YOUTH EMPLOYMENT EVALUATION TOOLKIT

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Your leverage to better youth employment projects

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YOUTH IMPACT project

INTRODUCTION

The purpose of this toolkit is to present practical tools supporting the evaluation of projects aimed at increasing the employment of young people (aged 15-24), including those who face difficulties in the transition between school education and work (NEETS).

The main recipients of this toolkit are NGOs and other entities which want to analyse their projects in the abovementioned area. Such evaluation may be aimed at:

- Measurement of the project's effectiveness in achieving project goals and results (outputs, outcomes),
- Assessment of the usefulness of the project for its beneficiaries/participants and the sustainability of the achieved results,
- Better adaptation of the project to the needs of its beneficiaries and the labour market,
- Examination of the project impact on a wider group of people who did not participate directly in it (e.g. families, friends of the project beneficiaries),
- Assessment of project efficiency in terms of resources engaged in the project and its effects.

This toolbox is a supplementary material to the course "**Towards better youth employment projects - learning course on evaluation**", available at YOUTH IMPACT webpage. While during the course you can get knowledge and training in evaluation adjusted to your needs (basic or advanced level), the toolbox provides some universal knowledge matched with practical instructions, tools and examples designed to develop evaluation skills and to support you in using the knowledge acquired during the distant course. This is achieved, among others, by question sets, tables and tool templates facilitating the design and planning of evaluation, gathering the necessary information, and then formulating conclusions and recommendations aimed at improving the projects supporting youth employment, carried out by your organisation.

The toolbox has been developed by the Jerzy Regulski Foundation in Support of Local Democracy in Poland, in cooperation with the Research Institute for Innovative and Preventive Job Design (FIAP e.V., Germany), Channel Crossings (Czech Republic), and PEDAL Consulting (Slovakia), within the framework of the Youth Impact project, financed by the EEA Financial Mechanism and the Norwegian Financial Mechanism. The project seeks to provide tools and services to improve the ability and capacity of Youth Employment and Entrepreneurship Support Actions implementers to efficiently evaluate an impact of their activities. The action will be carried out in the years 2019-2022.

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GLOSSARY OF PROJECT TERMS

Activity (of the evaluated project) — actions aimed at a specific target group, which contribute to the achievement of the planned outputs and outcomes, and then to the achievement of the project objectives.

Example: Training 20 young mothers (who were unemployed at the start of the project and had to be supported by social welfare benefits) in dyeing fabrics in town X.

Generalization — referring the findings obtained in the study of the representative sample to the entire population (i.e. also to units that have not participated in this research). Based on the results of the sample, we conclude — with a given level of probability — that the findings (characteristics/opinions) for the entire population are similar.

Impact — long-term effects of activities, outputs and outcomes of the project (apart from possible other projects and factors) affecting a wider community than the direct recipients of this project.

Example: Improving the living conditions of children raised by women who found a job thanks to the professional competences acquired in the project.

Impact indicator — informs about the delayed effects of the project that go beyond its immediate recipients. These effects usually cover the social environment/community of the project beneficiaries and may result from the accumulation of various factors (including non-project activities).

Example: The percentage of project beneficiaries whose household did not have to be supported by social welfare benefits 18 months after the end of the project.

Logic matrix of the project — a table used to determine the methodology of measuring selected project elements such as output, outcome or impact. The matrix defines the indicators by which a given element will be measured, the measurement method, and conditions of achieving of the project's effects (see: chapter 2.1).

Logic model — a comprehensive tool for project planning and subsequent management of its implementation. It depicts the logic of intervention linking the individual elements of the project with cause-and-effect ties (see chapter 2.1).

Monitoring — ongoing collection, analysis and documentation of information during the project implementation concerning the progress of its implementation in relation to the planned schedule of activities and a budget.

NEET (not in employment, education or training) —the name of the group, mainly young people who do not study, work or prepare to practice, due to various reasons (discouragement, life crisis, disability, parental or family responsibilities).

Goal – expected state or final effect(s) of activities conducted within a project, planned to be achieved within a specified time.

Example: Increasing employment by 2022 among young mothers (who were unemployed in 2020 and had to be supported by social welfare benefits) in town X.

On the way to achieving the general goal you can have specific objectives. A specific objective is a planned state that will be achieved as a result of the implementation of certain activities. It should be consistent with the goal and contribute to its achievement.

Example: Increasing by the end of 2021 the professional competences of young mothers (who were unemployed in 2020 and had to be supported by social welfare benefits) in town X to the level expected by employers in this town.

Outcome – direct and immediate effects/ changes that refer to the beneficiaries as a result of the implementation of specific project activities.

Example: The growth of project beneficiaries' competences related to dyeing fabrics.

Outcome indicator – informs about the degree of the achieved changes related to the project beneficiaries as a result of their participation in project activities and the use of outputs produced at a particular stage of project implementation.

Example: The number of beneficiaries who have acquired the professional skills of dyeing fabrics.

Output – a product of a particular activity in a material form (of a countable nature), e.g. an object, an event (of service delivery). These may be goods or services transferred to the project recipients, or created by them, which are to contribute to the achievement of the planned outcomes.

Example: Training materials, certificates confirming the acquisition of professional qualifications in the field of dyeing fabrics by project beneficiaries.

Output indicator – informs about the implementation of activities that resulted in measurable products.

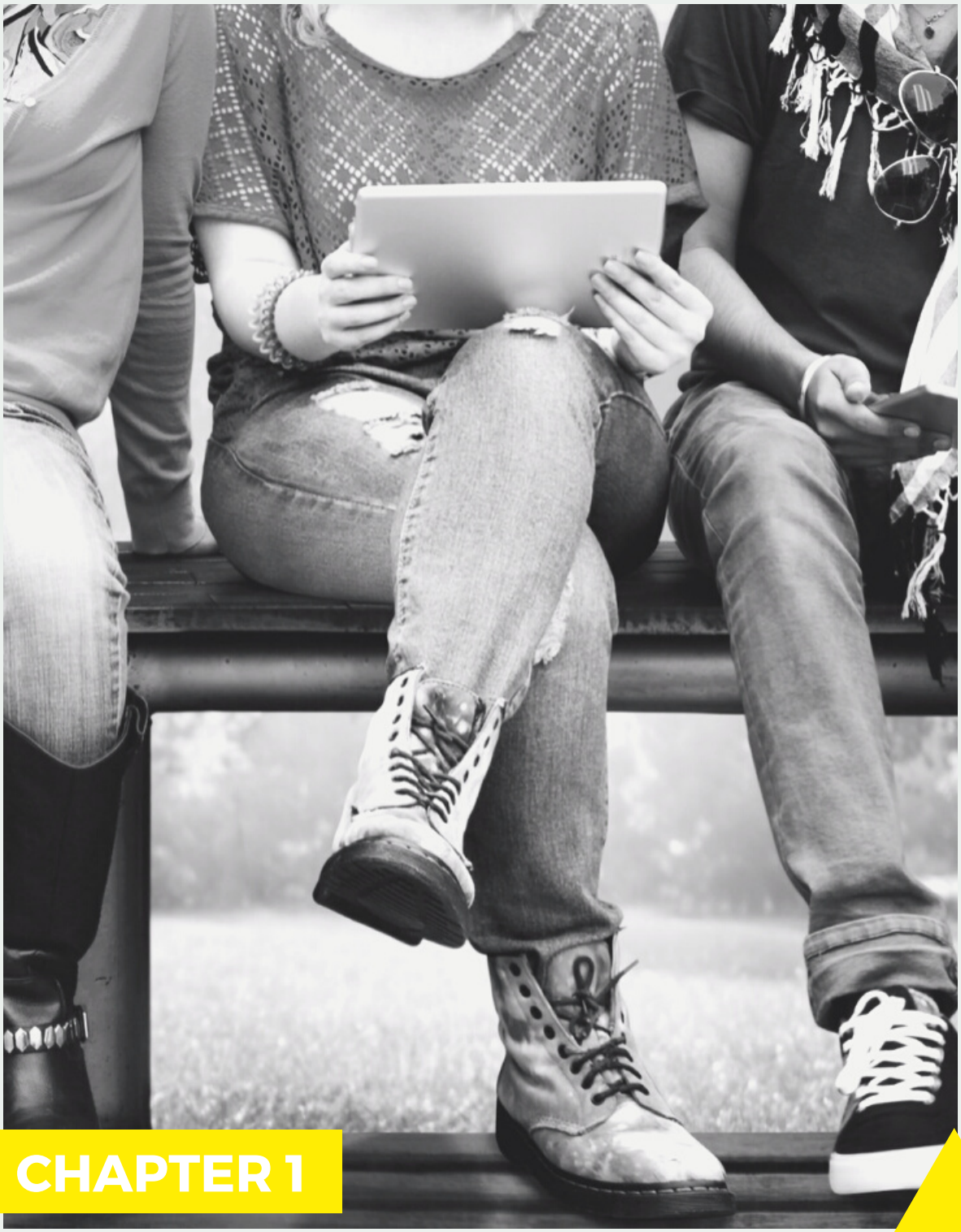
Examples: The number of issued certificates confirming the acquisition of specific professional competences, the number of cover letters and CVs prepared by the training participants, the number of textbooks prepared.

Population – a group (e.g. specific people, organisations, companies, schools, institutions) which is the subject of the researcher's research / object of interest.

Project (intervention) – a set of activities aimed at producing the intended outputs and outcomes, which, when used by the project's target group, should bring the planned objectives and impact.

Representative sample – a sample that well reflects / represents the studied population and makes it possible to accurately estimate its features through generalisation.

Sample selection - selecting from the population cases that will form **the sample** (smaller part of the population). It is conducted in a specific way (random or non-random) based on the **sampling frame**, i.e. a compilation (list) of all units forming the population from which the sample is drawn.



CHAPTER 1

THE BENEFITS OF EVALUATION

I. THE BENEFITS OF EVALUATION

There are many ways to understand evaluation. According to the approach applied in the Youth Impact project, **the main goal of evaluation is to value the project in order to improve it**. This assessment is based on evidence that is collected using social sciences methodology with regard to **the change caused by the evaluated project**. On the basis of the research findings the evaluation provides conclusions and recommendations for decisions on the project development and improvements.

Our approach largely refers to **impact evaluation** in its broad sense. It is an evidence-based analysis of the project's real effects. It allows you to understand the factors influencing the changes observed during and after this project, and focus on the sustainability of the achieved outcomes as well as the impact of the project that goes beyond its direct participants.

Our approach is also a participatory one, taking special care about the needs of various stakeholders and engaging them in planning and other stages of the evaluation.

Such an approach to evaluation makes it possible to determine the value of a particular project and to understand the reasons for its successes and failures. It is also a **good management tool** for organisations focused on social mission and other "learning" institutions.

BENEFITS OF AN EVALUATION DONE WELL:

- It allows you to **predict difficulties before the start of your project** or notice problems at every stage of its implementation, and also allows you to plan actions minimizing identified risks.

- It gives advice on **how to improve an ongoing or completed project** to better meet the needs of its recipients, achieve more useful and durable outcomes, have a wider impact, and fulfill the planned objectives using fewer resources.

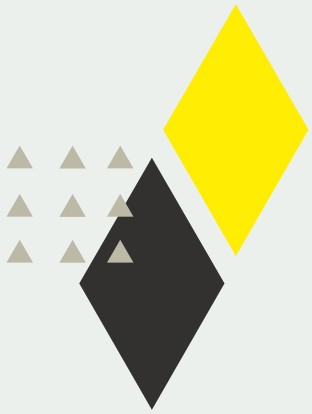
- It allows you to assess to what extent the expected effects of the project were really **caused by the project activities**. Moreover, it makes it easier to decide whether a particular project is worth repeating, disseminating, or could be adapted to a different target group.
- It **increases the motivation of employees** – involving the project team in evaluation (especially at the design stage and discussing the evaluation findings), increases the sense of agency, emphasises the relationship between the work performed and the planned goals, the organisation's mission and employees' own values.
- It **increases the competences of employees** – from issues related to project management to knowledge of the mechanisms of the changes caused by this project.
- It **increases the level of confidence and cooperation with project partners** (also in future projects), thanks to taking into account the perspective and information needs of external stakeholders.
- It enables to demonstrate the achieved results and **improves cooperation with grant-giving institutions and sponsors**, encouraging them to finance subsequent projects.

Example: When applying for a grant or justifying the need for a project, you can quote the evaluation findings concerning a previous, similar project. Providing reliable data may help you convince funders that your project is worth funding.

- It **serves to promote your organisation.**

Example: Evaluation findings, including case studies, can be used on social media to promote the organisation's activities. These could be stories of young people who, thanks to your support, acquired new competences and then found a satisfying job.

Overall, evaluation has many benefits. Introducing it to everyday work can be a very useful support for managing an organisation – strengthening credibility and improving its image, educating and motivating staff, raising funds by showing evidence of project impact, and above all, the effective fulfillment of the assigned mission.



*This possibility is provided by impact evaluation, which is described in chapter 2.4.

CHAPTER 2

PREPARING FOR THE EVALUATION

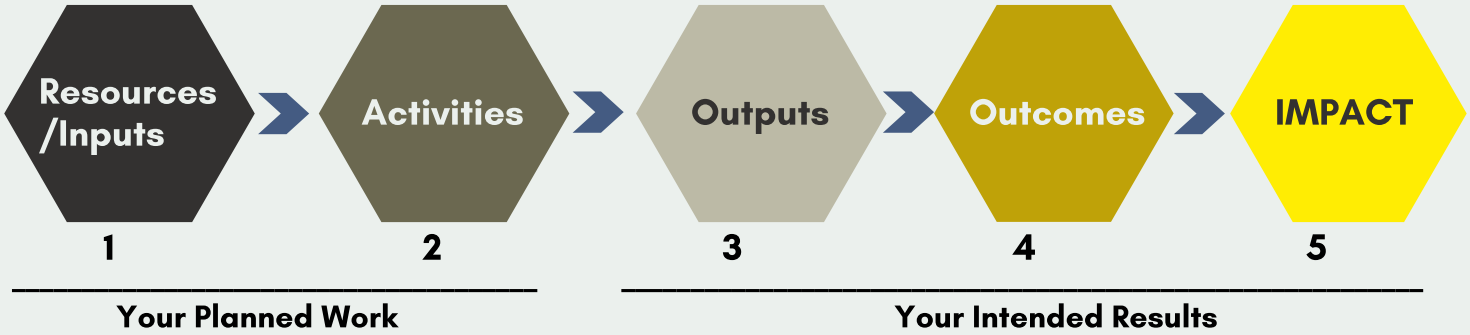
"You can't do "good" evaluation if you have a poorly planned program".
Beverly Anderson Parsons (1999)

In the toolkit, we present practical ways of conducting evaluation, especially impact evaluation. The subject of our interest are the effects of project activities (outputs, outcomes, impact). We also provide a broader perspective covering various types of evaluation and use of diverse evaluation criteria. In all those approaches it is vital to understand the **theory of change** (or project logic). The theory of change defines why and how the change intended by the evaluated project is expected to come about.

2.1. What you need to know about the project to plan its evaluation

The graphic representation of the theory of change is the **logic model** that compiles information on what the project running organisation needs to accumulate (inputs/resources), the work it needs to do (project activities), and the effects it intends to achieve. The logic model for a given project is developed according to the following scheme.

Diagram. 1. Basic logic model



Source: W.K. Kellogg Foundation, *Logic Model Guide* (2004), p. 1.

Example of the chain of changes in an employment project for unemployed young mothers in a small town
(own elaboartion based on Guide on Measuring Decent jobs for Youth, ILO 2018)

Resources	Activities	Outputs	Outcomes	Impact
What resources are mobilised for the project?	What type of activities are performed in the frame of the project	What types of products / services were delivered to the beneficiaries?	Direct effects / changes in the target group	Long-term effects on the labour market
• Budget • Project participants selected by the local Labour Office • Project team • Labour market adviser • Trainer of social competences • Trainer of vocational skills • Equipment for training • Office room • Provision of places in childcare facilities for the project beneficiaries	• Consultations with local employers on their staffing needs • Diagnosis of the soft skills needs among the project beneficiaries (unemployed young mothers who had to be supported by social welfare benefits before the project) • Recruitment of social and vocational skills trainers according to the diagnosed needs • Training in social competences • Training in vocational skills needed by local employers • Advice on the job application process for particular beneficiaries	• Certificates of completed social competences training for the project beneficiaries • Certificates of completed vocational training for the beneficiaries • Reports prepared by counsellors supporting beneficiaries in the job application process (preparation of documents and getting ready for the interview) • Prepared application documents (CVs and LMs)	• Developed social competences needed for employment according to beneficiaries' diagnosed needs • Acquiring the vocational skills needed by local employers • Enhanced motivation of the beneficiaries to apply for a job	• Employment of at least 60% of project recipients in the three months after completing the project • Reduced unemployment among young mothers in the town a year after the project ended • Reduced spendings on social welfare benefits for the households of the young mothers • Better living conditions for the children of the young mothers who participated in the project

The theory of change and logic model should be part of the project documentation.

In practice, it happens that the logic model or wider theory of change have not been developed or are very selective. Lack of description of the project logic (including assumptions indicating how you define the success of the project), makes it impossible to evaluate it and thus verify whether the planned change took place as well as whether it occurred as a result of the project activities.

What to do if there is no logic model in the project documentation?
In such a situation, it is necessary to recreate the logic behind the project, e.g. based on interviews with the management and project staff, as well as already existing documents such as strategy/project implementation plan, justification for its implementation, application for co-financing, partnership agreement, etc. Table 1 (next page) may help you to reconstruct the logic of the project.

<u>See attachment</u>:
Tool 1. **(RE)CONSTRUCTION OF PROJECT LOGIC** (own elaboration)

The tabulation of the project logic allows you to reflect on the ways of demonstrating the level of achieved effects (outputs, outcomes and impact). This goal is served by **defining the indicators** by which you will measure the progress of the project. An indicator is an observable attribute (feature) that enables the phenomenon to be measured. Each indicator has a measure (quantitative or qualitative) which informs about the degree/intensity of the occurrence of this phenomenon. In order to measure the change that has occurred as a result of the project implementation, you should determine the values (level) of a given indicator at the beginning and at the end of the project, i.e. the baseline value and the final value. See example of indicators in Tool 2 (page 10). More information on indicators can be found in the <u>online course</u> (Module 2).

<u>See attachment:</u> Tool 2. **TABLE OF INDICATORS OF PROJECT EFFECTS** (outputs, outcomes, impact), including sources of information enabling the verification of their level, with examples (Source: own elaboration).

Tool 1. (RE)CONSTRUCTION OF PROJECT LOGIC

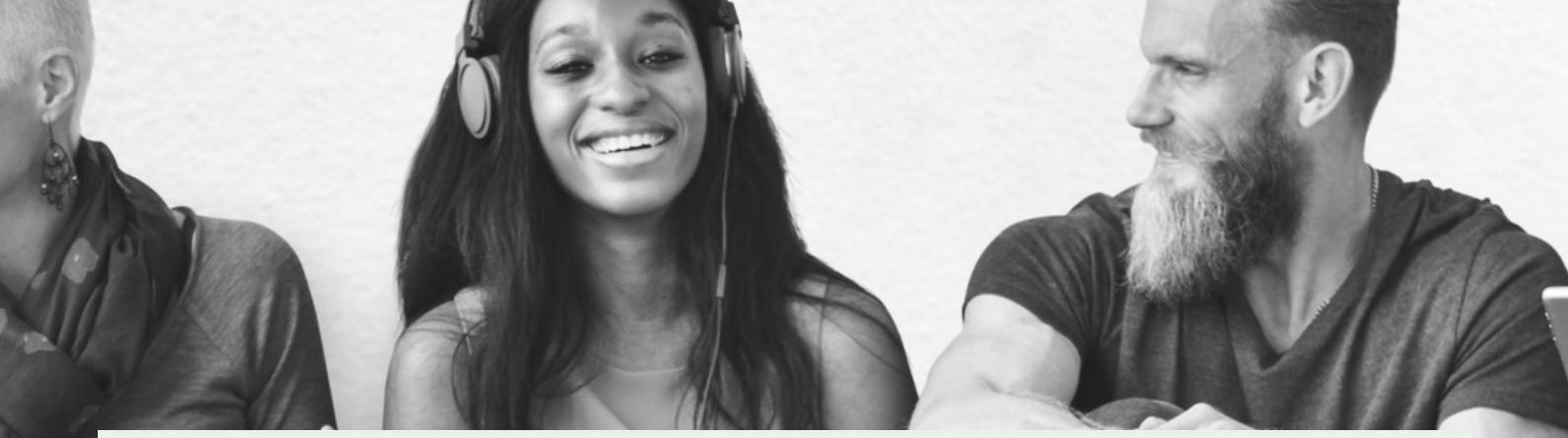
1	**PROBLEM TO BE SOLVED BY THE PROJECT - What is the general problem which the evaluated project intends to solve?**	
2	**TARGET GROUP** **Who are the direct recipients of the project activities?**	
3	**INTENDED CHANGE - What change is expected to occur for the beneficiaries and their social milieu as a result of their participation in the project to consider the project goal is achieved?**	
4	**PROJECT OUTCOMES** **What outcomes of the project must be achieved in order to consider that the expected change has actually taken place?** (list and number them)	
5	**PROJECT OUTPUTS** **What outputs must be produced and transferred to the beneficiaries in order to achieve the above-mentioned outcomes?** (list and number according to the outcomes)	
6	**INPUTS/RESOURCES** **What inputs/resources are necessary to carry out the actions?** (e.g. time needed, human resources, financial, technical/equipment, premises)	
7	**PROJECT ACTIVITIES** **What project activities are necessary to produce the above-mentioned outputs and outcomes?** (list all and number according to the numbering of outputs)	
8	**SEQUENCE OF PROJECT ELEMENTS** **What is the sequence of necessary steps/elements in the project to achieve the project goals?** (scheme for chain of changes...)	1) ________________ 2) ________________ 3) ________________ 4) ________________ 5) ________________
9	**CONTRIBUTING FACTORS** **What factors can contribute to this change?** Consider both project and non-project factors. Order them according to the strength of their influence.	**PROJECT factors** (resulting from the way the project is implemented) 1) ________________ 2) ________________ 3) ________________ **NON-PROJECT** (external) **factors** 1) ________________ 2) ________________ 3) ________________
10	**COUNTERACTING FACTORS** **What factors can counteract this change?** Consider both project and non-project factors. Order them according to the strength of their influence.	**PROJECT factors** (resulting from the way the project is implemented) 1) ________________ 2) ________________ 3) ________________ **NON-PROJECT** (external) **factors** 1) ________________ 2) ________________ 3) ________________

Tool 2: Table of indicators of project effects (outputs, outcomes, impact)

including sources of information enabling the verification of their level, with examples (Source: own elaboration)

More examples of targeting indicators can be found in the **Guide on Measuring Decent Jobs for Youth**. Monitoring, evaluation and learning in labour market programmes, ESTABLISHING A MONITORING SYSTEM, p.6-9

	What **INDICATORS** will be used to assess the achievement of the project effects?	Who or what can be a **SOURCE OF INFORMATION** needed to verify the level of indicators (to compare the level of planned and actually achieved results)?
OUTPUTS Material goods/services that the recipient receives (or participates in their "production") during the course of the evaluated project *In reference to specific objectives*	Number of self-analyses of the project recipients' strengths	Project recipients, psychologist, career counsellor
	Number of CVs developed as part of the project Number of sample cover letters	Project recipients and career advisor
	Number of psychological diagnoses performed Number of diagnoses of professional preferences and predispositions Number of Individual Action Plans prepared	Psychologist, career counsellor, internship supervisor
OUTCOMES (HARD AND SOFT) Direct and immediate effects (in tangible and intangible form) *In reference to the specific and operational objectives of the evaluated project*	Number of reports prepared by people conducting individual project activities (psychologist, career counsellor, trainers / trainers, internship tutors)	Psychologist, career counsellor, trainers / trainers, internship tutors
	Number of people who participated in training Number of people participating in internships Number of certificates of completion of a particular type of training Number of apprenticeship completion certificates	Attendance lists for training and internships Photographic documentation Letters confirming receipt of certificates from training and internships Internship contracts
	Number of hours of classes (training, psychological and professional counselling, internships) Number of people who acquired new competences, i.e. knowledge and skills (comparison before and after training) Number of people with increased motivation for professional activation (taking up employment or starting own business)	Project documentation (registers/lesson plans signed by the teachers), Intern diaries Knowledge and skills tests conducted before and after the training Opinion of a career counsellor, findings regarding the study of motivation to take up employment
IMPACT Wider effects of the project going beyond the direct and immediate effects, changes that occur in the social group or beneficiaries' community caused by the project *In reference to the overall strategic goals of the evaluated project*	Number of young unemployed people in the region covered by the project (before and after its completion) Number of people who are employed as a result of participating in the project Number of people who set up a business/own companies as a result of participating in the project (including the self-employed)	Poviat Labour Office, Local Data Bank, Information provided by project recipients and their social environment (families, relatives)



2.2. When to start developing an evaluation concept and plan?

It is worth developing the concept of evaluation before starting the project or even during its planning, because it allows you:

- To initiate an in-depth reflection on the logic and coherence of project activities, their translation into project objectives, as well as factors facilitating and hindering their achievement;

- To plan in advance the collection of information (data) that enables evaluation questions to be answered (e.g. without the baseline measurement of the level of knowledge and skills of the recipients of the training (before this activity), it will be impossible to reliably demonstrate the change that has been obtained, i.e. an increase in competences, which should take place as a result of this training);

- To find appropriate funds to conduct the evaluation and to enter into the schedule of project activities that will help to collect relevant data, analyse them and report them;

- To plan the collection of information in the most efficient way (the cheapest, fastest, easiest) during or after the implementation of project activities.

It is worth remembering that **evaluation is a multi-stage process** that must be designed and planned well, and then implemented step by step.

Stages of the evaluation process

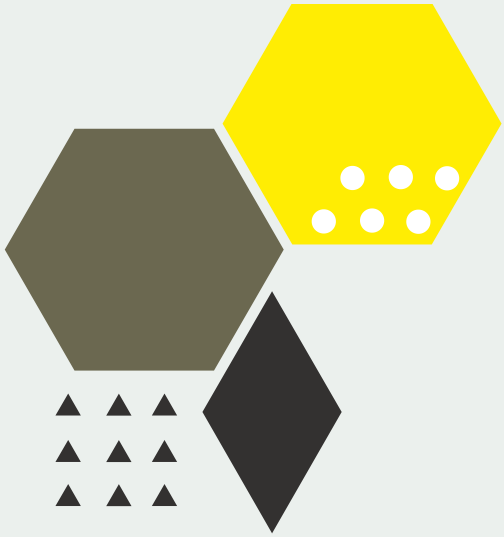
1) Diagnosis of evaluation needs
2) Conceptualisation and planning
3) Information collection – research implementation
4) Data analysis and inference
5) Reporting
6) Using evaluation results – implementation of recommendations

2.3. How to diagnose the evaluation needs of the project stakeholders

Conceptualization and planning of evaluation should not start without identifying who needs the information, conclusions and recommendations from the evaluation and for what purpose. It is good to begin the diagnosis of evaluation needs with the stakeholders of the project to be evaluated.

Project stakeholders are people/entities (institutions, organisations) involved in various ways in the implementation of a particular project, e.g. its beneficiaries, project team, staff implementing project activities (e.g. trainers, psychologists, career advisors), project partners (cooperating organisations or institutions), sponsors/funders, etc.

The participation of project stakeholders in the evaluation is very important as they are potential allies of the evaluator. They can support the entire evaluation process, including the implementation of recommendations that improve the project. Thanks to the involvement of various stakeholders in the evaluation activities, it is possible not only to improve communication and cooperation with partners, beneficiaries and project staff, but also to convince funders to invest in the project currently being implemented or its next edition. If the stakeholders are interested in the project evaluation then conducting the evaluation in a **participatory manner** – involving the stakeholders in the entire evaluation process, starting with the diagnosis of evaluation needs – should be much easier.



The best way to diagnose evaluation needs while ensuring a high level of stakeholder participation is to conduct a **workshop**/group interview with representatives of all entities (organisations, institutions) and groups of people involved in a particular project.

If the recipients of the project are young people (e.g. NEETs) or other group who may have concerns about expressing their opinions in public, you should first hold a separate meeting with these beneficiaries and then invite their representatives to participate in a workshop with other stakeholders. This type of workshop with young people or other project recipients with a relatively weak social position should be based on values strengthening the subjectivity of the project beneficiaries (see the example from *Participatory evaluation with young people*).

EXAMPLE OF WORKSHOP WITH STAKEHOLDERS

(own elaboration)

A meeting with the stakeholders should start by discussing its purpose and introducing all the participants. Then, it is worth presenting the benefits of project evaluation, as well as talking about how it is useful for individual stakeholders.

After such an introduction you could hand out small post-its to the participants of the workshop and ask them to answer the following questions:

1) What do I want to learn from evaluation?
2) Why is it important to know that? What do I want to use this knowledge for?
(that way you define the OBJECTIVES OF THE EVALUATION)

The collected post-its should be grouped (preferably on a flipchart) in such a way that similar matters and related project elements are next to each other. You can group the reported issues into the following areas:

- **Activities,** e.g. recruitment of project recipients, diagnosis of their needs, psychological counselling, conducting training, career counselling, organisation of internships, promotional and information activities,
- **Outputs,** e.g. Individual Action Plans, CVs and cover letters prepared during project exercises, certificates of training and internships completed, attendance lists, training programmes, trainers' reports, training materials, promotional materials,
- **Outcomes,** e.g. an increase in soft (social skills) and hard (professional skills) competences, a change in the attitudes of project participants, an increase in motivation to look for a job, finding a suitable job, maintaining employment, social activation,
- **Goals,** e.g. long-term effects of the project/target state,
- **Other issues,** e.g. communication with project recipients, project management

Discuss the selected issues/elements of the project with stakeholders, consider together which of them are the most important. Finally, there should be no more than a few issues [in this way, the scope of evaluation will be initially determined].

Then, each of the priority issues selected for evaluation should be discussed in the following respects (and the facilitator should write down conclusions on the flip chart):

1) **In what respect should the issue be considered?** (here you choose the evaluation criteria) for example:

- adequacy to the needs of recipients/local community/labour market (employers),
- effectiveness – achieving the planned results (outputs and outcomes),
- utility of the developed results for various target groups of the project (e.g. NEETs, employers),
- efficiency – the ratio of incurred inputs (resources) to the achieved effects of the project,
- sustainability of the results achieved after the end of the project,
- impact – how the project influenced beneficiaries and their social environment/communities.

2) **What questions** (taking into account the abovementioned criteria) **should the evaluation answer?** Regarding each of the priority evaluation issues, at least one such question should be formulated (this is how you initially define the evaluation questions)

3) **What kind of information/data is needed to answer each of these questions?** (this way you initially identify the scope of information needed)

4) **How can such information/data be obtained and where from?** (this way you initially define sources of information and research methods)

5) **How can stakeholders assist in the evaluation process?** (e.g. by helping to obtain information/data, direct participation in the research, consultation of evaluation findings and their dissemination) (this way you mobilize their support for the evaluation)

Finally, it is worth finding out in **what form the stakeholders would like to receive the evaluation findings.**

– Would the stakeholders like to receive the results in the form of a report (i.e. an extensive text document), multimedia presentation, infographics, how detailed would particular stakeholder groups like the findings to be presented to them?

The information gathered during the workshop with the participation of stakeholders should be used to prepare the evaluation concept and plan (see chapter 2.4). Therefore, it is worth summarising the key findings of the diagnosis of stakeholder needs in the table below.

Tool 3. **Table summary of the diagnosis of the project stakeholders' evaluation needs**

Information on the expectations of individual stakeholders regarding the form of presentation and ways of using evaluation results will be useful in the planning phase of their dissemination (see chapter 6.3.)

Tool 3. Table summary of the diagnosis of the project stakeholders' evaluation needs

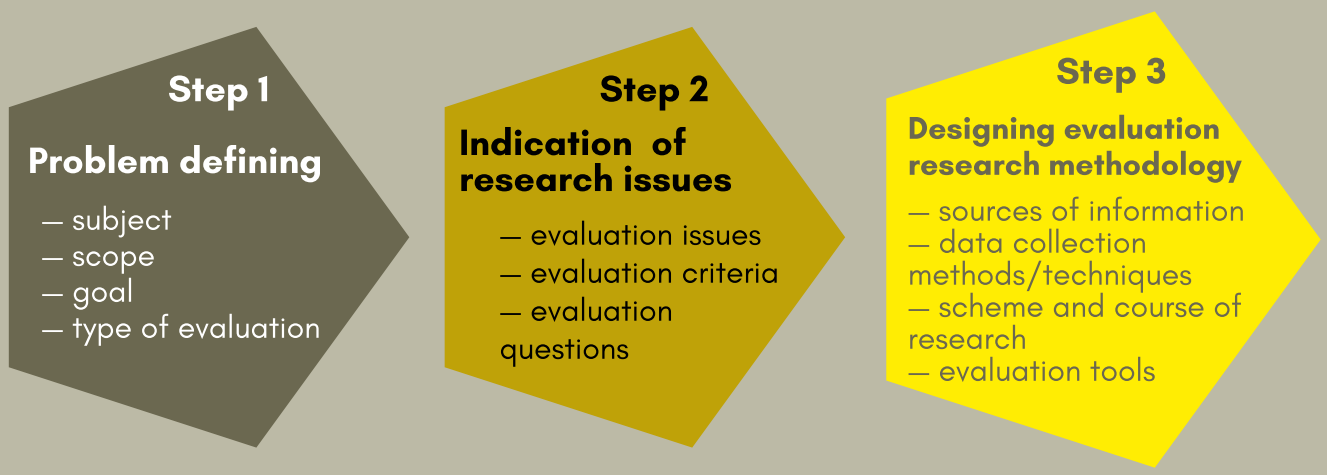
	1. Evaluation Focus Areas What is to be evaluated: individual project activities, outputs, outcomes, objectives, other issues?	**2. Evaluation criteria and questions** What questions should the evaluation answer regarding a particular criterion and issue? (at least one question for each criterion and issue)	**3. Interested stakeholders** Who wants to know the answer to this question?
1			
2			
3			

Stakeholders (examples)	**4. Type of support declared by stakeholders** (e.g. obtaining, processing information/data, consulting evaluation findings, disseminating results.)	**5. Preferred form of evaluation report** (e.g. a comprehensive text document, its abstract, presentation, infographics)
Management of the organisation implementing the project		
Project Team		
External specialists (e.g. trainers, internships supervisors)		
Project target group (beneficiaries/recipients)		
Grant-giving institution, donor		
Partner 1		
Partner 2		

2.4. How to design and plan the evaluation

The information collected during the workshop with the stakeholders will be used to prepare the concept and plan of the evaluation. The concept of evaluation, i.e. an idea on how to carry it out, can be prepared in 3 steps.

Diagram 2: Evaluation concept (own elaboartion)



The first and second steps include the following:

- **Subject of evaluation** — what do you want to evaluate (e.g. which project or programme),
- **Scope of evaluation** — what part of the project will be included in the evaluation, e.g. the entire project or selected elements — particular activities, effects,
- **Purpose(s) of the evaluation** — what are you conducting it for, what will you use the evaluation findings for,
- **Type of evaluation** — at what stage of the project implementation will you conduct the evaluation; before the commencement of project activities (ex-ante evaluation), during their implementation (mid-term or on-going evaluation), after completing the project (ex-post evaluation),
- **Evaluation criteria** — features indicating in what respect the project is evaluated (e.g. relevance, effectiveness, efficiency, utility, impact, sustainability),
- **Evaluation questions** — generally formulated questions regarding issues that are important in terms of assessing the value and quality of the evaluated project,
- **Evaluator** — who will perform the evaluation, e.g. a team implementing the project (self-evaluation), an evaluation specialist employed by the organisation implementing the project (internal evaluation) or an external entity contracted by it (external evaluation).

You can present this information in a table showing your **evaluation concept**. An example of such a table and its application to a specific project are presented below.

Tool 4. Evaluation Concept Table (template can be found in the attachments, own elaboration).

1	**Subject of evaluation** - what do you want to evaluate?	Project of activating young adults co-financed from external funds
2	**The scope of evaluation** - what part of the project do you want to evaluate *(the whole one or selected activities/tasks)?*	The evaluation will cover all project activities / tasks, i.e. recipient recruitment, training for the development of hard and soft (psychosocial) competences, psychological and vocational counselling and internships.
3	**What stage of the project implementation do you want to evaluate?**	Project completion (ex-post evaluation)
4	**Who will implement the evaluation?**	c) Persons involved in the implementation of the evaluated undertaking/project (self-evaluation)
5	**The purpose of evaluation (objectives) and the planned use of its findings.** Purposes can be related to the main functions of evaluation: educational, decision-making, development, reporting, promotional, procedural. Evaluation purposes should be linked to evaluation types, criteria and questions.	Why do you conduct the evaluation? What do you want to achieve? How are you going to apply (use, utilise) the evaluation findings? The main purpose of evaluation is to improve the next edition of the project and increase its impact. We want to find out whether the proposed model of professional activation of young people made it possible to achieve the assumed effects, what factors influenced this process, and to what extent the achieved results were adequate, useful and sustainable. We will also use the evaluation findings to increase the efficiency of the project in order to achieve the assumed effects with less resources.
6	**Criteria* and evaluation questions** - in what respect should the subject of evaluation be considered (*) and what do you want to learn about it (**)?** Evaluation questions should be related to the evaluation criteria, but you can also add questions that are not related to the abovementioned criteria or formulate your own criteria (e.g. complementarity, synergy). Evaluation questions may relate to: • processes and activities that serve the project implementation, • the effects achieved and the reasons of examined phenomena, • the way the project is operated (e.g. management system).	1. Criterion: relevance Questions: To what extent were project activities (such as project recruitment, training, consulting, internships) adjusted to the needs of participants, and to what extent to the needs of employers? What changes to the project would help to better adapt it to the needs of both of these target groups? 2. Criterion: effectiveness Questions: To what extent were the assumed objectives, outputs and outcomes achieved? Have any assumptions failed and why has that happen? 3. Criterion: efficiency Questions: Do the obtained results correspond to the resources incurred? Was it possible to achieve the same results with smaller resources (financial, time, human, technical, organisational)? 4. Criterion: utility Questions: To what extent are the project outcomes useful for its recipients, i.e. young people and employers? Can this usefulness be increased and how? 5. Criterion: sustainability Questions: Do the achieved results persist after the end of project financing? What factors contribute to the sustainability of the achieved results? 6. Criterion: impact Questions: To what extent did the project influence its beneficiaries (young people) in the area covered by the project activities? Do the effects of the project go beyond its direct recipients, and if so, what is this phenomenon and what mechanisms cause it? 7. Other: Which elements facilitated and which hindered the implementation of the project from the point of view of its implementers (the project team and the staff conducting the activities)? Which elements facilitated/hindered beneficiaries' participation in the project?

The third stage of developing an evaluation concept requires knowledge of the various research methods and tools presented in Chapter III. For this reason, part of the evaluation planning related to the methodology of collecting data for evaluation is presented in Section 3.3 (an example of this stage of evaluation design is presented in tool 6).

Information on the availability of the necessary data, as well as the possibility of obtaining support from respective stakeholders, will be used when planning the evaluation process and estimating the resources necessary to carry it out. The evaluation plan should include such elements as: **its schedule** (with respective stages), **resources** necessary to conduct the evaluation (human, time, financial, information), as well as the planned form(s) of **the evaluation report.**

You can present this information in an evaluation planning table. An example of such a table together with how it is applied to a specific project is presented in **Tool 5** (own elaboration):

1. Evaluation timeplan How long will it take to complete each of the following activities/tasks?	**1. Development of the evaluation concept and preparation of the evaluation study (preparation of research tools, organization of the study):** 4-6 weeks **2. Collecting information/data:** approx. 12 weeks **3. Analysis of collected data (quantitative, qualitative):** 3-4 weeks **4. Preparation of the report:** 4 weeks
2.Available resources that can be used to conduct the evaluation.	**a) Human** (number and competences of people needed to conduct the evaluation) The evaluation will be carried out by 3 people from the project team, who may be supported by an external specialist (evaluator) at various stages of the process, e.g. assessing the consistency of the evaluation concept as well as relevance and methodological correctness of research tools, consulting the data analysis process and the content of the report. The team conducting the evaluation have experience in carrying out quantitative (surveys) and qualitative research (individual and group interviews, documentation analysis). **b) Time** (how long will it take us to complete the evaluation?) Approx. 20 weeks (people conducting the evaluation will perform other professional duties at the same time. The duration of the study was extended due to the holiday period, which may lead to difficulties in accessing respondents. **c) Financial** (what financial resources do you plan to allocate for evaluation, e.g. a percentage of the project budget?) Approx. 1-10% of the entire project budget **d) Information** (what data needed to answer the evaluation questions are currently available, what reports, documents, statistics can you use?) Examples: a report on the analysis of the needs of the project target groups, write-ups of trainers, consultants and internship supervisors, data on unemployment among young people in the area covered by the project, information on local demand for particular professions and the staffing needs of employers, data from project monitoring, information (including evaluation reports) on similar projects, outputs developed within the project (individual action plans, CVs, sample cover letters), project documentation regarding the outputs (attendance lists, training and internship completion certificates issued), outcome indicator measurements (baseline, mid-term and final measurements of the social and vocational competences)
3. Form of presentation of evaluation results	A multimedia presentation and an infographic to be posted on the project website

As you can see in the table above, information is one of the key assets that must be provided to conduct evaluation and there are plenty of data sources which can be useful for this purpose. In the context of youth employment projects one of the most important areas of the progress intended in the projects are general and vocational competences. The default source of the information on the initial and final level of such skills among project beneficiaries should be the trainers of these competences. Therefore, you should cooperate with the trainers on gathering and using the data concerning the competences level before and after the training. The measurement should use multilateral perspectives on the skills of trainees (the trainer's perspective, self-assessment of the trainee and psychometric test) and be coherent and relevant to the content of the training. You can find an example of such tools sets in the appendix. It allows to measure 8 key competences "needed for personal fulfilment and development, active citizenship, social inclusion and employment" mentioned in Recommendation 2006/962/EC of the European Parliament and of the Council on key competences for lifelong learning*.

2.5. How to design impact evaluation

The key distinguishing feature of impact evaluation is the fact that the assessment of project effects takes into account not only the impact of activities carried out in the project, but also the influence of external (non-project) factors. To evaluate the sole impact of the project it is necessary to plan and conduct the evaluation in a way that makes it possible to determine if the implementation of the project caused the intended exchange, and to what extent it was influenced by non-project factors.

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* The Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning refers to the following skills:
1) communication in the mother tongue,
2) communication in foreign languages,
3) mathematical competence and basic competences in science and technology,
4) digital competence;
5) learning to learn,
6) social and civic competences,
7) sense of initiative and entrepreneurship,
8) cultural awareness and expression.

Conducting an impact evaluation allows you to collect various types of information that are very useful for **project development**:

1) Data on the **actual impact** of the project on achieving the expected change is the key information for deciding whether to repeat, duplicate, improve or terminate the project because:

a) non-project factors could have contributed to the change intended in the project, so that **the real impact** of the evaluated project **may be smaller** than the observed change (e.g. you can observe some extra growth of employment among project beneficiaries from a small town after a public transport connection to the nearest city was established)

b) non-project factors could counteract the change expected in the project, so that **the real impact** of the evaluated project **may be bigger** than the observed change (e.g. you might observe that the knowledge growth - as the difference between the results of the entry and the final test among course participants in 2020 was lower than in 2019, but - after you consider pandemic effects - the real impact of the 2020 course may get the same as the previous year)

2) **Information** on the diversity and mechanisms of **the impact of individual elements of the project** on achieving the expected change **is very helpful in improving the project** (e.g. in your impact evaluation you may study stories of change told by the project participants, or simply ask beneficiaries about changes in their lives during project or longer and about the major causes of the change intended by the project including particular project activities).

Design type	Basis for causal inference	Requirements
Experimental	'Counterfactual': comparing the change in the outcome variable in the intervention site with what would have happened in the absence of the intervention	Valid control with or without baseline
Statistical	Correlations between the outcome indicator and the input indicator, controlling for confounding factors	A large sample size, comparison groups or longitudinal data, and data on confounding factors
Theory-based	Identifying the mechanisms that explain changes in the outcome variables, and providing empirical evidence	Strong theory of change (pre-existing or developed)
Case-based	Comparison across and within cases of the outcome of interventions under a combination of presumed causal factors	Strong theory Several different cases are needed for comparison
Participatory	Perceived causation from the point of view of people affected by the intervention	Skilled facilitators

Table 1. Designs of impact evaluation. (Selected from Woodhouse, E., de Lange, E., Milner-Gulland,E.J. Evaluating the impacts of conservation interventions on human well-being: Guidance for practitioners. International Institute for Envronment and Development, London 2016)

3) **Identifying major external factors and the mechanisms of their impact** on the intended change **can be used to modify project activities so that they better concur with the processes supporting the change and better cope with opposing factors** (e.g. after finding about the new public transport line to the city the project can perform SWOT analysis of commuting and employment.)

Depending on which of these issues are the priority in the evaluation of a particular project, but also depending on the feasibility of obtaining relevant data, different models (designs) of impact evaluation are used along with appropriate data collection methods.

Experimental and quasi-experimental evaluation designs are used to determine what portion of the observed change can be attributed to the project activities. The measure of the impact of project activities is the difference between the measurement of the indicator before and after the end of the project in the group of its recipients (change in the test group, participating in project activities) but taking into account also the impact of non-project factors. The impact of non-project factors is estimated on the basis of measuring the change of outcome indicator in a group of people who did not participate in the project and are as similar as possible to the project recipients.

- In **experimental designs** (RCT - **Randomised Controlled Trials**), people are randomly assigned to the group of beneficiaries of the project (treatment group) or to the group not covered by the project (control group). Random selection to both groups helps to ensure that the two groups do not differ from each other*. Thus, changes in the outcome indicators in the control group can be attributed only to non-project factors, and in the test group - to the combined influence of the project's activities and non-project factors. The difference between the change observed in the treatment group and in the control group represents the actual impact of the evaluated project.

- In **quasi-experimental designs**, instead of comparing randomly selected groups, you can:
  - compare changes in a group of project beneficiaries and in a group which showed parallel behaviour over certain period of time before the project began (e.g. if you launched a project which should influence learning skills in one class you can compare the dynamics of school grades of that class with the other one provided you observed parallel in their respective trends in previous years),
  - compare a subgroup of project beneficiaries and a subgroup of non-beneficiaries who are the closest to the borderline established during implementation of project admission criterion (e.g. if the project covered pupils in one district you can compare pupils from 2 closely located schools on the opposite sides of the district border),
  - compare subgroup of project beneficiaries and a comparison group of non-beneficiaries, while matching particular persons in both groups to choose the most similar ones (this design can be recommended when you have a large database of beneficiaries and non-beneficiaries as well as suitable software and skills

In order to apply experimental or quasi-experimental designs, evaluation activities must be coordinated with the evaluated project activities and therefore need to be planned before they are implemented. For example, when you expect surplus candidates for project beneficiaries or when the project will be implemented in several editions and you can organise joint recruitment and admit a part of candidated to the current edition of the project using random sampling. This way you can get a randomly selected test group (to be immediately involved in the project activities) and the control group (the people not selected for the current edition of the project). Just after selecting the groups the baseline measurement should be conducted (and final measurement in both groups after the project has been completed).

If the beneficiaries of your project are chosen by an external institution (e.g. Labour Office), it is also worth checking what selection procedure is used there. If this procedure gives the opportunity to select a proper control/comparison group and your project outcome indicator can be measured in such a group - try to include it in your impact evaluation.

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*When the test group or control group is small, structured random selection should be used (instead of simple random selection) to make sure that the two groups have similar structure according to features which can affect the intended outcome of the project (e.g. the structure of educational attainment level should be similar in the control and test groups otherwise the more educated group can make better progress in achieving skills which are to be developed in the project under evaluation).

There are some common problems which can cause biased impact estimation in the experimental and quasi-experimental designs:

- change of a group composition, especially the absence of the poorly doing project recipients during posttest measurement (if the summaries of pre- or post-test results are not adjusted to this change the impact will be overestimated),
- a spillover effect or other contamination of the control/comparison group by the impact of the evaluated project or other similar projects (if the contaminated members of control/comparison group are not detected and their data not eliminated from the test results summaries, then the project impact will be underestimated)

In theory-based models, an impact evaluation examines the **consistency of the project performance with the project logic** to **verify if the observed effects appeared in the amount and sequence assumed to confirm the impact of the project activities**. Examining the consistency of facts with the project logic focuses on identifying evidence confirming a **cause-and-effect relationship** as well as data, which confirm these relationships. In this approach, it is crucial to plan as early as possible what kind of data should be collected during the project in order to verify:

- the cause-and-effect relationship between activities, outputs, intermediate and final effects (outcomes, impacts) that make up the project logic of change,
- achievement of successive stages (milestones) in the cause-effect chain of intermediate effects leading to the intended outcomes and impact

Assessment of the impact of non-project factors is based on similar planning and verification procedures. You may want to engage in this kind of procedures when you want to rule out the impact of certain non-project factors, or you want to develop your knowledge on the nature of processes by which these factors affect the project outcomes.

A case-based design can be applied for example if the evaluated project is a part of a larger programme carried out in different locations or by different organisations. This may provide an opportunity to obtain case study data that will be used in comparative **analysis**. To use the comparative case-based evaluation design, you should collect information not only about the outcome indicator that you measure in the evaluated project, but also about all important factors that may **affect the value** of this indicator. The set of such factors should be determined on the basis of theory of change.

It is worth remembering that in this design it is possible to use information about projects implemented in the past. Regardless of where the analysed cases come from, it is important to obtain a predetermined set of information from them. The final analysis is based on a table that summarises the data from all analysed cases concerning the occurrence of the intended change as well as of the project and non-project factors that may have affected it.

Table 2: Example of comparative case study analysis

	Studied outcome: More than 50% of NEETs who participated in the projects has a job or is engaged in education or training 1 year after the project completion	Factor 1: The NEETs participating in a project had extensive training of social competences	Factor 2: The NEETs participating in a project had a vocational training	Factor 3: (non-project stimulus) The NEETs participating in a project got 3 month supported employment organised by Labour Office right after the project
Case 1: The currently evaluated project, the outcome of which is displayed in the 1. column	1	1	1	1
Case 2: The same project run 2 years earlier by the same implementer	1	1	1	0
Case 3: Another project within the same program (the same outcome expected), different implementer	0	0	1	1

0 – phenomenon did not occur, 1- phenomenon occurred

In the table you can see examples of summarised information on 3 cases where the outcome (having a job or being in education or training 1 year after the project completion) was monitored against three factors. Two of them were different project stimuli (extensive training in social competences and vocational training) while the third one was external - supported employment for 3 months right after the end of the project). The analysis showed that it was the extensive training in social competences which caused the intended outcome. (Source: own elaboration)

Participatory design is an underrated but popular model of impact evaluation. It does not guarantee as much reliability and precision as experimental or quasi-experimental designs, nor is it as convincing as a strict case study analysis but it can still be useful, especially in small projects. In participatory design, you refer to the perceptions of the participants in the evaluated project and, on the basis of the information obtained from them, you evaluate the impact of the project. The methodology of collecting data is of great importance because the project beneficiaries tend to adjust their opinions to what they think the researcher might want to hear, especially if data collection is conducted by someone from the project staff.

- One of the participatory evaluation designs is called **reflexive counterfactuals.** Its advantage is that it can be used after the end of the project. On the other hand, it is exposed to the previously described risks, such as influence from the researcher. As part of reflexive counterfactuals, the beneficiaries are asked to compare their current situation with their situation before they participated in the project and to describe what has changed for better and for worse. Then, they rate the relevant importance of particular benefits and costs to select the ones which were considered to be the most important. Using different research techniques, it is also possible to ask about the causes of particular changes and find out which of them were associated with the project.

- Another design for participatory impact analysis is **MSC (Most Significant Changes)**. It is based on the generation and in-depth analysis of the most significant stories of change in the lives of project beneficiaries. These stories of change can be observed and noted by various project stakeholders (including the beneficiaries themselves). The properties of this research technique allow it to be used after the end of the project.

Finally, the possibility of conducting an **impact evaluation based on statistical methods** should also be mentioned. The basis here is the analysis of the correlation (coexistence) of the outcome indicator and the activities undertaken in the evaluated project*. Such analyses are performed on large data sets, which limits usage of this type of evaluation in organisations running projects for a relatively small group of recipients**.

More information on impact evaluation can be found in the online course (Module V).

*In such analyses, the basic method of analysis is regression, in which the strength of the relationship between the expected result indicator and the indicators of actions carried out within the evaluated project is examined, with statistical control (exclusion) of the impact of confounding factors.
**The problem that hinders the use of statistical methods of impact evaluation by small and medium-sized organisations is, apart from the scale of the projects, the need to use advanced statistical software and qualified analysts.

CHAPTER 3

DATA COLLECTION

III. DATA COLLECTION

3.1. What are the major types of evaluation research methods?

In order to estimate the value and quality of the project in relation to the chosen criteria and answer the evaluation questions, you should correctly collect the necessary information. Research methods and tools serve this purpose. Research methods mean a specific way of collecting information – qualitative or quantitative – with the use of specially developed tools, such as interview scenarios, observation sheets or questionnaires. Let's look the differences between these methods and research tools.

Qualitative methods enable the collection of data in an in-depth and flexible manner, but they do not allow you to assess the scale of the studied phenomena as these methods cover only a small number of people (e.g. trainers, selected recipients). On the contrary, quantitative methods are used in the case of large groups that consist of several dozen people or more. In the case of more numerous groups (e.g. more than 400-500 people) these methods enable the generalisation of conclusions drawn from the survey of a representative, randomly selected sample of people for the entire population, i.e. the community that is of interest to the researcher, including people who did not participate directly in the particular study. The condition for generalization is ensuring the representativeness of the sample of people subjected to the study, i.e. maximum similarity in various socio-demographic characteristics to the population from which they were selected.

See table 3 Comparison of qualitative and quantitative methods of evaluation research at the following page (own elaboration).

Both of these types of methods have some strengths and weaknesses, therefore you should always use both qualitative and quantitative methods in the evaluation study. This approach is in line with the triangulation principle aimed at ensuring the high quality of the information collected. Triangulation means using various sources of information, types of collected data and analytical techniques, theories explaining the identified relationships/mechanisms, as well as people conducting the evaluation (whose competences should complement each other). Providing diversity of this elements triangulation enables:

- comprehensive knowledge and understanding of the studied object,
- taking into account various points of view and aspects of the phenomenon studied,
- supplementing and deepening the collected data,
- verification of collected information,
- increasing the objectivity of formulated conclusions.

	QUALITATIVE METHODS	QUANTITATIVE METHODS
Popular methods and corresponding research tools	• Desk research – instructions for document analysis • In-depth Individual Interview (IDI) – IDI scenario, • Focus group interview (FGI) – FGI scenario • Observation – observation sheet • Case study – prepared based on information collected using the abovementioned methods	A survey carried out: a) with the participation of the interviewer – interview based on a paper (PAPI) or electronic (CAPI) questionnaire, computer-assisted telephone interview (CATI) – interview questionnaire b) without the participation of the interviewer – online (CAWI) or paper questionnaire filled in by the respondents themselves (including auditorium survey) – survey questionnaire
Purpose of use	Cognition, understanding, description, explanation of studied phenomena and processes	Determining the scale, intensity, frequency of the studied phenomena, their co-occurrence and the relationships between them
Common questions	What's happening? How? How is it going? Why?	How much? To what extent? How often? In connection with what?
The researcher's perspective	Specific cases (people, activities, processes) to learn about their specificity, complexity, diversity, course of events, understanding of cause-effect relationships	Phenomena and features of groups important for the evaluated project (most often beneficiaries), examined in order to search for general regularities and patterns
Sampling method	Purposeful/judgement sampling (non-random) – the researcher decides who to examine (e.g. based on the fact that a particular person has the necessary information).	Random and non-random sampling (e.g. volunteers). In the case of projects with up to e.g. 300 participants a complete sample is used which includes all project beneficiaries).
Size of studied samples	Small samples, i.e. several cases	Larger groups, i.e. several dozen people
Generalization of results	The findings cannot be generalised due to the lack of representativeness of the sample (conclusions from the study relate only to the persons who participated in it).	It is possible to generalise the findings of the study of a randomly selected sample to a wider population (people who did not participate in it), if this sample is representative.

3.2. What methods and tools are typically used in evaluation research?

To facilitate the choice of methods and tools most appropriate for a particular evaluation, below are the characteristics of the most popular of them:

Qualitative methods

- desk research
- individual in-depth interviews (IDI)
- focus group interviews (FGI)
- observation
- case study

Active/workshop methods

(mixed, i.e. qualitative and quantitative)

Quantitative methods (surveys)

- questionnaire interviews conducted with the support of a pollster – paper and pen interview (PAPI), computer-assisted personal interview (CAPI) and computer-aided telephone interview (CATI).
- survey conducted without the participation of an interviewer - self-administered paper surveys, computer-aided web interview/ online survey (CAWI), auditorium survey (simultaneously surveying of all respondents).

3.2.1. DESK RESEARCH

In the case of desk research existing data is used, i.e. data that was generated regardless of the actions taken by the evaluator.

The existing data includes internal data (generated for the needs of the evaluated project) and external data:

- **Internal data** is information created during the preparation and implementation of project activities (e.g. project application, training scenarios, attendance lists, contracts, photos, videos and materials about the project posted on the website, posts and responses on social media). In the case of training projects for young people looking for a job, these may also be the results of measuring the competences of the beneficiaries at the beginning and at the end of participation in the training (knowledge tests, skills tests, attitudes tests, etc.)

- **External data** is information that may relate to the studied phenomenon, processes or target group, but has been collected independently of the evaluated project (e.g. statistics, data repositories, reports, articles, books, videos, photos and other materials available on the Internet). In the case of the evaluation of employment projects, it is worth using information on similar projects, as well as data available to labor offices, social insurance institutions, national statistical offices, regarding the employment of young people living in a given town.

Documentation analysis is the basic method of collecting information on a given project, also providing some knowledge about the needs of its recipients and the context of the evaluated project.

CONDITIONS OF APPLICATION:

Public institutions provide administrative data in accordance with the principle of transparency in the operation of public institutions and civic participation (open government concept). However, it is important to assess the data reliability and accuracy based on the methodological information provided in the source documentation.

ADVANTAGES:

+ accessibility – especially regarding information available on the internet),
+ large variety – you can use any data/materials related to the conducted evaluation),
+ no costs – most documents and data are available free of charge,
+ no evaluator's effect on data in the case of external data.

DISADVANTAGES:

- different levels of data credibility – you need to take into account the credibility of the source and the context of data acquisition (under what conditions, who collected and analysed the data and why),
- restrictions on the access and use of internal information due to the protection of personal data, copyright and property rights.

3.2.2. INDIVIDUAL IN-DEPTH INTERVIEW (IDI)

An individual interview takes the form of a direct conversation between the interviewer and the respondent, usually conducted using a scenario. The interview allows you to obtain extensive, insightful and in-depth information, get to know opinions, experiences, interpretations and motives of the interviewee's behaviour, examine facts from the interviewee's perspective, as well as gaining a better understanding of their views.

IMPORTANT TIP
The language of the interview should be adapted to the respondent. In interviews (especially with young people) use simple language and avoid specialistic vocabulary (e.g. project jargon), that may cause misunderstanding of the questions asked and intimidate the interviewees.

CONDITIONS OF APPLICATION: Individual interviews should be conducted in quiet rooms that guarantee discretion. Interview recording is a common practice, but the respondent does not always agree – in such cases the researcher should take notes during the interview and complete them immediately after the meeting. It is recommended that the interview be conducted by an external expert to avoid situations in which the interviewee feels uncomfortable expressing honest opinions.

ADVANTAGES:

+ the possibility to discuss complex and detailed issues,
+ better understanding of the interviewee's point of view ("getting into his/her shoes"),
+ getting to know facts in the situational context,
+ flexibility – the possibility to adapt to the interviewee and to ask additional questions not included in the scenario.

DISADVANTAGES:

- unwillingness of some interviewees to express honest opinions due to lack of anonymity,
- the impact of the interviewee's personality traits on the findings obtained, e.g. difficulty in obtaining information from people who are taciturn, shy or introvert.

RESEARCH TOOL: the interview may be supported by an interview scenario, containing a list of questions or issues to be discussed. The interviewer can change the order of questions or add some questions during an interview if it is needed to better understand the issue. See SCENARIO below

EXAMPLE OF IDI SCENARIO FOR THE PROJECT TEAM / STAFF

I. Project implementation

1. Have you previously participated in similar projects? If so, in which? In what role did you participate in them?
2. What are your current obligations related to the implementation of this project?

II. Project implementation process

1. How did the recruitment process take place? Have the planned number of people been obtained? Did you encounter any difficulties during the recruitment process? What were they? Did the project attract the interest of the people it was intended for?
2. Have people participating in this project made any comments on how it was implemented? What were they about? Have any changes been introduced as a result of these opinions?
3. Has the design of the project been modified so far for any other reason? What were these changes about? What were they caused by?
4. Does the project need further changes? What could be improved in its implementation? Does the project need to be supplemented with any additional elements? If so, what kind of elements?
5. Are the planned outputs and outcomes being achieved in the project? Is everything proceeding according to the planned schedule and budget?
6. Do you see any risks to the project implementation/achievement of the intended level of outputs and outcomes? If so, which ones? How can you counteract them?

III. Assessment of the achievements up to now

1. What elements made the project implementation easier?
2. What elements hindered the implementation of the project? What were the reasons for these difficulties? How did you try to deal with them?
3. Are there any resources (e.g. human, time, organisational, technical, financial) that would make the project easier to implement? What other changes could facilitate the project's implementation?
4. What changes would help to better tailor the project to the needs of the recipients?
5. Please list the strengths/weaknesses of this project.

(own elaboration)

TEMPLATE: INDIVIDUAL IN-DEPTH INTERVIEW SCENARIO

The interview conducted with _

I. Introduction – information on the purpose of the research, duration of the interview, recording method, and the use of the findings that are obtained

II. Preliminary questions – e.g. regarding the role played in the project, tasks performed, experience related to the implementation of similar projects.

III. Main questions – regarding the implementation of the project, e.g. project management, recruitment process, competencies of the project staff, the relevance of the actions taken to the needs of the beneficiaries, the number of hours and the form of the activities carried out, difficulties encountered, missing elements/resources, project modifications, promotional activities.

IV. Closing questions – regarding risks to the successful implementation of the project, evaluation of effects up to now, elements facilitating/hindering the implementation of the project, changes that could contribute to improving it.

V. Conclusions – summary, e.g. strengths/weaknesses of the actions/project being implemented, request for additional comments, recommendations formulated by interviewees.

3.2.3. FOCUS GROUP INTERVIEW (FGI)

A focus group is a conversation between about 6-8 people supported by a moderator who gives the group issues for discussion and facilitates its course. FGI participants are selected according to specific assumptions set by the researcher and their knowledge of studied issues.

IMPORTANT
In the case of young people, the discussion should be divided into shorter forms, involving all the participants, so that they do not get bored too quickly. It is worth using multimedia tools, elements of gamification or non-standard solutions, e.g. a paper cube with questions, thrown by the participants themselves. It is helpful to write down a group's opinions on a flipchart and record the group discussion.

CONDITIONS OF APPLICATION: The basic condition for the success of a group interview is correctly selecting people with specific information that they are ready to share. It is important to guarantee that the participants are comfortable by organising the interview in a quiet room of the right size with comfortable seating, a large oval/square table (allowing eye contact).

ADVANTAGES:

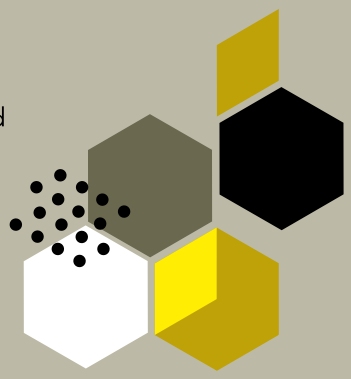
+ learning about different points of view, taking into account different opinions,
+ mutual verification and supplementation of information discussed by different persons,
+ the opportunity to observe interactions between participants,
+ obtaining relevant information from several people in a relatively short time.

DISADVANTAGES:

- dynamics of group processes, including pressure on group consensus/cohesion, may lead to minority opinions not being disclosed, e.g. due to the group being dominated by a natural peer group leader,
- risk of transferring to group conflicts or bad interpersonal relations, reducing the effectiveness of the research and the reliability of the findings obtained,
- organisational difficulties (the need to gather a group of people at a particular place and time and to provide a properly equipped room. However, both IDIs and FGIs can be conducted by remote means using online communicators).

RESEARCH TOOL: the tool used by the moderator for this method is an **FGI scenario**, which includes the principles of group discussion, specific issues/questions and guidelines regarding various forms of activity in which the moderator is to involve the participants.

EXAMPLE OF AN FGI SCENARIO CONCERNING TRAINING NEEDS



I. OBJECTIVES OF THE FOCUS GROUP INTERVIEWS

- Obtaining preliminary information on the training needs of young people
- Collecting data for preparing the CATI questionnaire which will be conducted in the second stage of the research

II. TARGET GROUP

People responsible for personnel management and/or training in organisations.

III. MEETING AGENDA

1. INTRODUCTION (duration - ca. 20 minutes)

a) **Welcoming and explaining the purpose of the meeting**

Ladies and Gentlemen, my name is ... and welcome to the meeting that has been organised by ... to gather information on the training needs of young people. Our meeting is being held as part of the "XYZ" project. This project is financed by ... and implemented in cooperation with ... The aim of the project is ...

b) **Introduction of FGI participants**

c) **Information about recording the interview, assurance of anonymity**

Our meeting will be recorded in audio form. This is necessary due to the inability to accurately note down your statements. I assure you that no one will be quoted by name, and the record of our conversation and any personal data regarding its participants will be used for research purposes only and will not be disclosed to any unauthorised persons

d) **Discussion about the principles of the meeting**

In order to facilitate the course of our conversation, I suggest following some principles:

- *everyone has the right to express their opinions – we are not obliged to be unanimous. Every opinion is important and valuable to us – there are no good or bad statements, we want them to be honest,*
- *we will not interrupt each other – only one person will speak at a time. We will mainly address the other participants of the meeting, not the moderator who only supports our discussion,*
- *if there is a misunderstanding, please explain the matter. The moderator will also make sure that s/he understands your statements well,*
- *we will turn down or turn off mobile phones,*
- *we ask the participants to stick to the topics of the meeting – the role of the moderator will be, among others, to bring the discussion on to the right track in order to shorten digressions and ensure that participants do not leave the main thread of the discussion.)*

2. OPENING DISCUSSION (duration - ca. 60 minutes)

2.1. The extent of young people's training needs (approx. 30 minutes)

a) Do young people participate in any training? What are their topics/duration/form?

b) What factors make it difficult for young people to participate in training?

c) What conditions should be met for young people to take part in training? What barriers may hinder their participation in training?

2.2. Motivation of young people to participate in training (approx. 30 minutes)

a) To what extent are young people interested in participating in training?
Are there any differences in training needs due to their gender?
What is the reason for these differences?
How can you motivate these two groups of young people to improve their qualifications?

b) How big is their interest in e-learning training?
Do young people participate in this type of training? If so, in what kind?

c) What kind of training are young people most interested in – stationary, mixed, remote?

3. SPECIFIC ISSUES (duration - ca. 60 minutes)

3.1. Thematic areas of trainings – prioritisation (approx. 30 minutes)

a) Please indicate the topics of training that could be implemented by organisation X as part of full-time/ distance/mixed education: scopes/thematic areas and specific issues (brainstorming).

b) Which of these areas of training should be implemented first?

3.2. Terms of participation in training (approx. 30 minutes)

a) When would the training take place?
Will young people be able to participate?
Should stationary training take place in the evening or at the weekend?
Where could it take place?

b) Do young people have the equipment and competences for e-learning?

c) How long could remote training last?

d) What may prevent young people from participating in distance education?

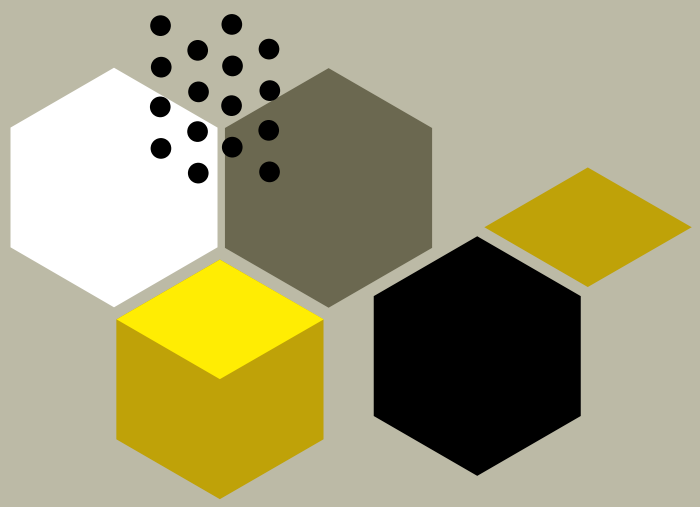
4. SUMMARY (duration - approx. 15 minutes)

a) Collecting and wrapping up the information obtained – conclusions.

b) Information on how the findings will be used.

c) Thanks for participating in the meeting.

(own elaboration)



3.2.4. OBSERVATION

This method is based on careful observation and listening to the studied objects and situations (phenomena, events). The observation may be **participant, partially participant or non-participant**, depending on the degree of involvement of the researcher, who may act as an active participant in the events he or she observes or as an external, uninvolved observer. The observation can be carried out in an overt, partially overt or covert way, i.e. the participants of the event may know that they are being watched or selected persons (e.g. trainer and/or training organiser) or only an observer know about it.

CONDITIONS OF APPLICATION: if the observation is non-participant, the observer should not come into contact/relations with the people being observed as this carries the risk of affecting the course of the observed events and behaviours.

ADVANTAGES:

+ providing information about a particular event/process during its course,
+ reporting facts without their interpretation by the participants (examination of actual behaviour, not declarations)
+ facilitating the interpretation of investigated events,
+ the opportunity to learn about phenomena usually hidden or unnoticeable or that people are reluctant to discuss.

DISADVANTAGES:

- possible influence of the researcher on the course of events (the respondents' awareness that they are being observed may change their behaviour),
- limited scope of observation range, difficulty in accessing all events,
- the risk of subjectivity (the researcher may take over stereotypes from the group, perceive and interpret events for the benefit of the observed group).

RESEARCH TOOL: The observation may be conducted using a research tool which is the **observation sheet**. Its use focuses the observer's attention on selected issues and enables the recording of important information (e.g., the behaviour of people participating in the observed events), which may be not only qualitative, but also quantitative (the checklist).

EXAMPLE OF TRAINING OBSERVATION SHEET (own elaboration)

Training subject: _
Training participants: _
Location of the training (town and place): _
Date of the training: _
Number of training hours: _
Person(s) conducting the training: _

1) **Activity level of training participants** on a scale of 1 to 5, where 1 is the lowest and 5 is the highest level of activity:

1 2 3 4 5

2) **The trainer discussed all the planned issues**?

☐ yes ☐ no

2.1. Issues that were not discussed by the trainer:

_ _

3) **The training pace was adapted to the needs of the participants**?

☐ **yes** ☐ no – it was **too slow** ☐ no – it was **too fast**

4) **The level of knowledge was adapted to the needs of the participants:**

☐ **yes** ☐ no – it was **too low/easy** ☐ no – it was **too high/difficult**

5) **The trainer's preparation for conducting training in terms of...What improvements should the trainer make?**

5.1. **content-related** ☐ very good ☐ quite good ☐ quite bad ☐ very bad
5.2. **methods used** ☐ very good ☐ quite good ☐ quite bad ☐ very bad
5.3. **material(s) used** ☐ very good ☐ quite good ☐ quite bad ☐ very bad

6) **Assessment of the trainers' cooperation regarding**:

Comments: _

6.1. **division of tasks** ☐ very good ☐ quite good ☐ quite bad ☐ very bad
6.2. **mutual support** ☐ very good ☐ quite good ☐ quite bad ☐ very bad

7) **Participants asked questions, had some concerns:**

☐ **yes** ☐ **no**

7.1. These questions / concerns were mainly about: _

8) **The trainers:**

8.1. devoted **enough time to answer participants' questions** and doubts?

☐ definitely yes ☐ rather yes ☐ rather not ☐ definitely not

8.2. **exhaustively answered these questions/concerns?**

☐ definitely yes ☐ rather yes ☐ rather not ☐ definitely not

8.3. **stimulated discussion and exchange of experiences**?

☐ definitely yes ☐ rather yes ☐ rather not ☐ definitely not

9) **Problems or difficult situations that occured** during the training? _

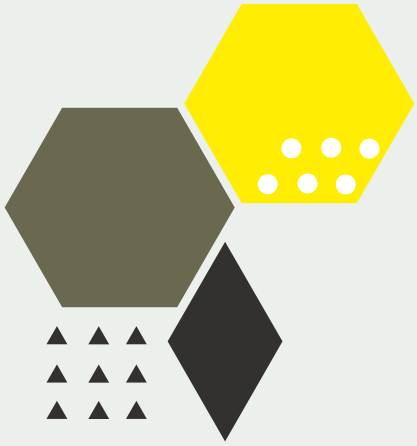
9.2.**How and by whom** were these problems/difficulties **resolved**? _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

10) **Organisational issues:** _ Comments: _

10.1. **all participants were present throughout the whole training** ☐ yes ☐ no
10.2. all the classes **started on time** ☐ yes ☐ no
10.3. all the **classes ended on time** ☐ yes ☐ no

11) **Suggestions for changes** in the observed training? _

12) **Additional comments:** _



3.2.5. CASE STUDY

This is an in-depth analysis of the studied issue using information from different sources and collected by various methods. Its findings can be presented in a narrative form. The analysed "case" could be a person, group of people, specific activities, a project or a group of projects.

The case study is used to:

- get to know thoroughly and understand a particular phenomenon along with its context, causes and consequences,
- illustrate a specific issue using a realistic example with a detailed description,
- generate hypotheses for further research,
- present and analyse best/worst practices to show what is worth doing and what should not be done.

CONDITIONS OF APPLICATION: This method requires time to collect and analyse various data regarding the phenomenon/object being studied, its context, processes, and mechanisms. Case studies are best used as a complementary method to other research methods.

ADVANTAGES:

+ is a source of comprehensive information on a given topic,
+ uses different points of view, which gives the description and analysis a wider perspective,
+ takes into account the context of the phenomena studied.

DISADVANTAGES:

- usually requires the use of various sources of information, sometimes difficult to access,
- it requires a lot of work and is time-consuming,
- provides incomplete data results with low credibility of the described case.

3.2.6. SURVEYS CONDUCTED BY INTERVIEWERS

Surveys are based on standardization, which enables the collection and counting of quantitative data in a unified way, and also enables their statistical analysis. Standardisation covers:

- Research tool (interview questionnaire) – the order, content and form of questions put to respondents
- The manner of recording respondents' responses by selecting one option (on the scale) or several options from a set of ready answers
- Behaviour of interviewers (pollsters) who are obliged to follow the instructions contained in the questionnaire during the interview

Information shared by respondents is saved in the database. Then, this information is analysed using statistical methods.

Questionnaire interviews are conducted by trained pollsters who read the respondents' questions from the questionnaire and write down the answers that were obtained. There are the following techniques for this type of research:

- Paper and Pencil Interview (PAPI)
- Computer-Assisted Personal Interview (CAPI)
- Computer-Aided Telephone Interview (CATI)

3.2.6.1. Paper And Pencil Interview (PAPI) and Computer-Assisted Personal Interview (CAPI)

Both of these techniques are field-based and are implemented in direct contact of the respondent with the pollster using a paper (PAPI) or electronic version of the interview questionnaire displayed on a laptop or tablet (CAPI). The pollsters read out the questions included in the questionnaire and then mark the answers given by the respondent.

CONDITIONS OF APPLICATION: a wide range of topics and a direct (F2F) meeting between the interviewer and the respondent is required. The best place for the interview is a place isolated from noise and the presence of third parties (in home/work conditions, make sure that bystanders, such as family members or colleagues, do not influence the respondents' answers).

ADVANTAGES:

+ personal, close contact with respondents (the possibility to observe non-verbal signals, respond to misunderstanding of the question or tiredness of the respondent),
+ greater readiness of respondents for a longer interview and more difficult questions than during CATI,
+ with CAPI data is automatically saved during the interview.

DISADVANTAGES:

- higher costs, including time and cost of travel and arranging a personal meeting with the respondent,
- lack of a sense of anonymity of the respondent,
- uncontrolled influence of the pollsters on the respondent's answers (the interviewer's effect);
- with PAPI the interviewer must manually enter the data from the questionnaire into the database after the interview, which is time-consuming, adds costs, and involves the risk of mistakes.

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* This is the influence that the interviewer exerts on the respondent during the survey. The respondent unconsciously interprets the interviewer's social characteristics (e.g. gender, age), assuming what is expected of him/her. The interviewer may also unknowingly send signals to the respondent suggesting the "right" answers.

3.2.6.2. Computer-Assisted Telephone Interview (CATI)

This type of interview is carried out by phone. The interviewer reads the questions displayed on the computer screen, and after receiving the answers marks them in the electronic questionnaire on his/her computer.

CONDITIONS OF APPLICATION: studying established opinions and attitudes, with the use of questions that do not require longer reflection due to the short duration of this interview (max. 10-15 minutes), as well as a specific channel of transmission and reception of information (no possibility of reading it several times at own pace).

ADVANTAGES:

+ shorter time and lower cost of reaching the respondent compared to face-to-face interviews (PAPI, CAPI),
+ time flexibility (the possibility to adjust the interview time to the respondent's preferences, to stop the interview and continue it at a convenient time for the respondent),
+ easy management and control of pollsters' work,
+ automatic saving (coding) of data during the interview.

DISADVANTAGES:

- possible difficulty in obtaining respondents' phone numbers (due to the lack of access and/or protection of personal data), and in the case of employers, no personalised contacts (having only the reception / headquarters phone numbers),
- interview time limited to 10-15 minutes (due to shaky concentration and short duration of the respondents' involvement),
- the tendency of the respondents to choose extreme answers, or the beginning and end points on the scale (resulting from a specific channel of information transfer which enhances the 'priority effect' and the 'freshness effect').

3.2.7. SELF-ADMINISTERED SURVEYS without the pollsters' participation

In self-administered surveys, the respondents read and mark the answers in the questionnaire on their own.

CONDITIONS OF APPLICATION: these surveys can be carried out as a paper or online questionnaire (i.e. Computer-Assisted Web Interview - CAWI). In the case of the latter, respondents receive a link to the website with the questionnaire which they can complete on a computer, tablet or smartphone. After answering, the data is sent to the server where it is automatically saved in the database.
A very effective method of collecting quantitative data is an auditorium surevy, which relies on questionnaires being filled in by people who are at the same time in one room, e.g. after completion of a training, workshop or conference. It is necessary to ensure that the respondents fill in the questionnaires themselves (without support from other people).

ADVANTAGES:

+ short time it takes to obtain information (especially in the case of auditorium survey),
+ lower cost compared to questionnaire interviews conducted by pollsters,
+ sense of anonymity in people completing the survey,
+ no interviewer's effect .

DISADVANTAGES:

- respondents' motivation to complete the questionnaire may decrease with no interviewer presence,
- lack of control over the process of completing the survey*,
- risk of consulting responses with other people**
- designing a good questionnaire requires high competences and is quite labor-intensive (refined instructions, explanations and graphic form)

PRACTICAL TIP
The survey questionnaire must:

- **be short, easy, visually attractive** to encourage a response,
- **have all necessary explanations**, which in other methods are given by the interviewer,
- **have clear instructions** (paper version) **or algorithms** (electronic) leading the respondent to the relevant questions (based on previous answers, irrelevant questions are filtered and omitted).

*Instead of the right respondent, the survey may be completed by another person, which disrupts the representativeness of the sample.

**Especially in the case of a central location conducted without the researcher's supervision.

EXAMPLE OF QUESTIONNAIRE FOR TRAINING PARTICIPANTS

Dear Sir or Madam,
Please complete the questionnaire assessing the training on ___________________ carried out as part of the __________ project. The survey is anonymous – its findings will only be used in a collective way. Please tick only one box.

1. To what extent did the training meet your needs?

☐ fully (please go to question #2)
☐ to a large extent
☐ moderately
☐ to a small extent
☐ did not meet my needs at all
☐ difficult to say

1.1. Why did the training not fully meet your needs?_ _

2. Please assess the different aspects of trainers' work:

Please indicate the answer on the scale 1-5, where 1 is the lowest and 5 is the highest grade of the assessed elements.

	Trainer ______________					Trainer _______________				
preparedness	1	2	3	4	5	1	2	3	4	5
responsiveness	1	2	3	4	5	1	2	3	4	5
involvement	1	2	3	4	5	1	2	3	4	5
way of conducting the training	1	2	3	4	5	1	2	3	4	5

3. Was the duration of the training adequate?

☐ yes ☐ no – it was too short ☐ no – it was too long

4. Was the amount of information provided during the training sufficient?

☐ definitely yes (please go to question #5)
☐ rather yes
☐ rather no
☐ definitely no

4.1. What content do you think was missing in the training? _

5. Was the balance between theory and practice adequate?

☐ yes ☐ no – too much theory ☐ no – not enough theory

6. To what extent was the training useful for you?

Please indicate the answer on the scale 1-5, where 1 is the lowest and 5 is the highest grade of the training's usefulness.

1 2 3 4 5

6.1. What elements could increase the usefulness of this training?_ _

7. How do you assess the organization of the training?

☐ very good (please go to the question #8) ☐ quite good ☐ quite bad ☐ very bad

7.1. What should be changed in the organisation of the training? _

8. How do you assess the usefulness of the training materials?

Please indicate the answer on the scale 1-5, where 1 is the lowest and 5 is the highest grade of the materials' usefulness.

1 2 3 4 5

8.1. What could increase the usefulness of the training materials? _

9. Additional comments: _

Thank you for completing the questionnaire

(own elaboration)

3.2.8. ACTIVE / WORKSHOP METHODS OF GROUP WORK WITH YOUNG PEOPLE

Below we present additional active methods of collecting data (mainly qualitative), which can be particularly useful in group work with young people, because these methods are engaging, they integrate the team, facilitate cooperation and support the development of soft skills.

Active methods are workshop methods of collecting information that can complement the "classic" methods of evaluation research. They allow you to get quick feedback on a particular action, learn about the ratings, feelings and impressions of the participants as well as develop recommendations. These methods are worth using during workshops, training or conferences, in order to make the meeting more attractive, get to know the participants and better adapt the project activities to their needs.

ADVANTAGES:

+ speed – you receive instant feedback during the classes/meetings,
+ casual atmosphere,
+ the projective nature of tasks/questions makes it easier to formulate critical opinions and propose new solutions,
+ possibility to jointly collect qualitative and quantitative data,
+ stimulating self-reflection,
+ a positive impact on the well-being of participants (satisfying the need for expression, acceptance, integration).

DISADVANTAGES:

- you cannot generalise the obtained opinions to a wider community (not participating in the meeting),
- the need for an experienced trainer/moderator to moderate/facilitate,
- the lack of anonymity of the participants in the case of group reporting and discussion (threat to mental well-being and group relations for people who are particularly vulnerable or have a weak position in the group).

Below we present examples of active methods implemented in the form of a workshop.

CLOTHESLINE

It is a visual method of collecting qualitative data, which purpose is to get to know the expectations of the project audience/beneficiaries.

Each participant receives drawings with clothes (e.g. shirt, underwear, trousers, socks), which symbolise the type of expectations they have towards the project – they may be, for example, hopes, fears, needs, suggestions, etc. Participants are given sufficient time to reflect and complete individual drawings/garments. After writing down their ideas, each of them "hangs their clothes" on a string hung or drawn in the room. Participants can read their expectations aloud and look at others' "laundry".

TELEGRAM

This method allows you to quickly summarise part of the meeting (workshop, training) to learn about the mood in the group.

The participants are asked to think about a particular fragment of the classes and describe their reflections with three words: positive, negative and summative (e.g. intense - tiredness - satisfaction). Each person reads their words, which allows for a joint summary of the activities (you can write them down on post-its and stick them on a flipchart, etc.).

HANDS

The purpose of this method is to find out opinions on selected aspects of the project or part of it (e.g. training, internship), as well as to summarise the course and effects of the classes. People participating in the workshop receive sheets of paper on which to draw their hands. Each of the fingers is assigned one assessment category, e.g.:

- On the thumb – what was the strongest/best side of the training project,
- On the index finger – what I will tell my friends about,
- On the middle finger – what was the weakest point of the training/project,
- On the ring finger – what I would like to change (element needing improvement),
- On the little finger – what I have learned or found out.

Participants enter their opinions on each of the fingers in accordance with the above categories. The exercise can be used to find out about the opinions of individuals and or for group discussion.

EVALUATION ROSE

This method is used to gather feedback on many aspects of a project/activity at the same time. It is a visual method that allows you to collect quantitative data – assessments of various aspects of the assessed object using a joint scale.

Participants receive cards with an "evaluation rose" drawn. The drawing is inspired by the "wind rose" – instead of the directions of the world, it presents various aspects of the evaluated object (e.g. the usefulness of the training, how attractive the method of conveying the content is, the appropriate amount of time spent on training). Divide the axes into sections and assign to them selected values (e.g. scale 1-5, where 1 is the weakest grade and 5 – the best). Participants are asked to indicate their views on each axis of the "evaluation rose". Then you can combine the points and get a visually attractive picture of your opinions (the final effect resembles a radar chart).

TALKING WALL

The purpose of this method is to gather opinions on the value of a particular project activity or the entire project. Thanks to its application, you can obtain qualitative data (types of opinions) and quantitative data (how many people share a particular opinion).

Hang five large sheets of paper on the wall. On each of them, put a question about the conducted activities, e.g.:

- Sheet 1: What new things did you learn during the training?
- Sheet 2: How will you use the knowledge acquired during the training?
- Sheet 3: What did you like the most about the training?
- Sheet 4: What did you like least about the training?
- Sheet 5: What would you change in this training?

Participants write down their answers on each sheet or – if the opinion is already on them – add a plus/dot next to it. At the end, the facilitator summarises the entries and encourages the group to discuss them and develop their recommendations. This form of collecting opinions encourages more openness, participants gain a sense of agency and overcome reluctance to speaking in public.

RUBBISH BIN AND SUITCASE

With this method, you can get a summary of training or other project activity. It allows you to collect information on elements that were useful, redundant or considered missing for the participants.

Draw a suitcase, rubbish bin and sack on the blackboard/flipchart. Each of the figures symbolises one category of opinion about the evaluated activity:

- Suitcase: "What do I take with me from the training?" (what will be useful to me, what will I use in the future)
- Rubbish bin: "What was unnecessary during the training?" (what is not useful to me, what was redundant),
- Sack: "What was missing?" (what should be added to the next training).

Then you can ask the participants to speak or write down their opinions on sticky notes or directly on the pictures on a flipchart.

PRACTICAL TIPS FOR CONDUCTING GROUP ACTIVITIES

It is good for the participants to sit in a circle so that everyone can see each other. To increase their involvement, you can propose that they themselves indicate the next person to talk, e.g. by throwing a ball (this solution can be used provided that no one in the group is discriminated against). Oral statements should be noted down – this can be done by the person conducting the classes while they are taking place (e.g. on the blackboard, flipchart) or by their assistant.

3.3. How to choose appropriate research methods

Research methods must fit well with the evaluation concept and plan. To make the right choice, consider whether the methods are relevant to:

- **The purpose, subject, scope and type of evaluation, as well as the criteria and evaluation questions** – will these methods provide you with the information necessary to answer your evaluation questions?
- **The data sources from which you plan to obtain information** – will it be appropriate to provide information on the groups that will take part in the evaluation research?
- **The characteristic of the interviewees/respondents** – do the methods take into account group size, their perceptive capabilities, communication abilities, health condition, etc.?
- **The circumstances of the data collection** – will all the necessary data and interviewees/respondents be available at a particular moment? Will the chosen method suit the place of data collection?
- **The resources you have access to?** – does the method require availability of qualified or independent researchers and other resources (organisational, technical, financial and time)? Will you be able to use the method on your own? Do your resources make you able to use it?

Knowledge of research methods (quantitative and qualitative) and related tools will help in preparing the second part of the evaluation concept (see chapter 2.4, tool 4), which will be supplemented with **methodological issues**. This element enables you to gather information to answer evaluation questions.

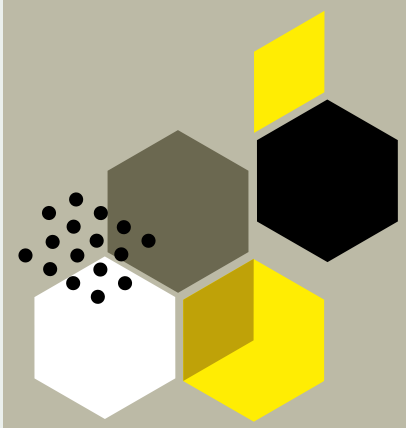
See below Tool 6**. Logic matrix of the evaluation researc**h (evaluation concept, part 2) – template available in the attachments.

Tool 6. LOGIC MATRIX OF THE EVALUATION

Evaluation criteria In what respect is the evaluated project valued? Transfer criteria entered in the evaluation table (tool 4)	**Evaluation question(-s)** What do you want to find out? Transfer questions entered in the evaluation table (tool 4)	**Source of information** Who or what can be a **source of information** for these indicators? Include various sources (at least 2-3 for each question)	**Research methods** How will the data be collected? Include both qualitative and quantitative methods	**Research tools** What will you use to collect information? Include both qualitative and quantitative tools
Relevance	To what extent were the project activities (such as project recruitment, training, consulting, internships) adjusted to the needs of participants and employers?	1. Project team 2. Persons conducting recruitment, training, consulting and internships 3. Recipients of the project (young people) 4. Employers 5. Report on the diagnosis of the needs of the project recipients	1. FGI - focus group interview 2. IDIs - individual in-depth interviews 3. FGI/IDI with selected people and CAWI (online survey) 4. CATI (telephone survey) 5. Desk research (documentation analysis)	1. FGI scenario 2. IDI scenario 3. FGI/IDI scenario + CAWI questionnaire 4. CATI questionnaire
Effectiveness	To what extent were the assumed objectives and outcomes achieved? Have any assumptions failed and why did that happen?	1. Project documents (diagnoses, certificates, results of the competence development test) 2. Project team 3. Coaches, psychologist, career counsellor 4. Recipients of the project 5. Employers	1. Desk research 2. FGI 3. IDIs 4. FGIs/IDIs with selected recipients and CAWI + observation of selected activities 5. CATI	1. Instructions for desk research 2. FGI scenario 3. IDI scenario 4. FGI/IDI scenarios, CAWI questionnaire, observation sheet 5. CATI questionnaire
Efficiency	Do the obtained results correspond to the resources used (human, financial, organisational, technical, time)? Was it possible to achieve the same results with smaller resources?	1. Project team 2. Project documentation 3. Experts for settlements in other projects 4. Coordinators of similar projects	1. FGI 2. Desk research 3. FGI/IDIs 4. As above.	1. FGI scenario 2. Instructions for documentation analysis 3. FGI/IDI scenario 4. As above.
Utility	To what extent are the project outcomes useful for its recipients, i.e. young people and employers? Can this usefulness be increased and how?	1. Project team 2. Project staff conducting the classes 3. Recipients of the project (young people) 4. Employers	1. FGI 2. IDI 3. FGI/IDIs with selected recipients, case study and CAWI 4. CATI (telephone survey)	1. FGI scenario 2. IDI scenario 3. FGI/IDI scenario + CAWI questionnaire 4. CATI questionnaire
Sustainability	Do the achieved results persist after the end of project financing? What factors contribute to the sustainability of the achieved results?	1. Recipients of the project (young people) 2. Recipients' environment (family, relatives) 3. Employers 4. Project team	1. FGI/IDI with selected recipients and CAWI 2. FGI/IDIs, case study + CATI (telephone survey) 3. CATI 4. FGI	1. FGI/IDI scenario + CAWI questionnaire 2. FGI/IDI scenario + CATI questionnaire 3. CATI questionnaire 4. FGI scenario
Impact	To what extent did the project affect the level of professional and social activity of young people in the region covered by project activities? Do the effects of the project go beyond its direct recipients, and if so, what is this phenomenon and what mechanisms cause it?	1. Local employment office, 2. Employees of the local labour office 3. Labour market experts 4. Recipients of the project 5. Social environment of the project recipients (family, relatives) 6. Employers	1. Desk research 2. IDIs 3. FGI / IDI 4. FGI / IDI, case study + CAWI 5. FGI / IDI + CATI 6. CATI	1. IDI scenario 2. FGI / IDI scenario 3. FGI / IDI scenario + CAWI questionnaire 4. FGI / IDI scenario + CATI questionnaire 5. CATI questionnaire
Other	Which elements facilitated and which hindered the implementation of the project from the point of view of its implementers (the project team and the staff)? What elements facilitated / hindered beneficiaries' participation in the project?	1. Project team 2. Project staff conducting project activities (recruitment, training, consulting and internships) 3. Recipients of the project (young people) 4. Employers 5. Social environment of the project recipients (family, relatives)	1. FGI 2. FGI / IDIs 3. FGI / IDI with selected recipients + CAWI 4. CATI 5. FGI / IDI with selected people + CATI	1. FGI scenario 2. FGI / IDI scenario 3. FGI / IDI scenarios + CAWI questionnaire 4. CATI questionnaire 5. FGI / IDI scenario + CATI questionnaire

own elaboration

3.4. How to design research tools



A common mistake is to start an evaluation by creating research tools, e.g. a questionnaire for project recipients. You must remember that you will not be able to choose the right research methods or prepare the right measurement tools (e.g. scenarios, questionnaires, observation sheets) in isolation/detached from the overall concept of evaluation. Therefore, **start constructing research tools after determining**:

- The subject, scope and purpose of the evaluation,
- Evaluation criteria and questions,
- Studied groups of people and research methods.

Without referring to the above elements, you are not able to create **correct research tools**, because you may include questions that are unrelated to the purpose of the research, making it impossible to answer evaluation questions and respond to evaluation criteria. "Bad" tools (developed in isolation from the concept of evaluation) contain useless questions, are overloaded or incomplete, do not provide relevant information and do not allow for the formulation of meaningful recommendations.

The questions included in the research tools are a **particularisation of the evaluation questions**. Remember that these questions evaluators **ask themselves**, not the respondents! These two types of questions should not be confused as they are formulated in languages adjusted to the needs of:

- Evaluators/evaluation stakeholders → evaluation questions,
- Studied groups of persons (interviewees, respondents)→ questions in research tools.

If you are not sure whether a particular question should be put to the interviewees/respondents, consider whether they will be able to answer it, and the information obtained will allow you to answer the evaluation questions and formulate useful recommendations.

HOW TO ASK QUESTIONS

- The number of questions included in the tools should be appropriate to the **purpose and duration of the research.**
- Research tools should have a **transparent structure**, with the **main issues identified** (e.g. "reasons for joining the project", "assessment of different types of support", "effects of participation in the project"). Topics should be **grouped thematically** (e.g. organisational issues).
- Questions should be asked in a **specific order**. Put **preliminary questions** (relatively easy) at the beginning of your tool. They should be followed by **introductory questions** in the subject (not very difficult), then **main questions** (key for the purpose of the research). Put the **most difficult questions** in the middle of the tool. Finally, ask **summary and closing questions.**

- Questions should be asked in a **logical order** that cannot surprise or confuse the research participants. Each question should follow on from the previous one or – in the case of an interview – refer to the respondent's statements.
- The language of an interview should be **easy to understand**: use as short sentences as possible, use a language close to the research participants – without foreign words, specialised terminology, jargon, abbreviations.
- Questions should be **formulated precisely** – e.g. there should be no doubt what period of time they relate to (don't ask "whether recently ...", but "whether in the last week/month/year ...")
- Do not ask about **several issues in one question** ("what are the strengths and weaknesses of the project?") and do not use **negative questions** ("shouldn't you ...", "don't you prefer ..."). Each of these errors makes it difficult to understand the questions and interpret the answers.
- Questions and proposed answers must **not be sensitive** to the research participants – they cannot lead to the disclosure of traumatic experiences, declaration of behaviour or beliefs contrary to the law or morality. When **anonymity** is not guaranteed, do not ask about property status, family matters or health issues.
- Do not ask questions **suggesting an answer** – do not present any of the options as being in accordance with the rule of law or morality, do not refer to the authorities or the opinion of the majority.

EXAMPLE OF TRANSLATING THE CRITERION AND EVALUATION QUESTIONS TO QUESTIONS IN THE RESEARCH TOOL

I. Criterion: **UTILITY**

(**perspective**: recipients' point of view; **purpose** of **evaluation**: improvement of project activities)

II. Research question: To what extent was the training useful for participants?

III. Examples of questions from an IDI scenario with a trainer:

1) What elements of the training were the most and the least useful for the participants and why?

2) Could this training be more useful to its participants? What should be changed? Why do you think that this change will make the training more useful?

IV. Examples of survey questions for training recipients:

1) Please indicate the elements of training that were most useful to you (options: __, __, __)

2) Please indicate the elements of training that were least useful to you (options: __, __, _)

3) Could this training be more useful to you? (options: yes; no; I don't know)

open question for people who answered 'yes' – What should be changed in this training so that it would be more useful? _____

The differences between quantitative and qualitative research tools, the structure/construction of scenarios and questionnaires and the most common mistakes in their design are discussed in the **online course**.

CHAPTER 4

CONSIDERATIONS WHEN EVALUATING PROJECTS AIMED AT YOUNG PEOPLE AGED 15-24

IV. CONSIDERATIONS WHEN EVALUATING PROJECTS AIMED AT YOUNG PEOPLE AGED 15-24

When undertaking the evaluation of projects aimed at young people aged 15-24, you should take into account that people of that age are different from adults, mostly because of their legal situation, living and technological conditions, and psychological and social needs related to intensive development processes on the verge of adulthood.

4.1. What are the standards of conducting research on young people

The United Nations Convention on the Rights of the Child and many additional provisions in individual countries guarantee special legal protection for underage persons. According to the law, a person under the age of 18 is a child. Although in most countries one acquires some rights at the age of 15 (for example the right to choose one's school, the right to take up work), a minor's participation in YEEAs projects as well as in various types of research requires the consent of their parent or legal guardian.

4.1.1. Consent for a minor's participation in evaluation research

- The person giving consent for a minor's participation in the research should receive all the necessary information, such as:
- The purpose of the research and how the findings will be used,
- The scope and method of collecting information to be obtained from the research participant, including whether the research requires multiple contact with the participant, especially a long time after the first round of research,
- Assurance of anonymity and protection of confidentiality of data obtained about the participant in the research,
- Information about the right to refuse to participate in the research and to withdraw from participation at any stage.
- It should also be remembered that in EU countries it is necessary to obtain consent for the processing and storage of personal data.
- If it is planned to use sound and video recording devices – also explicit consent must be given.
- Examples of documents used to obtain consent for a minor's participation in research are included in the Annexes (Annexes 1 and 2).

It is worth obtaining such consent at the beginning of the evaluated project because it can be received at the same time with more general consent for a minor's participation in the project (e.g. in the same document).

4.1.2. Protection of minors in the ethical codes of professional researchers

The basic guidelines for conducting research among people under 18 are:

- Obtaining informed consent (described above) from their legal guardian

- Providing a sense of security to those examined by the research staff (*e.g. the researcher does not attempt to make first contact with minors without the presence of the adult responsible for the child (teacher, guardian, parent); the person collecting the information has documents confirming their status as a researcher; the training and experience of the people conducting the research guarantee the safety and the way of carrying out the research appropriate to the specificity of young people*),

- Ensuring that all the information provided, including the questions put to the interviewees/respondents, is understood (it is helpful in this respect to consult the tools with specialists and to test quantitative tools on a small scale before applying them),

- Ensuring that the scope or method of obtaining information from young people will not directly cause any material or non-material harm, including harm related to mental well-being and social relations; this applies in particular to such issues as:
    - Sensitive issues that lower the sense of autonomy or self-esteem,
    - Relationships with their peer group and other important people.

If you have any doubts, it is worth consulting specialists.

- Compliance with the general principles of social research, including in particular:
    - Guaranteeing the confidentiality of information obtained from the research participants both at the stage of data collection (no participation of other people apart from the researchers and the respondents during data processing (anonymisation/pseudonymisation), as well as in publishing the findings (collective presentation of quantitative data, pseudonymisation of qualitative data),
    - Ensuring the anonymity of the research participants,
    - Ensuring the safety and undisturbed work of the researchers.

- Standards for conducting research on minors are included in the codes of ethics in force in the communities of professionals conducting social and market research (for example ESOMAR or national evaluation asscoications).

4.2. How to adjust the methodology of evaluation research to a young person's way of life?

4.2.1. Major activity – formal education

Studying is the dominant activity in the life of young people aged 15-24. For instance, in Poland, until the age of 18, participation in formal education is compulsory, although training in the form of "vocational preparation" combined with paid work is also allowed. However, the findings of the Labour Force Survey show that the vast majority of those aged 18-24 still participate in organised forms of education. Young people study mostly full-time in schools or colleges, but often also part-time, attending courses or training. Also, many of the YEEAs activities are conducted in the form of group learning activities. Grouping the beneficiaries of the evaluated project in one place and time allows you to carry out various types of activities related to evaluation, primarily to collect data through observation, auditorium surveys, focus group interviews, etc.

However, you should bear in mind that when conducting research in educational institutions, you should ensure there are appropriate conditions for collecting data, such as: an isolated room, dedicated time (respondents should not be under time pressure).

When asking young people about work, you need to precisely define what kind of activity you consider to be work and/or what features are decisive for you (legality, type and amount of remuneration, time dimension, stability, linkage with educational obligations, legal form).

4.2.2. Weak position on the labour market

One of the basic elements of the situation of young people, which is also the main area of influence of YEEAs projects, is their situation on the labour market. In studies devoted to this subject, in relation to young people it should be taken into account that:

- In the 15-24 age group, only about every third person performs any paid work (including free help for a family member's paid work) – so you should never ask questions with the assumption that a particular person is working or has income from work,

- Work by young people, especially those under the age of 18, occurs in highly diversified, often atypical forms, e.g. as free help in the paid work of a close family member, as a one-time job, occasional work, holiday work, part-time work, replacement, "trial" work, various types of internships, apprenticeships and vocational preparation, in which the proportion of study to work and earnings vary widely and may or may not be considered work. These are various situations like ofr example providing work in exchange for accommodation, food and "pocket money", promoting products or services on social media in exchange for the goods or services received, voluntary work with various levels of covering own costs, work performed under various contracts, ranging from regular employment contracts to specific contracts, undeclared work such as tutoring, income for illegal activities.

4.2.3. Increased mobility

People aged 15-24 change their place of residence much more often than older people. They also exhibit higher than average daily mobility. As a result, traditional methods of collecting data based on a home address in the case of young people do not work - a postal questionnaire is often sent to an address that no longer applies, the interviewer comes when no one is there.

Therefore, in the case of young people, it is particularly important to obtain their mobile contact details, such as a phone number or the name of an individual profile on a messaging app, and then base a data collection strategy using electronic tools on these contact details. The findings of studies using both ae postal questionnaire and the CAWI method show that the response rate in the case of the latter is much higher and it increases the lower the respondent's age.

4.2.4. Dominance of smartphones in everyday communication

Young people are more willing than older people to use electronic technologies rather than paper. They are also much more efficient at this and are more willing to deal with all matters of everyday life using a smartphone than a computer. Therefore, in research among young people it is worth using electronic research tools, and best to adapt them to smartphones (one simple question per screen, simple and legible form, not too long a list of answers)*.

4.2.5. Busy and overstimulated life

A characteristic feature of modern youth is their openness to many stimuli delivered via smartphones, which young people never let out of their sight. Moreover, learning, developing one's own interests, and above all social life, often result in stimulating how young people function by forgetting about unusual or less important obligations, such as filling out a questionnaire. To counteract this, it is important to regularly send messages reminding participants about the dates of scheduled interviews, their promises to complete a survey, etc.

4.2.6. Widespread use of social media

The widespread use of social media by young people, including their presence in numerous social media groups, is increasingly being used for research purposes. It is possible to find groups of young people from a particular locality or school, as well as those with specific musical and ideological interests, etc. After entering the group, the possibilities of recruiting research participants (e.g. to the comparative group) open up. You may consider asking individual group members a question as a researcher, or (if the group moderator agrees) publicly posting a link to the online survey or request for contact. It is better not to open a public discussion at the Internet group level as this prevents the research from being confidential, exposes the participants to being assessed by other group members, and the public nature of statements lowers their credibility.

Following the example of market research agencies, you could also consider establishing a special community group (MROC method - Market Research Online Communities), in which young project beneficiaries would agree to participate. However, such activities require a precise definition of the group's goal. If the purpose is research – then it should be a short-term group (short-term MROC), and during this period it should be professionally moderated, similarly to Focus Group Interviews (FGI).

*One example of such an application that can be used for working with youth is Kahoot.

4.2.7. Difficulties in reaching NEETs

Difficulties characteristic for research among young people intensify when the evaluated project is aimed at young people who are not studying or working, who are not covered by any form of education, support or institutional supervision that groups them (NEETs). Reaching young people who are in such a situation is a serious challenge, especially when you need data for comparisons with NEETs who participate in the project.

Often, the only solution to this type of problem is to compare groups participating in different projects from the same programme, or to compare the results obtained in the group covered by the project with the group of candidates who did not become its beneficiaries (taking into account the impact of the reasons for not qualifying for the project).

4.3. How to deal with the psychological and social needs of young people

4.3.1. Increased need for confidentiality of the provided information

The key psycho-social factors that should be taken into account when planning and conducting research involving young people is their particular susceptibility to influences. This results both from their emerging personality as well as from a fear of judgement and even sanctions that may befall a young person both on the part of the peer group and adults, on whom the young person depends mentally and financially. The latter include project staff. Taking this into account, one should:

- Inform the research participant about the confidentiality of the information provided and the measures taken for this purpose, both by means of data collection ensuring confidentiality, as well as their anonymization at the stage of data analysis and use of the findings,

- Complete complex assurances, including by conducting interviews (IDI, FGI) without the participation of third parties, creating conditions for completing the questionnaires that guarantee anonymity and confidentiality, including throwing auditorium questionnaires into a collection box,

4.3.2. Increased need for autonomy and emancipation

According to the findings of developmental psychology, people aged 15-24 are – due to shaping their identity – particularly sensitive to issues related to respect for their freedom. Consequently, their right to participate or not to participate in research should be clearly communicated and the reasons and consequences of each of the choices available should be clearly explained. This is a necessary condition.

On the other hand, positive motivation for young people to participate in evaluation research can be created by responding to their needs to move from subordinate and executive positions to the role of co-decision makers and co-creators. In order for young people to be really involved in evaluation research you have to treat them as partners with different roles, including decision-making and consultative roles, in addition to the roles of the classic examined object. This can be achieved by involving them in the various stages of the evaluation process, from reporting information needs, through co-deciding on priorities, planning, participating in implementation, and finally consulting the findings (see section 2.2).

CHAPTER 5

DATA ANALYSIS

Once you finish collecting the data, you should start analysing it. This means using all the research material (information obtained with various methods) and answering evaluation questions as well as valuing the evaluated project according to chosen criteria. Therefore, at this stage, it is worth going back to the evaluation concept, which acts as a compass, leading the evaluator through the entire research process (not only information collection, but also data analysis, drawing conclusions and formulating recommendations).

The **purpose of data analysis** is:

- Compilation and verification of collected information,
- Description, assessment and juxtaposition of the quantitative and qualitative data that is obtained (checking how reliable and consistent they are),
- Identification and explanation of various cause and effect relationships that will allow you to understand the mechanisms of the studied phenomena,
- Interpretation of the obtained evaluation findings in relation to wider knowledge about the subject of the evaluation (evaluandum),
- Obtaining detailed answers to evaluation questions and credible valuing of the evaluandum according to chosen criteria,
- Drawing conclusions from the collected information and formulating useful recommendations based on it.

In the data analysis, you should bear in mind the principle of **triangulation**, i.e. the compilation of data obtained from various sources, using various research methods, by different researchers. Thanks to this, you have the opportunity to supplement, deepen and verify respective information in order to obtain a full picture of the evaluated project.

Although during data analysis the actions undertaken are common to both types of data (quantitative and qualitative), such as **reduction, presentation and concluding**, the obtained findings are in a different form for each of them. The comparison of these data is presented in the **Table 4: Data analysis operations** (own elaboration) below.

OPERATIONS	QUANTITATIVE DATA	QUALITATIVE DATA
data reduction	Calculating percentages, averages, and other measures	Selection, simplification, generalisation, summary
presentation of findings (in a consistent form)	Tables, charts, diagrams	Text studies, summaries, diagrams, matrices, networks of connections
drawing conclusions	Statistical testing of hypotheses concerning the relationship between the studied phenomena	Noticing patterns, regularities, deviations, developing explanations

Before starting the data analysis, it is necessary to check whether all research materials have been **anonymised**, i.e. there is no personal data (names, surnames, addresses, including e-mail addresses, telephone numbers etc., as well as contextual information enabling the identification of research participants). Interviewees who participated in the qualitative part of the research (IDIs, FGIs) are given pseudonyms, e.g. taking into account the features important for the researcher. The personal information concerning research participants should be **separated** from the content data provided by them.

There are four main stages of data analysis:

1. Selection and ordering of the collected research material – during this stage, the correctness and completeness of the data are checked, the reliability of every piece of information is verified (thanks to triangulation), and data that is not useful for the purpose of the evaluation is removed. You should collect all the information and facilitate its further analysis – recordings of the interviews can be transcribed or written down in accordance with a previously prepared scheme (which includes a summary of the respondents' statements). In the case of a survey, you should remove uncompleted questionnaires from the analysis, etc.

2. Constructing analytical categories (selecting the type of encoding and data coding – their categorisation and classification) – this means assigning codes/"labels" to each piece of information obtained, representing specific categories of information, thus allowing for the organisation of the research material.

- In the case of **closed-ended questions,** the answer codes take a **numerical form** (e.g. "female" = 1, "male" = 2), which allows you to analyse the obtained data using statistical programs (or spreadsheets). First, you need to create a coding instruction that contains the names of codes and the numbers which were used in the questionnaire to identify answers given by the respondents to particular questions. Paper surveys require manual coding – to do this, you need to number the answers in the questionnaire, code the answers and enter this information into the database. Electronic surveys are coded automatically.

- In the case of **open-ended questions** and other qualitative data, the codes for particular answers have a **textual form** (e.g. "training organisation", "conducting a training"). Codes for qualitative data can be planned before or after reading the entire material. The first method is called "a priori" coding (top-down), which results from a good knowledge of the research problem and/or its grounding in a given theory. The second method is "inductive" coding (bottom-up), which consists of categories identified in the collected material (e.g. relating to research questions). In both cases, you need to develop a coding scheme that will organise the codes (establish a code hierarchy, superior/collective and detailed codes), so that you can present the collected information in a consistent form.

Table 5. Example of qualitative coding

Assessment of training modules (code):	Types of respondents' answers covered by individual codes
Relevance of each training (subcode)	*Adapting the training to the recipients' needs, adapting the transferred knowledge to the level of their competence.*
Organisation of training (subcode)	*Duration (too long / too short), amount of transferred information (too little / too much), assessment of the form of classes (lectures, workshops), theory-practice ratio, amount of time devoted to discussion and trainees' questions.*
Assessment of the trainers (subcode)	*The way of transferring knowledge, using examples, encouraging participants to ask questions, exchange experiences by trainees.*

Source: Own elaboration

The information corresponding to the given codes can be summarised in one table (**Tool 7**, next page, own elaboration), which will facilitate the search for **similar or common** elements for the research participants as well as information **that differentiate them**. It also allows you to see the relationship between the interviewees' characteristics or situation and their statements.

3. **Analysis and interpretation of the obtained findings** (explanation and assessment by the researcher of a particular issue/problem)

Data analysis is an important element of evaluation because it allows you to summarise the findings and find common and divergent elements in the collected materials. It is worth choosing and describing the method of data analysis at the stage of planning the evaluation. Data obtained during evaluation can be analysed in a number of ways. The simplest distinction is division into:

- **Quantitative data analysis** (numbers, answers to closed questions) – for simple analyses you can use spreadsheets (for example, MS Excel, Google Sheets), and for more complex analyses statistical programs (such as SPSS or Statistica), operated by specialists, whose services can be used if necessary.

PRACTICAL TIP
For small groups, quantitative data should not be presented in the form of percentages, i.e. informing that 20% of respondents in a group of ten have a particular opinion. Better to use absolute numbers and say that it is two people.

- **Qualitative data analysis** (e.g. text, interview statements) – for simple analyses, it is enough to compile the data in a chart/matrix, and for more extensive research material, it is worth using programs that facilitate the analysis, e.g. QDA Miner, OpenCode, Weft QDA.

Tool 7. Table for summarizing information from interviews

	Person 1	Person 2	Person 3
Information about the interviewee (place of employment, work experience, participation in other training courses on this subject)			
Adequacy of training to the needs of the interviewee (subject, level, method of conducting training, assessment of training materials, missing elements, organisation method)			
Impact and sustainability of training effects (usefulness of acquired knowledge and skills, their impact on the professional situation and personal development of the interviewee)			
Summary (strengths and weaknesses of the training, additional comments, recommendations – what should be changed in the future and how)			

Table 6: Options for analysing numerical data

Analysing numerical data such as cost, frequency or physical characteristics.	MS Excel functions
Frequency tables: arranging collected data values in ascending order of magnitude, along with their corresponding frequencies, to ensure a clearer picture of a data set.	FREQUENCY
Cross Tabulations: obtaining an indication of the frequency of two variables (e.g., gender and frequency of school attendance) occurring at the same time.	Pivot tables functions
Correlation: a statistical technique to determine how strongly two or more variables are related.	CORREL
Measures of central tendency: a summary measure that attempts to describe a whole set of data with a single value that represents the middle or centre of its distribution (i.e. arithmetic mean, median, mode)	AVERAGE MEDIAN
Measures of dispersion: a summary measure that describes how values are distributed around the centre (e.g. standard deviation, variance).	STDEV VAR

In **Table 6** you can see options for analyzing numeric data and in **Table 7** are options for analyzing textual data.

Source: own elaboration based on Peersman, G. (2014). Overview: Data Collection and Analysis Methods in Impact Evaluation, Methodological Briefs: Impact Evaluation 10, UNICEF Office of Research, Florence.

Table 7: Options for analysing textual data

Analysing words (spoken or written), including interviews, documents and open questions in questionnaires.
Content analysis: reducing large amounts of unstructured textual content into manageable data relevant to the research / evaluation questions.
Narratives: construction of coherent narratives of the changes occurring for an individual, a community, a site or a programme or policy.
Timelines: a list of key events, ordered chronologically.
Thematic coding: recording or identifying passages of text or images linked by a common theme or idea, allowing the indexation of text into categories.

IMPORTANT TIP

When analysing the data, it is very important to determine what changes have occurred as a result of the project and what role respective activities played in them.

Therefore, it is necessary to answer the question to what extent the project activities influenced the achievement of the assumed result indicators and what was the role of project activities among other factors influencing the expected changes (see chapter 2.5).

When analysing data, it is worth referring to the previously described theory of change adopted as part of the description of the project logic. When planning the change at the beginning of the project, you made certain assumptions about the conditions that must be met (resources provided, implemented activities) in order to achieve the given results, i.e. you have planned the cause-and-effect chain. Evaluation verifies our theory of change – it can confirm it or show some gaps in it (e.g. missing/redundant elements) and recommend improvements for the future.

There are three general strategies for **causal inference.** Using a combination of these strategies can help to increase the credibility of the conclusions drawn:

Table 8. Data analysis approaches for causal attribution

Counterfactual approach	Developing an estimate of what would have happened in the absence of the programme or policy; this implies the use of experimental and quasi-experimental methods (so also a control or comparison group) or modelling.
Consistency of evidence with causal relationship	Identifying patterns that would be consistent with a causal relationship, and then seeking confirming and disconfirming evidence. It includes, among others: • Achievement of intermediate outcomes, • Checking results against expert predictions, • Checking timing of impacts, • Comparative case studies, • Checking consistency with existing literature, • Process tracing (developing alternative hypotheses and checking them), • Qualitative comparative analysis.
Ruling out alternatives	Identifying possible alternative causal explanations, and then seeking information to determine if these can be ruled out. Options include: • Process tracing, • Ruling out technical explanations, • Modelling, • Identifying possible explanations, their verification and possible ruling out.

Source: own elaboration based on: Rogers, P. (2014). Overview: Strategies for Causal Attribution, Methodological Briefs: Impact Evaluation 6, UNICEF Office of Research, Florence.

CHAPTER 6

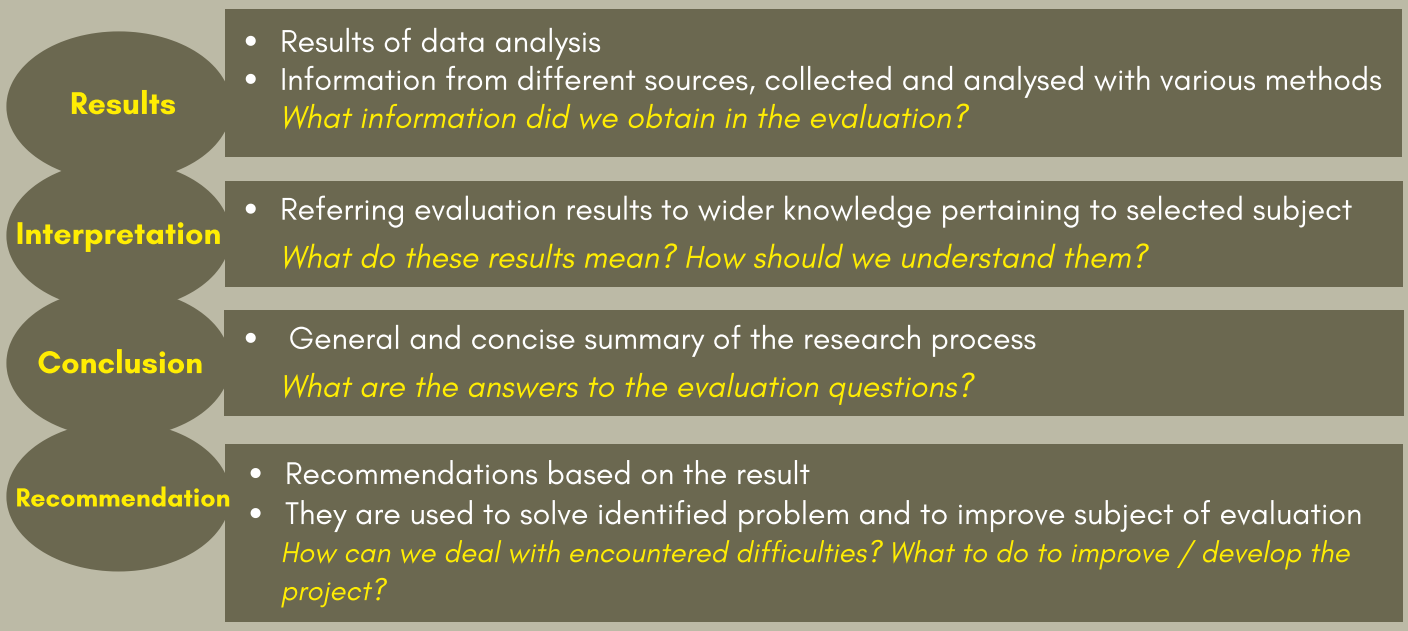
REPORTING

VI. REPORTING

6.1. How to make use of the results of data analysis?

After completing the qualitative and quantitative data analysis stage, you have a lot of information, which should be used properly and wisely. These data should be translated into knowledge that will allow you to make accurate decisions regarding project improvement (e.g. how to adapt it better to the needs of its recipients, how to achieve similar effects using smaller resources, how to obtain greater impact and sustainability of the results).

Diagram 3. **Relation of the findings (result of data analysis) to their interpretation, conclusions and recommendation**



Based on the **findings** of conducted analyses, you can draw **conclusions** that relate to phenomena or problems **identified** during the evaluation. These conclusions relate primarily to the issues described in the **evaluation questions** but may also include issues that were **additionally diagnosed** during the research.

In the evaluation report, you should present not only the findings of the evaluation research, but also their **interpretation** (i.e. reference to a broader knowledge of the studied issue), as well as the **conclusions** derived from the obtained data and the accompanying **recommendations**. The above diagram presents the relationships between these elements. To get through this process, you can use the questions that accompany the subsequent stages (in the diagram above they are marked in *italics*).

Below you can find an example of the process of formulating conclusions and recommendations regarding a training project directed to NEETs (the findings refer to the quantitative part of the research).

TOOL 8. EXAMPLE OF THE RELATION BETWEEN THE EVALUATION'S FINDINGS, THEIR INTERPRETATIONS, CONCLUSIONS AND RECOMMENDATIONS (OWN ELABORATION)

FINDINGS	• Vocational training responded to the needs of 71% of its participants • Soft skills training was useful to 63% of its recipients. • 85% of those unemployed for 6 to 12 months want to take part in vocational training and 64% in soft skills training. • 26% of those unemployed for 6 to 12 months and 9% of the long-term unemployed (i.e. from 3 to 5 years) expressed their willingness to participate in the abovementioned training.
INTERPRETATION OF FINDINGS	• The study of the target group's needs made it possible to adapt the training offer to their expectations. • A longer period of unemployment reduces the motivation of project recipients to participate in activation training. This is the result of a lack of faith in the possibility of finding a job that increases over time.
CONCLUSIONS	• Both forms of training support, aimed at vocational activation of the unemployed, were useful and adequate to the needs of the majority of recipients. • People who were unemployed for a shorter time were more interested in participating in activation training than the long-term unemployed.
RECOMMENDATIONS	• Increasing the relevance of the forms of support offered in the project to the needs of the long-term unemployed recipients, for example, through in-depth study of the group's expectations, offering them professional counselling, internships and individual support of a job trainer, as well as immediate contact with people who found employment after a longer period of time. • Increasing the level of usefulness of conducted training thanks to changes in its programs, duration and methods of conduct with special regard to ... (specific modifications should be proposed in those areas, for example, indicated by the respondents).

Remember to take into account various elements related to evaluation research, e.g. **used methods** (qualitative, quantitative), **sample selection** methods and **response rate** (level of return of questionnaires), which may lead to some **limitations** when formulating conclusions.

RULES FOR FORMULATING THE CONCLUSIONS:

- Treat your conclusions **critically**, look at them **from a distance**, constantly seeking alternative explanations for the phenomena found. It is always worth consulting your conclusions with another, preferably more experienced person ("a critical friend") who - thanks to not being involved in the evaluation – will look at them with a "fresh eye".
- Make sure that you correctly **interpret** the statements given by the research participants, e.g. by **confronting the conclusions** with them. If you are **not completely sure** about a conclusion, soften it by using the terms "**probably**", "**possibly**", "**maybe**".
- **Do not generalise** the conclusions for the whole population (i.e. people who did not participate in the research) if you used qualitative methods or the sample you studied was not randomly chosen.
- Learn how to avoid mistakes in drawing conclusions from our online course

HOW TO FORMULATE THE RECOMMENDATIONS?

- Group them **thematically** (e.g. project management, cooperation with partners, implemented activities, project effects).
- Relate them to both **strengths** and **weaknesses** of the subject of evaluation. Don't focus only on the negatives – also show those areas that work well and don't need any changes. If you concentrate solely on positives, it will undermine the **credibility** of the evaluation.
- Make sure that recommendations are **detailed**, **precise** and **realistic** (possible to implement), so that they are also **practical**, **accurate** and **useful**.
- Assign to each recommendation: a **recipient** (with whom it will be agreed in advance), a **deadline**, and a **degree of importance**, as this increases the chances of them being implemented.

Conclusions and recommendations can be presented in a **concise table** as a summary of the report, or as an independent "final product" of the evaluation. The following is an example of a recommendation table regarding the evaluation of a training project (Tool 9A - own elaboration):

Problem area: *Training organization*	
Problem/phenomenon	Classes are conducted until 8 p.m.
Cause	The organisers want to conduct the training in one day to save money on room rental.
Effect	Training participants are tired at the end of the training; at such late hours they are unable to absorb knowledge.
Importance	**KEY**
Addressee of the recommendation	Training organiser *(indicate the entity)*
Recommendation	Start and end classes earlier (at 6 p.m. at the latest) or divide them into two days.
Benefits	Better acquisition of knowledge by participants, as well as greater satisfaction with participation in training.
Deadline	Immediate (*if possible, provide a specific date)*

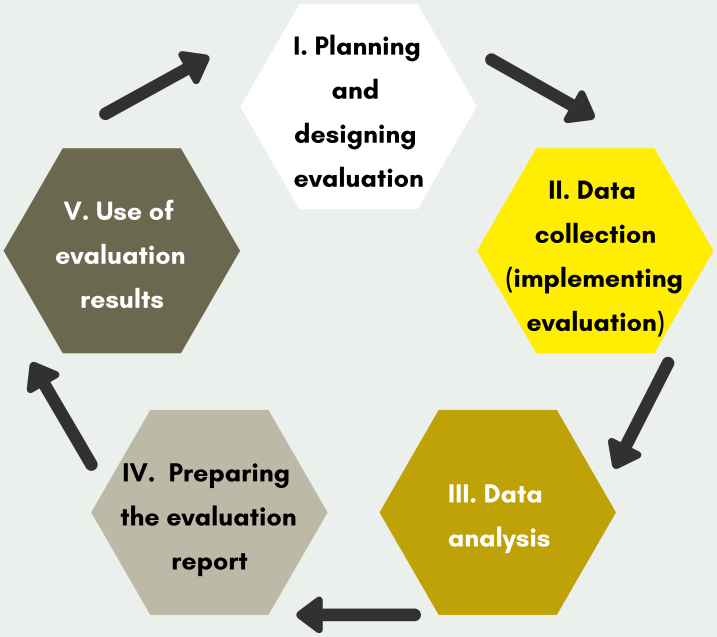
In the simplified version, the table of conclusions and recommendations may look like this (Tool 9B - own elaboration):

Problem	Conclusion	Recommendation	Expected outcome or implementation	Addressee of the recommendation	Deadline

6.2. What are the features of a good report?

The report is the **finalisation** of the evaluation process, because it presents its concept, course of research and its findings, as well as conclusions and recommendations that are based on them.

Diagram 4. **Evaluation process**



During the evaluation process, **various types of reports** may be written, e.g.:

Table 9: Types of reports

Inception report - initial (methodological) - describes in detail the concept of evaluation (passed before the start of the research)	**Final -** presents the concept of evaluation, its findings as well as conclusions and recommendations (passed after the end of the research and analysis of its findings)
Partial - covers some parts of ongoing evaluation (e.g. project tasks that have already been completed)	**Comprehensive** - covers the full scope of ongoing evaluation
Periodic - developed as part of ongoing evaluation (e.g. every 3-6 months)	**Annual, semi-annual, quarterly** - prepared as part of the ongoing evaluation (the report from this evaluation does not have to cover a given period of time, e.g. subsequent project tasks)
In the draft version - the first version of the report is forwarded to stakeholders for comments and corrections	**In the final version -** the next corrected version is usually the final one

The final report can be prepared in **various forms**, which – like the scope of content presented in them – should be **tailored to the needs** of individual groups of recipients (evaluation stakeholders). Examples of ways to **present and promote** evaluation findings include:

- The **final report** in an **electronic** version (less often in a paper version) distributed to stakeholders and/or posted on the **Internet** (e.g. on the project website or the entity ordering the evaluation website),
- **Summaries** of reports in the form of **information folders/brochures** containing key conclusions and recommendations,
- A **multimedia presentation** during conferences and meetings, e.g. with stakeholders, partners,
- An **infographic** posted on the project website, on social media, and sent to local media,
- **Printed posters** presented at various events, e.g. conferences, picnics,
- **Films** (video presentations) addressed to large audiences (including a dispersed audience), and posted on the Internet,
- **Follow-up** – presentation on the effects of implementing the recommendation.

The report in the version of the extended **text document** may have the following structure:

- **Title page** – name of the contracting institution, name of the institution conducting the evaluation (if the evaluation was external), date of preparation, authors, title (e.g. Ex-post evaluation of project X),
- **(Executive) summary** – main elements of the evaluation concept, key findings, conclusions and recommendations (necessary for extensive reports),
- **Table of contents** – enabling automatic access to a given page of the report,
- **List of abbreviations** (and possible definitions of specialised terms),
- **Introduction** – information on the commissioning institution, type and cut-off date of the evaluation, name of the evaluated project, sources of its financing, and organisation that has implemented it,
- **Subject and scope of the evaluation** – a brief description of the evaluated project and its parts which were included in the evaluation,
- **Goals of the evaluation** – explanation of what the evaluation was conducted for, what was expected of it,
- **Evaluation criteria and questions** – an indication of how the value of the subject of the evaluation was estimated/what was supposed to be learnt through the evaluation,
- **Methodological issues** – description of sources of information and research methods used, sample selection methods, course of the research, response rate (what percentage of respondents participated in the survey). It is also worth describing the problems encountered during the implementation of the research, as well as the ways and effects of dealing with them,
- **Description of evaluation findings** – a description of the qualitative and quantitative findings collected during the research, along with their interpretation, according to the adopted method of presentation (e.g. in accordance with evaluation criteria/questions). Findings from different sources and obtained with different methods should be confronted (by triangulation). Every chapter can present partial summaries,
- **Conclusions and recommendations** – concise but substantive answers to evaluation questions. The conclusions must be based on the findings of the study and the recommendations should be closely related to them,
- **Attachments/annexes (optional)** – e.g. research tools used, tabular summaries, case studies

It is worth remembering that regardless of what form of report you choose, both in the case of external and internal evaluation, any changes to the content of this document require the **consent of the evaluator.**

If you want to learn more about the table of comments to the evaluation report, click **HERE**.

A **good evaluation report** should meet the following conditions:

- be **adequate** to the terms of the contract and the needs of the recipients, be written in a language they **understand**,
- contain a list of **abbreviations** used (and possible definitions of **key terms** when, for example, a report is to be presented to a wider audience that may not know them),
- have a **clear** and **legible** structure,
- have a **concise** form, and at the same time **comprehensively** answer evaluation questions (without "waffling"),
- be based on **credible** and **reliable** findings that have been properly analysed,
- present not only the obtained **findings,** but also its **interpretation**, as well as indicate the relationship between the data and the conclusions,
- contain **justified conclusions** and **useful recommendations** related to them,
- contain **graphic elements** (tables, charts, diagrams) and **quotes** from respondents' statements that make the reception of the report content more attractive.

The table at the following page (Tool 10) will help you in verifying **the quality** of the evaluation report. It contains detailed criteria for its assessment. You can choose its scale (numeric or textual) and assess your own or a commissioned report. For example, assessment in a numerical 5-point scale, where 1 is the lowest, in 5 the highest value, or a textual scale such as "excellent", "very good", "good", "sufficient", "insufficient".

6.3. How to deliver what is needed for the recipients of your evaluation

The possibility of **using evaluation findings** depends on **its type**, i.e. the moment/life cycle of the project in which the evaluation is carried out.

The most chances for introducing changes are provided by **ex-ante evaluation**, carried out at a time when the evaluated undertaking/project has not yet started.

Tool 10. REPORT QUALITY ASSESSMENT TABLE

Define your own scale (numeric or verbal):

REPORT QUALITY ASSESSMENT CRITERIA	Due to the following criteria, the report is rated:
1. Appropriate scope and meeting information needs:	**1A**:
1A Does the report comply with contract requirements? (*if applicable*)	**1B**:
1B Does the report provide comprehensive answers to research questions?	**1C**:
1C Did the report describe methodological issues in detail?	**1D**:
1D Does the report contain conclusions and recommendations?	
2. Clarity, intelligibility: is the language of the report adapted to its recipients?	**2:**
3. Methodological adequacy:	**3A**:
3A Is the test methodology appropriate?	**3B:**
3B Did the methods used allow you to gather information enabling answers to ev. questions?	
4. Data reliability:	**4A:**
4A Were data collected in an appropriate manner?	**4B**:
4B Was the reliability of data collection guaranteed?	
5. Proper data analysis:	**5A**:
5A Was the qualitative data analysis carried out properly?	**5B:**
5B Was the quantitative data analysis carried out properly?	**5C**:
5C Were the findings correctly interpreted?	**5D**:
5D Do the obtained findings allow research questions to be answered?	
6. Reliable and objective conclusions:	**6A**:
6A Does the report contain logical and reasonable conclusions resulting from data analysis?	**6B**:
6B Are the applications impartial and free from the influence of the parties involved/stakeholders?	
7. Useful recommendations:	**7A:**
7A Are the recommendations applicable, reasonable and detailed?	**7B**:
7B Do the recommendations include the addressee and implementation date?	**7C**:
7C Were the recommendations agreed with the addressees?	
8. Quality and size of attachments:	**8A**:
8A Are all necessary supplementary information included in the annexes?	**8B:**
8B Do the attachments contain information that should be included in the main part of the report?	
9. Other: _____	

Given the specific constraints of the evaluation (i.e. _____ _____)

the **report from the evaluation is assessed as**: _____

IIn the case of **mid-term evaluation,** the opportunities for using recommendations to introduce specific changes are limited as the project is in progress and individual actions are gradually implemented. Nevertheless, some of its elements may still be modified, e.g. in order to better adapt the ongoing activities to the needs of their beneficiaries, to ensure that the planned indicators are achieved at the assumed level, or to adapt them to the changed project implementation conditions.

The findings of **ex-post evaluation** can only help you in planning the next (same or similar) projects because the evaluated project has already been completed.

When evaluation findings are related to organisational or management issues, you can use them for current work.

The **dissemination of evaluation findings** (most often in the form of conclusions and recommendations) among its stakeholders is a very important stage, as it contributes to a better **understanding** of the need for change, to **strengthening the cooperation, commitment and motivation** to act, as well as to obtaining **support** in this process.

Sharing the findings of the evaluation with other people/entities may show your ability to self-reflect on the **value and quality** of your activities. It is a sign of your readiness to engage in **discussion** on various aspects of the subject of the evaluation, as well as the ability to assess its **strengths and weaknesses** and the desire to **develop and improve** in cooperation with other stakeholders.

Tool 11. Dissemination of evaluation findings table

RESULTS RECIPIENTS To whom do you address the information?	**INFORMATION FORM** In what form should it be presented? (examples)	**PURPOSE** Why do you want to inform the recipients? What do you expect them to do?	**CONTENT** What do you want to communicate? About what you want to inform the recipients?	**DEADLINE** When should you inform the recipients?
Organisation running the evaluated project	Multimedia presentation and/or full report (text document)	Introducing changes to improve the project	Degree of achievement and influencing factors, difficulties encountered and opportunities for improvement, introducing necessary changes to the next edition of the project	On a regular basis during the project and when the project or its evaluation concludes
Stakeholders/ Partners of the project, e.g. donors, beneficiaries in participatory evaluation	Multimedia presentation, infographics, excerpts from the full report adapted to information needs the stakeholders	Improvement of cooperation in the implementation of the project and new ones	Degree of achievement of the planned results, the course of the project implementation process, encountered difficulties, opportunities for improvement	Periodically and at the end of the project or its evaluation
Other recipients, e.g. local community	Infographics, short videos, posters, folders, photographs, articles, social media	Increasing public support for the project	Degree of achievement of the planned results, adaptation of the project to the needs of recipients, usefulness	At the end of the project/evaluation

Source: own ellaboration

Afterword

If you are reading this page, you probably have read the whole toolkit and have learned *how to* conduct evaluation of your projects and *what it is for*, especially if these are youth employment projects and even more if you are interested in assessing their real impact.

Thanks to the participatory approach to the evaluation you acquire information that is vital for key decisions about the project and also very important for the stakeholders, especially the donors. What is more, the beneficiaries get empowered and the project team get better informed, coordinated and motivated. Finally, you are on the way towards more relevant, effective, sustainable, efficient and simply better projects!

To make it easier to prepare your evaluation – you can use templates of evaluation tools – see attachments. And to make your understanding of the evaluation even deeper – check the online course and networking activities of the Youth Impact project – all available at the website **www.youth-impact.eu**

Learn more

Interesting online sources to learn more about:

- evaluation in general:
  - European Evaluation Society: especially the working group "Emerging Evaluators"
  - Polish Evaluation Society
  - Czech Evaluation Society
  - Slovak Evaluation Society
  - International Organization for Cooperation in Evaluation: and https://www.betterevaluation.org/
  - UNICEF methodological briefs

- measuring decent jobs for youth - ILO Guide on Measuring Decent Jobs for Youth: Monitoring, evaluation and learning in labour market programmes

- participatory evaluation with young people - Participatory evaluation with young people

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Attachments:

- TOOL 1: (RE)CONSTRUCTION OF PROJECT LOGIC
- TOOL 2: TABLE OF INDICATORS OF PROJECT EFFECTS
- TOOL 3: TABLE SUMMARY OF THE DIAGNOSIS OF THE PROJECT STAKEHOLDERS' NEEDS
- TOOL 4: EVALUATION CONCEPT TABLE, part 1
- TOOL 5: EVALUATION CONCEPT TABLE, part 2
- TOOL 6: EVALUATION PLANNING TABLE
- TOOL 7: TABLE FOR SUMMARIZING INFORMATION FROM INTERVIEWS
- TOOL 8: RELATION OF FINDINGS, INTERPRETATIONS, CONCLUSIONS AND RECOMMENDATIONS
- TOOL 9A: RECOMMENDATIONS TABLE
- TOOL 9B: SIMPLIFIED RECOMMENDATION TABLE
- TOOL 10: REPORT QUALITY ASSESSMENT TABLE
- TOOL 11: DISSEMINATION OF EVALUATION FINDINGS

Tool 1. (RE)CONSTRUCTION OF PROJECT LOGIC

1	**PROBLEM TO BE SOLVED BY THE PROJECT - What is the general problem which the evaluated project intends to solve?**	
2	**TARGET GROUP Who are the direct recipients of the project activities?**	
3	**INTENDED CHANGE - What change is expected to occur for the beneficiaries and their social milieu as a result of their participation in the project to consider the project goal is achieved?**	
4	**PROJECT OUTCOMES What outcomes of the project must be achieved in order to consider that the expected change has actually taken place?** (list and number them)	
5	**PROJECT OUTPUTS What outputs must be produced and transferred to the beneficiaries in order to achieve the above-mentioned outcomes?** (list and number according to the outcomes)	
6	**INPUTS/RESOURCES What inputs/resources are necessary to carry out the actions?** (e.g. time needed, human resources, financial, technical/equipment, premises)	
7	**PROJECT ACTIVITIES What project activities are necessary to produce the above-mentioned outputs and outcomes?** (list all and number according to the numbering of outputs)	
8	**SEQUENCE OF PROJECT ELEMENTS What is the sequence of necessary steps/elements in the project to achieve the project goals?** (scheme for chain of changes...)	1) ____________ 2) ____________ 3) ____________ 4) ____________ 5) ____________
9	**CONTRIBUTING FACTORS What factors can contribute to this change?** Consider both project and non-project factors. Order them according to the strength of their influence.	**PROJECT factors** (resulting from the way the project is implemented) 1) ____________ 2) ____________ 3) ____________ **NON-PROJECT** (external) **factors** 1) ____________ 2) ____________ 3) ____________
10	**COUNTERACTING FACTORS What factors can counteract this change?** Consider both project and non-project factors. Order them according to the strength of their influence.	**PROJECT factors** (resulting from the way the project is implemented) 1) ____________ 2) ____________ 3) ____________ **NON-PROJECT** (external) **factors** 1) ____________ 2) ____________ 3) ____________

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This tool is part of the **Employment Evaluation Toolkit**, designed by **YOUTH IMPACT** project.

Iceland Liechtenstein Norway grants

Norway grants

Tool 3. Table summary of the diagnosis of the project stakeholders' evaluation needs

	1. Evaluation Focus Areas What is to be evaluated: individual project activities, outputs, outcomes, objectives, other issues?	**2. Evaluation criteria and questions** What questions should the evaluation answer regarding a particular criterion and issue? (at least one question for each criterion and issue)	**3. Interested stakeholders** Who wants to know the answer to this question?
1			
2			
3			

Stakeholders (examples)	**4. Type of support declared by stakeholders** (e.g. obtaining, processing information/data, consulting evaluation findings, disseminating results.)	**5. Preferred form of evaluation report** (e.g. a comprehensive text document, its abstract, presentation, infographics)
Management of the organisation implementing the project		
Project Team		
External specialists (e.g. trainers, internships supervisors)		
Project target group (beneficiaries/recipients)		
Grant-giving institution, donor		
Partner 1		
Partner 2		

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This tool is part of the **Employment Evaluation Toolkit**, designed by **YOUTH IMPACT** project.

Tool 4. EVALUATION CONCEPT TABLE, part 1

1	**Subject of evaluation** - what project do you want to evaluate?	
2	**The scope of evaluation** - what part of the project do you want to evaluate *(the whole one or selected activities / tasks)?*	
3	**Which stage of the project implementation do you want to evaluate?**	
4	**Who will implement the evaluation?**	
5	**The purpose of evaluation and the planned use of its findings.** Purposes can be related to the main functions of evaluation: educational, decision-making, development, reporting, promotional, procedural. Evaluation purposes should be linked to evaluation types, criteria and questions.	Why do you conduct the evaluation? What do you want to achieve? How are you going to apply (use, utilise) the evaluation findings?
6	**Criteria* and evaluation questions** - in what respect should the subject of evaluation be considered (*) and what do you want to learn about it (**)?** Evaluation questions should be related to the evaluation criteria, but you can also add questions that are not related to the abovementioned criteria or formulate your own criteria (e.g. complementarity, synergy). Evaluation questions may relate to: • processes and activities that serve the project implementation, • the effects achieved and the reasons of examined phenomena, • the way the project is operated (e.g. management system).	**1. Criterion:** Questions : **2. Criterion:** Questions: **3. Criterion:** Questions: **4. Criterion:** Questions: **5. Criterion:** Questions: **Other important issues**

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This tool is part of the **Employment Evaluation Toolkit**, designed by **YOUTH IMPACT** project.

Tool 6. EVALUATION PLANNING TABLE

1. **Evaluation timeplan** How long will it take to complete each of the following activities/tasks ?	1. Development of the evaluation concept and preparation of the evaluation research (preparation of research tools, organisation of the study): 2. Collecting information/data: 3. Analysis of the collected data (qualitative/quantitative): 4. Preparation of the report:
2. Available resources that can be used to conduct the evaluation	**a) Human** (number and competences of people needed to conduct the evaluation) **b) Time** (how long will it take to complete the evaluation) **c) Financial** (what financial resources do you plan to allocate for evaluation, e.g. a percentage of the project budget): **d) Information** (what data needed to answer the evaluation questions are currently available, what reports, documents, statistics can you use?)
3. Form of presentation of evaluation findings (e.g. report, multimedia presentation, infographics)	

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This tool is part of the **Employment Evaluation Toolkit**, designed by **YOUTH IMPACT** project.

Tool 7. Table for summarizing information from interviews

	Person 1	Person 2	Person 3
Information about the interviewee (e.g. place of employment, work experience, participation in other training courses on this subject)			
Adequacy of evaluated activity to the needs of the interviewee (e.g. subject, level, method of conducting training, assessment of training materials, missing elements, organisation method)			
Impact and sustainability of the evaluated activity effects (e.g. usefulness of acquired knowledge and skills, their impact on the professional situation and personal development of the interviewee)			
Summary (e.g. strengths and weaknesses of the evaluated activity, additional comments, recommendations – what should be changed in the future and how)			

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This tool is part of the **Evaluation Toolkit**, designed by **YOUTH IMPACT** project.

Tool 8. Relation between evaluation's findings, interpretations, conclusions and recommendations

FINDINGS	
INTERPRETATION OF FINDINGS	
CONCLUSIONS	
RECOMMENDATIONS	

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This tool is part of the **Employment Evaluation Toolkit**, designed by **YOUTH IMPACT** project.

Tool 9A. RECOMMENDATIONS TABLE

Problem area:			
Problem/phenomenon			
Cause			
Effect			
Importance	**LOW**	**MEDIUM**	**KEY**
Addressee of the recommendation			
Benefits			
Recommendations			
Deadline			

Author: Monika Bartosiewicz-Niziołek

This tool is part of the **Employment Evaluation Toolkit**, designed by **YOUTH IMPACT** project.

Iceland Liechtenstein Norway grants

Norway grants

Tool 10. REPORT QUALITY ASSESSMENT TABLE

Define your own scale (numeric or verbal):

REPORT QUALITY ASSESSMENT CRITERIA	Due to the following criteria, the report is rated:
1. Appropriate scope and meeting information needs:	**1A**:
1A Does the report comply with contract requirements? (*if applicable*)	**1B**:
1B Does the report provide comprehensive answers to research questions?	**1C**:
1C Did the report describe methodological issues in detail?	**1D**:
1D Does the report contain conclusions and recommendations?	
2. Clarity, intelligibility: is the language of the report adapted to its recipients?	**2:**
3. Methodological adequacy:	**3A**:
3A Is the test methodology appropriate?	**3B:**
3B Did the methods used allow you to gather information enabling answers to ev. questions?	
4. Data reliability:	**4A:**
4A Were data collected in an appropriate manner?	**4B**:
4B Was the reliability of data collection guaranteed?	
5. Proper data analysis:	**5A**:
5A Was the qualitative data analysis carried out properly?	**5B:**
5B Was the quantitative data analysis carried out properly?	**5C**:
5C Were the findings correctly interpreted?	**5D**:
5D Do the obtained findings allow research questions to be answered?	
6. Reliable and objective conclusions:	**6A**:
6A Does the report contain logical and reasonable conclusions resulting from data analysis?	**6B**:
6B Are the applications impartial and free from the influence of the parties involved/stakeholders?	
7. Useful recommendations:	**7A:**
7A Are the recommendations applicable, reasonable and detailed?	**7B**:
7B Do the recommendations include the addressee and implementation date?	**7C**:
7C Were the recommendations agreed with the addressees?	
8. Quality and size of attachments:	**8A**:
8A Are all necessary supplementary information included in the annexes?	**8B:**
8B Do the attachments contain information that should be included in the main part of the report?	

9. Other: _____

Given the specific constraints of the evaluation (i.e. _____ _____)

the **report from the evaluation is assessed as**: _____

_____

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Tool 11. DISSEMINATION OF EVALUATION FINDINGS

RESULTS RECIPIENTS To whom do you address the information?	**Organisation running evaluated project**	**Stakeholders/Partners of the project, e.g. donors, beneficiaries in participatory evaluation**	**Other recipients e.g. local community**
INFORMATION FORM In what form should it be presented? (examples)			
PURPOSE Why do you want to inform the recipients? What do you expect them to do?			
CONTENT What do you want to communicate? What do you want to inform the recipients about?			
DEADLINE When should you inform the recipients?			

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YOUTH IMPACT

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YOUTH IMPACT STRIVES TO HELP ORGANISATIONS FOCUSED ON YOUTH EMPLOYMENT AND ENTREPRENEURSHIP TO LEARN NEW WAYS OF ASSESSING THE IMPACT OF THEIR ACTIVITIES.

YOUTH IMPACT'S CORE TEAM ARE FOUR ORGANISATIONS FROM CZECHIA, GERMANY, POLAND, AND SLOVAKIA:

PEDAL CONSULTING

ChC.cz

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fiap Forschungsinstitut für innova Arbeitsgestaltung und Präven

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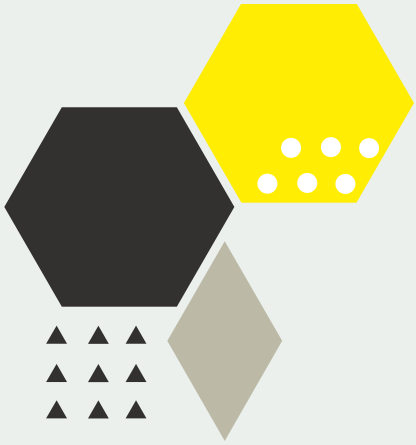

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