YOUTH-LED EVALUATION GUIDE

WORK IN PROGRESS! alliance

This is a hands-on guide for development practitioners who wish to involve project participants in evaluations. It was developed and tested in Oxfam Novib's Work in Progress! project working with youth in Nigeria, Egypt and Somalia. With certain modification, we believe it could guide any evaluation that intends to involve project target group or beneficiaries.

This guide introduces the concept of youth-led evaluation, helps understand what can be expected from such a process, and provides a step by step manual to implement a youth-led evaluation from beginning to end. In addition to the methodology and structure of the whole process, it also includes facilitation notes for workshop sessions.

This guide is another step in Oxfam Novib's efforts to involve youth in different stages of project implementation, as it reflects our core principle.

CONTENTS

ABOUT YOUTH-LED EVALUATION

There can be different stages of youth engagement in the evaluation process and it is important to understand (and agree from the very beginning with all involved) what kind of youth-led 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.

ADVANTAGES

- Youth take decisions about what they want to evaluate, they are not burdened by the project logic and outcomes, they bring fresh insights and recommendations.
- Most probably, they are your project target group, or they are very close to them, so they can relate to respondents and have honest discussions with them.
- In case of a project targeting youth, the evaluation is done by the main beneficiary group, youth. Nobody is more expert in the issues of youth than themselves. The same applies for a project targeting women, children, etc.

- Youth-led evaluation can be considered as a program activity in itself. It teaches research and evaluation skills, which may help young people to further their careers and build their CVs.

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

- It is a cost effective and Innovative approach.

BE AWARE OF…

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

- It is strongly recommended to engage project staff to implement the evaluation the process (facilitate trainings, assist in shaping evaluation questions, help review collected data, assist in preparation of the final product, etc.). Although it might be challenging for the staff to find the required time, the learning experience for all involved is priceless.

- This youth-led evaluation is a qualitative evaluation, it is recommended to accompany this evaluation with quantitative data collection and analysis.

MAKE SURE TO…

- Get a common understanding. Everyone involved in the process and in the project that is evaluated, needs to understand the pros and cons of the youth-led evaluation. Setting expectations right internally within the project team is key and it will prevent misunderstandings during the process. Take the time to explain properly the entire process and involve the project colleagues so that they benefit from the learning process as well. Do not forget to discuss the evaluation with the donor, some donors have more strict requirements than others, so be sure to have a clear agreement with them.

- Make time. It is necessary to make time available to organize the youth-led evaluation process, facilitate workshops with youth to design the evaluation questions and tools, assist youth during data collection, analysis and report writing.

- Let go of your ideas. If you let youth 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.

- Set the expectations right. From our experience, depending on the location and context, young people have different expectations when participating in such a process. Explain well what your intentions are, what the evaluators gain from participating in the process (experience, financial remuneration, certification, etc.).

- Do a proper recruitment of evaluators and a mentor, based on their experience, motivation or other criteria you set for yourself. Go through a formal process of selection of the evaluators. It creates a sense of responsibility for the evaluators and helps you select people you are looking for.
  Think about recruiting a coordinator of the young people (later mentioned as a ‘ mentor’) or appoint someone from your organisation to play that role and make sure he/she is available to do it. In WiP!, we worked with a colleague as a mentor and in the other countries we recruited an external mentor. The advantage of the latter is that you can be sure that this person has the time to coordinate and support the young people and that they will not be biased when it comes to the process and results of the evaluation.

YOUTH-LED EVALUATION PROCESS

1. INTERNAL PREPARATIONS
2. RECRUITMENT OF EVALUATORS AND A MENTOR
3. EVALUATION DESIGN WORKSHOP
4. DATA COLLECTION
5. ANALYSIS WORKSHOP
6. FINAL REPORT/ OTHER PRODUCT
7. FEEDBACK & DISSEMINATION

INTERNAL PREPARATIONS

Make sure all relevant stakeholders (donor, project manager, project team) understand what youth-led evaluation is and get their commitment. To do that, develop Terms of Reference to be shared with them (example here).

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

- **Effectiveness:** Evaluate the achieved outcomes of the project and the reasons behind the achievement.
- **Relevance:** Evaluate the relevance of selected strategies compared to 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.
- **Cost effectiveness:** Evaluate to what degree financial resources have been used economically and efficiently.
- **Sustainability:** Evaluate to what degree 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.
- **Impact:** Evaluate to what extent the project has contributed towards the long term goals/overall objectives.
- **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 right partners were selected.

Study this guide together with your colleagues who will be involved in the evaluation, with those who will facilitate workshops (including the mentor), and discuss how you will divide roles described below.

Lastly, decide whether/how you want to document the whole process. Do you want to have a video from the trainings or from the interviews with respondents? Do you need photos as well? Make sure to think about this in advance and arrange for photographers/video makers accordingly.

ROLES AND RESPONSIBILITIES

Evaluators
They must be available for the entire assignment - follow the training, develop tools, collect data, do the analysis of the data and prepare the report (we recommend nominating 2 or 3 evaluators to be responsible for writing the final report).

Facilitator
He/she is responsible for delivering the workshops. They must know how to conduct all exercises, how to guide group work and to make sure that the evaluators have completed all necessary modules of the trainings. We recommend having various co-facilitators (2 or 3) to assist with group work.

Mentor
He/she co-facilitates the training of the evaluators, guide group work and provide technical support during the workshops, data collection and report writing. The mentor gives feedback on the collected data and makes sure that the information gathered is of good quality and in the correct format.

Project team
They train, facilitate, and feedback. We recommend that one of the project team members facilitates the training. They provide feedback to the final report and make sure their comments are taken into account. The team is also responsible for recruitment, logistics of the workshops and of the data collection. They should prepare the following for the evaluators:
- Summary of the project goals and activities.
- Information about partner organisations.
- List of available project participants for data collection and their contacts.
- Hand-outs of the information presented during workshop.
- Interview guides for evaluators (after the 1st workshop, with the tools and questions evaluators design).

RECRUITMENT OF EVALUATORS AND A MENTOR

First, agree on and publish terms of reference for recruitment (example here). Use all networks to reach different groups of youth. The channels you select will influence the youth that will apply. If possible, use both online and offline recruitment.

Conduct selection interviews. In WiP, we were looking for motivated youth interested in development or social work, even though they did not have experience with monitoring and evaluations.

After that, select the team of evaluators and inform all applicants about the results. With those who were selected, agree on conditions and invite them for the first workshop.

Be clear about what tasks and responsibilities the evaluators have, and make sure to emphasise that in the ToR, during the interview, and at the beginning of the workshops (for more information about roles and responsibilities, see the previous section). In WiP!, a contract between the evaluators and Oxfam was signed, where the conditions and responsibilities were listed.

When selecting a mentor, decide if you want to work with an external mentor (recommended - see section 'Practical notes') or an internal mentor (a colleague). Use a standard recruitment procedure of your organisation if you decide for an external one. In both cases, make sure to be clear about the tasks and deliverables.

In WiP!, it was decided to recruit youth who did not participate in the project as evaluators. This was mainly due to the fact that the evaluation was meant to be external. If you decide to recruit external evaluators, the advantage is that you will obtain an independent assessment of your project, by the target group similar to that participating in the project activities. On the other hand, it will take more time to explain the project activities and to introduce partner organisations.

EVALUATION DESIGN WORKSHOP[1]

Module I — GET TO KNOW THE PROJECT

Module II — LEARN ABOUT EVALUATIONS

Module III — DESIGN THE EVALUATION

Module IV — PLANNING

The evaluation design workshop is devided into four modules. We delivered them in a three-day training. The agenda of this workshop is included in Annex I at the end of this guide to help you plan the training. Each of the modules include several training sessions for which you will find facilitation notes in the following chapters.

[1]This guide was inspired by child-led evaluation by Plan International and some principles and methods were adopted from there.

MODULE I: GET TO KNOW THE PROJECT

PROBLEM ANALYSIS

100 min

Flipchart, markers, post-its, tape.

After this session, evaluators have understanding of the underlying issues behind the topic of the project and its context. They create a 'problem tree'.

- Facilitator presents key issues related to youth unemployment in their country, evaluators ask questions if something is not clear. (10min)
- Evaluators split into groups of 2-4. They draw a big tree on a flipchart with roots, trunk and branches. First, they discuss the change they want to see related to youth unemployment. (2-3 statements - e.g. *I want to see youth make enough money*). They write statements on post-its and place them as the branches of the tree. Facilitators encourage evaluators to go beyond the issues presented before. (20min)
- After that, ask the groups to go deeper in their wishes to find out what are the underlying dreams. For each of the statements, each group will go through a 'Why loop' five times (e.g. *Why do you want to see youth make enough money?* – NOT ~~*Why are youth not making enough money?*~~) and place the answers as the trunk of the tree. When completed, they review all the reasons behind each of the statements and select one that represents best the change that should be achieved. (25min)
- Then, the groups discuss the main issues of unemployment that prevent their wishes (placed in the branches/trunk of the tree) from happening. They write key words on post its and place them as the roots of the tree. Facilitators walk around and play the 'why' detective (e.g. if the youth say that the problem is that they don't have opportunities to apply for a job, the facilitator would encourage to discuss the reasons behind it and write it down on the card). (25min)
- All groups present the main issues they identified and move the all cards to create one big tree in a new flipchart. (20min)

RANKING ISSUES

15 min

Stickers, problem tree from previous exercise.

After this session, the identified problems will be ordered according to the 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 that they consider the most burning for youth. They can place more than one sticker on one post-it if they wish.
- The problems with most votes (stickers) are summarized and collectively agreed upon with the whole group (top 3 or 5 problems).

INTRODUCING THE PROJECT WITH A GAME

100 min

Projector (to show videos, possibly a simple ToC of your project), 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 have understood how your project tackles the issue that you focus on, and what the structure (outcomes) and activities of the project are.

- Facilitator presents the general ToC of the project (short- and long-term outcomes, assumptions). Play a video or show pictures if you have any.
- While presenting, the facilitator uses the 'problem tree' to show where there are overlaps/ what's extra/what's missing in your project

compared to the analysis that youth did.

- Facilitator introduces the activities and the specific structure of the project in the particular country.

- Present the scope of the project – how many people, how much budget, regions, etc.

- Explain governance structure of the project and make sure the evaluators understand the dynamics of development work (e.g. certain terms are not known to the evaluators, but considered common in development work – such as 'partners', 'theory of change', 'ToR' etc.)

- Describe in detail the activities of the project and explain which outcomes they belong to.

- **Game:** The objective of the game is to make sure the evaluators understand the basic outline of the project. They should work in groups (2-4 people each group). Distribute cards with outcomes and pieces of paper with achieved results or specific activities (e.g. *45 graduates became employed after the training*). Ask evaluators to place the achieved result/ specific activities under the corresponding cards with outcomes. After the time's up, the teams present their work. The team with the least errors that finished first is the winner of the game.

INTRODUCING THE TARGET GROUP

40 min

Set of questions for a game to point out differences between the youth, pos-its, problems identified during the 'problem tree' exercise.

After this session, evaluators will have good understanding of who your target group is.

- Start with a **game**: The objective of the game is to prepare the youth for the discussion about the target group. With this game, they will understand that even among themselves, there are people from different backgrounds, with different interests and challenges they are facing. On top of that, the evaluators will get to know each other better. Prepare a set of questions that will serve the purpose of the game. (e.g. *Were you born in the capital/do you come from north or south of the country? Do you have more than 2 siblings? Are you married? Do you have children? Are you employed?* – use questions that are relevant to your project).
  Ask everyone to stand up and gather at one place in the room. Stand in the middle of the group 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 quesitons.

- Ask the evaluators to go back to their seats, explain the goal of the activity (to understand the project's target group). Distribute post-its and ask the evaluators to write down different sub-groups of your target group. (e.g. youth – young men and women, youth with different religious background, disabilities, etc). Explain that the game they just played can help them in their thinking. You can also play this video if needed.

- Discuss in plenary what challenges each of the groups face – use the issues from the problem tree. Then present the groups that your project targets and explain why.

MODULE II: LEARN ABOUT EVALUATIONS

INTRODUCTION TO EVALUATIONS

20 min

Projector, presentation (example here).

After this session, evaluators will have understanding of what evaluation is and what it is not. They will be more confident to design the evaluation of your project.

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

EVALUATION CRITERIA WITH A GAME

65 min

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

Evaluators understand evaluation criteria and differences between them.

- Introduce and explain the criteria that your evaluation will focus on. It is important that the evaluators understand the different criteria as they are, together with the objectives of the project, key to design the evaluation tools. (20 min)
- **Game**: The objective of is to check whether the evaluators understand the criteria. Distribute set of post-its with evaluation criteria to each evaluator (each post-it with one evaluation criterion). Use the same colour of post-its for the same criteria – e.g. effectiveness on red post-its, green for cost-efficiency, etc. 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, they show the post-it with the criteria they selected. The person with the most correct answers wins. Have a discussion after each statement. (45 min)

MODULE III: DESIGN THE EVALUATION

DEFINE OVERALL EVALUATION QUESTIONS

60 min

Flipcharts, PowerPoint slide with evaluation criteria.

By the end of this session, evaluators will have formulated overall evaluation questions per criterion. These are broad questions representing a research area for each of the criteria. The focus of the evaluation will become more specific.

- Project a slide with all evaluation criteria, short explanation and project objectives so that evaluators can check anytime during the work session.
- Divide the evaluators into groups of 3-4. Work in carrousel (world cafe). Each group discusses

one evaluation criterion and formulate 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 which question(s) they selected. The aim is to have everybody agree on the best question(s).

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

Example 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 CV?~~)

Example for effectiveness
Did the businesses grow after participating in the project?

CREATE CONCRETE QUESTIONS FOR DATA COLLECTION

60 - 90 min

Flipcharts with overall evaluation questions from previous session.

After this session, concrete questions (guided by the overall evaluation questions) have been formulated in such a way that they 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 were developed for that criterion. Instruct the groups to discuss the overall questions and make them more specific – by modifying the questions for different target groups and by detailing more complex concepts. At the end, by answering the concrete questions, the evaluators should be able to provide an answer to the overall evaluation question.

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

Example for relevance
What do 'Ekobits' (training programme) students need in order to get a job?
How did the project respond to the needs of Ekobits students?

Example for effectiveness
Did the startups hire more staff after the acceleration?
Did the startup generate more revenue after the acceleration?
Did the startups expand their customer base after the acceleration? Etc.

FIND SOURCE OF INFORMATION

20 min

Flipcharts with concrete questions from previous session.

After this session, evaluators 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 concrete question. Encourage them to be specific (facilitators should work with the groups and keep asking questions such as: Which project participants?, Which partner organisation and who exatly from the partner organisation?, What report/ who has the report?, etc.). Evaluators use post-its or flipcharts to note down the information on the side of each concrete quesiton.

INTRODUCE METHODS AND TOOLS TO COLLECT DATA

60 min

Overview of the data collection tools (here) - facilitators must be able to explain them.

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

- Chose which tools you will explain to evaluators - there are many, so this depends on the type of questions evaluators have designed. You have to adapt these during the training. The basis is to explain an interview and a focus group discussion (FGD), and how to facilitate them. You can explain these two in plenary before evaluators break into groups and then add other tools. We do advise that the evaluators use additional (mostly visual) tools to help respondents answer the questions during interviews or FGDs - see the linked file on the previous page.

- To explain the additional tools, divide evaluators in groups (number of groups depends on the number of facilitators). Each facilitator should have a couple of data collection tools to explain (3 to 4). The groups rotate and listen to the explanation of each facilitator. While explaining, facilitators should be practical and use examples related to the project. We do not recommend to explain all the tools in plenary as it is important that the facilitators make sure that everyone understands the tools (which is not possible in plenary as the facilitators do not have such close contact with the evaluators).

- At the end, distribute printouts with all the tools and a short explanation for later reference.

ASSIGN TOOLS TO CONCRETE QUESTIONS & CREATE INTERVIEW GUIDE

90 min

Flipcharts with concrete evaluation questions, post-its.

After this session, evaluators have decided what tools will be used to collect the information required. They have adapted/added the concrete evaluation questions in a way that they can be asked during interviews or FGDs. Eventually, interview guide for each group of respondents will be created (example here).

- 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 needed, they should modify and further add to the concrete questions.

- Each group should work with a facilitator to oversee the process. They should constantly ask the evaluators how the tool they chose would be used in practice to answer the question. Ask the evaluators to do a try-out of the question (a little mock interview) - this helps the evaluators think about practical details and whether the question is well formulated.

- Make an interview guide (with interview questions and tools to be used) that the evaluators can use to interview project participants and stakeholders. Make one guide for each group of respondents (e.g. for digital design training participants, employability skills training participants, project managers, finance officers, government officials, etc.). You can give this task to the evaluators or do that for them. You will need to order the questions afterwards and add introductory/ closing instructions - see the example to the linked interview guide.

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

PRACTISE INTERVEIWS

60 - 90 min

Interview guides, invited project participants.

After this session, evaluators have tried the questions and tools they designed in practice and became more confident to conduct the interviews.

- Invite beneficiaries so that evaluators can practise. If you have time, also practise a FGD (if it was selected 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 ADJUST

60 min

Notes from the practice interviews, interview guides.

After this session, evaluators have discussed and improved the interview guides and they 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 have done 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.

MODULE IV: PLANNING

45 min

List of respondents and their contacts.

After this session, evaluators will have all information necessary to go and collect information from respondents.

- Introduce the role of the mentor and how often they will meet with him/her. Discuss in what form they will send collected information to him/her.
- Present 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. Emphasise the importance of taking proper notes during the interview.
- Agree on the dates for the analysis workshop after the data collection is finalized.

DATA COLLECTION

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

For the sample of respondents in Work in Progress! (around 60 per country), with 8-10 evaluators, we reserved 2-3 weeks for the data collection.

Evaluators were asked to type the notes from the interviews the following day at the latest and send them to the mentor, who checked whether the quality of information was sufficient. Instruct the evaluators to type the responses in the interview guide format, so that they are clearly related to the concrete questions (and therefore the 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 arise (mentor or the project team) and the mentor should be in regular contact with the evaluators. We advise to have at least 2 fixed meetings (mentor and evaluators) to review the collected data, share experiences and advise each other.

We also asked the evaluators to take photos with the respondents – in such case, make sure the respondents give their written permission.

ANALYSIS WORKSHOP

Module I — CLASSIFY & UNDERSTAND DATA

Module II — ANALYSE DATA

Module III — EVALUATE ANALYSED INFORMATION

The analysis workshop is devided into 3 modules. The form and length of the analysis depends on the number of respondents, evaluation questions and selected tools (2-3 days). Before the workshop, all evaluators and workshop participants must read all the responses collected. The agenda of this workshop is included in Annex I. Facilitation notes for the sessions are included in the following chapters.

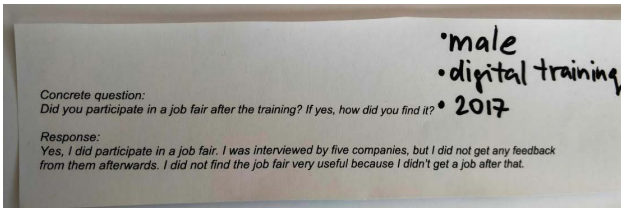
MODULE I: CLASSIFY & UNDERSTAND DATA

60 min

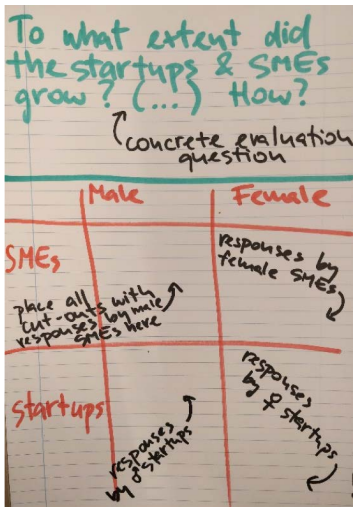
Prints of collected data, flipcharts with evaluation criteria, overall evaluation questions and concrete questions (one question per flipchart).

After this session, evaluators have read again through the collected information. The data is ready for analysis.

- Prepare the collected responses - print all the data collected by the evaluatiors and cut them in such way that each answer to a concrete question is on a separate stripe.
- Label each stripe as you cut them so that you have an overview of where each response comes from. Be really careful not to mix them up. We used 'gender', 'activity the respondent participated in', and 'year of participation' as labels (use post-its or make a note on the stripes to label them). To save time, you can do this in advance before the workshop, otherwise instruct evaluators to do so.
- When the stripes are cut, gather all responses related to each concrete question together.



- Prepare flipcharts with concrete questions written on top, them divide them vertically to separate responses of male and female respondents.
- Then divide the same flipcharts horizontally to separate responses of various groups of respondents (e.g. digital training participants/ employability skills training participants/ SMEs/Startups/partner organisations).
- Place the stripes with collected information accordingly per respondent, gender and evaluation question – this is when the labels come in very handy.



MODULE II: ANALYSE DATA

60 min per evaluation criteria

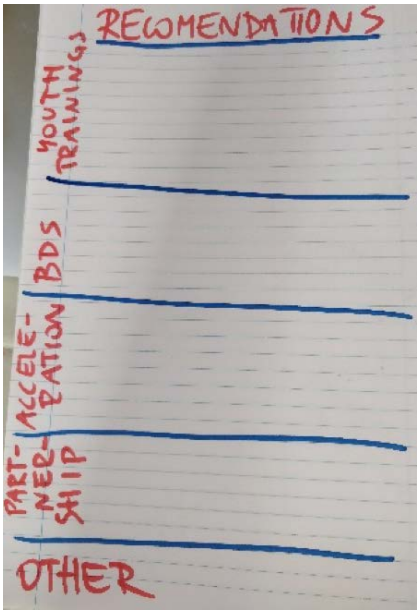
Flipcharts with concrete questions and classified data, post-its, set of pictures with pie charts for each evaluator.

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

- Discuss the overall questions & concrete questions – as a refresher of what they are about and what information the evaluators are looking for (e.g. when discussing the question about startups growing – ask '*When does a startup grow? What do we mean by growth?*')
- Have separate flipchart available for recommendations – and collect them during the whole process. This way they do 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 criteria (it is recommended to start with a less complicated criterium, 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 (suggestion on how to analyse different type of collected information is described in the next section). During the process, evaluators make notes of the points of discussion – this will serve as a basis for writing the final report.

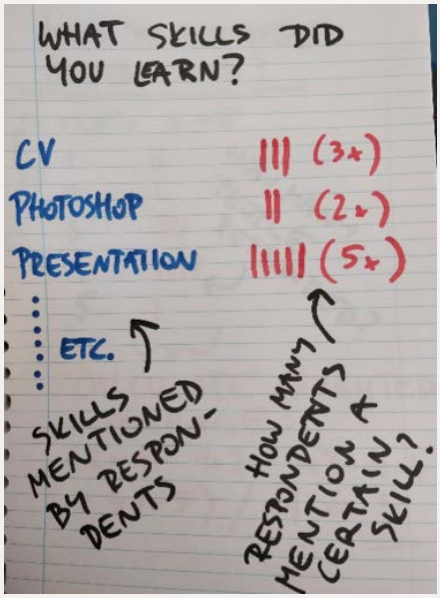


HOW TO GUIDE QUANTITATIVE DATA ANALYSIS?

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

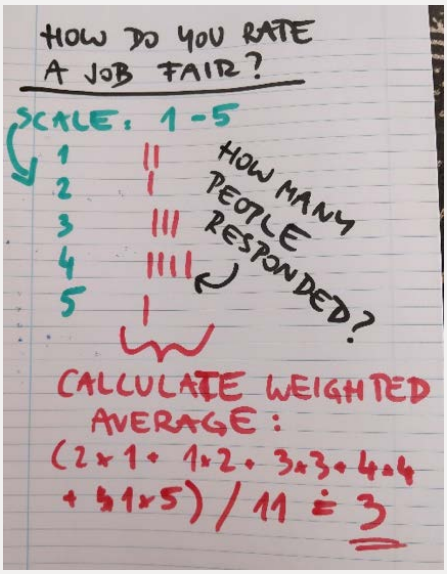
Analysing a list
(e.g. skills - what skills did you learn during the training?)

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



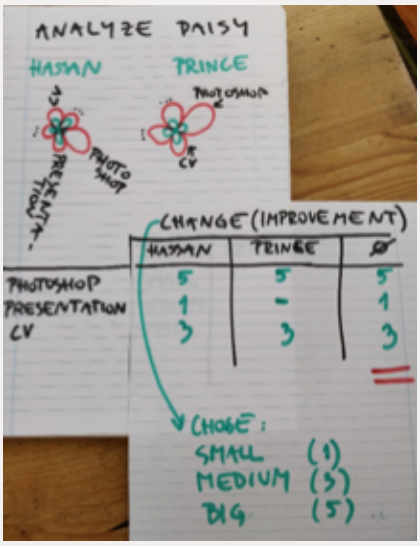
Analysing a scale
(e.g. How do you rate a job fair?)

Note down how many people rated the activity with each level of the scale and make a weighted average. After that, you can make a conclusion similar to: *'On average, the respondents rated the activity as 3 on the scale 1-5."*



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

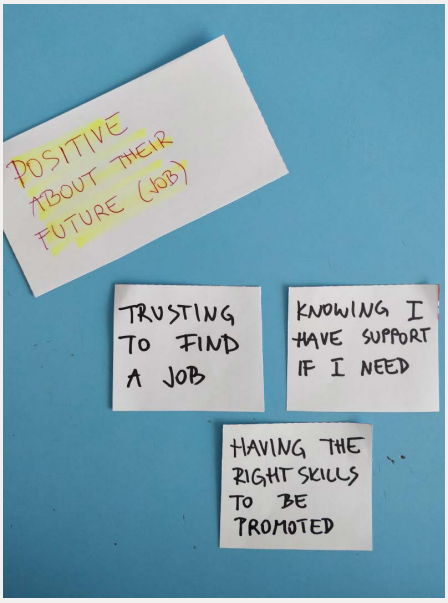
Evaluators look at the daisies that respondents drew for 'before' and 'after' training. For each skill that a respondent mentioned, decide whether the change (size of petal) was small (1 point), medium (3 points) or big (5 points). For each skill mentioned, note down how many respondents stated a small/medium or big change and calculate a weighted average for that particular skill. After that, you can make 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 will be needed to work with most of the information collected by evaluators, as the evaluation is intended to be mainly qualitative.

- Evaluators read through the stripes with responses related to each concrete evaluation question.
- For each response, evaluators find key words that represent/summarize the information there. Facilitators can 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 stripe with response has post-it(s) with a keyword, 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 certain quotes that respondents mentioned to represent the trend that they identified.
- At the end, the two groups (one working on male and the other on female responses) present briefly their conclusions to each other. They compare the results and trends, and if differences found, they should be noted down to be included in the final report. Then another evaluation question can be analysed.



MODULE III: EVALUATE ANALYSED INFORMATION

30 min per evaluation criteria

Printed set of pie charts and rubrics with animals for each evaluator (see annex), analysed information from previous session.

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

- After the analysis, evaluators assess the level of achievement for each criterium. They start with concrete questions using pie charts and they assess M/F data separately. To do this, each of the evaluator carefully choses one of the pie charts (see Annex II) representing different levels of achievement (5 being the highest and 1 the lowest). Once everyone has reflected on the question, evaluators show their personal proposal of the pie chart that represent the level of achievement for that question. Average of all votes is calculated and the group discusses if the result really represents the level of achievement for that question. Necessary adjustments are made in consensus.

- This is repeated until the responses of all target groups are 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, necessary adjustments are made in 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.

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

- Once this process is completed, the team will return to each of the evaluation criteria to discuss an overall assessment of the entire criteria (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 1-5, the same as the charts that were used before). We encourage to use the rubrics in order to assess the whole criteria from a different perspective).

- The animal rubrics are used to assess the level of achievement of each of the criteria – the bigger the animal, the higher the level of achievement. Each of the animal should be assigned a pre-written narrative assessment (different for each evaluation criteria) to help evaluators verify whether they chose the right animal (see annex III):
  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 has been assessed with an animal, a new, fantastic animal will be created by combining all the animals into one to represent the result of the evaluation

of your project. The new animal is created by assigning one part of an animal to each of the criteria (see annex IV):

Effectiveness: Head.
Relevance: Front legs & front body.
Cost efficiency: Back legs & back body.
Partnership: Tail.
You might have to adapt these based on the number of criteria you selected.

FINAL REPORT/ OTHER PRODUCT

60 min

After this session, the form of the final report (and/or other product) will be agreed upon and clear agreements about how to deliver it will be made.

- Let the evaluators choose what the final product of the evaluation will be. Give some examples of what the final products could be - e.g. report (depending on your preference, but in most cases, you will probably need some kind of report that can be complemented with one or more of the following options), infographics, video, rap, song, poem, PowerPoint presentation, etc.

- As mentioned, most of the time, you will need a report as one of the final products. **What does the report need to include?**

Introduction: Purpose of the evaluation, information about the project that is 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 activities) (1/2 page).
Evaluation criteria and evaluation questions, tools for data collection (1 page).
Level of achievement: Overall and for each criteria with 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).

- We recommend keeping the final report compact, around 10-12 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 worksho, with the help of the mentor and the project team.

FEEDBACK & DISSEMINATION

45 min

Flipcharts.

After this session, a plan to share the results of the evaluation with relevant stakeholders will be defined.

Divide the evaluators into groups and ask them to work on the following questions:

- Who should we share evaluation results with?
- What is the best form to share the results? (email, post, meeting, discussion, presentation, etc.)
- Who should be responsible to share the information?
- What role do the evaluators should/want to 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.

PRACTICAL NOTES

In this chapter, you will find some practical notes and advice based on the experience of the youth-led evaluation in Work in Progress! to help you organize yourself better.

SUPPORT

The idea had a full support of the project manager and agreements were made with Oxfam's offices (MEL officers, project managers and country directors were consulted) in the countries to make it happen. As it was a common decision, it was easier to overcome obstacles during the process.
It was also consulted with the project's donor to get permission in advance, to

explain what the advantages and disadvantages are and manage expectations.

EVALUATORS, FACILITATORS AND MENTORS

At the beginning, working with both evaluators and enumerators was considered. We thought that a smaller group of youth (the evaluators) would go through the entire training and then they would be assisted by a group of enumerators to collect data. At the end, it was decided not to do that and involve more evaluators during the whole process instead. In the end, this turned out to be a good decision as the enumerators would not have sufficient background and information about the project and the type of evaluation implemented without attending the workshops. They would not add much value to the evaluation.

We worked with 9-10 evaluators in each country, one mentor, and at least two facilitators for the workshops. The facilitators were Oxfam's project staff and mentors.

The mentor was hired externally in Somalia and Egypt, while in Nigeria, he was chosen internally. We advise to work with an external mentor for the reasons mentioned in the chapter 'What is youth-led evaluation'.

The evaluators worked in pairs during the data collection. Each pair interviewed on average 14 respondents in two weeks.

COSTS AND PAYMENTS

The costs of the evaluation, excluding Oxfam's staff and flights for the workshops, was 11.000 – 16.000 EUR per country.

On average, depending on the country, the evaluators were paid 35 EUR per day, including food/travel allowance.
Part of the payment was done after the first workshop and part of it after the whole process was finished. These details were also described in the contracts signed between Oxfam and the evaluators.

TIMELINE OF ACTIVITIES

- Getting the team familiar with the concept of youth-led evaluation: 2 weeks.
- Logistics and administrative preparations: 1 week.
- Recruitment: 2 weeks.
- Evaluation design training: 3-4 days.
- Data collection: 2-3 weeks.
- Analysis workshop 2: 2-3 days.
- Finalize the report: 2 weeks.

TRANSLATIONS

Be aware of language differences and plan for translations. Depending on what youth evaluators you will be working with, the materials might need to be translated into local language. The report might need translation or editing work. Make sure to provide time and financial resources for that.

INCLUSIVE WORKSHOP

In WiP!, we worked with youth evaluators who are literate and computer literate. We asked them to use their personal computers and type the collected information in electronic format and send it to us via email.

We also asked them to take photos with their mobile phones during the data collection (with respondents' written permission), and in some countries, we assumed and/or selected the youth based on the fact that they could speak the national language (e.g. English in Nigeria).

The next challenge for Oxfam will be to organise such a training with more inclusivity, to enable youth from different social and economic backgrounds to fully participate in such a process.

ANNEXES

ANNEX I: EXAMPLE OF AGENDA

EVALUATION DESIGN TRAINING AGENDA
Day 1 – Learn about the project and evaluations

Time	Activity
9-9:45 (45 min)	Welcome Getting to know each other Setting the rules and expectations Review agenda
9:45 – 11:25 (100 min)	Problem analysis
11:25 – 11:40 (15 min)	Break
11:40 – 11:55 (15min)	Ranking the issues
11:55 – 12:55 (60 min)	Introduce the project
12:55 – 13:55 (60 min)	Lunch
14:00 – 14:10 (10 min)	Energizer
14:10 – 14:50 (40 min)	Get to know the target group
14:50 – 15:05 (15 min)	Break
15:05 – 15:25 (20 min)	Introduction to evaluations
15:25 – 16:30 (65 min)	Evaluation criteria
16:45 – 17:00 (15 min)	Wrap up, closing

Day 2 – Design evaluation

Time	Activity
9:00 – 9:15 (15 min)	Recap day 1 (focus on evaluation criteria)
9:15 – 10:15 (60 min)	Define overall evaluation questions
10:15 – 10:15 (60 min)	Define concrete evaluation questions
11:15 – 11:30 (15 min)	Break
11:30 – 11:50 (20 min)	Find source of information
11:50 – 12:50 (60 min)	Introduce different methods and tools to gather data
12:50 – 13:50 (60 min)	Lunch
13:50 – 15:30 (100 min)	Assign tools to concrete evaluation questions, draft interview guide
15:30 – 15:45 (15 min)	Break
15:45 – 16:45 (60min)	Practise interviews
16:45 – 17:00 (15 min)	Wrap up, closing

Day 3 – Feedback and planning

Time	Activity
9.00-9.30	Recap day 2, teambuilding exercise
9.30-10.30	Meeting with partner organizations *(if time allows, introduce the evaluators and partners)*
11:00 – 12:00	Feedback and adjust (finalize interview guide)
12.00 – 13:00	Planning
13:00 – 14:00	Lunch
14:00 – 14:30	Closing, clarifying last questions

ANALYSIS WORKSHOP

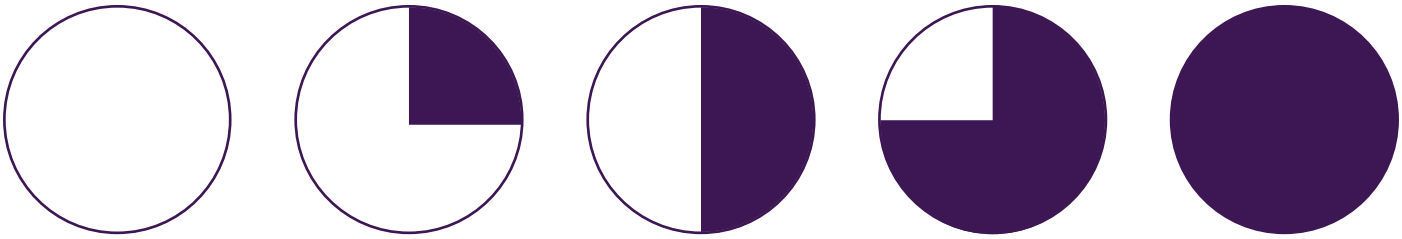
Day 1 – Data analysis

Time	Activity
9:00 – 9:30 (30min)	Welcome, introduce agenda
9:30-9:45 (15 min)	Collect feedback/impressions form evaluators about data collection
9:45 – 10:45 (60 min)	Group data collected under concrete evaluation questions
10:45 – 11:45 (60 min)	Analysis evaluation criteria 1 (Partnership)
11:45 – 11:55 (10 min)	Break
11:55 – 12:05 (10 min)	Introduction into assessments (pie charts, rubrics)
12:05– 13:05 (60 min)	Assessment of evaluation criteria 1
13:05 – 13:50 (45 min)	Lunch
13:50 – 14:50 (60 min)	Analysis evaluation criteria 2 (Effectiveness)
14:50 – 15:50 (60 min)	Assessment of evaluation criteria 2
15:50 – 16:00 (10 min)	Break
16:00 – 16:50 (50 min)	Analysis evaluation criteria 3 (Cost efficiency)
16:50 – 17:00 (10 min)	Closing

Day 2 – Draft final product of the evaluation

Time	Activity
9:00 – 9:10 (15 min)	Welcome, review of day 1
9:10 – 10:10 (60 min)	Assessment of evaluation criteria 3
10:10 – 11:10 (60 min)	Analysis evaluation criteria 4 (Relevance)
11:10 – 11:25 (15 min)	Break
11:25 – 12:25 (60 min)	Assessment of evaluation criteria 4
12:25 – 13:25 (60 min)	Lunch
13:25 – 14:25 (60 min)	Final product
14:25 – 15:10 (45 min)	Propose dissemination plan (youth, partners, donors, families)
15:10 – 16:30 (80 min)	Use this time to work on the report/final product
16:30-17:00	Feedback, closing

ANNEX II: PIE CHARTS



1 2 3 4 5

ANNEX III: RUBRICS

The text is to be used as a guidance, it should be adjusted by the evaluators as needed to reflect the assessment they made for each of the criteria.

RUBRIC: RELEVANCE

Level 1 – Lizard 	The project is not addressing the needs of the participants with the project activities. Participant think that they need a completely different support than the one provided by project's activities.
Level 2 – Chicken 	The project did not manage to identify all the needs of the participants and most of the activities are not addressing the real needs of the participants. The activities that are implemented provide very limited support to youth to improve their skills, find employment, start a business or grow their business and employ more staff.
Level 3 – Goat 	There is some misalignment between the project activities and what is really needed for the participants to find employment, start a business or grow their business and employ more staff. Participants identified quite some elements that are needed to truly help them in achieving these goals.
Level 4 – Camel 	The project addresses most of the needs of the participants. They perceive the activities as useful to help them find employment, start a business or grow their business and employ more staff. They miss some elements that would help them achieve these results better.
Level 5 – Elephant 	The project is fully addressing the needs of the participants with the project activities. Participants think that the activities implemented by the project are the right activities to help them find a job, start a business or grow a business and employ more people. The project also connects the participants to the right networks and provide the right conditions for youth to improve their skills.

RUBRIC: RESULTS

Level 1 – Lizard 	There is no evidence that there has been any change in the level of skills of youth participants and in the businesses the participants are running. The participants did not learn anything useful and no changes have been noted at the policy level.
Level 2 – Chicken 	The changes experienced by the participants are superficial and small – they improved their skills/their businesses in a limited way, and they do not appreciate these changes very much as they are not very useful.
Level 3 – Goat 	Most participants have improved their skills and/or business at least a little. They feel that some of the skills they learnt are useful and that they could use them in their private or work lives.
Level 4 – Camel 	The majority of the participants have experienced a important improvement in their skills and/or businesses. They became more confident and more positive about their futures. Very few people or nobody at all has experienced negative changes in their lives due to the project.
Level 5 – Elephant 	All participants have experienced significant transformation in their skills, in the way they run their businesses and, in their work, lives. There is no evidence of negative consequences on the lives of participants due to the project.

RUBRIC: PARTNERSHIP

Level 1 – Lizard 	None of the partners in Work in Progress! have the expertise to implement projects on youth employment. They are not part of the right networks and they do not have the capacity to reach out to young people they wish to target. The collaboration between the partners is absent all together, the contrary, the collaboration has negative impact on the project.
Level 2 – Chicken 	Partners have limited expertise in the area of youth employment and entrepreneurship. Rarely they participate in any networks on this topic. The collaboration between the partners is hindering the results of the project. Organizations do not collaborate in partnership and do not have enough space to influence important decisions.
Level 3 – Goat 	Some of the partners of Work in Progress! have expertise to implement projects on youth employment/entrepreneurship. The collaboration has quite some room for improvement to add real value to the project. Partners also have not established the right channels to reach to their target group.
Level 4 – Camel 	Most of the partners of Work in Progress! demonstrate a good level of expertise to implement projects on youth employment and entrepreneurship. They are connected to some networks in the topic of youth employment and entrepreneurship and most of them have good relationship with their target group. The collaboration between partners is mostly working well, they add value to the project and work well together.
Level 5 – Elephant 	Partners of Work in Progress! demonstrate a high level of expertise to implement projects on youth employment/ entrepreneurship, they also have extensive networks in the topic of youth employment and entrepreneurship. Partners have the capacity to reach out to young people they wish to target. The collaboration between partners is adding a lot of value to the project, they complement themselves in the field of expertise and they exchange their knowledge and experiences.

RUBRIC: COST EFFICIENCY

Level 1 – Lizard 	The partners have spent very little budget and didn't implement the planned activities, most of the budget was spent on HR costs. The budget was not consulted with the partners and the partners could not request any changes in the budget. The costs of the trainings are extremely high and are not worth the investment.
Level 2 – Chicken 	The partners did not make much use of the budget and did not spent large parts of it. This could be partly because the flexibility to change the budget was quite low. Most of the trainings implemented are quite expensive and delivered only limited results compared to their price.
Level 3 – Goat 	The partners spent good amount of the budget, but the HR costs were high compared to the budget spent on activities. Some of the activities were high priced and they did not deliver better results. There was some consultation in the budget design and revision, but not enough to adjust to the needs of the project.
Level 4 – Camel 	Large part of the budget was spent, with good balance between HR costs and cost of activities. Some activities were more expensive, but they also delivered good results. There was enough flexibility to adjust the budget to cater for the needs of the target groups.
Level 5 – Elephant 	All or almost all budget was spent on activities that were reasonably priced, these activities delivered very good results. Changes in budgets are always made upon consultation and are based on consensus. Overall, the budget is very well balanced between the costs of HR and activities and it is designed in a way to support the activities as much as possible.

ANNEX IV: EXAMPLE OF A FINAL ANIMAL

Effectiveness: Head (level camel)

Relevance: front legs & front body (level goat)

Cost efficiency: back legs & back body (level chicken)

Partnership: tail (level camel)

THANK YOU!

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

COLOPHON

OXFAM NOVIB
Mauritskade 9
2500GX The Hague
Netherlands

WORK IN PROGRESS!
Mirjam.Horstmeier
@oxfamnovib.nl

TEXT, CONCEPT & DESIGN
Marketa.Drozdkova
@gmail.com