when? who how what

mission • evaluation • evolution
non formal education

"I cannot teach anybody anything, I can only make them think." Socrates

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► Index

► INTRODUCTION

This manual was created by the participants of the training course that was held in Lefkas, Greece from the 24th of June to the 4th of July, 2013 by Solidarity Tracks. The training course "Mission evaluation; result evaluation" was supported by the "Youth in Action" program.

Thirty - five participants, who were youth workers and youth leaders from different organizations all over the world, tackled the need of creating a manual about the evaluation and monitoring of non-formal education. They shared their experience and best practices, and guided by an evaluation expert, created this manual which is going to help both youth organizations and youth leaders to monitor and evaluate their projects, programmes, initiatives and actions.

The manual is of great help for organizations as a guideline for conducting monitoring and evaluation as well as getting the report of the final outcomes and benefits of the implemented projects.

Evaluating and monitoring of non-formal education are all too important, as the latter is one of the sub-sectors of the whole education system, which provides learning opportunities to those who are outside of recognized formal education. Evaluation is and should always be integral part of projects and initiatives, as it is a way of ensuring the quality of our activities, and like a "compass" of our projects will show us in which direction we need to go, which way to choose, how fast we should go… in order to get to our final destination.

This manual is not a "ready-to-use" evaluation tool. This manual acts as a guideline about how to create your "ready-to-use" evaluation tool(s). Reading the content of this manual, you will realize there is neither a universal evaluation tool, nor a fit-for-all evaluation approach. You need to create them yourself, and this manual should help you.

The experience of youth workers and youth organizations shows that monitoring and evaluation of non-formal learning activities are very rarely utilized, and even if they are utilized, they cannot often provide you reliable information about your project activities, about your real achievements, about the real benefits of your activities for the target groups, neither can they identify aggravating elements and the way of overcoming them. That's the main reason because 35 youth workers and youth leaders gathered in Lefkas, in order to share their experience and knowledge and to create the manual which can be useful to all those who want to track and to improve their projects and activities.

The manual consists of three main chapters, which go deep into the definition of evaluation and monitoring, planning evaluation and monitoring, evaluation methods and tools, evaluation reporting and results implementation and disseminations.

The chapters are the following:

Monitoring and evaluation!
What is that?

Planning the evaluation

Data collecting

Reporting
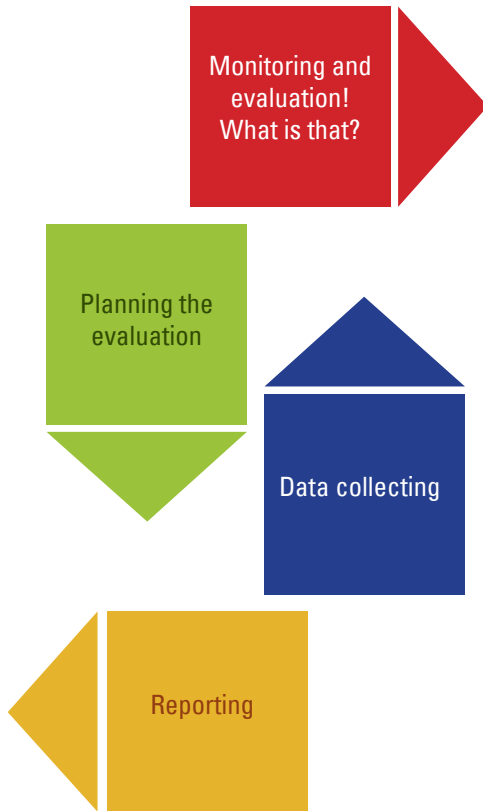
This manual is right here for you, please feel free to use it for your final evaluation.

Monitoring and evaluation?

What is that?
Evaluation and monitoring is something that we do in our daily activities. We monitor and evaluate many things in our life: while we are cooking, reading, jogging…

We usually taste our meals just to be sure that we put the right ingredients at the right time and the right quantity of them. We evaluate our appearances watching ourselves in the mirror, or asking our friends to tell us e.g. how the new dress suits to us. You are evaluating this manual, right now, as you are trying to find some useful things for your own project activities and asking yourself if it is possible to implement them in your project activities. So, you are evaluator and you evaluate many things in your life, and evaluating the non-formal learning activities is very similar to the evaluation you are doing in your everyday life. You know why you are cooking, you know what you are cooking, you know for whom, when or how long your meal should be cooked… you know the ingredients and their quantity, and the time of cooking… And all those things you are doing because you want to prepare a tasty meal and because you want to enjoy your work results. And just like in your kitchen, in your projects you usually ask yourself the same questions. You monitor and evaluate your goal, your project objectives, process… But, the question is "are we doing it in some systematic and in advance planned way?" And that's the main difference between evaluating your meal and evaluating your projects. The evaluation of your projects should be more systematic and carefully planned in advance than it is when cooking your meal.

Now, as we are aware that we are already evaluators and we are evaluating many things in our life, we should clarify what the monitoring and evaluation really is, and what the difference between the monitoring and evaluation is. Yes, we are aware that you know that monitoring and evaluation is something related to "checking" something in your projects, but we still have to clarify it with some definitions which you can find in some books, glossaries and encyclopaedias.

There are plenty of them, but we decided to give you the following as we see them simple and concrete enough.

The evaluation is the comparison of actual projects impacts against strategic plans. It looks at what you set out to do, at what you have accomplished and how you have done it. It can be formative (taking place during the life of a project or organization with the intention of improving the strategy or way of functioning of the project or organization). It can be summative (drawing learning from a completed project or an organization that is no longer functioning).[1]

Monitoring is a process, which provides timely evidence on program outcomes and misleads. The evaluation measures performance and demonstrates benefits

1 Janet Shapiro, Monitoring and Evaluation, Civicus, Johannesburg, 2001

conduct evaluation to understand what we do well and realize the areas that might be eliminated or improved. In addition, it helps to create an opportunity to share the information with other organizations and interested parts.

The whole system of monitoring and evaluation is a two-step process, a part of which intervenes in different stages of the program. Monitoring is a constant checking and reviewing what you are achieving, while the evaluation is conducted once the project is over or has been running for a certain period of time.[2]

There are various differences between the monitoring and the evaluation. The differences are as follows.[3]

▶ 1. The monitoring is a continuous process. There is no gap in the monitoring that occurs where one person is monitoring another person. The process as well as all the other activities that are related to the monitoring are usually seen when a person who is above a worker tries to look at the work of another person in a day-to-day basis or a continuous process. The evaluation, on the other hand, is a intermittent process and is not continuous. There are specific points of time when the evaluation is done. The periods between these points are pre-determined. As examples of these we state the mid-term evaluation or any other time-staggered of evaluation.

2 Sonia Herrero, Integrated Monitoring In Progress, Berlin, April, 2012
3 Source : http://www.saching.com/

▶ 2. The monitoring of a person or a program actually measures the tasks that are done by the individual or the list of activities that are done by the person. The process of evaluation, on the other hand, measures the objectives. Each is completely different from the other, though the process may seem very similar. The evaluation seeks to find out if the objectives have been reached to while conforming to the objectives (rules? norms?).

▶ 3. The process of monitoring is simpler than the evaluation process. In fact, it is usually done in-doors by the people who are part of the same organization. This is the reason why the monitoring has to be considered to be like the internal auditing. The process of evaluation on the other hand is like the external auditing that happens in a company. The people who constitute the evaluation team can not only be from the same organization, but should also be from another organization and they will assess independently without any sort of bias.

▶ 4. The monitoring process tries to score the activities of a person and so it tends to be quantitative by nature. The evaluation process on the other hand is more often than not, a qualitative process. This means that the process does not have standardized answer and is usually more complicated than the monitoring process.

As already explained, the monitoring process is done usually by insiders from the company. The process of evaluation on the other hand can involve much more outsiders than insiders.
As we can see from the above bullets, there are a lot of similarities between monitoring and evaluation, but also some differences. However, both of them are used for the same purposes, and so there must be a strong connection between the things we are doing in monitoring and the things we are doing in evaluation. Monitoring and evaluation are like brother and sister.

Monitoring is also very important for the evaluation. During monitoring we are collecting some information and data which can be used in our evaluation. Yet both of them should be planned carefully and in advance, in order to be useful.

5W ▶

Are you wondering about what is 5W and why 5W is one of the title of this manual? Don't Google it or try to find in Wikipedia, as we have already tried to and didn't get the satisfactory results. So, don't waste your time trying to find out answers there.

If you are really wondering about it, then you are already half way to answering your questions. And two of five parts of your answer is in your questions, and they are bolded. Yes, 5W is what, why and three more "W(s)". Still, can you guess which three more W's? Think about it, a bit.

If you still don't know, then, who should know it? Or, when do you think you will be able to find it out? Or, maybe you are wondering what is the purpose of all those questions – to whom is this question addressed?

Well, again, if you are asking yourself all those questions, then you probably asked the rest of three "W(s)". Can you now guess or find out the real meaning of 5W? If not, please, think about it a bit before you continue to read this text, as we will discover it a bit later.

Well, if you still haven't found it out, don't worry. We as the participants of training course couldn't find it out from the first attempt either. A bit later, our trainers discovered it for us, and now we want to share it with you too.

Well, "5W" is an abbreviation of five crucial questions which we should asked ourselves when we want to conduct some evaluation.
Those questions are:

Why (evaluate)
What (to evaluate)
Who (should evaluate and to be evaluated)
Whom (is the evaluation for)
When (to evaluate)

As we mentioned previously, these are crucial questions, because our evaluation approach and our evaluation plan depends much of the answers of our questions, as well as the results of evaluation and the implementation of evaluation results. Just like when you want to cook something, you need to know in advance what you are going to cook, why, for whom and when in order to go into a marketplace to buy the proper ingredients and quantities of ingredients that you need.

Answering yourself to these questions is part of your evaluation plan, and answering these questions or even just asking yourself these questions is already one part of evaluation. If you have asked yourself at least one of these questions, then you have started with your evaluation.

We guess that you have realized there are a lot of various answers on these questions. Some of them are more or less "correct" or "wrong", but in order to help you about possible "right" answers, we are providing you the list some of them

Why Evaluate?▶

This is the first and basic question. If you don't know why we evaluate something, then there is no need even to evaluate it. It would be a purposeless job, if you don't know why you are evaluating something.

Although, there can be hundreds of answers to this question, we are providing you some of them.

▶To learn:
While evaluating, the actors involved learn to understand, to give a value and to draw conclusions from their own learning experience. Through educational evaluation we learn from experience. The changes and actions resulting from educational evaluation become critical action and reflective practice.

▶To motivate:
The evaluation process should lead to improvements and positive change. Change, improvement, evolution and further development are factors of motivation for all the actors involved in the educational process. That is the reason why a constructively carried out educational evaluation contributes to maintaining a challenge and to fostering motivation within a project.

▶To Participate:
Educational evaluation is an opportunity both to promote the values of participation and to practice it.

▶To change and improve:
Change and improvement are integral to the process of educational evaluation. This idea of change is generally assumed both in an "operational" way: (change of tools, formats, methods, places, targets), as well as on the personal level (change of attitudes, of values, of ways of understanding).

These are four main reasons why we should evaluate our non-formal educational projects. Of course, you are not limited to them. We usually have additional reasons e.g. in case the donor asked it from us. It is not a mistake if you decided to evaluate your project because your donor asked it from you, but the mistake is to do so for the sole reason that the donor asked it or to consider this as your primary reason for evaluation. In most cases, in such evaluations, you are not going to be objective in gathering your conclusions, or you will try to hide some "bad elements" of your project under the carpet. You will not ensure learning, motivation, participation and improvement of your project activities, and those elements should be the main goal of your evaluation.

What Evaluate? ▶

Well, you have chosen the right reasons for your evaluation and now you should ask yourself "what to evaluate". Of course, you are going to evaluate your project, but the question of "what" is more related to the project elements. So, it can be the knowledge or skills, or the learning process, group dynamics, overall achievements, gained competences, participants' motivation, etc… "What" should be connected with "why", and whenever you want to answer yourself the question "what" to evaluate, you need to keep in mind the answers of your previous question "why".

We are giving you some list of possible project elements that can be evaluated:

▶ Objectives

▶ Competences

▶ Achievements

▶ Performance (Staff selection / trainer's effectiveness …)

▶ Outcomes

▶ Process

▶ Setting of the projects

▶ Participation / motivation / team building

▶ Financial management

▶ Compatibility with agenda …

what

It is important to mention that you are not limited to choosing only one element. In most cases, you have to evaluate more, especially because they are interconnected and you cannot sometimes evaluate one of them without considering or including the other of elements. It is better to adopt a holistic approach and include more elements in the evaluation scope, but you should be aware that including more elements can make your evaluation complex. So, while on evaluation stay focused on the most important elements of your projects.

Who and for Whom Evaluate? ▶

Logically, someone needs to undertake the evaluation, since we never heard of an evaluation conducted by itself. So, we need to know who is going to conduct evaluation, but also who is going to be involved in the evaluation process (in terms of who is going to be evaluated).

So, you need to decide or to choose the right person(s) who are going to conduct the evaluation. The "Right person" is usually someone who knows what (s)he is doing; someone who understands the project, and someone who knows how to evaluate. Basically, it is someone who is interested in this manual, understands it and considers it practical. Yes, it can be you, our dear friend and reader.

It can also be someone from outside the project – a person who is not involved in any way in the project activity directly, but (s)he still understands and knows the content and dynamics of your activities. This person is usually some who is called as external evaluation expert.

In the first case (when somebody from inside the project is evaluating), we call it "internal" evaluation, and in a second case (when someone from outside the project is evaluating) we call it "external" evaluation. Either case has the respective advantages and disadvantages.

Probably, if you are part of the project, you will be able to have a better picture about how the things are or were going, you will be more motivated to conduct evaluation and you will save some money. Besides, if you are not an evaluation expert, you are risking making some methodological mistakes which can influence your findings, but also, as it is "your" project, you are risking being more subjective in drawing conclusions. You also need to know that you are not just evaluator, but also participant in the activities and your participation may influence other participants and project activities. You need to be ready to cope with this double project role.

On the other hand, involving some "outsider" as an evaluator can reduce the risks of making some methodological mistakes (particularly when that outsider is an evaluation expert), and can also make the evaluation's conclusions more objective. Yet you are justly concerned that such an external evaluator may not understand so well the content or the main objectives of your project. Besides, when some outsider gets into your groups as an "unknown" person, your participants can be rather uncommunicative and deny him/her right information as they didn't get acquainted with him/her enough, or they might think "someone has come here to find bad things and to punish project agents". Involving someone from outside to conduct evaluation might also require some additional financial resources, as you will probably need to pay him/her for the job (s)he is going to do.

who and whom ◀

The question of "who" also refers to persons that are going to give us necessary information for our evaluation. For instance, who is going to be involved in the evaluation process, who is going to be asked the questions, who is going to be our key informants…

The question "who is going to be involved" also depends on your answers about why and what. Whether you are going to involve only participants, or also the trainers, the mentors, facilitators, the donors or some decision-makers… depends a lot on your evaluation goal. It depends also on how much you really want to go in depth.

Generally, the more people involved – the better for your evaluation, because more people will give you more information and you will have more and different points of view. On the other hand, be aware that a lot of people involved in evaluation process as informants or as evaluators can require more time to analyse the data and to conclude the findings.

So, here is a list of some possible people or groups of people that might be involved in your evaluation process:

• The participants : as learners and the target group of the activity;
• The facilitators, leaders or team members: as responsible persons for animating activity;
• The organisers and partners: as promoters of the activity;
• The sponsors/donors: as supporters of the activity;
• The decision-makers: as those "responsible" for considering the results of the evaluation in further decision making processes.

Generally, the questions (Who?) and for (whom?) are deliberately formulated together because everybody involved in the educational process should participate in its evaluation and should be informed about its results.

One of the important question is also for whom we are conducting our evaluation. Who is going to read it? The donor or just you? Or the participants? Or all of them? Or the public? In anyway, you need to decide on it before the evaluation process gets started, as you will need later to configure the report in the format which is appropriate and readable for your audience. For example, if you are the only one who is going to read the evaluation report, you don't need to include in the find report some information about your project, as a project description. However, if you want to publish it on your website or to print it out, you should also have some pages written about the project, project description, the project process and the like, so that the readers who never heard of your project can have clear picture about the aim and what you have done in your project.

When Evaluate?▶

Suppose you graduated from your university. This is a good enough reason to celebrate somehow with your friends. You spent a lot of time and energy to graduate, so you know why you are celebrating it. You invited your friends to the dinner and you know what you are going to cook for them. Moreover, you know who is going to come and for whom you are doing all those things. You went to the market and bought all the ingredients that you need. The dinner should take place at 20:00h, and for the moment it is 14:30h. When should you start cooking your dinner? How much time do you need to cook it?

when

If you start cooking too early, then probably the meal will not be warm enough, and if you start cooking too late, then you will not be able to serve it at the scheduled time. So, you need to know the right moment when you should start cooking your meal in order to achieve the best satisfaction from the whole event for your friends.

Conducting evaluation also requires knowing what is the best moment to conduct it. Sometimes, we do it before the activity. Sometimes, in the middle of activity, and, quite often, we do it after the activity. Sometimes, we do it at the beginning or before the activity, in the middle of the activity and at the end of the activity. Which moment fits better for the evaluation you will choose depends much of the answers of your question "what". If one of your project objective is increasing the knowledge level of participants about women's' rights, then you need to know their level of knowledge before the activity. So, you will somehow "measure" their knowledge before the training and again after the training (usually using the same tools: questionnaires etc.) and simply compare the results. Alternatively, you can do it just at the end of the training, by asking participants retrospectively about the level of the knowledge they have achieved in the training.

Generally, there are three main time points when we are conducting the evaluation:

▶ During the process of the project (depending on the project)

▶ According to the project phases (technical visit, exchange, etc…)

▶ At the end of the project (for long and short terms if we want to measure the impact delayed

It is important to mention that evaluation is not just the moment. Evaluation is a process which consists of several moments.

So, whenever you want to evaluate your project or some project activity, it is important to answer to those 5 questions. Let's introduce one simple example showing how easily you can do it, just using one simple tabulation.

Imagine that you have a project aimed to increase the intercultural competences of the project target group. You want to do an evaluation in order to know if your project works or not, in terms of developing the intercultural competence. So, you have already answered a question, "why".
But, what to evaluate? Intercultural competences? The first problem which you will face is how to "measure" intercultural competences? You cannot simply use surveys or questionnaires or statistics to measure it. Actually, most of the people will agree that intercultural competences cannot be simply measured or even not measured at all. So, the problem is how to measure something that is unmeasurable or hard

to measure. Well, in this case, you will measure the elements (constituents) of competences. You already know that knowledge about cultures is a very important part of intercultural competences, or empathy, or the level of self-confidence. So, if you want to develop or increase the level of intercultural competences, you need to develop or increase the levels of the aforementioned elements. So, you know what you are going to measure or to evaluate. These will be the elements of intercultural competence. You feel confident and competent enough to do it, so you also know who is going to

do it, and for whom, but you also know that your target group will be the key informants or the persons who are going to give you the information about it. The last question is when to do it? Since your activity's objective is to "increase" something you need to know that finding out that something is increased or not requires knowing the exact situation before the activity and the one after the activity. So, you will start your evaluation process simply by measuring the level of knowledge of the training course participants about cultures, identity… before the activities, and you have to measure it again at the end of the activities. You will simply compare the results "before – after".

It will be easy for you to put it in a tabulation using the example below:

why	what	who	whom	when
I want to check if my programme really works in terms of increasing the intercultural competences	Elements of intercultural competence: e.g. knowledge	I can do it with the help of my colleagues. Participants will be key informants	For the project managers and trainers	Before the activity and after the activity

And you can do the same or similar for the rest of the elements.

Thus, answering yourself the 5W-questions is crucial for your evaluation. If you answered yourself those questions and if you are clear with them, then you are on a good way to develop and to conduct effective evaluation. Still, there is also one additional question which you still need to answer to yourself. And that's HOW. How to evaluate the things we want to evaluate? This question is related to the evaluation method, and it will be discussed in more details later on.

All those questions are integral part of your evaluation plan, and evaluation planning is a very important part of evaluation. Sometimes, the good planning is more than half of evaluation. At the following chapter, we will pay more attention to the planning of evaluation and developing effective evaluation plan.

▶Planning the evaluation

If You Include It, You Have To Measure It . . .

We mentioned previously that the planning of evaluation is crucial for achieving the goal of our evaluation. Evaluation should always be integral part of project, but it should also be the project for itself (TI ENNOEI;;). You should plan your evaluation just like you plan your project activities. Usually, it is too late to plan the evaluation once the project activities have been launched.

In this chapter, we will pay attention to planning and preparing the evaluation, focussing especially on the main elements of evaluation plan: defining project objectives, indicators and type of indicators, data sources, sample and method of data collection.

Preparing the evaluation▶

Since evaluation is a project inside the project, it needs preparation and planning so it should be started long before the project we evaluate is put to action. For every phase of the on-going project, we should prepare the monitoring instruments in order to keep our focus on the aims and the objectives established in the project's goal.

The difference between goals and objectives lies in the relationship that links these two notions. Goal is the up highest step of the ladder, and the objectives are the means or instruments that help us to achieve our goal or goals. This means that objectives are more specific and targeted on certain aspects of the main goal and they are measurable. This way they can be the basic tools that point out the guidelines in planning of different strategic activities. In this approach, objectives are the mere founding stones of the project planning and of the evaluating its actual outcomes. (see figure nr.1)

GOALS OBJECTIVES

▶ Objectives in general

An objective is a desired personal or a group result of planned activities and commits to achieve a personal or organizational desired end-point. By setting and framing certain objectives you get to understand better what your specific needs are and adjust them for arrangement of your responsibilities. According to one saying: If you do not know where you are going, do not be surprised if you do not get there! (Η ΠΑΡΟΙΜΙΑ ΔΕ ΣΤΕΚΕΙ ΛΟΓΙΚΑ)
Objectives are needed in order to create a clear vision of the needs and the expectations that will determine the undertaken tasks having an accurate form and style. Objectives are related to results and need to be completed within a time schedule.

S.M.A.R.T. objectives

During the process of setting up goals and objectives it is crucial to follow the approach of S.M.A.R.T. objectives. It is an acronym that helps you to check whether an objective meets the criteria of being specific, measurable, achievable, realistic and time-framed. It is crucial to have a clear and concrete idea of the way how to set up an objective. The objective is specific when it is clear and you know exactly what you want to achieve. You can measure the result when you have the way to assess and verify an achieved as well as a failed goal. Before setting up the goal you have to realize your capabilities and resources in order to be successful.
You have to take into consideration the fact that the environment and time is appropriate to make it real. And eventually time-framing helps to organize your work, be efficient and determine deadlines in order to avoid postponing task completion.

▶ S.M.A.R.T. objectives CHECKLIST

Element	Explanation	Checklist
Specific	Is it well defined? Is it clear enough? Is it understandable for everyone?	✓
Measurable	What indicates that the task has been completed? What verifies whether you reached the goal or not?	✓
Achievable	Do you have the capabilities to do the task? Are the necessary resources available? Is the environment appropriate to do the task? Can you implement it now?	✓
Realistic	Is it possible for the individual to accomplish the objective? How sensible is the objective for the current environment? TI ENNOEI;; sensible = ευφυής, αισθητός	✓
Time-framed	What is the deadline? Is it possible to achieve the goal within the certain time frame? Are there mid – term review dates?	✓

Practical example

An NGO wants to implement at least 3 projects every year about active citizenship in order to raise the awareness of young people who will be actively involved in work with the youth in a g iven community.

Element	How does the objective include this element?
Specific	The objective specifically states that the NGO wants to increase the number of implemented projects
Measurable	The amount of 3 projects can be easily measured by number of implemented projects
Achievable	Before setting the objective the NGO has to assess its capabilities to make sure that the objective is achievable
Realistic	Before setting a goal of 3 projects in a time frame of 1 year the NGO has to review its resources to make sure that it is possible in general to reach the goal
Time-framed	The time frame of 1 year is set in order to achieve the goal

Why indicators should be used ▶

Indicators are important and useful tools for monitoring and evaluating progress, or lack of it. Indicators are usually defined as information management tools, useful for assessing the progress achieved at a certain point in the project cycle, or following completion, as well as for monitoring and collecting information regarding the project and its beneficiaries.

There are various reasons why indicators are useful in policy, program or project planning, monitoring and evaluation. Firstly, if the same indicators are used in different countries, different organizations or within the same country/organization but across time, they offer the benefit of comparability. Secondly, indicators offer simplicity as they provide easily accessible concise information. Thirdly, indicators can be very useful in advocacy. They can be strong advocacy tools pointing to areas where intervention is needed or areas where interventions are not having the desired effects. Fourthly, indicators can be powerful tools in project management systems for monitoring and evaluating project outcomes and impacts, making sure that the project, programs or policies 'stay on track'. Finally, indicators can give a sense of gratification to planners, policy-makers and project staff when they see that the desired impacts are being achieved. They may therefore boost morale by providing reliable and trust-worthy data about impacts achieved.

Definitions of indicators

Indicator is a measurable sign used to monitor the operation or condition of an object or other physical system to be measured.

Indicators are used to simplify the real world in the research process: An indicator is a pointer that can be a measurement, a number, a fact, an opinion or a perception that points at a specific condition or situation and measures any changes brought in that condition or situation over time.

In a case of preparing your meal, indicators lie in the recipe for your meal, where it is stated and explained what ingredients, in which amount and when to use in order to cook your tasty meal (goal).

Types of indicators:

There are many different approaches of evaluations, so there are also many different types of indicators. The term "indicator" is widely used in many areas, so it is not surprising that we can also find many different types of meaning and types of indicators. But, in this manual, we want to keep to our track and do not go much into details. So, we will mention three basic and most used types of indicators:

▶ Quantative indicator
▶ Qualitative indicators
▶ Indicator of efficiency

Quantative

Qualitative

Indicator of efficiency

▶ Indicators are usually quantitative markers, a percentage or share, rate (e.g. birth rate), or ratio (e.g. inhabitants/doctors).

▶ Qualitative indicators can be defined as people's judgments and perceptions about a subject. For example: the number of people owning sewing machines in a village is a quantitative indicator, the confidence those people have in sewing machines as instruments of financial independence is a qualitative indicator. Note that "quality of life" indicators, such as those that measure changes in a population's health, education or employment, are often confused with qualitative indicators (beliefs, opinions, attitudes), as they both refer to "quality". In fact, either qualitative or quantitative indicators can measure health, education or any other subject.

▶ Efficiency is accomplishment of, or ability to accomplish, a job with a minimum expenditure of time and effort. For example: The cost of each participant in the project shouldn't exceed some reasonable limits. Indicators also need to be well defined. We mentioned that indicators are just like a recipe for our meal, and if we have an unclear or ambiguous recipe, probably we will make somewhere mistake during the cooking process, which means our main goal will not be achieved in the way we wish. So, you need to pay extra attention to defining the indicators, and remember:

"If You Include It, You Have To Measure It"

D.O.P.A. ▶

We mention that objectives must be "SMART", but indicators must be "DOPA". But what is DOPA?

DOPA is an abbreviation of the words Direct, Objective, Practical and Adequate.

DOPA
Adequate
Practical
Objective
Direct

A Direct Indicator closely tracks the result that is intended to be measured.
Example: increased or decreased number of participants.

An Objective Indicator is unambiguous about:

1) What is being measured and which data are being collected;

2) Having a clear operational definition that is independent of the person measuring the indicator.
Example: Knowledge that we can objectively measure ….

A Practical Indicator can be gathered at reasonable cost and frequency, and can be available in time for use in decision- making;
Example: Increased knowledge of participants.

An Adequate indicator constitutes the minimum necessary to ensure that progress towards results is sufficiently well captured.
Example: To be adjusted to the situation…

Developing the MATRIX▶

If you have managed to read unto this chapter you could have noticed that objectives and indicators are somehow interdependent. Let's first take a simple example: you have established your objectives and they are specific, measurable, achievable, realistic, time-framed but you miss the indicators or your indicators are not pointing out very precisely the objectives. If that is the case, the evaluation process will surely fail or have a totally different outcome than initially expected or it will be unrelated to your initial concern. In order to have a really good and successful project you always have to make sure that the evaluation process is truly reflecting your project from planning through implementing to the final reporting on the outcomes of it. This can only be done by having your objectives aimed to your ultimate goals and by keeping track of the development of the whole project and reaching your objectives. You have to be careful to choose and fine-tune your indicators (variables) so they would always point out and reflect your objectives very precisely. (fig.no.2) When you are building the evaluation matrix, objectives and indicators will have to come most certainly in the first place, they should be your main concerns and they should never be separated from each other. Usually the evaluation matrix is more or less a simple table but in which objectives and indicators are always placed in contiguous columns, and they usually occupy the space of two columns.

The next logical step is without a doubt the data collection in order to support your indicators. Remember that your matrix should be the guarantee of a transparent and objective evaluation, so you must point out the source of your data which on the one hand will justify the validity and efficiency of your indicators and on the other hand is also going to give you information on the spreading and visibility of your project with the help of the samples that give firsthand feedback for your evaluation.

The logical order in your matrix development should be:

- ▶ Objectives
- ▶ Indicators
- ▶ Type of indicators
- ▶ Source of data
- ▶ Method of data collecting

The next column of your matrix has to be, for sure, about the methods of collecting the data. Now this is very important, because the whole evaluation process and its success rely on the data collection, mostly, because this will be the evidence through which to proceed for the evaluation process final step: the reporting, every finding and conclusion that you'll arrive to.

The methods you will choose to collect the data will always depend on many circumstances like environment, time-frame, type of indicators, sample and so on. Up to this point, we have all the important or key elements of the matrix. These elements can be grouped in two categories. The first category (group) is made up by the objectives and their "drivers", the indicators. The second group consists of the fact-based and down-to-earth elements of the matrix. Let us just put it in this way for a better understanding. If our matrix would be a space project "Mission: Moon", then the Moon would be our goal, reached by our objectives the rocket and the astronauts would be the indicators and they all together should form the first group, or the first part of the matrix. The second group should be the technicians or flight engineers, coordinators, all the apparatus and the equipment down on Earth. Their job is crucial because

they are the actual coordinators of the whole endeavour, they monitor, measure, guide and in some cases help to correct the rocket's (objective) trajectory by keeping a close eye on the astronauts (indicators) that guide the vessel to the final goal, the Moon (figure space mission followed by the matrix).

All this elements have to fit together perfectly and need to be synchronized with each other. Every change or adjustment in just one of its components will lead to further changes in the rest of it, no wonder we call it a matrix.

Please note that the evaluation matrix is not some rigid plan or table, in fact it is something very flexible and adjustable, it can be amended with further columns for details and specifications until it fits all your needs and desires.

Also try to keep in mind that the evaluation matrix is going to be your guide and help in reporting, drawing conclusions and giving recommendations regarding your on-going or finalized projects.

Once you have prepared your evaluation matrix, you can be sure that you have done big part of your evaluation. In the following part of this manual, we will turn to the more "practical" part of the evaluation process, the data collection.
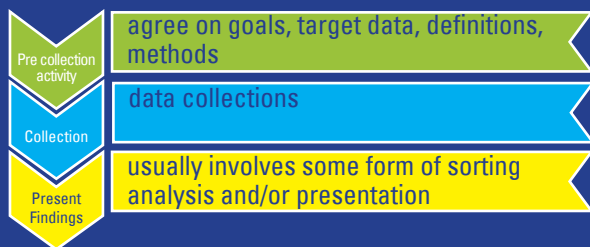
Ex.▼

Objectives	Indicators	Type of indicators	Source of data	Sample	Method of data collecting
to develop competences for supporting learning of young people with fewer opportunities	number of competences more develpoed	quantitative	social workers, educational tool, questionary	facilitators, participants, team members, organizers	survey for participants, organizational management
to learn how to asses competences with young people	improve knowledge	qualitative	participants	participants	pre/after self assesment questionnaire, face to face

Data collecting

At last, we have carefully planned our evaluation process and are sure that we know how and when to measure each part of our project, which is important for our evaluation. Now, we need to collect some data which will be used in our evaluation.
Prior to any data collection, a pre-collection activity is a crucial step in the process. Data collection process also has its steps, and these are the following:

Pre collection activity	agree on goals, target data, definitions, methods
Collection	data collections
Present Findings	usually involves some form of sorting analysis and/or presentation

First of all, we need to agree on our goals, our target (source of data) and methods that we are going to use. You will realize that all of these elements are covered by our evaluation matrix. One thing that should also be done before the next step is developing the data collection tools. A data collection tool can have the form of a survey, a questionnaire, an interview or of focus groups questions and protocols, observation protocols, etc… But, we will pay attention to the data collections tools development later on.

Data collection ▶

Data collection is an on-going systematic collection, analysis, and interpretation of data necessary for designing, implementing, and evaluating programs. In particular, NGOs need to know about the numbers and types of measurable objectives. In other words, this means systematic gathering of data for a particular purpose from various sources, including questionnaires, interviews, observation, existing records, and electronic devices. The process is usually preliminary to statistical analysis of data.
Here are some useful, basic principles, which we should know:

▶ Data is collected as near to the source as possible

▶ Who enters the data is its owner (e.g. as regards data protection, accuracy etc.)

▶ Who owns the data enters it

▶ Who owns the data is responsible for its correctness

▶ Who guarantees is allowed to set requirements

▶ Who performs a task guarantees its quality

▶ Who makes a mistake corrects it

So, you need to be aware that as an evaluator or someone who collects the data, you bear a lot of responsibilities, and collecting the data is a serious job and you should tackle it in a very reliable way.

There are basically two main types of data:

▶ Quantitative data
▶ Qualitative data

For collecting the quantitative data we use quantitative tools, and for qualitative data we use qualitative tools. So, we can use quantitative and qualitative approaches for data collection, but we can also combine them (we usually combine them), and in that case we term that approach as mix-method approach.
N.B.: Quantitative and Qualitative data are equally important, and the table below shows which some of data collection techniques / tools which we use for qualitative and for quantitative data.

Quantitative Techniques ▼	Qualitative Techniques ▼
Surveys/Questionnaires	Observations
Pre/post Tests	Interviews
Existing Databases	Focus Groups
Statistical Analysis	Non-statistical (methods vary)

There are several differences between qualitative and quantitative data. They give us different types of information and answer to different research questions.

▶Quantity (How much)

Quantitative research is concerned with objectivity and the precise measurement of the activities and events that are being evaluated. It usually answers to a question "how much"?. The things that we are measuring by using quantitative methods are usually countable and can be numbered. For example, the number of people who attended the training, number and percentage of boys and girls, the level of satisfaction with the trainers or accommodation, etc… In most cases, the quantitative methods we use for measuring the quantitative type of indicators. We usually use statistics for analysing the collected quantitative data.

Statistical data are most commonly analysed to produce: frequency, mean, median, mode, r2 etc. the point on the scale of measurement below which 50% of all scores falls; spread sheets and databases such as Excel and Access (these can be used for more basic procedures). Data analysis is a complex process and it is therefore important to invest in appropriate training to develop the right level of technical and statistical expertise. Later on, we will explain a bit more about the way to use some basic statistics to analyse the quantitative data.

▶Quality (Why and How)

Qualitative research examines the nature of the issue(s) under investigation. It explores why and how people subjectively think about things. Qualitative evaluations use qualitative and naturalistic methods, sometimes alone, but often in combination with quantitative data. At the simplest level, a questionnaire or interview that asks both fixed-choice (closed) questions and open-ended questions is an example of how quantitative measurement and qualitative inquiry are often combined. Qualitative methods are often used in evaluations because they tell the program's story by capturing and communicating the participants' stories. Evaluation case studies have all the makings of a good story. They tell what happened when, to whom, and with what consequences. The purpose of such studies is to gather information and generate findings that are useful. Understanding the program's and participant's stories is useful to the extent that those stories shed light on (or: elucidate) the processes and outcomes of the program for those who must make decisions about it.

Questionnaires and Surveys ▶

The questionnaire is just tool we use in evaluation. It is a data collecting tool. As a rule, we use them to gather some data from participants about the topic we want to "measure" somehow. It can consist of different types of questions: YES/NO questions, closed questions, open-ended questions, multiple response questions, rate questions, etc…

Goal

Questionnaires can be used for both qualitative and quantitative research. When questionnaires are used in qualitative research, the questions tend to be 'open' in order to allow in-depth exploration of a subject by encouraging the respondent to provide detailed information in their own words. The respondents answer by their "own words". This enables the researcher to establish the context and the reasons behind the responses. On the other side, the questions can also be closed, offering possible answers to the respondents, and respondents need to choose one or more appropriate answers. In most cases, we use some combination of those question types.

In order to obtain a valuable questionnaire as a tool for data collecting, the questionnaire should be constructed respecting the following characteristics / norms:

▶ Characteristics of questionnaire:

Topic	Content
Objectivity	application, analysis and interpretation are not influenced by the examiner
Discriminatory	the questionnaire can identify differences among respondents if there are any differences
Reliability	questionnaires should measure in precise way what we expect to measure
Validity	the questionnaire measures what we think it can be measured

Format ▶

A questionnaire consists of a number of questions that the respondent has to answer within a set format. A distinction is made between open-ended and closed-ended questions. An open-ended question asks the respondent to formulate his / her own answer, whereas a closed-ended question has the respondent pick an answer from a given number of options. The response options for a closed-ended question should be exhaustive and mutually exclusive. Four types of response scales for closed-ended questions are distinguished:

▶ Dichotomous, where the respondent has two options

▶ Nominal-polytomous, where the respondent has more than two un-ordered options

▶ Ordinal-polytomous, where the respondent has more than two ordered options

▶ (Bounded) Continuous, where the respondent is faced with a continuous scale

Structure ▶

The key to effective questionnaire design knows exactly what you want to find out. The purpose and structure of your questionnaire are important, as is the wording of the questions. This guide explains some of the basics.

☑ The questionnaire should always start with a brief sentence or two explaining the purpose of the questionnaire, and what the data will be used for.

☑ It should have a clear structure, and questions dealing with similar aspects of the programme should be grouped together.

☑ As a rule, questions should move from the general to the particular aspects of the programme.

☑ It is often a good idea to ask personal information such as the respondent's age and ethnicity at the end of the questionnaire as these types of questions can put people off at the start.

☑ However, this information is important and if the questionnaire is too long respondents may not have the time to complete it.

questionnaire

☑ Besides, think about whether you will use closed form
(multiple choice) or open form (where the respondents write their response) items.

☑ Essentially, openform items can tell you what the impacts of the programme are, while closed form items will tell you how big each impact is, or how many people experienced it.

☑ If badly designed, closed form items can skew (or: distort) data by not representing the respondents' true range of opinions.
This can also be frustrating for those filling the questionnaire.

☑ Closed form items should only be used when you have a clear idea of what the potential responses will be.

☑ Open form items, on the other hand, grant respondents complete freedom to report any opinions or impacts. However, analysis of data collected in this way is always limited, and it will take much longer to enter the data into a spread sheet.

Those are some of the basic steps in your questionnaire design, which you need to consider during you preparation of the questionnaire.

1. Clear instructions ▶

• Instructions should include relevant information about the research and how to respond to the questionnaire and individual questions.
• Instructions may be general (for the entire survey) and specific (referring to a specific set of questions)

2. Formulation of the questions ▶

• The question should be oriented to the types of indicators. For quantitative indicators you should use quantitative type of question, and for qualitative indicator, you should use quantitative type of question.
• The questions' order should be logical
• Each question needs to measure only one thing (Don't ask in this way, e.g., "Is this a clear and acceptable model?"... We cannot know whether the answer refers to" clear" or "acceptable")
• Vocabulary, words and sentences must be adapted to the respondents' background and understandings (Do not use phrases, idioms, etc…)
• Try to define your questions in a way that each question makes sense to all of your participants. Only when it is really necessary should you use "conditional or jump questions"
• Do not ask questions if you know an answer in advance, or where there is no difference among the participants (e.g., asking about gender if there are only males)
• Do not include your views or attitudes about the things you are measuring. (e.g., Do you think it is a terrible practice that the stories about trafficking are not covered by the media?"
• Use the appropriate scale of measurements. (Do not ask any question with illogically offered answers. E.g., Do you think it is fine to cheat on exams?
Fully agree, Agree, Don't have opinion, Disagree, Fully disagree …)

3. Testing your questionnaire ▶

Before you "officially" launch your questionnaire, you should put it to test. Give it to someone, and ask him/her how they understand the questions or the questionnaire in general. Were there ambiguous or non-understandable questions for them?

4. Modification ▶

If necessary, modify your survey after the testing phase.

Below, you will find some basic principles for questionnaire and question design. You can use the following list as your own checklist during the questionnaire design:

Avoid jargon or technical terms unlikely to be familiar to your respondents

Poor item: Did you consider your task as just a piece of cake?
Better item: How did you consider your task?

Avoid ambiguous questions and answers

Poor item: Do you frequently consult your doctor?
Better item: How many times have you consulted your doctor in the last six months?
None; 1 or 2 times; 3-5 times; more than 5 times

Avoid 'combination' questions or asking two things in one question

Do not include the word 'and' in case a respondent wants to respond 'yes' to one and 'no' to the other part of the question.

Poor item: Do you believe in fairies and elves?
Better item: Do you believe in fairies?
Do you believe in elves?

Avoid double negatives

Double negatives in the question or in the question and answer combination are especially likely to confuse your respondents.
Poor item: I do not trust politicians to tell the truth
Yes; No
Better item: Do you believe politicians usually tell the truth?
Yes; No; Don't know
Better still: In general, how often do you think that politicians tell the truth?
All the time; Three-quarters of the time; Half the time; One quarter of the time;
Never

Do not use leading questions that imply the response that is wanted

Poor item: Do you agree with most people that capital punishment should be restored?
Yes; No
Better Item: Do you believe that for some crimes capital punishment should be restored, should not be restored or do you have no opinion?
Should be restored; Should not be restored; No opinion

Include a 'no opinion' option when asking about people's beliefs or attitudes
An example is given in rule 5 above

Avoid loaded questions that contain words which may bias the responses
Poor item: Do you agree that racist organisations such as the ABC should be banned?
This is a poor item because it labels the target organisation as racist; the respondent might not have considered it as racist without this suggestion.

The way people are asked to show their response should be simple
Ask them to tick what does apply, rather than delete what does not. Ticking or circling is more definite than underlining. You can ask people to put a cross (X) against the alternative which applies, but this may cause problems if people think of X as indicating 'wrong'. A tick is less confusing.
Poor item: Are you aged between 20 and 30?
Delete whichever does not apply
Yes; No
Better item: Are you aged between 20 and 30 inclusive? Tick the appropriate answer
Yes ( ); No ( )

Below, you will also find some examples of typical mistakes which are done during the question design, and, additionally, some solutions about how to avoid or solve them:

Mistake ▶	Examples ▶	Solution ▶	Examples ▶
Suggestive	Do not you think that it was wrong?	Different way of asking about it	What do you think about it?
Influence	Will you tell your friends how nice Lefkada is?	Without opinion	Will you tell your friends about Lefkada?
Unclear	Where do you live?	Specify	Which city do you come from?
Too wide	Can you describe a feel about happiness?	Concrete	Are you happy?
Common known	Is 2 + 2 = 4?	Do not use it!	-
Non-sense	What shape is the sky?	Do not use it!	-
Impossible	How can you teach a stone to fly?	Do not use it!	-
Problematic people Annoying kind	Why?	Ask back	Why not?

Data analyses ▶

One of the most important questions after collecting the data with questionnaire is "what should I do with the data?", or "how should I use the collected data?" The answer to these questions depends on the goal of your evaluation, on the objectives, indicators and types of indicators and the question types. In most cases, the quantitative data is analysed statistically using appropriate statistical methods. Only the questions which gather the quantitative data should be analysed using statistics. Although there are lots of statistical operations and methods, the most commonly used are percentages, frequencies, means, standard deviation, correlations, etc… We are not going here to explain in detail each and every statistical operation, as this might require more space and time, but we will mention that you should pay attention to the way how the data can and should be analysed. If you are not so familiar with the statistics, then consult someone who can help you there.

You should also know that much data which is not typically numerical data (like, 1, 2, 1/3, 80%, etc.) can be quantified (or turned into numbers) and analysed. For example, if you ask respondents about the gender, although the answers "male" and "female" are not typically numerical data, you can simply calculate the number of males and females and make such data numerical. So, you will have the frequencies and percentages of males and females.

Some kind of questions which measure someone's attitude or opinion towards something can also be numbered in a same way. For example, if you ask respondents to pick an option which is the closest to their opinion and offer them options:
"Fully agree, Agree, Neither agree nor disagree, Disagree, Fully disagree", you can simply calculate again the number of responses. One of the additional things that you can do here is also to elicit the "average" score of the items. You can give numerical values to any or possible answers, where "Fully disagree" can have numerical value of 1, and Agree at all numerical value of 5. So, you can simply calculate the average score for the item and express it as index score, which can possibly range from 1 to 5. So, you can have, for example, an average index score of 1,6 which means that most of your participants disagree.

This way of data analysis is good when you want to group the item to the factors. What does it mean?! = ΤΙ ΕΝΝΟΕΙΣ; ΜΗΠΩΣ ACCORDING TO?

We will give you an example.

If you want to measure the respondent's attitude towards the logistics of the training, you should not ask only one question, but several of them. You should ask them about their satisfaction with accommodation, with the food, about the hotel staff, etc… If you are using the same scale or answer options, you can group the items in one generic factor called "overall satisfaction with logistics". Simply, you will calculate the average score for any item, and after that, you can calculate the average of averages of the items, so you will have one index score which represents the respondent's satisfaction with the

logistics. If you do calculate it in this way, then you will also be able to compare your data using different criteria or variables.
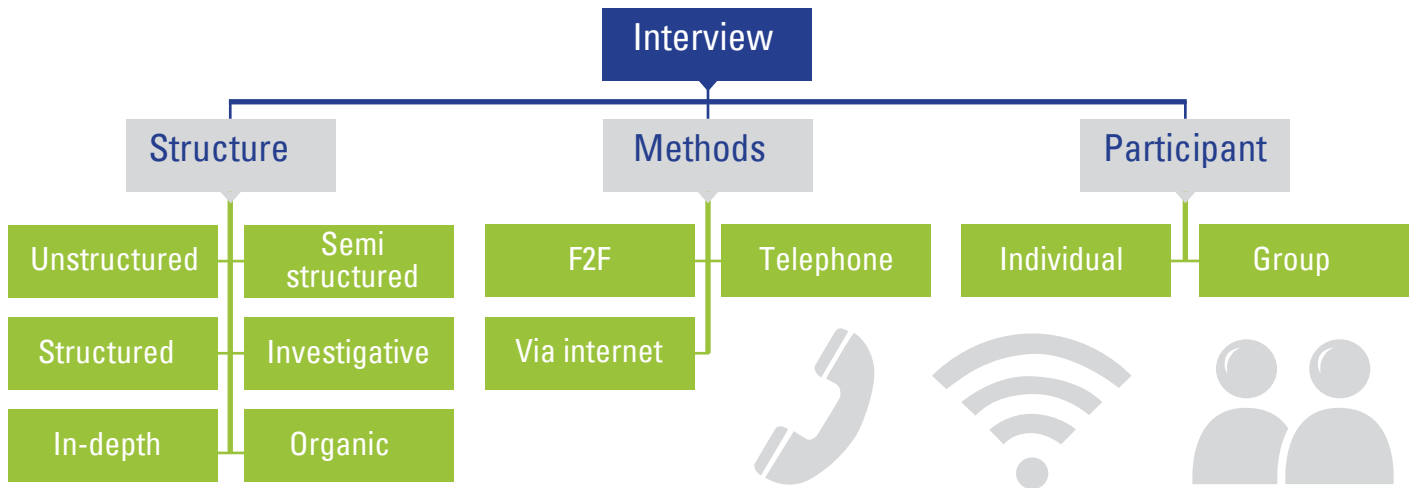
For example, you will able to simply compare and infer if there is any difference in satisfaction with logistics between males and females.

In most cases your data are analysed using some statistical software. There are a lot them on the market, but we are pretty sure that you already use some of them. For example, you can analyse the data using your MS Excel, or SPSS. But if you are not so confident in using statistics or statistical software, you should ask for someone's help about it.

Interview▶

We previously explained some of the characteristics of the questionnaires and mentioned that they are the most commonly used means used for collecting the quantitative data. On the other side, we have also qualitative data which are mostly gathered using quantitative data collection methods. Interview is one of them.

What it is? The interview is a carefully planned discussion with an intention to get information about the perception of participants in some defined areas of interest in a stimulating and safe environment.
There are many types of interview. The graph below shows some of them according to structure, method and participants.

Interview		
Structure	Methods	Participant
Unstructured / Semi structured	F2F / Telephone	Individual / Group
Structured / Investigative	Via internet	
In-depth / Organic		

Goal ▶

The main objective of the interview is finding out the thoughts and perceptions of the participants on specific issues. The interview is usually used if we want to undertake a more "in-depth" analysis.
Format
The most common form is verbal in any way: face-to-face, and/or via internet, telephone etc.
Structure
Regarding the structure, the interview can be structured, semi-structured or unstructured.
In a structured interview, we have prepared all questions in advance and we will only ask questions which we prepared. We never ask additional questions. The advantage of the structured interview is that we are focused on the topic, but in return is that we do not have enough flexibility to ask additional questions.
In a semi-structured interview, we prepare the main questions or topics which we want to discuss. We can ask additional questions depending on the interview path. A relevant advantage of the semi-structured interview is that we have enough flexibility to ask additional question, but the disadvantage is that it is sometimes difficult to stay focused on the topic.
In an unstructured interview, we do not prepare any questions in advance but only the main discussion topic. There are further advantages and disadvantages of each type of interview, which can be seen easier on the table below.

Goal ▶

Advantages Disadvantages	Structured	Semi-structured	Unstructured
+	Easy to quantify	Compare answers	
	No missing importance	Participants can say whatever	
-	No space for discussion		Cannot compare
	(strict) Protocol	Data processing is very difficult	

For the purposes of conducting an interview, we should develop an interview structure (interview guideline) which consists of:
▶Introduction to the interview (Basic information about the reasons for interview)
▶The questions (organized by the topics in a case of structured or semi-structured interview) Pay attention to the number of questions and to the parameter of available time: how long your respondent can be concerted? = ΜΗΠΩΣ ΕΝΝΟΕΙ CONCENTRATED?
▶Open-ended and closed questions can be used.
▶Ending the interview (thanking the respondent)
Shaping the questions in the interview
The main questions are those stated in the protocol for the interview.
Sub-questions or helping questions
▶some participants need an extra motivation and encouraging for discussion
▶some participants can not clearly express themselves (especially in a multilingual and multicultural environment)
The most common sub-questions are:
▶Would you like to explain it deeper? / Give us an example of what that means
▶Is there anything else? / I do not understand … / Do you want to say something more?
Leading questions should not be suggestive - If you cite examples of answers, you always have to give more possible answers that reflect different attitudes
Useful things we need to know
▶Interviewing skills are fundamental for the effectiveness of interviews / with focus groups.
▶It is recommended that the interviewer should be someone

directly involved in the project, and who is sensitive to the questions at that.
▶The attitude of the interviewer should be "I do not understand this completely and I am very interested to find out more from you," but it shouldn't be noted like "I have no idea about this," because it will not sound as an honest attitude.
▶The interviewer should be clear with the attitude that "he/she is there to learn something from the participants."
▶The role of the interviewer is not the role of the participants in the discussion and the interview is not the time or place for the interviewer to present his / her views.

The interviewer should:
▶have previous experience in working with individuals or groups or from some training in group dynamics
▶be able to switch from irrelevant to the main topic.
▶express enthusiasm about, and interest, in the topic
▶be a good listener
▶to have sound knowledge about the topic discussion
▶be able to communicate clearly and concisely, both in written and verbal speech
▶come to the interview rested, because interviewing requires high concentration and careful listening.
▶remember what the respondent said, what was discussed (in order not to repeat the questions), and to know what is the next topic that should be discussed.
▶be ready to give guidance without using notes

- ▶learn the major issues and sub-questions and be ready to ask them without using notes
- ▶know what he/she wants to find out with any question
- ▶ask all respondents all the questions
- ▶listen carefully to all respondents equally
- ▶avoid making non-verbal signs and words (comments) on respondents' answers, thoughts, attitudes…
- ▶ avoid giving personal opinion and asking suggestive questions
- ▶ avoid giving advice or counselling hints unless it is agreed from the beginning
- ▶if the respondent gets aroused or becomes upset, the interviewer should calm him/her and finish the interview by easy steps (debriefing)
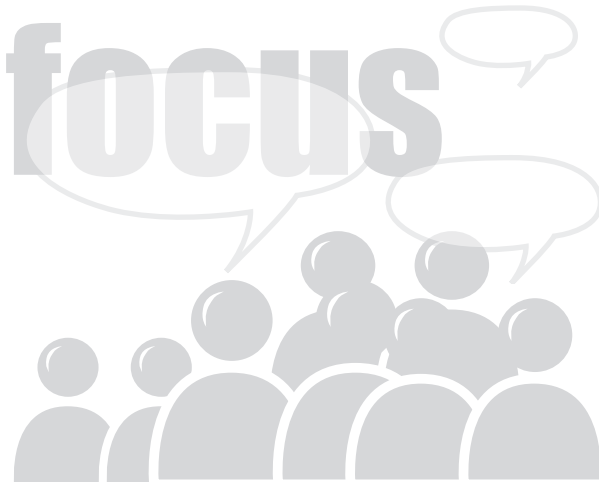
Focus Group ▶

What it is?

A focus group is a form of quantitative and qualitative research in which a group of people are asked about their perceptions, opinions, beliefs, and attitudes towards a specific project. Questions are asked in an interactive group setting where participants are free to talk with other group members.

Goal

Properly and appropriately conducted, these groups can be particularly valuable in:

- ▶ highlighting shared or common experiences;
- ▶ identifying different or polarised views;
- ▶ acting as a trigger for a wide-ranging debate and stimulation of ideas.

For timely evaluation, groups can be re-convened on more than one occasion, which is useful if there is a need to reflect upon information presented on previous occasions.
Members of focus groups:

- ▶ Moderator
- ▶ Assistant of moderator (if it is necessary)
- ▶ Respondents

The focus group should be moderated by someone who is knowledgeable about the subject and skilled at group facilitation. The moderator should take their steer from a 'thematic topic = ΤΙ ΕΝΝΟΕΙ; ΜΗΠΩΣ GET GUIDANCE? guide' similar to that used in an unstructured interview but he should be careful not to prompt or unduly lead the participants.

There are a number of important factors that should be considered:

Factor	Content
Composition	depends on the purpose of the discussion. In some circumstances it is appropriate to get a mix of ▸participants with different characteristics (e.g. diverse interests, different age groups), at other times it is better to make sure participants have some characteristics in common (e.g. occupational or study subject area).
Health and safety	▸health, safety and personal security of the moderator and the participants is important. (Cloack room) ▸ask for the permission of recording the interview and focus groups
Incentives	Providing participants with an incentive for attending. It is also a good idea to supply refreshments (fix beer) = ΓΙΑΤΙ Σ' ΑΥΤΗ ΤΗ ΘΕΣΗ; such as tea, coffee and water.
Location	accessible to those with mobility problems. Try to make sure that the room is self-contained and lies in a quiet location, particularly if the intention is to tape-record the discussion.
Resources and equipment	▸tape-recorder ▸plug socket ▸flip chart ▸enough pens
Size	optimum size is 7-8 people, because this allows everybody in the group to participate and also provides a sufficient base for a broad discussion.
Timing	▸held on a day and at a time that is convenient to the majority of participants ▸shouldn't last longer than two hours

Web Analyses▶

What it is

Web analytics is the measurement, collection, analysis and reporting of internet data for purposes of understanding and optimizing web usage. Ihttp://en.wikipedia.org/wiki/Web_analytics - cite_note-1s not just a tool for measuring web traffic but can it be used as a tool for business and market research, as well as to assess and improve the effectiveness of a web site. Web analytics applications can also help companies measure the results of traditional print or broadcast advertising campaigns. It helps

> ▶ to estimate how traffic to a website changes after the launch of a new advertising campaign. Web analytics provides information about the number of visitors to a website and the number of page views

> ▶ to track the visitor's behaviour on your site

> ▶ to gauge traffic and popularity trends which are useful for market research.

In terms of evaluation, web analytic methods can be very useful in tracking your educational campaign or even evaluating your e-learning or online educational activities.

Off-site web analytics refers to web measurement and analysis regardless of whether you own or maintain a website. It includes the measurement of a website's potential audience (opportunity), share of voice (visibility), and "buzz" (comments) that are happening on the Internet as a whole.

On-site web analytics measures a visitor's behaviour once on your website. This includes its = ΜΗΠΩΣ ΕΝΝΟΕΙ the visitors? drivers and conversions; for example, the degree to which different landing pages are associated with online purchases. On-site web analytics measures the performance of your website in a commercial context. This data is typically compared against key performance indicators for performance, and used to improve a web site or marketing campaign's audience response. Google Analytics is the most widely-used on-site web analytics service. Nevertheless, new tools are emerging that provide additional layers of information, including heat maps and session replay.

Format

Here are 10 web-analytics tools:

1. Google Analytics is one of the best free tools that any website owner can use to track and analyze data about Web traffic.

2. Spring Metrics has taken the analytics tool and made it simpler. You don't have to be a professional data-miner to get the answers to your questions.

3. Woopra is another tool that offers real-time analytics tracking, whereas Google Analytics can take hours to update.

4. Clicky also offers a free service if you have only one website and a Pro account for a monthly fee.

5. Mint is an analytics tool that is self-hosted and costs $30 per website. You get the benefit of real-time statistics, which you don't get from the free Google Analytics.

6. Chartbeat lets users get the most from their data with

instant information. They keep constant watch on your visitors and what they are doing on your website.

7. Kissmetrics is another analytics tool that allows clients to track the movements of individual visitors throughout their websites. You can see how behaviors change over time, identify patterns and see the most typical and recent referrers, among other stats.

8. UserTesting is a unique way to gather information about site users. You are paying for a group of participants of your choice to perform a set of tasks on your site.

9. Crazy Egg uses the power of Heatmap technology to give you a visual picture of what site visitors are doing on your Web pages.

10. Mouseflow is a kind of combination of UserTesting and Crazy Egg.

You can see a video of users interacting with your website, including every mouse click and movement, scrolling and keystrokes.

We would also like to mention Facebook Insight tool, which is very useful for tracking your Facebook page. It can be used as evaluation tool in terms of tracking the things that are most viewed, most commented, which visitors most like what, etc…

The table below shows the main differences between two most used web analytic tools:

which ▶	Google Analytics	facebook
what ▶	webpage	Profile of NGO
how ▶	Visits: • Daily/weekly/monthly • Country/region/IP • Duration • New/return Searching keywords • Etc.	Likes/unlike • Shares • Contributions • Comments • Following • Gender • Etc.

Checklist ▶

What it is
A checklist is a type of informational aid which helps to ensure consistency and completeness in carrying out a task. A basic type of it is the "to do list", but there are more advanced ones, which lay out tasks to be done with regard to time (day) or other factors.

Goal
For example:
▶What are the projects Goals (Targets we should move ahead for)?
▶ What are the projects Rules (Lines we should move within)?
▶Does participant know what the critical targets are?
▶Does participant know what the current status is?
▶Does participant know what the gap between the current and desired situation looks like (what the losses are?)
▶Does the participant know the steps to take to bridge / fill the gap?
▶Is there a plan to do so?
▶Where and how can we spot progress (or lack of it)?
▶What are the priorities?
▶What are the criteria to prioritize?
▶Do they positively or negatively interfere with...[data / other factors]?

Format
Checklists are often presented as lists with small checkboxes down the left hand side of the page. A small tick or checkmark is drawn in the box after the item has been completed. Other formats are also put to use sometime or other. Aviation checklists generally consist of a system and an action divided by a dashed line, and lacks a checkbox as they are often read aloud and are usually intended to be reused.

Structure

Technical Evaluation Report—Text & Forms
▶Technical Evaluation - Basic Data
▶Evaluation Summary
▶Individual Evaluations—Comparison

Financial Evaluation Report—Award Recommendation—Text & Forms
▶Financial Evaluation—Basic Data
▶Adjustments—Currency Conversion—Evaluated Prices
▶Combined Technical/Financial Evaluation—Award Recommendation
▶Fixed-Budget and Least-Cost Selection—Award Recommendation

Annexes
▶Individual Evaluations—Key Personnel
▶Information Data Monitoring
▶Minutes of Public Opening of Financial Proposals
▶Request for Proposals
▶Miscellaneous Annexes—Ad Hoc

Reporting

The next step after the evaluation and monitoring of the program is reporting the findings. The latter could be based either on qualitative or quantitative indicators or it can include both of them depending on the aims and objectives of the evaluation.

The final report of the program includes detailed presentation of:

▶The executive summary of the project.

▶Description of the implemented project activities:

   ▶The aim and objectives of the project.
   ▶Project outputs.

▶Evaluation methodology

   ▶Aim of evaluation
   ▶Objectives of evaluation
   ▶Methods of evaluation
   ▶Sample
   ▶Time frame
   ▶Tools or instruments

▶The findings: these are the most important part of the project. They should be objectivity oriented and follow the logics of indicators. The reporter should speak about each objective separately. To sum up the report all the objectives should be mentioned by and large.

▶The conclusions and recommendations: which should include the overall results, findings, exact figures, correlations and sometimes statistics according to the aims and activities of the project.
A conclusion should be warranted by evidence, including exact figures of findings and / or, direct quotations from the target groups.
A brief conclusion should be given to each objective, whether it has reached its aim or it is covered in some way. At the end of the reporting, there should be the overall conclusion of the final evaluation.

A report is an important document that should be carefully worked on and used for improving the evaluation and monitoring of the further activities and projects about non-formal education.

Vocabulary ▶

Analysis
is the process of breaking a complex topic or substance down into smaller parts to gain a better understanding of it

Conduct
is the manner in which a person behaves / adapts, especially on a particular occasion or in a particular context.

Counseling
is something that provides direction or advice as to a decision or course of action

Criteria
is a standard, rule, or test on which a judgment or decision can be based.

Data
is factual information, especially information organized for analysis or used to reason or make decisions.

Distract
is a cause turning the mind away from the original focus of attention or interest; diversion

Donor
is someone who contributes something, such as money, to a cause or fund.

D.O.P.A indicator
is a Direct Objective Practical Adequate indicator.

Efficiency
is accomplishment of, or ability to accomplish, a job with a minimum expenditure of time and effort.

Evaluation
is an analysis of the relevance, effectiveness and efficiency of the project or team in order to make (or: launch) response strategies.

Facilitation
is the act of making things easy or easier

Focus group
a small group selected from a wider population and sampled, as by open discussion, for its members' opinions about or emotional response to a particular subject or area. It is used especially in market research or political analysis

Follow up
the act or an instance of following up, as to further an end or review new developments

Idiom
a speech form or an expression of a given language that is peculiar to itself grammatically or cannot be understood from the individual meanings of its elements,

Impact
the effect or influence of one thing on another

Indicator
is a measurable sign (marker) used to monitor the operation or condition of a measured object or other physical system.

Interview
is a conversation between two or more people where questions are asked by the interviewer to elicit facts or statements from the interviewee.

Instruction

means giving a direction provided with knowledge, especially in a methodical way, to do something.

Matrix

is a rectangular array consisting of rows and columns of numbers, symbols, etc., used for displaying statistical variables, linguistic features, or other data.

Method

a means or manner of procedure, especially a regular and systematic way of accomplishing something

Methodology

a body of practices, procedures, and rules used by those who work in a discipline or engage in an inquiry; a set of working methods

Monitoring

is the on-going review and response interventions to determine whether people involved in a project are proceeding according to plan and budgetary requirements and whether any adjustments may be needed so that intended goals can be achieved.

NGO

non-governmental organization

Objective

is a desired personal or collective result of specific plans and contributes to achieve a personal or organizational desired end-point.

Perception

is the effect or product of being aware through senses.

Project

an extensive task undertaken by a group of people or a person to apply, illustrate, or supplement a defined action.

Qualitative / quantitative

a term used to describe data/information based on qualities or quantities.

Resource

is a source or supply from which benefit is produced.

Result

the consequence of a particular action, operation, or course; an outcome.

Sample/ sampling

is a set of elements drawn from a population and analysed to estimate the characteristics of it.

Strategy

is a plan of action resulting from strategy [We don't define a notion by stating it again, within the definition] = I suggest: [strategic] calculations of means, resources and desirable purposes or intended to accomplish a specific goal.

Survey

is a gathering of a sample of data or opinions considered to be representative of a whole.

Questionnaire

is a list of questions, usually printed, submitted for replies that can be analysed for usable information.

Time-line

is a graphic representation showing the passage of time as a line/ a chronology

Toolkit

is a set of tools designed to be used together or for a particular purpose.

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