A GUIDE TO **YOUTH-LED EVALUATION**

WORK IN PROGRESS! alliance

ABOUT
THIS GUIDE

This is a hands-on guide for development practitioners who wish to engage young people in evaluations. It was developed by Oxfam Novib and has been applied by Oxfam North Africa, Oxfam Nigeria and Oxfam Somaliland in both the first and second phases of their Work in Progress! (WiP!) project. With certain modifications, it can guide evaluations that intend to involve projects' target groups or participants.

The guide introduces the concept of youth-led evaluation, explains what to expect from this approach and process, and provides a step-by-step manual on how to implement a youth-led evaluation. In addition to the methodology and structure of the process, it includes links to PowerPoint slides and facilitation notes for workshop sessions in both offline and online settings.

As young people should always be at the heart of development efforts – one of the core principles of Oxfam Novib – this guide is part of Oxfam Novib's efforts to actively engage youth in the different stages of project implementation.

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ABOUT
YOUTH-LED EVALUATION

There can be different levels of youth engagement in the evaluation process and it is important to understand (and agree from the very beginning with everyone involved) what kind of evaluation will be implemented.

YOUTH-LED EVALUATION

Youth have the opportunity to design evaluation questions, tools and methods; they collect information from respondents, analyse the data and produce a final report or a product of their choice.

NOT A YOUTH-LED EVALUATION

Youth give feedback on the data collection methodology and then collect data themselves.

Youth interview their peers based on a pre-designed methodology.

Youth participate as respondents during interviews.

WHY YOUTH-LED EVALUATION?

- Young people take decisions about what they want to evaluate. They are not burdened by the project logic and outcomes, and they bring fresh insights and recommendations.

- Most probably they are, or are very close to, the project target group, so they can relate to respondents and have honest discussions with them.

- In the case of a project targeting youth, the evaluation is done by the main beneficiary group, i.e. young people. Nobody is more expert in the issues of youth than young people themselves. The same applies for a project targeting women, children, etc.

- Youth-led evaluation can be considered as a capacity-building activity in itself. It teaches young people research and evaluation skills and encourages them to think critically, which can help them to further themselves. It gives young people the opportunity to explore the evolving field of Monitoring & Evaluation as a career path.

- The entire project team, as well as the evaluators, collaborate closely and work together on all aspects of the evaluation. This naturally ensures that the information and knowledge collected during the evaluation process stays within the organization or the project team. This is extremely important in ensuring that the findings are implemented in future projects.

BE AWARE THAT…

- The final product of the evaluation will not be an academic paper to be published in evaluation journals.

- It is strongly recommended that project staff are engaged in implementing the evaluation process (by facilitating trainings, helping to shape evaluation questions, reviewing collected data, assisting in preparation of the final product, etc.). Although it might be challenging for staff to find the required time, the learning experience is invaluable for everyone involved.

- This youth-led evaluation is a qualitative evaluation, so it is recommended to accompany it with quantitative data collection and analysis (usually done as part of project monitoring).

MAKE SURE TO…

- **Reach a common understanding.** Everyone involved in the process and in the project being evaluated needs to understand the pros and cons of the youth-led evaluation. Setting expectations internally within the project team is key, and will prevent misunderstandings during the process. Take the time to explain the entire process properly, and involve project colleagues so that they benefit from the learning process as well.

- **Discuss the evaluation with the donor.** Some donors have more strict requirements than others, so be sure to have a clear agreement with them beforehand.

- **Make time.** Ensure you allow enough time to organize the youth-led evaluation process, facilitate workshops with young people to design the evaluation questions and tools, and to assist them during data collection, analysis and report writing.

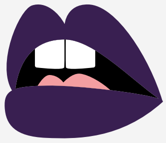
- **Let go of your ideas.** If you let young people bring their ideas into the evaluation, you gain new insights. If you consciously or unconsciously lead them to deliver the product you have always had in mind, these valuable contributions to the project will be lost.

- **Manage expectations.** In our experience, depending on the location and context, young people have different expectations when participating in such a process. Be sure to fully explain what your intentions are and what the evaluators will gain from participating (experience, financial remuneration, certification, etc.).

WHAT DO PEOPLE SAY ABOUT YOUTH-LED EVALUATION?

"Young people can do great things if they are given the chance and the opportunity."

Young evaluator in Nigeria



"Youth are more energetic and more aware of the context and feelings of other young people so they ask deep and relevant questions."

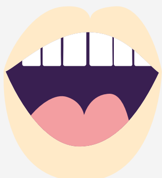
WiP! coordinator in Somaliland

"Youth-led evaluation is important because young people need to have a voice and a say on what matters the most to decide on the future they are going to live in."

Expert evaluator in Egypt

"This evaluation opportunity will open many doors for me in the future to manage projects and evaluations in various organizations."

Young evaluator in Egypt



"The evaluation experience helped me develop my critical thinking and to look at the issues addressed differently."

Young evaluator in Egypt

"THANK YOU to the team and WiP! for the good effort in putting this training together and the quality of this training."

Young evaluator in Nigeria

To hear more about youth-led evaluation from young evaluators and the WiP! team, watch our video.

YOUTH-LED
EVALUATION PROCESS

step 01 — PLANNING AND PREPARATION

step 02 — RECRUITMENT OF EVALUATORS

step 03 — EVALUATION DESIGN WORKSHOP

step 04 — DATA COLLECTION

step 05 — ANALYSIS WORKSHOP

PLANNING AND PREPARATION

Make sure all relevant stakeholders (donor, project manager, project team) understand what youth-led evaluation is and get their commitment to it. To do so, develop Terms of Reference (Annex I) and a budget breakdown (Annex II) to share with them.

Decide what the objective of the evaluation is, and what you want to evaluate. The following evaluation criteria can help you decide:

1. **Effectiveness**
   Evaluate the outcomes achieved by the project and the reasons behind their achievement.

2. **Relevance**
   Evaluate the relevance of selected strategies in relation to the project's objective, and the extent to which the intervention is suited to the priorities of the target group and the communities they live in.

3. **Efficiency**
   Evaluate how well the resources and inputs (human resources, technical expertise, money, etc.) were used.

4. **Sustainability**
   Evaluate the extent to which the project has attained results that will be sustained without the project's presence, and whether the activities will be continued and/or handed over to another entity.

5. **Impact**
   Evaluate the extent to which the project has contributed towards its long-term goals/overall objectives. (NB This is only valid in final/summative evaluations).

6. **Partnership**
   (if project is implemented by various organizations)
   Evaluate whether the consortium is well positioned to achieve the objectives, what their added value is, and whether the right partners were selected.

Study this guide together with colleagues who will be involved in the evaluation and those who will facilitate workshops, and discuss how you will divide the roles described on the next page.

Finally, decide whether/how you want to document the process. Do you want to have a video of the trainings, of the interviews with respondents or of the evaluators reflecting on their experience? Do you need photos as well? Be sure to think about this in advance and arrange for photographers or video makers as needed.

ROLES AND RESPONSIBILITIES

Evaluators
Evaluators must be available for the entire assignment – to participate in the training, develop tools, collect data, carry out the analysis of the data and prepare the report (we recommend nominating two or three evaluators to be responsible for writing the final report).

Mentor (OPTIONAL)
The mentor co-facilitates the training of the evaluators, guides group work and provides technical support during the workshops, data collection and report writing. They give feedback on the collected data and make sure that the information gathered is of good quality and in the correct format. Mentors hired externally were only present in WiP's first youth-led evaluation experience and not in the second, which had internal mentors.

Facilitator
Facilitators are responsible for delivering the workshops. At least two facilitators are needed for each training, and ideally the same facilitators conduct both workshops. They must know how to conduct all exercises, guide group work and make sure that the evaluators have completed all the necessary training modules. Facilitators can be the project managers or officers, or MEL officers. If a mentor is recruited, they can also be one of the facilitators.

Project team (either project manager or MEL officer)
We recommend that one of the project team members facilitates the training. Project team members also provide feedback on the final report and make sure their comments are taken into account. The project team is also responsible for recruiting evaluators and planning the logistics of the workshops and the data collection. They should prepare the following for the evaluators:
- Summary of the project goals and activities.
- Information on partner organizations.
- List of available project participants for data collection, and their contact details.
- Hand-outs of the information presented during workshop.

TRANSLATION
If the evaluators are to be asked to work in a language other than their native language, be aware of any potential language barriers and plan for translations. Depending on the youth evaluators you will be working with, the training materials may need to be translated into the local language. The report might also need to be translated or edited, so be sure to provide time and financial resources for this.

TIMELINE
- Introducing and familiarizing the team with the concept of youth-led evaluation: 2 weeks
- Development of Terms of Reference: 1 week
- Logistics and administrative preparations: 1 week
- Recruitment of evaluators: 2-3 weeks
- Evaluation design workshop: 4 days
- Data collection: 2-3 weeks
- Analysis workshop: 4 days
- Report finalization: 3 weeks

INCLUSIVITY
The youth-led evaluation aims to ensure an inclusive and participatory approach; however, in practice this might be challenging. In WiP!, we worked with youth evaluators who not only are literate but also computer literate. They were able to use their personal computers to type and store the collected information in an electronic format and to share documents and information via email.

They were also able to take photos with their mobile phones during the data collection (with respondents' written permission). In addition to speaking their local languages, the evaluators selected were all fluent in English.

This meant the evaluation may not have been as inclusive as we had hoped. We encourage you to be as inclusive as you can to ensure that the process and its outcome is as participatory and as representative of the project target group as possible.

RECRUITMENT OF EVALUATORS

It is important to conduct a formal recruitment process to select the evaluators. This creates a sense of responsibility among the evaluators and helps you select the right candidates for the assignment based on their experience, motivation or other criteria you set.

If a suitable candidate isn't available internally, think about recruiting an external coordinator/mentor. The advantage of external recruitment for this role is that you can guarantee that this person has the time to coordinate and support the young evaluators and will be less biased when it comes to the results of the evaluation.

First, agree on and publish a Terms of Reference (ToR) for recruitment (Annex III). Use different networks to reach different groups of young people for greater inclusivity. The channels you select will influence who will apply, so if possible use both online and offline recruitment. It is important to make sure that the team is mixed-gender and mixed-cities/locations (urban/rural). This diversity of the team will bring diversity in the analysis of the data and hence the evaluation findings.

Conduct selection interviews. In WiP!, we were looking for motivated young people who were interested in development or social work, even if they did not have previous experience of monitoring and evaluation (Annex IV). Be clear about the tasks and responsibilities of evaluators and emphasize these during the interview.

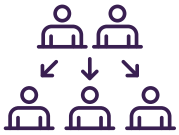
Finally, select the team of evaluators and inform all applicants (successful and otherwise) of the results of the recruitment process. For those who are selected, agree on conditions and invite them to the orientation session. In WiP!, a contract listing the conditions and responsibilities was signed between the evaluators and Oxfam.

EVALUATOR TEAM(S) STRUCTURE

The evaluator team can be structured in different ways to best serve the specific assignment and context. To decide on the most appropriate structure, consider the team size, level of experience of individual team members, and the amount of time that the mentor (whether internally or externally recruited) is dedicating to the evaluation. The three countries implementing phase two of Oxfam WiP! adopted the following team structures:[1]

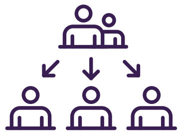
Horizontal (pairs)

Here, the team members are all on the same level but work in pairs during all steps of the evaluation. This structure gives a higher probability that each task will be performed on time, as two people are responsible for it. On the other hand, this was more time consuming for the Oxfam mentor, as they had to communicate with and follow up on each pair of evaluators.



Vertical (two co-leaders)

In this structure, two co-leaders are selected to coordinate the assignment tasks with the team. In one of the WiP! countries, one male and one female were selected to be co-leaders. The advantage of this structure is that it made it easier for the Oxfam mentor to communicate and follow up with the team.



Vertical (one leader and an assistant)

Here, two co-leaders are selected to coordinate the assignment tasks with the team. In another WiP! country, a leader was selected and one of the team members played the role of assistant. Again, this structure made it easier for the Oxfam mentor to communicate and follow up with the team.

EVALUATOR ORIENTATION

An orientation session is a chance for members of the evaluation team to meet each other and to break the ice before the first training. The session also enables the evaluators to get to know the organization focal point and/or mentor (if there is one) who will be in direct contact with them, and allows the training facilitators to set evaluators' expectations and lay the ground for the evaluation.

In WiP!, the orientation session introduced the following:

- Evaluator team members and structure
- The Oxfam team
- Core values to respect and embrace
- Responsibilities, of both the evaluator team and the Oxfam team
- Communication and training tools to be used
- Questions and answers

[1] The team of evaluators in each of the countries where WiP! II was implemented had 7 to 8 evaluators.

EVALUATION DESIGN WORKSHOP[2]

The evaluation design workshop is divided into 5 modules to be delivered over 4 days. Each module includes several training sessions, for which facilitation notes and links to slides below.

MODULE 0	MODULE I	MODULE II	MODULE III	MODULE IV
PAVE THE WAY	GET TO KNOW THE PROJECT	LEARN ABOUT EVALUATIONS	DESIGN THE EVALUATION	PLANNING

MODULE 0
PAVE THE WAY

35 mins

Depends on the exercise adopted

After this session, evaluators will know each other, the structure and the topics the training will cover, the tools they need to familiarize themselves with, and the guiding principles/core values of the organization and the assignment.

- Give each of the evaluators the opportunity to introduce themselves to the rest of the team. This can be skipped if it was already done in the orientation session. You are free to run this session using engaging icebreaker and introduction exercises that best suit the training and evaluation context. If the training is conducted offline, a physical exercise might be most appropriate. (20 mins)
- Go over the training (structure, topics, process tools and agenda), and the guiding principles of both the training and the whole evaluation assignment. (15 mins)

[2] *This guide was inspired by Child-Led Evaluation by Plan International, and adopted some of its principles and methods.*

MODULE I
GET TO KNOW THE PROJECT

PROBLEM ANALYSIS USING THE 'PROBLEM TREE'

100 mins

Flipchart, markers, post-its

After this session, evaluators will have an understanding of the issues underlying the project topic and its context.

- Present key issues related to the problem/challenge the project is addressing in the country. Evaluators can ask questions if they find something unclear. (10 mins)

- Split evaluators into groups of 2-4. Each group draws a big tree on a flipchart with roots, trunk and branches. First, they discuss the change they want to see in relation to the problem (2-3 statements, e.g. I want to see youth make enough money). They write statements on post-its and place them on the branches of the tree. Encourage evaluators to go beyond the key issues you presented before. (20 mins)

- If the training is conducted online, the exercise can be carried out using a virtual collaboration board such as Miro, Lucdspark, Webwhiteboard or MURAL. In this case, assign each group a designated area on the board where there is a photo of the tree, and advise them which colour post-its to use.

- Now ask the groups to look deeper into their wishes, to try to identify their underlying dreams. For each of the statements, each group will go through a 'Why? loop' five times[3] (questions should be about the reason, not the opinion, e.g. Why do you want to see youth make enough money? – NOT Why are youth not making enough money?) and place their answers on the trunk of the tree (either on the flipchart or the virtual board). When completed, they review all the reasons behind each of the statements and select one that best represents the change that should be achieved. (25 mins)

- The groups then discuss the main causes of the problem that prevent their wishes (placed in the branches/trunk of the tree) coming true. They write key words on post-its and place these on the roots of the tree. Facilitators walk around and play the 'Why? detective' (e.g. if the young people say the problem is that they don't have opportunities to apply for a job, encourage them to discuss the reasons behind this and write them on the card). (25 mins)

- All groups present the main issues they identified and move the cards to create one big tree on a new flipchart or a different area on the virtual board. (20 mins)

- For a deeper understanding of the different elements of the problems, follow the problem tree exercise with either the 'Ranking the issues' or the 'Unpacking the target group' exercise below, or both if time allows.

[3] *More information about the 5 x Why tool is available here.*

RANKING THE ISSUES

20 mins

Stickers, problem tree from previous exercise

After this session, the identified problems will be ordered according to their importance for the youth. The evaluators will be better able to assess the relevance of project interventions.

- Each evaluator gets 3-5 stickers. They place them on the post-its in the problem tree with the issue they consider the most pressing for young people. They can place more than one sticker on one post-it if they wish. (5 mins)

- If the problem tree exercise was conducted online, evaluators can agree on a certain shape, such as a star, and place it on the post-its.

- The problems with the most votes (stickers or shapes) are summarized and collectively agreed upon with the whole group (top 3 or 5 problems). (15 mins)

UNPACKING THE TARGET GROUP

30 mins

Activities sheet (available in the 'Tip' links below)

After this session, evaluators will have a more in-depth understanding of the project's target group and the level of homogeneity/heterogeneity of its members.

- Choose one of the following two activities to conduct with the evaluators:

Activity 1: Similar BUT different

- Prepare a set of questions that will serve the purpose of the game and are relevant to the project (e.g. Were you born in the capital/Do you come from the north or south of the country? Do you have more than two siblings? Are you married? Do you have children? Are you employed?).

- Ask everyone to stand up and gather in one place in the room. Stand in the middle of the room and ask one of the questions. People whose answer to that question is 'yes' should move to your left, and those whose answer is 'no' go to your right. Repeat with all questions. (10 mins)

- If the training is virtual, the same exercise can be done on a virtual collaboration board such as Miro. There should be one designated area, such as a coloured rectangle on the board. Ask a question and let the evaluators move to the right or the left of this rectangle, depending on whether their answer is yes or no.

- Ask the evaluators to reflect on how they see themselves as being similar or different to each other despite belonging to one group, 'youth'. (5 mins)

Activity 2: Persona

- Split the evaluators into pairs. Each pair is assigned a youth character to visualize, draw and present to the other teams. (20 mins)

- The characters can include different combinations of characteristics such as:
  - Age
  - Gender
  - Location (urban vs. rural)
  - Education level
  - Has dependants or not
  - Disabilities (physical and learning)
  - Family/relatives (connections)

Tip: More information about the Persona tool is available here.

- Explain the goal of the activity (to understand the project's target group) and how it can help the evaluators in their thinking.

- Evaluators discuss in plenary what challenges each youth character faces – using the issues from the problem tree. (10 mins)

ACTOR NETWORK

30 mins

Printed sheets and pens

After this session, evaluators will have an overview of all the actors that have an influence on the problem the project is addressing, and their level of influence on that problem and the solution.

- Invite the evaluators to list all the actors who they think are connected to the problem the project is addressing. (10 mins)
- The evaluators cluster the actors in groups (e.g. policy makers, private sector, donors, etc.) and assign a colour to each of these groups. (5 mins)
- The evaluators visualize how the groups relate to each other by drawing lines/arrows. (15 mins)
- If the training is virtual, the same exercise can be done using online Google docs, where the evaluators can work simultaneously.

Tip: More information about the Actor Network tool is available here.

INTRODUCING THE PROJECT

30 mins

Projector (to show videos, possibly a simple project theory of change), problem tree, cards with outcome statements, cards with results achieved by the project (or with project activities, if results are not available).

After this session, evaluators will have a more in-depth understanding of the project's target group and the level of homogeneity/heterogeneity of its members.

- Present the general theory of change of the project (short- and long-term outcomes, assumptions). Play a video or show pictures if you have any. (20 mins)
- While presenting, use the problem tree and Actor Network map to show where there are overlaps/what's additional/what's missing in the project compared to the analysis the young people have just done.
- Introduce the activities and the specific structure of the project in the particular country.
- Present the scope of the project – how many people, budget, regions, etc.
- Explain the project's governance structure and make sure evaluators understand the dynamics of development work (e.g. explain common development terms which they may not be familiar with, such as 'partners', 'theory of change', 'ToR' etc.). You can show short videos to help the evaluators understand these concepts. If there isn't enough time for this during the session, you can share visual or narrative materials with evaluators immediately after the session.
- Describe in detail the project activities and explain which outcomes they serve.
- Tell the evaluators they will now play a game to help ensure they understand the basic outline of the project. They should work in groups (2-4 people in each). Distribute cards with outcomes and pieces of paper with the achieved results or specific project activities (e.g. 45 graduates became employed after the training). Ask evaluators to place the achieved result/project activities under the corresponding cards with outcomes. When the time is up, the teams present their work. The team with fewest errors is the winner. (10 mins)
- If the training is virtual, the game can be done on a virtual collaboration board such as Miro. Prepare the board beforehand so it has the outcomes of the project and the different activities on different post-its. Allow the evaluators time to rearrange and group the activities per outcome.

INTRODUCING THE PROJECT PARTNERS

Depends on the number of project partners

Projector, flipcharts

After this session, evaluators will know who the project partners are and will understand the nature of their organizations, their scope and the activities they implement as part of the project.

- Facilitator coordinates with the project's implementing partners beforehand, so the project coordinator from each of the organizations attends this session and presents their organization and the work they do in the project. To ensure consistency, partners should each be given 5-10 mins to present following a pre-agreed presentation outline. (10 mins X no. of partners)
- Give evaluators the opportunity to ask the partners any questions they have following the presentations

MODULE II
LEARN ABOUT EVALUATIONS

INTRODUCTION TO EVALUATIONS

20 mins

Projector, slide presentation (see example)

After this session, evaluators will have an understanding of what evaluation is and what it is not. They will be more confident in designing the evaluation of the project.

- Present what an evaluation is, why evaluations are done and what the goal of this evaluation is.
- Discuss the different types of evaluations and make clear which one you intend to implement.
- Explain how evaluations are done in practice and the difference between a 'regular' and a 'youth-led' evaluation.

EVALUATION CRITERIA WITH A GAME

45 mins

Projector, slide presentation with statements of potential project achievements (see example), set of post-its with evaluation criteria for each evaluator

Evaluators will understand evaluation criteria and the differences between them.

- Introduce and explain the criteria that this evaluation will focus on. It is important that evaluators understand the different criteria, together with the objectives of the project, to design the evaluation tools.
- Tell the evaluators they will now play a game. The objective is to check whether they understand the criteria. Distribute a set of post-its with the evaluation criteria (one criterion per post-it) to each evaluator. Use the same colour of post-its for the same criteria – e.g. red for effectiveness, green for cost-efficiency – for easy counting. Show a statement with a potential project achievement. The evaluators have to guess which criteria the statement belongs to. They work individually, and after some time to think, show the post-it with the criteria they selected. The person with most correct answers wins. Have a discussion after each statement.
- If the training is virtual, show the statements on the presentation slides. Ask the evaluators to raise their virtual hands to indicate which evaluation criteria they think the statement belongs to.

MODULE III
DESIGN THE EVALUATION

DEFINE OVERALL EVALUATION QUESTIONS

60 mins

Flipcharts, PowerPoint slide with the evaluation criteria

By the end of this session, evaluators will be familiar with the Evaluation Matrix and will have formulated the overall evaluation questions per criterion as the starting point/first column in this matrix. These evaluation questions (EQs) are broad questions representing a research area for each of the criteria. The focus of the evaluation will become more specific.

There are two possible scenarios:

1. Evaluation questions are already in the published evaluation ToR (in which case evaluators only need to familiarize themselves with those questions and assess them).
2. Evaluation questions are not in the ToR, and therefore the evaluators need to define them.

- Introduce the Evaluation Matrix concept and table (below) and its columns to the evaluators. Evaluators should be aware that they will be completing this matrix during the training.

- Project a slide containing all the evaluation criteria, a short explanation and project objectives, so that evaluators can check these at any time during the session.

- Divide the evaluators into groups of 3-4. Work in carousel (the World Café method)[4]. Each group discusses one evaluation criterion and formulates overall evaluation questions. Rotate the groups until they return to their initial criterion. They then select the most relevant questions – one or two, no more. Every group presents back to plenary on which question(s) they selected. The aim is to have everybody agree on the best question(s).

- Direct the discussions if needed to make sure that important concerns are taken into account, and that the overall question is not too detailed.

- Ask the evaluators to insert the agreed upon overall evaluation questions and their criteria in the first and second columns of the Evaluation Matrix.

Example overall evaluation question for relevance

- How did the project respond to the needs of the participants? (Too detailed: Did the employability trainings by partner X train people to write CVs?)
- Example overall evaluation question for effectiveness
- Did the businesses grow after participating in the project?

EVALUATION QUESTION	**Example:** Are the trainings offered relevant to the needs expressed by the SMEs?
OECD DAC CRITERIUM	**Example:** Relevance
RESPONDENT GROUP/S	**Example:** 1. SME founders and employees (males and females) 2. Implementing partner
DATA COLLECTION TOOL	**Example:** 1. Focus Group Discussion: insert link to protocol here 2. Interview: insert link to interview checklist here
OTHER RELEVANT SOURCES INFORMATION	**Example:** Monitoring data from the project (post-training survey)

[4] This method is used for participants to explore an issue by discussing it in small groups that rotate from one discussion round to the other.

FIND SOURCES OF INFORMATION

20 mins

Flipcharts, and selected overall evaluation questions from previous session

After this session, evaluators will have defined who they will need to interview or consult in order to find the answers to the evaluation questions.

- Ask the groups to determine the source of information for each evaluation question. Encourage them to be specific (facilitators should work with the groups and keep asking questions such as: Which project participants? Which partner organization, and who exactly from the partner organization? What report/who has the report? etc.). Evaluators use post-its or flipcharts to note down the information beside each selected overall evaluation question in the Evaluation Matrix.

INTRODUCE METHODS AND TOOLS TO COLLECT DATA

60 mins

Overview of the data collection tools (Annex V) – facilitators must be able to explain these

After this session, evaluators will understand different ways to collect information and will be able to decide which tools to use.

- The data collection tools sheet includes several tools; choose which of these to focus on, given the time available. This should depend on the type of evaluation questions the evaluators have agreed on. At a minimum, explain Interview and Focus Group Discussion (FGD) and how they are facilitated. You can explain these two tools in plenary before the evaluators present the other tools.
- To explain the additional tools, assign each evaluator a tool and ask them to read its description and present it to the group. Each evaluator should have 2 mins at most to present their assigned tool. After each tool is presented, complement the description with any missing or additional information and give examples related to the project. If the evaluator team is small, you can assign each evaluator two tools to present instead of one.|
- Tell the evaluators that the data collection tools sheet will be shared with them immediately after the training for future reference.

CREATE CONCRETE QUESTIONS FOR DATA COLLECTION

60 - 90 mins

Flipcharts with overall evaluation questions from previous session

After this session, the evaluators will have formulated concrete questions (guided by the overall evaluation questions) that are almost ready to be used in an interview for data collection.

- Divide evaluators into new groups (of 3-4) so that they get to know each other better. Each group works with one evaluation criterion and the overall evaluation question(s) that have been developed for that criterion. Instruct the groups to discuss the overall questions and to formulate more specific questions within them – the 'concrete questions' that respondents will be asked directly – by considering different target groups and detailing more complex concepts. At the end, by answering the concrete questions they have formulated, evaluators should be able to provide an answer to the overall evaluation question they were assigned.

- Rotate the groups if time allows. This will help evaluators get more familiar with the concrete questions for other criteria, and other groups might come up with additional concrete questions.

Example concrete questions for relevance

- What do public university students need in order to get a job?
- How did the project respond to the needs of public university students?

Example concrete questions for effectiveness

- Did the startups hire more staff after the acceleration?
- Did the startups generate more revenue after the acceleration?
- Did the startups expand their customer base after the acceleration?

ASSIGN TOOLS TO CONCRETE QUESTIONS AND CREATE INTERVIEW GUIDE

90 mins

Flipcharts with concrete evaluation questions, post-its.

After this session, evaluators will have decided which tools to use to collect the information needed. They will have adapted/added to the concrete evaluation questions so that these are ready to be asked during interviews or FGDs. Eventually, an interview guide for each group of respondents will be created (see example).

- Evaluators work in groups of 3-4. Each group works with one evaluation criterion. Ask them to choose what data collection tool will be used for every concrete evaluation question. If necessary, they should modify and add to the concrete questions.

- Work with each group to oversee the process. Constantly ask the evaluators how the tool they have chosen would be used in practice to answer the question. Ask them to do a try-out of the question (a little mock interview) – this helps evaluators think about practical details and whether the question is well formulated.

- Assist the evaluators in developing an interview guide (with interview questions and tools to be used) that they can use to interview project participants and stakeholders. Make sure they develop one guide for each group of respondents (e.g. training participants, project managers, finance officers, government officials, etc.). Help them to ensure that the questions flow in a logical way. You will need to add introductory/closing instructions – see the example interview guide linked to above.

- Go through the interview guides (or review the flipcharts) and make sure that all evaluators understand the questions, the objective of each question, and how to use the tools.

- Ask the evaluators to complete the Evaluation Matrix they started earlier.

PRACTICE INTERVIEWS

60 - 90 mins

Interview guides, invited project participants

After this session, evaluators will have tried out the questions and tools they designed in practice and will be more confident about conducting the interviews.

- Invite beneficiaries so that evaluators can do mock interviews using the guides they have developed. If you have time, also practice a FGD (if this was selected as a tool by evaluators).
- Evaluators should work in pairs and make notes, as they would do during a real interview. Facilitators observe the exercise and make notes too.

FEEDBACK AND ADJUSTMENTS

60 mins

Notes from the practice interviews, interview guides.

After this session, evaluators will have discussed and improved the interview guides and are ready for the real data collection.

- Discuss in plenary what was difficult and what was surprising during the practice interviews. Ask the evaluators what they did well and what they could improve. Use your notes to pinpoint examples.
- Adapt/finalize the interview guides – adjust the tools and interview questions based on the feedback.
- In cases when there are several evaluator teams, it is helpful to invite all the teams to one collective session where they can present their evaluation questions and data collection tools to each other and agree on the form of the evaluation product. If they agree that the final product will be a report, it might be important for the teams to agree on the structure/outline of that report. This will help to ensure a consistent data collection and analysis process.

MODULE IV
PLANNING

PLANNING

45 mins

List of respondents and their contacts

By the end of this session, evaluators will have all the information they need to collect information from respondents.

- Discuss in what form the evaluators will share the collected data.
- Present a timeline for data collection and get everyone's commitment to be available.
- Divide evaluators into pairs that will conduct the interviews together. Explain how they will contact the respondents, and which respondents they will contact. Emphasize the importance of taking proper notes during the interview.
- Agree on the date of the analysis workshop that will take place when the data collection is finished

DATA COLLECTION

Prior to the data collection, inform the respondents (implementing partners and target group) that they will be contacted by the evaluators, so they are well informed and ready to respond to the evaluation questions.

Advise evaluators to type up their interview notes the following day at the latest and to send them to the focal point, who should check for the quality and sufficiency of information. Instruct the evaluators to type responses in the interview guide format so that they clearly relate to the concrete questions (and therefore the overall evaluation questions) – this is important for the analysis. It is the mentor's role to check this.

Evaluators should know who to contact in case of any issues arising, and the focal point should be in regular contact with the evaluators. We recommend that at least two fixed meetings take place between the focal point and evaluators to review the collected data, share experiences and advise each other.

For documentation purposes, ask the evaluators to take photos of the respondents, first making sure that the respondents give their written permission.

ANALYSIS WORKSHOP

The analysis workshop is divided into 3 modules. The form and length of the analysis depends on the number of respondents, evaluation questions and selected tools (2-3 days). To ensure maximum efficiency and participation of all evaluators during the analysis workshop, the evaluators should have their PC/laptop ready.

NB. To save time, evaluators can be instructed to do the first two steps before the workshop. Otherwise, instruct them to do so during the training and allow for the time needed.

MODULE I	MODULE II	MODULE III	MODULE IV	MODULE V
CLASSIFY AND UNDERSTAND DATA	ANALYSE DATA	EVALUATE ANALYSED INFORMATION	PLAN FINAL REPORT/ OTHER PRODUCT	PLAN FEEDBACK AND DISSEMINATION

MODULE I
CLASSIFY AND UNDERSTAND DATA

60 mins

Electronic transcriptions of collected data (interviews, FGDs, etc.), flipcharts with evaluation criteria, overall evaluation questions and concrete questions (one concrete question per flipchart)

After this session, evaluators will have reread and cleaned the collected information. The data will be ready and inserted in an Excel spreadsheet for analysis.

- Ask evaluators to prepare the collected responses by rereading the transcriptions of the interviews and FGDs, cleaning these by deleting duplicates or irrelevant observations, and numbering the answers so it is clear which answer corresponds to which concrete evaluation question.

- Ask the evaluators to transfer the answers into a table in a shared online Excel spreadsheet that they can all access simultaneously. The table should allow the viewer to see each concrete evaluation question and all the corresponding answers. Each respondent's answer should be in one cell. Respondent's names should be taken out at this stage to ensure their privacy. Criteria for identifying trends in the data can include gender, geographical location, type of project activity they were involved in, year(s) of participation, type of support received, etc.

- Prepare virtual flipcharts using one of the online boards mentioned above, with the concrete evaluation questions written at the top, divided vertically to separate the responses of male and female respondents.

- Then divide the same flipcharts horizontally to separate responses either by respondents' stakeholder group (donor/implementing partner/beneficiary etc.) or by the type of support they received/activity they engaged in.

- Place the answers to the concrete questions on virtual post-its with collected information per respondent, gender and evaluation question.

MODULE II
ANALYSE DATA

60 mins per evaluation criteria

Virtual boards with concrete questions and classified data, post-its

After this session, evaluators will have identified common trends, patterns and irregularities for all overall evaluation questions and criteria.

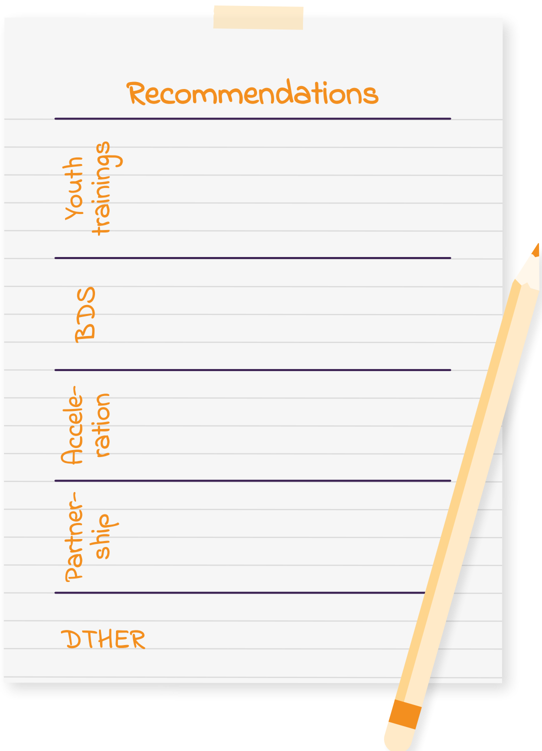
- Discuss the overall evaluation questions and concrete questions – as a refresher of what they are about and what information the evaluators are looking for.

- Have a virtual board available for recommendations and collect them throughout the analysis process. That way they will not get lost or forgotten.

- Divide the evaluators into two groups: one will analyse female responses and the other male responses. The groups should not be more than 3-4 people and they should be mixed (M/F).

- Start with the analysis of an overall evaluation question related to one of the evaluation criterion (it is recommended to start with a simple criterion, e.g. partnership). To analyse the overall evaluation question, go through each of the concrete questions assigned to the overall question.

- To analyse the concrete questions, evaluators analyse responses from each target group, male and female separately (the next section describes how to analyse different types of collected information). During the process, evaluators make notes of the points of discussion, which will serve as a basis for writing the final report.



HOW TO GUIDE QUANTITATIVE DATA ANALYSIS

This will be needed if you wish to quantify information (e.g. how many people mentioned a certain skill? How do people rate a certain skill when using a scale or another visual tool?).

1. Analysing a list

(e.g. What skills did you learn during the training?)

Go through all the responses, list all the answers (all the skills respondents mentioned) and then note how many people chose each option. After that, you can make a conclusion similar to: ‘The majority of respondents mentioned…’; ‘Although the training intended to train youth on certain skills, none of the respondents mentioned that skill…’, etc

2. Analysing a scale

(e.g. How do you rate a job fair?)

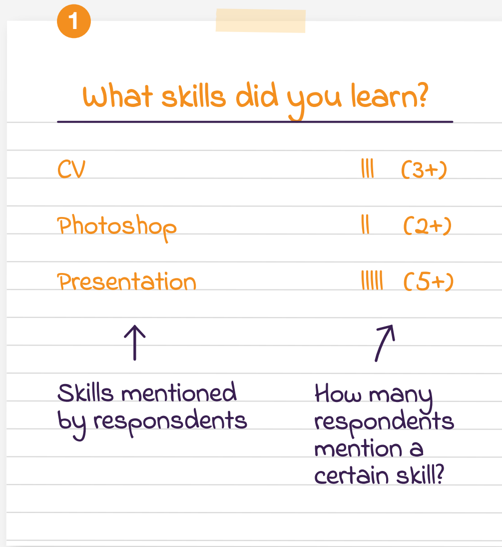
Note how many people rated the job fair with each level of the scale and make a weighted average. You can then draw a conclusion similar to: ‘On average, the respondents rated the job fair as 3 on the scale 1-5.’

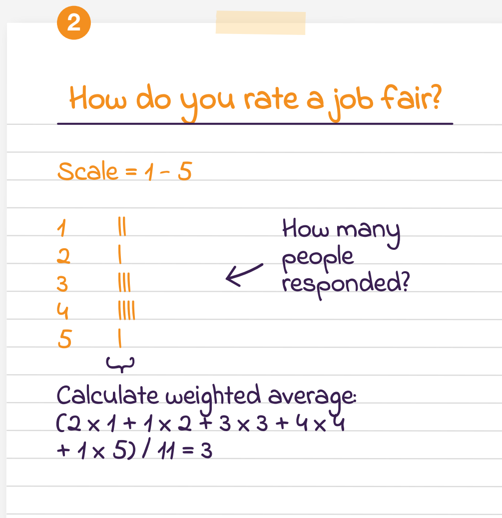
3. Analysing a ‘daisy’

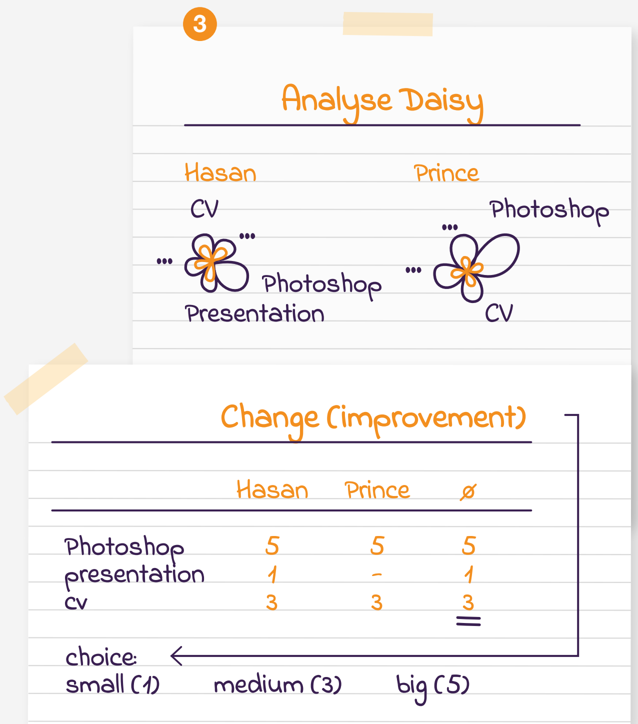
(e.g. analysing level of skills before and after a training)

Evaluators look at the daisies that respondents drew ‘before’ and ‘after’ training. For each skill that a respondent mentioned, decide whether the change (size of petal) was small (1 point), medium (3 points) or big (5 points). For each skill mentioned, note how many respondents stated a small, medium or big change and calculate a weighted average for that particular skill. You can then draw a conclusion similar to:

‘For all skills mentioned, it seems that the biggest improvement was perceived in Photoshop skills and the smallest in presentation skills…’



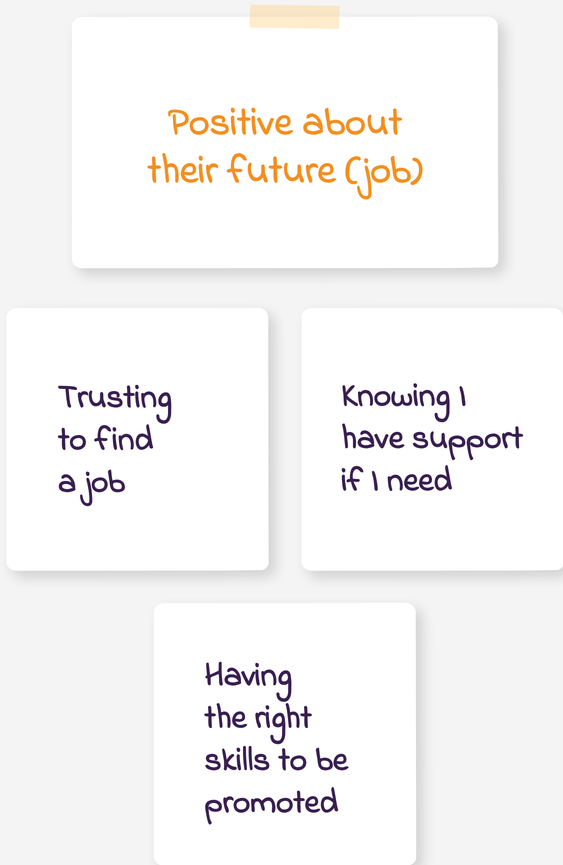




HOW TO GUIDE QUALITATIVE DATA ANALYSIS

In general, this approach will be needed to analyse most of the information collected by evaluators, as the evaluation is intended to be mainly qualitative.

- Ask evaluators to read through the responses related to each concrete evaluation question.
- For each response, evaluators find key words that represent/summarize the information. Use the following guiding questions to help evaluators: When you read the answer, what is the most interesting fact for you? What is the word that best represents the answer to the concrete evaluation question?
- Instruct the evaluators to use one key word per post-it and to make notes that they can use later for the report.
- After each response has post-it(s) with a key word, evaluators group all the key words related to one concrete evaluation question to see whether they find similar or contradictory trends. If similar trends are found, evaluators should find an 'umbrella' term that represents the whole group of post-its.
- In the process, evaluators can select quotes from respondents that represent the trend they have identified
- The two groups (one working on male and the other on female responses) briefly present their conclusions to each other. They compare the results and trends, and if differences are found, these should be noted for inclusion in the final report. Then another evaluation question can be analysed.



MODULE III
EVALUATE ANALYSED INFORMATION

30 mins per evaluation criteria

Sheet with pie charts (Annex VI) and sheet with rubric with animals (Annex VII) to evaluate the analysed information from the previous session

After this session, analysed information will have been evaluated according to evaluation questions defined for each criterion.

- Evaluators now assess the level of achievement for each criterion. They start with concrete questions and assess M/F data separately. After reflection, each evaluator carefully choses one of the pie charts (see box below) representing different levels of achievement (5 being the highest and 1 the lowest). The average of all votes is calculated and the group discusses whether the result accurately represents the level of achievement for that question. Necessary adjustments are made by consensus.

PIE CHARTS

The level of achievement is very low; there are hardly any positive results.


The level of achievement is quite low; some achievements could be found, but not many.


The project has achieved visible results, although there are issues that need to be addressed.


The level of achievement is quite high; there are many results, but still some room for improvement.


All or almost all the desired results have been achieved (there might be minor challenges, but nothing crucial).

- This is repeated until the responses of all the target groups have been assessed. The assessments (pie charts) for different target groups are then averaged to get a level of achievement for the concrete evaluation question (M/F separately). This is again discussed in the group to see if the average represents the level of achievement for that question, and necessary adjustments are made by consensus.

- Following this process, all concrete questions for each overall evaluation question will be assessed with the pie charts. Encourage a discussion to help reach conclusions for each of the concrete questions and to have a well-rounded answer for evaluation questions.

- Once this process has been completed, the team return to each of the evaluation criterion to discuss an overall assessment of the entire criterion (usually composed of 1-3 overall evaluation questions).

- This is done with rubrics, using animals to demonstrate the level of achievement (rubrics are a modification of a scale of 1-5, like the pie charts; the bigger the animal, the higher the level of achievement). We encourage the use of rubrics in order to assess the whole criterion from a different perspective.

If the pie charts are confusing for the evaluators, feel free to use a different visualization that they find less confusing, e.g. water cups filled to different levels.

- Each of the animals in the rubrics should be assigned a pre-written narrative assessment (different for each evaluation criterion) to help evaluators verify whether they have chosen the right animal (see Annex VII):
  - **Lizard** (level 1, lowest)
  - **Chicken** (level 2)
  - **Goat** (level 3)
  - **Camel** (level 4)
  - **Elephant** (level 5, highest)

  Evaluators are encouraged to adapt and further develop these pre-written assessments.

- After all the criteria have been assessed by choosing an animal, a new made-up animal will be created by combining all the animals into one to represent the overall result of the evaluation of the project. The new animal is created by assigning one part of an animal to each of the criteria (see Annex VII):
  - **Effectiveness** – head
  - **Relevance** – front legs and front body
  - **Cost efficiency** – back legs and back body
  - **Partnership** – tail

  You might have to adapt these based on the number of criteria you selected.

MODULE IV
PLAN FINAL REPORT/ OTHER PRODUCT

40 mins

Flipcharts or virtual board

After this session, there will be clear agreements about the form of the final report (and/or other product) and how it will be delivered.

- In most cases, you will probably need some kind of written report that can be complemented by one or more of the following options: infographics, video, rap, song, poem, PowerPoint presentation, etc. Let the evaluators choose the form of the final product of the evaluation and support them by sharing some examples.

- In cases when there are several evaluator teams, and if it is agreed that the final product will be a report, it might be important for the teams to meet, discuss and agree on the structure/outline of that report. If this is agreed in advance, the individual reports provided by evaluator teams will be more suitable for conversion into a consolidated report.

- We recommend keeping the final report compact – around 12 pages, and no more than 20.

- The report should include the following:
  - **Introduction:** Purpose of the evaluation, information about the project evaluated (1/2 page)
  - **Executive summary** (1 page)
  - **Information about the evaluation process:** Introduce the evaluators, describe the evaluation process and who was interviewed (how many people from what project activities) (1/2 page)
  - **Evaluation criteria and evaluation questions, tools for data collection** (1 page)
  - **Level of achievement:** Overall and for each criteria, with an explanation of the results (6 pages)
  - **Conclusions** (1 page)
  - **Recommendations for the future:** Remind the evaluators that this is the most important part of the report (2 pages)

- Depending on your planning and time, evaluators can start writing the report during the workshop. Divide the roles and responsibilities, and decide what information each section of the report will contain. The evaluators will most probably have to finalize the report after the workshop, with the help of the project team. We recommend nominating two or three evaluators to be responsible for writing the final report.

- In cases when there are several evaluator teams, it would be useful to have the teams reviewing and providing feedback on each other's report for inputs, quality assurance and greater coherence.

MODULE V
PLAN FEEDBACK AND DISSEMINATION

45 mins

Flipcharts or virtual board

After this session, there will be a plan for sharing the results of the evaluation with relevant stakeholders.

- Divide the evaluators into groups and ask them to consider the following questions:
  - Who should we share the evaluation results with?
  - What is the best way to share the results (e.g. by email, post, meeting, discussion, presentation, etc.)?
  - Who should be responsible for sharing the information? What role should the evaluators play (presenting the results, supervising the implementation of the dissemination plan, etc.)?
- Ask the evaluators to suggest a timeline for the dissemination. Make sure they set realistic deadlines.

THANK YOU!

The Work in Progress! team would like to thank all the evaluators, facilitators and mentors for their hard work and patience while applying this new approach. It would not have been possible to run the youth-led evaluations or to produce this guide without them.

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WORK IN PROGRESS! alliance

The Work in Progress! Alliance consists of three consortium partners: Oxfam Novib, Butterfly Works and VC4A. In collaboration with national partner organizations, the Alliance works with young women and men, small-medium enterprises and startups in Egypt, Nigeria and Somaliland. The project endeavors to build opportunities for young people to access employment, earn sustainable living wages and feel optimistic about their future. The project is funded by the Netherlands Ministry of Foreign Affairs.