispel myths surrounding menstruation, promote menstrual equity, and build the next generation of leaders by providing an educational, uplifting, and supportive space for Black and Brown girls, women, and all people who menstruate...” (About, 2019). The organization runs a variety of programs globally and works with a range of peoples and cultures, as well as a range of ages, from young people just starting menstruation to those going through menopause. Each program LYM runs approaches the issue of menstrual equity with a different lens and purpose, but all seek to empower people who menstruate in order to change their lives and communities for the better. Love Your Menses also emphasizes cultural competency and humility through their program by engaging in what they call intercultural community conversations. The organization has a deep understanding that menstruation is viewed differently among different cultures and works to respectfully dispel myths and reduce shame around periods.

Love Your Menses is a small non profit with a small workforce and modest budget but that does not stop them from having a significant impact. LYM is run by 18 passionate, part time employees and volunteers who create and run all of their programming. While designing our evaluation, we made sure to keep this in mind so that the plan would be manageable by LYM’s staff and not require too many resources. Throughout the evaluation design, we have been cognizant of the limitations LYM faces and this evaluation has therefore been designed around elements that the staff already implement, such as building out their existing survey. This evaluation will focus on one program within the LYM organization: LYM’s partnership with Boston’s Mayor Wu’s Office of Women’s Advancement to run workshops promoting menstrual equity. We plan for this evaluation to be summative of LYM’s pilot program to summarize the program’s strengths and areas for improvement, and formative to identify areas for growth that will inform the program expansion that will hopefully follow (Mertens & Wilson, 2019).

### LYM Boston Public Library Collaboration Program: Program Description

Love Your Menses partnered with Mayor Wu’s Office of Women’s Advancement (MOWA) and the period product nonprofit Aunt Flow to run this pilot program in the City of Boston. This program offers free educational sessions in six of Boston’s public library (BPL) branches: Brighton, Codman Square, East Boston, North End, Mattapan, and Roxbury. At each of these locations, LYM distributes free period products and their staff hosts a series of workshops that seek to provide all participants with accurate and culturally appropriate information about menstrual health. They also seek to reduce shame and dispel stigmas surrounding menstruation

in order to promote menstrual equity in the city of Boston. LYM hopes these workshops are a safe place for all and encourages people to advocate for themselves and all who menstruate in the Boston area.

According to LYM founder, Dr. Ebere Azumah MD, MPH, the Boston program seeks to reach anyone who feels shame around menstruation. A goal of LYM is to adapt to different individuals and groups with respect for all cultures and backgrounds while promoting healthy and accurate health information. It is important to Dr. Azumah that the program adjusts to whoever chooses to participate and serves them with accurate and empowering information and support. This section continues with an in-depth description of the program's target population, contextual factors, intended purpose, and overview of the evaluation.

### *The Target Population*

This program aims to serve all people who menstruate with an emphasis on Black and Brown women and girls. LYM also emphasizes serving people who have immigrated from other countries, as well as people from a variety of cultural backgrounds. The program we will be evaluating specifically targets Boston Residents. Ultimately, the facilitators and organization members welcome anyone who is interested.

### *Contextual factors related to program implementation*

There are multiple contextual factors related to program implementation that we are considering in our evaluation. First is social inequality, as the population that this organization aims to serve is intersectional. Women, Black and Brown women, and immigrants, all face a unique set of inequities that are often exacerbated when one's identity fits into more than one of these categories. This intersectionality may influence how the target population receives the efforts of this organization. The organization will also be going to different parts of Boston, leading us to wonder how LYM ensures equity and equality among all branches. Cultural norms are another important factor to consider because in many societies periods are stigmatized. There are many myths and preconceptions around periods that can lead to shame and this shame limits conversations about menstruation. This can deter people from either receiving services from LYM or being open to talking about being involved with the organization. These trainings and services are offered publicly, so these norms make us question how comfortable participants will be in a public setting.

### *Stakeholders*

In any evaluation it is important to identify the various stakeholders, people who have a stake or an interest in the program being evaluated (Mertens & Wilson, 2019). The stakeholders of this LYM program evaluation can be divided into three categories based on how they are involved in or impacted by the program and its evaluation. The first category is those who are involved in the program's operations. These stakeholders include the Boston Mayor's Office of Women's

Advancement, Aunt Flow, LYM staff, and Boston Public Library staff. The Boston Mayor's Office of Women's Advancement provides LYM with the funding to run this program at the Boston Public Libraries. This office is interested in how well attended the program is and what its positive impact is on the people of Boston. Aunt Flow collaborated with LYM for this program by providing period products at the libraries where the workshops are run. The LYM staff, and particularly, the site coordinators at each library branch are responsible for running the workshops and the outreach for the program. These coordinators are interested in increasing engagement of the program and reaching the maximum number of people in order to enhance menstruation equity in Boston. Finally, the Boston Public Library staff help to facilitate translation services for the workshops and identify relevant literature that may be of interest to participants. The stakeholders in this category all help to run the program and have various views of its success.

The second category of stakeholders is those who are served or affected by the program. In this category are the library attendees, participants of the program, families and friends of the participants, and the community at large. The library attendees benefit from this program by receiving free menstrual products at the library. The program participants benefit by learning about menstruation and ideally feeling more comfort and less shame surrounding the topic. With this increase in knowledge and awareness, the participant's families and friends will also benefit from proximity to a program attendee and maybe gain residual knowledge from that family member or friend. Finally, the community at large will benefit from the spread of accurate and empowering information about menstruation equity and increased access to period products.

The third category of stakeholder is the users of the program evaluation findings. These stakeholders are the LYM staff responsible for program design, the Mayor's Office, and the LYM site coordinators. The LYM staff program designers are interested in a measurement of how effective the current program set up is. The Mayor's Office is interested in how many participants utilize the program and the overall benefit to the City of Boston. Finally, the LYM site coordinators are interested in how effective their teachings and outreach are.

### **Program Logic Model**

A logic model is used to visually show the connections between inputs and activities and intended outcomes (CDC, 2011). The program logic model (which can be found in the appendices as Appendix A) illustrates Love Your Menses and the Boston Mayor's Office's Menstrual Equity Pilot Initiative. It can be used by LYM to promote better understanding of the program we are evaluating and be used by other groups seeking to implement similar programming. LYM's theory of change for their Menstrual Equity Pilot Program is that providing free menstrual education and period products to communities will help promote menstrual equity by spreading awareness/understanding of menstruation and eliminating period poverty, stigma, and shame.

The inputs necessary to achieve this goal include LYM's collaborations with other non profit groups that provide funding (from the Mayor's office) and period products (from Aunt Flow). We also include the community spaces the program takes place in and the evidence-based curriculum that LYM has developed with their team of experts as inputs. These inputs are required for the activities relevant to the program, which is represented by the arrow from Inputs to Activities. In "activities" we included the monthly workshops and creation of period product dispensers, both central to the program, along with the other activities necessary to have these workshops such as community outreach and training staff. Both the inputs and activities have been formed with attention to 3 key assumptions: (1) there is significant misinformation around menstruation within society, which is a source for shame and stigma, (2) period poverty is an economic barrier to many menstruators and their families, and (3) there is a need in the communities being served for more conversations about Menstrual Equity and safe spaces for these conversations to take place. Since these assumptions were important factors in the program creation, we have arrows connecting them to both the "inputs" and "activities" of the program. Our "activities" section is also connected to our "outputs" section, which consists of measurable outcomes that are a direct result of the activities. These quantifiable factors are helpful for evaluating the program as they are easily measurable. These include the safe space the program creates, the number of sessions at each site, the number of participants attending the programming, and the amount of period products distributed. These measurable outputs are also then connected to our outcomes which we have broken up into short term, intermediate term, and long term and are a direct result of the outputs. In the short term, we expect outcomes to be an elimination of the economic barrier to procure period products since participants will have access to them free of charge. We also include the short term learning that participants gain from the sessions, both about menstrual equity and biological processes of menstruation which will decrease the stigma of menstruation for those that participated and also hopefully for their close connections as participants share their knowledge by becoming advocates. Our intermediate term outcomes are expected to be model expansion and an increase to the number of locations for LYM's programming after we are able to see the success of the program in the short term. Program expansion will also include an expansion of period product distribution and funding for more sessions. In the long term, outcomes will include increasing menstrual equity and decreased period poverty and stigma around menstruation in the city of Boston as the program expands and more people are exposed to its message and free products. This increased understanding of menstrual equity is also expected to lead to a decrease in shame felt by menstruators and the creation of a community to empower menstruators as more people understand this issue. In our logic model we also include some relevant external factors that are challenges for the program. These factors include (1) transportation barriers for participants, (2) language barriers between presenters and participants, especially relevant because much of LYM's programming is targeted at immigrant populations, and (3) limited awareness of the concept of menstrual equity, which will hopefully change with the implementation of this

program. Since these external factors are relevant to all phases of the logic model, it is not directly connected to any phase but present in the model so that anyone looking to understand the program will keep these factors in mind.

This logic model helps us as evaluators understand exactly what the Menstrual Equity Pilot Program aims to achieve and how it plans to do so. As evaluators, it is very helpful to look at the outcomes that the program hopes to achieve so that we can measure the program's actual successes against its expected successes.

### **Evaluation purpose**

This evaluation incorporates the four most prominent evaluation purpose categories, to gain insight on the required inputs, to find areas for improvement, to assess the program's effectiveness, and to address human rights or social justice issues (Mertens & Wilson, 2019). Firstly, we focused on the purpose of understanding what inputs will be necessary for success. Dr. Azumah and the LYM site coordinators provided us with insight on the program's inputs including, the required staff, the grant funding details, the community space, and more. We structured our evaluation, in part, to assess if LYM has all the necessary inputs for their program to achieve success. Through meeting with Dr. Azumah, we gained an understanding of her goals, view of success, and available resources. Second, our evaluation uses surveys and interviews to collect data in order to find areas where the program is not meeting its goals and can be improved. Our evaluation focuses on both the program's content and its outreach/marketing in order to pursue this purpose. Third, the program will use additional survey questions to assess how effective the program is at empowering participants through their workshops on menstruation. In order to pursue the purpose of assessing the program's effectiveness we will collect data from the participants and program coordinators and use various indicators to determine if LYM is meeting its efficacy goals. Lastly, LYM is seeking an evaluation that investigates if the program is adapting adequately to its participants, using both cultural competency and humility. The evaluation will measure if the participants feel less shame, fear, and if they experience less misinformation surrounding menstruation after attending one or more workshops. This purpose will be to increase social justice.

### **Evaluation Questions**

1. What have been the most effective marketing/outreach techniques?
2. What were the takeaways from the attending participants?
3. How effectively have you communicated with the communities in each branch?
4. How can we better utilize the spaces you have to get better attendance?

## **Evaluation Design**

The LYM Boston Public Library program operates at six branches, each in a different community. Our evaluation will collect data via a mixed methods approach through a survey, qualitative interviews, and secondary data. While we value quantitative data and recognize the significance it can play in donors' eyes, we also want to emphasize the importance of qualitative data in this evaluation as well (Fiens & Reid, 2014). While researching menstrual equity programs, it has become evident that qualitative data is especially helpful to determine program efficacy because the effects these programs have on menstruators' lives can be varied and impossible to measure through numbers alone (Haver et al, 2018). Surveys and interviews are thus popular tools used by researchers of menstrual equity and we plan to continue this trend (Gruer et al, 2021). We also believe that qualitative data collected from program coordinators will provide an in depth insight into the cultural competency of the workshop leaders that will further inform the LYM trainings. More details on these surveys and interviews can be found below.

## **Data Collection Methods and Data Analysis Plan**

The evaluation will be a mixed-method strategy in order to effectively and comprehensively collect information relative to the questions proposed above. The first method will be surveying participants. LYM currently distributes a survey to its workshop attendees. In order to gather more information related to the proposed questions, we recommend these surveys be expanded on in order to enhance the data collection for this evaluation. A one question pre survey will be passed out to attendees prior to the start of the workshop. This survey will ask, on a scale from 1 to 5, how comfortable the attendee feels about the topic of menstruation. This question is intentionally vague and meant to be interpreted by the attendee whether that be their comfort level with their own menstruation, discussing the topic of menstruation, or any other interpretation.

The post workshop survey will be distributed to all workshop attendees at the conclusion of the workshop, offered in paper form or via digital QR code to increase accessibility. The post workshop survey will ask more questions spanning topics of outreach, program content, and again assess the attendee's comfort level after the workshop. It will also ask how participants specifically found out about this program (i.e, tabling event, social media post, community fliers, etc). This portion of the survey aims to collect data to examine the effectiveness of different outreach and marketing strategies to determine which are the most effective. The survey will also include a question about the locations of the workshop in order to collect data about satisfaction with the library space as the primary location that the workshops are facilitated. This survey question will help to determine if libraries are the optimal space for these workshops to take place in or if there are better alternatives. The survey will also include questions to measure the participant satisfaction with the workshop using a Likert scale. The success indicator for this element of the survey will be positive feelings about the program and its content. As this question will be asked after participants attend the workshop, positive responses will be a



measurement of success. The survey will also ask the pre-workshop survey question again, regarding comfort levels with menstruation. A success indicator here would be an increase in comfort level after the workshop is completed. Finally, also included in the survey will be a collection of demographic data from the participants, this will be to assess if the workshop attendees are representative of the library branch community. An indicator of success for this survey question will be a close connection between community demographics, collected as secondary data, and program demographics, collected by the survey.

We suggest keeping the survey as concise as possible and offering multiple choice questions where possible (for example on the marketing techniques portion) so that more participants are not discouraged from participating by its length, allowing LYM to gather as much data as possible. Surveys should also include short answer questions to gather some qualitative data and Likert scale questions to collect quantitative data. Data collected can be compiled using basic spreadsheet software to best assess and analyze trends in the information. From this information LYM should be able to tell which marketing strategies are yielding the best results as well as any feedback related to the current venue, how effective the program content is, and attendee demographics.

The second form of data collection we would implement would be qualitative, and in the form of semi-structured interviews. The above survey would also invite attendees to volunteer to be further interviewed to gain information about their own personal experience related to the seminar. These interviews should be conducted with willing participants, preferably participants who have attended the workshop within the previous week so that it is fresh in their memories. There will be set questions that are asked in each interview to maintain consistency with questions asked, however the semi structured nature of the interview will also allow enough space for the participant to thoroughly discuss their personal reactions. The purpose of using interviews as a source of data collection is to give participants space and opportunity to express their honest feelings about the program and to help inform LYM about community perception. It is understandable that not many 1-1 interviews would be feasible due to resource and time constraints. At least 5 should be conducted to identify any potential themes when analyzing responses, as well as collect personal testimonials that could assist with marketing and funding development opportunities, should participants consent. These interviews should be coded to identify overarching themes.

In addition to participant interviews, coordinators should also be interviewed. These interviews would aim to gather feedback on topics such as effectively and appropriately communicating with the intended communities and cultures. Coordinators will be asked about their perception of goal achievement and their level of cultural humility and competency. The coordinators will also be asked about the need for, or effectiveness of, translation services offered by the library. From these interviews, the evaluator can detect themes that may be related to the success or needs of

the program in order to further strengthen it. Success indicators found in the coordinator interviews will be a feeling of successful communication with different cultures and effective translation services if necessary. If the evaluation finds that program coordinators are struggling to communicate effectively, it will be an indicator that LYM needs to alter or increase training.

The final method of data collection would be the use of secondary data. In the evaluation, we will use different databases to collect the demographics of the populations in each neighborhood that a participating library is in. This data will help inform the evaluator as well as LYM about the community and help them determine which areas may be more populated with the specific demographics and communities that LYM aims to serve. These interviews should be coded to identify overarching themes. Secondary data will also be collected from other Boston area LYM programs besides this pilot program. Attendance numbers from these programs will help to inform which locations produce the most attendees and participation.

### **Plan for Dissemination and Use of Findings**

We expect our evaluation plan to be of use to four main target audiences: LYM's Board of Directors, LYM's program staff, Mayor Wu's office, and other actors within the menstrual equity movement who may have interest in starting similar programs. Dr. Azumah will likely perform this evaluation and is the co-founder and president of the organization, so we think it would be most appropriate for her to be the messenger for the board of directors, program staff, and Mayor's office. Other actors interested in starting menstrual equity programs of their own and using this evaluation for guidance should be able to access the evaluation via a link on the Love Your Menses website, or otherwise online if the evaluation is published in a journal. We expect this evaluation to take place during the program's Spring session, so results should be ready for presentation in 6 months. Dissemination to internal groups, including the mayor's office as it is a decision-making stakeholder for this program, can be done immediately. Other groups should be able to access the evaluation any time after the initial presentation to internal audiences is complete.

LYM's Board of Directors will be presented with this evaluation for legitimate and conceptual purposes. We expect the evaluation to legitimize the decision the board made to support this pilot program. The evaluation dissemination will also be conceptual for this audience because it will influence their long term decision making, helping them to decide if more programs like this are useful and thus worth pursuing in the future relative to other projects that the board funds (Mertens & Wilson, 2019). A written summary of the evaluation and its main findings should suffice as the best format for this dissemination. A summary is better for this audience than the entire report as members of boards typically do not have the time to commit to more long form writing (though the entirety of the report will be available to them via the website link if they choose to seek it out).

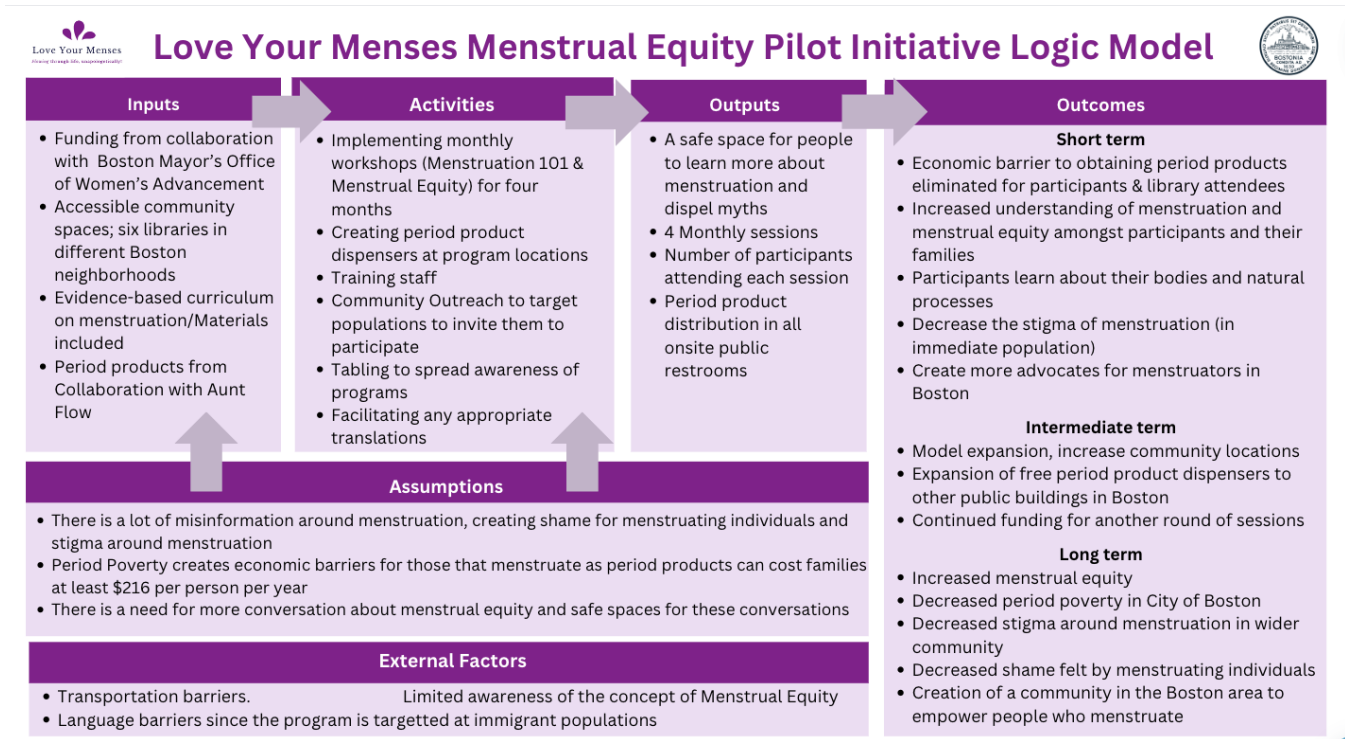
The LYM program staff is a very important audience for the dissemination of this evaluation. As the group that creates the program's content and presents it to clients, we expect this information to be instrumental for them. The evaluation's findings should directly influence their day to day decision making in designing and presenting LYM's programming (Mertens & Wilson, 2019). Because of the importance of evaluation results to this audience, we think the best channel for its dissemination would be both a comprehensive written report sent out via email and a presentation by Dr. Azumah via Zoom due to geographical challenges.

The Mayor's office and Aunt Flow are also a very important audience as they are central stakeholders for this program. The information presented should be instrumental as it directly affects their decision making when deciding to continue their partnership with LYM beyond the pilot (Mertens & Wilson, 2019). We also hope this information will legitimize their previous involvement. The best channel for dissemination should also include a presentation in addition to a written summary.

Other actors that are interested in menstrual equity will also likely find this evaluation useful as it can help to guide their creation of similar programs and should thus have access to the completed longform version of it. By analyzing this program's strengths and weaknesses, other actors can strengthen their own. As menstrual equity continues to gain momentum as an important social justice issue, more and more programs like LYM's are being created (Gruer et al., 2021). A link on the LYM website or publication within a journal relevant to this topic will suffice as an appropriate messenger for this audience.

## Appendices

### Appendix A: LYM Menstrual Equity Pilot Initiative Logic Model



### Appendix B: Methods Grid

Evaluation Question(s) <i>What questions will be answered by the data you collect?</i>	Evidence <i>What will be measured to determine if change occurred?</i>	Method(s) & Measurement Tool (s) <i>How will data be collected?</i>	Sample <i>Who will be the source of information and how will they be selected?</i>	Time Frame <i>When will data be collected?</i>
What have been the most effective marketing/outreach techniques? (AG)	Number of people attending programming going up  Number and type of marketing efforts  Performance indicator: more attendance (total) than the first iteration of the program	Surveys asking all attendees how they found the program  Measuring the number of new attendees in comparison to a new marketing initiative (ie how many new people came in the week that tabling was implemented)	All attendees given surveys and asked to take it before leaving  Attendance level measurements	Throughout the program; every session  Potentially through the spring session (if extended)
What were the takeaways from the attending participants?(MC)	Are you likely to refer a friend?  How was the physical location of the training?  Rate of learning (Likert Scale on survey.)  Self Report	Review current survey. (Expand if needed.)  Qualitative interviews conducted with volunteer participants. (Semi-structured)	All participants will take the survey.  Volunteers can submit contact information on surveys if willing to participate in interviews using a standardized tool.	Surveys at the end of the class.  Participant interview within 1 week.

Evaluation Question(s) <i>What questions will be answered by the data you collect?</i>	Evidence <i>What will be measured to determine if change occurred?</i>	Method(s) & Measurement Tool (s) <i>How will data be collected?</i>	Sample <i>Who will be the source of information and how will they be selected?</i>	Time Frame <i>When will data be collected?</i>
How effectively have you communicated with the communities in each branch? (JF)	Was a diverse group of people reached?  Did the group reached reflect the community?  Did participants span across age groups?	Organizational and stakeholder surveys  Surveys/ interviews of program coordinators  Surveys of participants  Secondary data on the demographics of each neighborhood	All participants (because there is a low number it is reasonable to try to survey them all); asking how each participant identifies, their age, other relevant demographic data. It will also ask participants to rate on a scale of 1-5 how comfortable they are talking about menstruation.  All program coordinators; asking if they felt that they reached the population appropriately (language and cultural)	Over the course of the fall session (sept-dec)  Potentially over the course of the spring session, if renewed
How can we better utilize the spaces you have to get better attendance?	Community responses to interest surveys- Institutional surveying	Survey asking about where people would be most likely to attend these workshops?  Secondary data collection- looking at the attendance of the other programs	All users of public spaces we target (community centers, libraries, outdoor spaces ie parks seasonally, churches)	When the workshops are conducted When the coordinators do tabling/make outreach attempts

## Appendix C: Sample Survey & Interview Questions:

### Post Survey Questions:

(1.) How did you find this program?

- Social Media: Platform \_\_\_\_\_
- Table event: Location \_\_\_\_\_
- Flyers: Location \_\_\_\_\_
- Other: \_\_\_\_\_

(2.) Would you recommend this program to a friend?

(3.) I find this workshop to be relevant and useful

- Agree
- Somewhat agree
- Disagree
- Strongly disagree

(4) I felt I gained knowledge and empowerment from this seminar.

- Agree
- Somewhat agree
- Disagree
- Strongly disagree

Semi-Structured Interview Questions:

For Participants -

1. What were 2 key takeaways from this workshop?
2. How would this workshop be helpful for young women? All women?
3. What feedback would you give to the facilitator?
4. What do you hope to see moving forward?

For Coordinators-

1. Who do you wish you saw more of at this workshop?
2. Were there any language or cultural barriers? If so, what were some of them?

**Appendix D: Dissemination of Evaluation Results Grid**

<b>Target Audience</b>	<b>Dissemination Goals</b>	<b>Format</b>	<b>Channels</b>	<b>Messenger</b>
Board of Directors	Provide guidance for a larger program once the pilot ends	Written evaluation summarizing data	Email submission	Dr. Azumah (or person that does the evaluation if not Dr. Azumah)
LYM Program & library staff	Provide guidance for a larger program once the pilot ends  Increase staff awareness of strengths and weaknesses of the program to aid their administering of the program	Written evaluation summarizing data  Presentation specific to program components and their role	Written report email and presentation given in person or via Zoom	Dr. Azumah (or person that does the evaluation if not Dr. Azumah)
Mayor's Office	Illustrate efficacy of program to legitimate past (and hopefully future) support	Executive summary (written) and presentation	Written report email and presentation given in person or via Zoom	Dr. Azumah and other staff directly involved in the program
Other actors within the menstrual equity movement (policy makers)	Provide a model of an existing menstrual equity programs to aid future actors and decision makers in their program creation efforts	Written evaluation summarizing data	Accessible via an online publication  Available per request	LYM website link  Publication

## References:

About Us | Love Your Menses. (2019) Retrieved from <https://www.loveyourmenses.com/about>.

Crays, Allison. (2020) Menstrual Equity and Justice in the United States. *Sexuality Gender & Policy*.  
<https://doi.org/10.1002/sgp2.12023>

Gruer, C., Goss, T., Schmitt, M. L., Sommer, M. (2021) Menstrual Equity Initiatives at USA Universities: A Multiple Case Study of Common Obstacles and Enabling Factors. *Frontiers*. 3.  
<https://doi.org/10.3389/frph.2021.787277>.

Mertens, D. M., & Wilson, A. T. (2019). *Program Evaluation Theory and Practice: A Comprehensive Guide*. New York: The Guilford Press.