

INNOVATIVE SOLUTIONS TO EVALUATION

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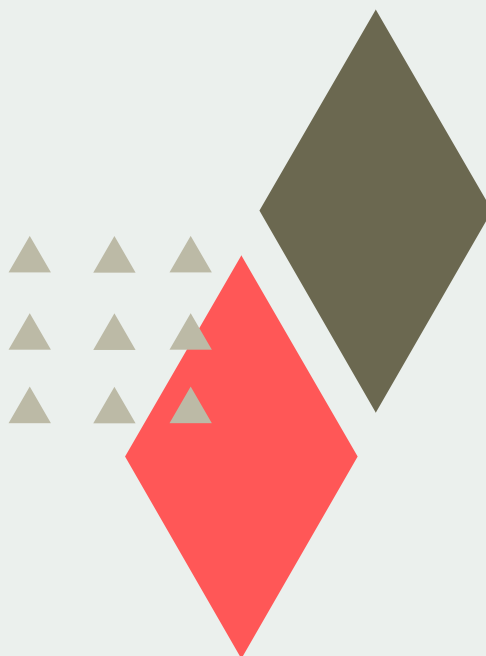
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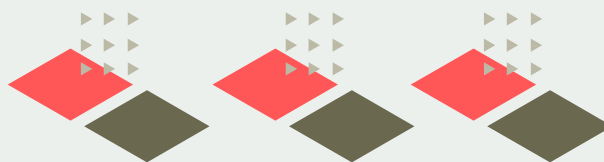
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YOUTH IMPACT project

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INTRODUCTION

Vladimír Kváča

The Czech conference of the YOUTH IMPACT project brought a colourful testimony of how evaluation is finding its way into the practice of various organisations working with young people. The proceedings you are reading now provide a brief look back at eight interesting conference papers and the project as a whole.

Here you can find both case studies of qualitative evaluations of interventions targeting very limited groups of participants (Ivana Petriskova's paper on the integration of disadvantaged young people or Filip Štochl's paper on the evaluation of a small university course) and a paper on quantitative evaluation of interventions targeting most primary schools in the Czech Republic (Jakub Vrobel's paper from the Ministry of Education, Youth and Sports). Some papers are more like personal testimonies of adventures experienced in the evaluation of programmes for schools (Veronika Šancová from the organisation Prototypci) others are more like a concrete description of the method that was used (Adéla Růžičková and David Másilka from Palacký University in Olomouc). The contribution of Dominika Romejko provides a comprehensive context of the situation in which the evaluation is taking place. The other two papers show how evaluation connects with other concepts.

Magdalena Urbańska focuses on the relationship between service design and evaluation and her contribution made me think about the need for an iterative (prototyping) approach to development evaluation design, which is too often done in just one go being the final version. Romina Große and Silke Steinberg then explain the use of participatory evaluation approaches for organizational management through Balanced scorecards.

Overall, the case studies of individual evaluations show a clear trend where evaluations are becoming an increasingly common part of the work of non-profit organisations, educational organisations and government. Sometimes this is done on considerate reflection of the situation and the needs, sometimes more in a fashionable push in the sense of 'everyone else is doing it, we should too'. It seems clear that the further penetration of evaluation into more and more organisations, as well as the development of evaluation in more experienced organisations, will continue. This can certainly be viewed positively, but it has its pitfalls, which I will briefly address here in my introduction.

Thinking about evaluations should always start with the idea of what is the purpose of evaluation, why do we want to evaluate something and how does it fit into our organisation's strategy. Dominika Romejko rightly points this out in her article. Honestly answering these questions then inevitably leads to a constant reinvention of the form of evaluation to match what we need from it and also to a better understanding the actual limits of any evaluation endeavour. It is good to take inspiration from elsewhere, but it is not good to transfer evaluation practices and procedures by simply copying them without checking it fits the purpose and context and then counting on some miracle to happen.

The second thing to think about when introducing evaluation, or learning processes more broadly, into an organisation is to be aware of developments in public service management. Here I draw attention to the ongoing twilight of New Public Management, with its emphasis on quantitative targets and accountability for outcomes, and the possible dawn of approaches such as Human Learning Systems, with its emphasis on the system as a whole, the human factor and, above all, accountability for learning, as a central framework for accountability. If interested you may wish to refer to (Brogan, Eichsteller, Hawkins, Hesselgreaves, Nurre Jennions, Lowe, Plimmer, Terry, Williams 2021) for introduction to Human Learning Systems or to check the webpage at <https://www.humanlearning.systems/> and (Perrin 2015) for discussion of the development of accountability.

I wish all conference participants and readers of this proceedings every success in evaluation practice.

Vladimír Kváča, Ph.D.

Independent evaluator & Former President of the Czech Evaluation Society

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Specific target group requires specific approach in evaluating process

Author: **Ivana Petrisková**

Organization: **Mladiinfo Slovensko (Slovakia)**

Key words: disadvantaged youth, young people with special needs, volunteering, labour market, inclusion, skills, data collection, qualitative research, European Solidarity Corps, Slovakia, case study, focus group, project evaluation.

Summary

"NO LIMITS" project (n: 2020-2-SK02-ESC11-002505) that is a case study of this article, lasts for 24 months (1.9.2020 - 31.8.2022). The project main goal was to increase integration between local community and young people with disadvantages (social, economic) or special needs (mental or physical disability) and promote mutual solidarity between society and young people with fewer opportunities through one year long volunteering experience.

Additionally, to the main project goal there were identified three other goals aimed to improve the quality of life of young people with fewer opportunities and/or special needs through an inclusive approach at local level and through the access to new activities for them, therefore to increase and develop the competences and skills of these young people in order to be more competitive in the labour market and last but not least to raise awareness of the needs of young people with disadvantages or special needs to general public. The primary target group of this project and so of the evaluation were three young people from Slovakia who come from disadvantaged backgrounds (social, economic) and/or have special needs (physical, mental disadvantage).

The aim of the evaluation was to find out whether and to what extent the objectives of the project were met and what is its current and expected impact. The evaluation has been focused on the whole project, on the one hand it is the process of its implementation, administration, and management and on the other hand the form and content of its outputs, results as well as their dissemination and usability in the future, or as inspiration for other organizations and actors working with disadvantaged youth.

Data Collection

Due to the size of the project and the number of participants involved (3 young people, 5 employees of Family Center), the evaluation took place mainly in the form of a qualitative measurement through individual evaluation interviews, one focus group and was supplemented by questionnaire collection as a retrospective measure of the initial state (in form of "self-evaluation questionnaire" which was sent to all three project participants, in order to find out the initial state of their competence level). The findings were supplemented by feedback from people close to the project participants (parents, friends, and similar), project managers of Mladiinfo Slovensko and one representative of donor institution. The online interviews were preceded by a study of all available documents and other materials related to the project (project application, timeline, budget, etc.) and materials and publication available related to the topic of strategy for inclusion and employment of disadvantaged youth in Slovakia.

The evaluation took place in the period June 2021-April 2022 in the form of partial measurements (during the volunteering activity - before the end of the volunteering activity - approximately half a year after the end of the volunteering activity) as follows:

1. June 2021: Questionnaire as a retrospective measurement of the initial state
2. („self-assessment questionnaire“) - focused on skills level;
3. October 2021: Individual interviews with the participants (3), hosting organization employees (5);
4. January- February 2022: Individual interviews Mladiinfo managers (2), donor representative (1), closer circles (3);
5. April 2022: Focus group (with 4 employees of Family Center);
6. April 2022: Individual interviews with the participants 5 months after the volunteering experience (2 interviewed - one not possible to reach);

Specific Approach and Context

The main limitation of the evaluation is the fact that all evaluation interviews took place due to the pandemic situation in the online environment, which was an advantage in terms of flexibility of interviews, but in the online environment it is more difficult to achieve close contact with participants than would be possible in personal interviews. Especially with the specific target group as this one was. Individual interviews were less affected by this, but in the case of the last focus group, which took place half a year after the end of the project with the centre's staff, personal contact would be a better choice for the future. In this case regular communication with the participants and all the involved stakeholders was crucial, so we could build some sort of trust already before the interviews happened. The interviews always took place with the camera on, and everything was done to make the participants feel relaxed, comfortable, and willing to answer questions. When it was needed there was additional support provided to the participants, in the form accompanying person being present, a parent or a project manager, which helped the participants to be less stressed and for the data collection and overall evaluation to receive as much information as possible.

Combined data collection (questionnaires, interviews, focus group) proved to be a good approach, however in case of the questionnaires that were supposed to be reflecting the situation of the participants before their volunteering experience did not give us data as we have expected as the ability of the target group to be self-reflective was rather limited. Another limitation was unavailability of one of the volunteers for the evaluation interview half a year after the end of the volunteering project.

Findings

Based on the evaluation interviews, it was found that the project met its objectives to a large extent, except for visibility and better communication of the project to the outside, which was only partially fulfilled. The main reason was the low attendance of the center due to the situation with the COVID-19 pandemic. Visits to the center by all target groups were severely limited. Most physical activities took place in the summer, but not all year round as before. The pandemic also partially affected the other three objectives, but only very marginally.

At the local level, the evaluation interviews confirmed the high degree of impact on the individual volunteers, on the Centre's clients and staff, and on the overall community around the Family Center. According to the staff of the center, this project had a great enrichment for the organization and community of the center, which had the opportunity to get to know young people with fewer opportunities and gain awareness and social skills in interacting with such people.

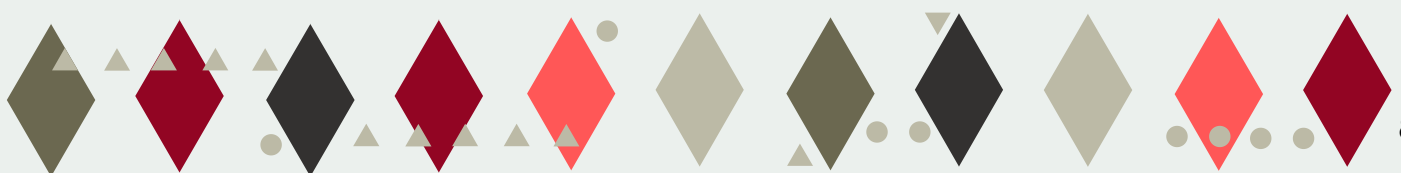
At the regional level - the aim of the project was to be a good example for other organizations in Slovakia to show that the inclusion of disadvantaged young people as volunteers is a huge benefit not only for the participants themselves, but also for organizations and their members or the public to get in touch with people with disabilities. Interviews with all participants confirmed that this project can indeed be an example of good practice for other organizations, so the project fulfilled its ambition to be an example worth following. At this point, the most visible impact of the project is the fact that two of the three participants remained involved in the Family Center, one is employed part-time and the other continues to visit and assist in the center on a volunteer basis.

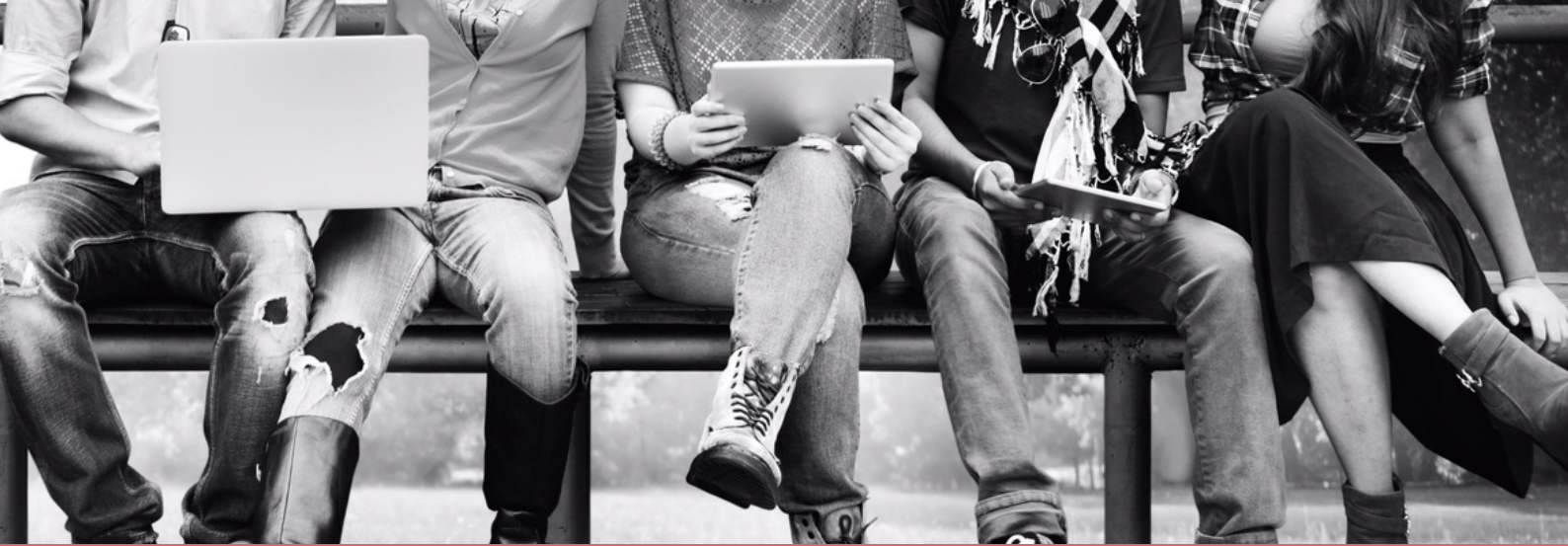
Project and Evaluation Support

The donor of the project is IUVENTA - Slovak Youth Institute through the program European Solidarity Corps. The project is being implemented by Mladiinfo Slovensko (coordinating organization) and the Dúbravka Family Center, in Bratislava (hosting organization for volunteers).

The evaluation of the project took place as part of the YOUTH IMPACT project. Mentoring professional support during the entire evaluation was provided by senior evaluator and consultant Edita Bednárová (BEED Ltd.).

For the further reference, the whole evaluation project report can be found on the official website of Mladiinfo Slovensko, here: <https://mladiinfo.sk/publikacie/> (note: the report is in Slovak language).





Impact Evaluation of Entrepreneurship Course at Charles University

Author: Filip Štochl

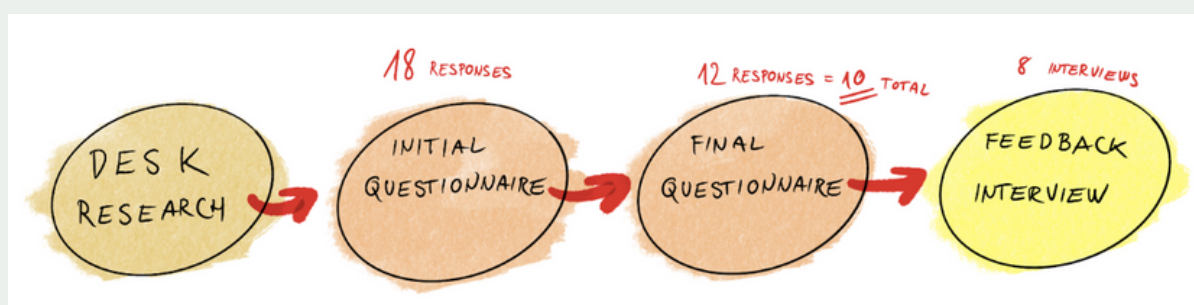
Organization: Innovation Lab - Charles University (Czechia)

Keywords: entrepreneurship, education, evaluation, Entrecomp, ASTEE

Summary

During the winter semester 2021/2022, a pilot impact evaluation was done on the entrepreneurship course "Rozjed' projekt" at Charles University in Prague. A research study has been done on course students combining qualitative and quantitative methods. Besides the smaller sample size, results indicate about 22 % increase in monitored competencies, 90 % of students would recommend the course to their friends or peers, 92 % want to continue and further develop the projects they have created or started in the course and 67 % said that the course helped them to overcome their fears and project barriers.

This activity's goal was to evaluate the semestral course "Rozjed' projekt" (Start Up Project) taught at Charles University in Prague. The main focus of this course is to teach students how they can start projects with a positive social impact on the whole society, so the idea main idea isn't to generate money from some new projects, but actually, start something from the scratch for the greater good. I've been thinking for some time about how to create a good research design for this activity because evaluating entrepreneurship wasn't something I've dealt with before.

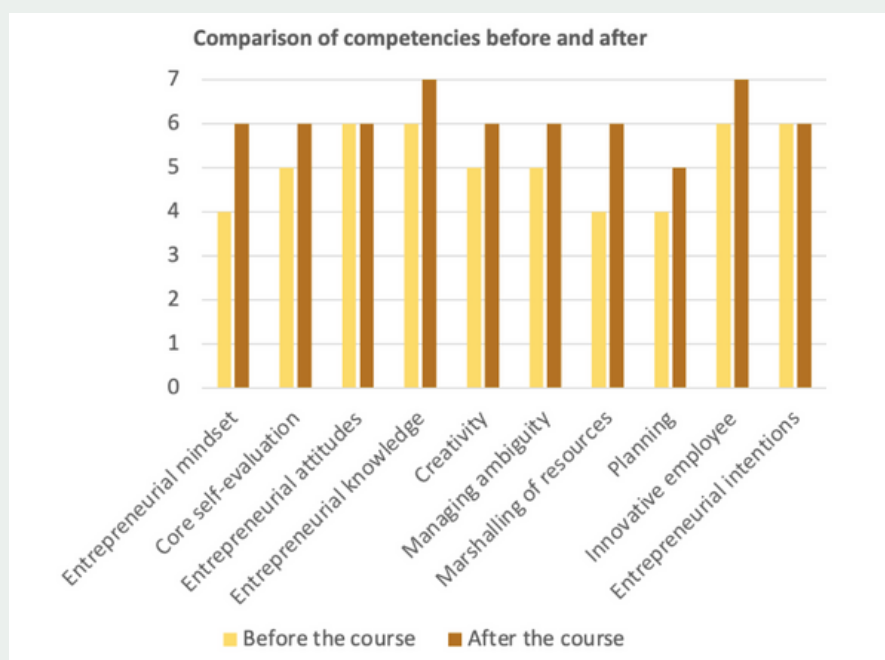


At first, I started with the literature review. I found a lot of references to EntreComp, as the entrepreneurship competence framework which is being used in many organizations across the European Union. (Bacigalupo, Margherita, et al., 2016) The downside of this framework for me was the fact, that it's rather about the competence model itself than measuring its impact of it in reality. But then I found a great paper about this particular topic - how to measure entrepreneurship education in practice with the great user guide and proposed tools from the ASTEE project (Assessment Tools and Indicators for Entrepreneurial Education) which was created with the main objective of developing a set of common European tools for measuring the impact of entrepreneurship education on students' entrepreneurial competencies across all education levels. I can't recommend this framework more, because it helped a lot with the whole research design.

An essential part of my research design was a quantitative questionnaire, one before students started the course and one right after they completed it, so I can see whether some change is happening before and after taking the course. To support this quantitative method and get broader contexts and motivations I've decided to utilize in-depth interviews with the course students who have agreed with that. For a better picture of the whole research design, please see my visualization below.

After two rounds of the questionnaire, I ended up with 10 responses in total, because some students forgot to complete the first or second questionnaire or they drop out of the course. With those of them, who have completed the course, I conducted 8 in-depth interviews which took usually around 1 hour. The whole research has been done during the winter semester 2021/2022.

Even though the research sample is very small, which means results are rather indicative than representative, it seems the "Rozjed" projekt" course delivers a real impact on students. From the questionnaire we can see that students who have completed the course improved in almost all competencies we would monitor.



90 % of students would recommend the course to their friends or peers, 92 % want to continue and further develop the projects they have created or started in the course and 67 % said that the course helped them to overcome their fears and project barriers. And what's more, qualitative data support these findings. See some quotes for better context.

"I learned that I don't have to have everything perfectly done right away, I have to take small steps, that's what I'm trying to do now. I still feel a little bit of fear before the finish line (the real launch of the project), but I know I have to tackle it on my own. And I also know that I can do it."

"Such a subject should be a mandatory part of the school curriculum...so that younger children can learn to share their ideas with others and, thanks to this sharing, grow and develop themselves.."

This evaluation was far from perfect, but it was the first step for us around this entrepreneurship course at Charles University to measure our impact. I definitely want to continue in this and iterate each semester to make this evaluation design and tools even better.





Impact evaluation of the interventions in education: the case of support to schools in the form of unit-cost projects in Czechia

Author: **Jakub Vrobel**

Organization: **Ministry of Education, Youth and Sports of the Czech Republic**

Keywords: education, primary schools, literacy, numeracy, counterfactual impact evaluation, propensity score matching, European Social Fund, ESIF, unit costs, Ministry of Education, Youth and Sports of the Czech Republic

Abstract

This short paper sums up the experience of using a counterfactual impact evaluation in the case of an intervention in the Czech education system. The intervention aimed at enhancing key competencies and basic skills of the pupils in primary schools, as well as at improving the inclusiveness of these schools. In order to understand the short-run effects of the call, the outcomes of participating schools were compared to the outcomes of non-participating schools, using propensity score matching as a way to solve the selection bias arising from the fact that schools self-select themselves, as participating in the call is voluntary. The analysis was based on a combination of administrative data coming from schools' registries, and survey data collected from a relevant sample of schools. The main outcomes of interest are performances in mathematics and language test scores and some indicators capturing the level of the school's climate. Preliminary results do not show any consistent pattern of effects on test scores. In the case of the inclusive school climate, the results showed that doing higher intensity training was always associated with a positive coefficient in respect to medium- and low-intensity treatment. More analysis is needed with outcomes measured longer after the intervention.

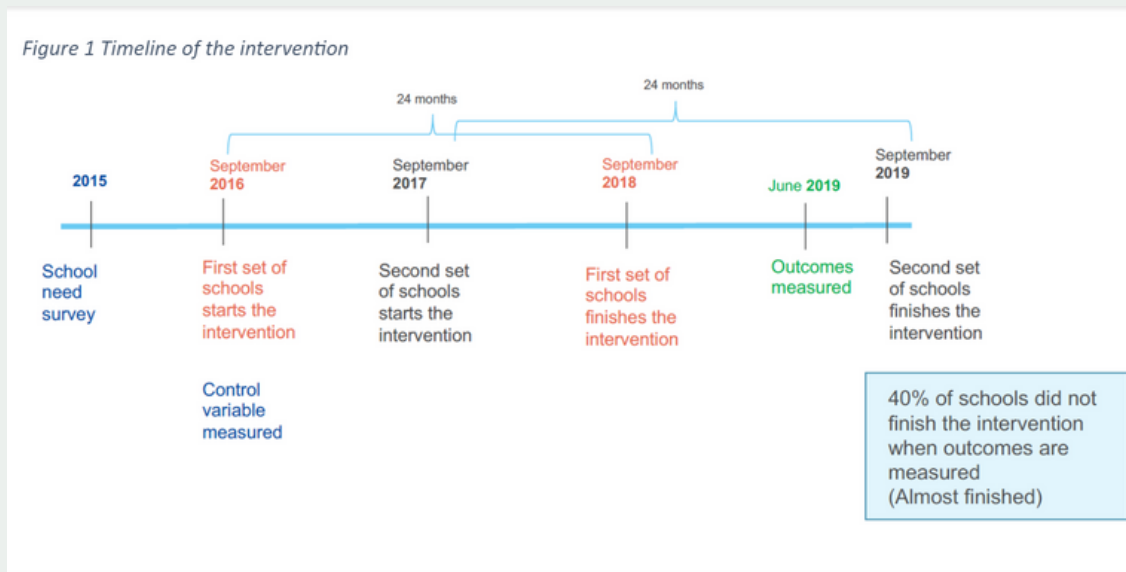
The Ministry of Education, Youth and Sports of the Czech Republic is responsible for public administration in education in the Czech Republic (MEYS), for developing educational, youth and sports policies and international cooperation in these fields. It also funds a vast number of interventions aimed at the improvement of education in Czechia. Many of these interventions are co-funded to a great extent by European Structural and Investment Funds (ESIF). As a part of the effort for conducting evidence-based policies and being accountable to the public (and donors, in case of ESIF), all interventions are supposed to include evaluation of at least effectiveness, efficiency and economy.

In the context of effectiveness, it's evaluated whether the interventions achieved their objectives. In other words, whether the interventions had the desired impact and if so, to what extent. For that purpose, it's desirable to employ experimental and quasi-experimental evaluation designs. While there are very few opportunities for natural experiments and feasibility of randomized controlled trials (especially stepped-wedge trial approach) is still discussed, the MEYS have some experience with using certain quasi-experimental designs like difference-in-difference and propensity score matching. The case described below utilized propensity score matching as a part of the impact evaluation of the interventions funded by the European Social Fund, and carried out by the Centre for Research on Impact Evaluation of the Joint Research Centre of the European Commission (E. C. Meroni and F. Agosti) together with the MEYS evaluation team (J. Vrobel and J. Dušátko) between January 2020 and September 2021.

The evaluated intervention was called 'Support to schools in the form of simplified reporting projects - Template for nursery schools and primary schools'. This intervention was chosen because of its size, importance for the Czech education system, and relative homogeneity of the supported activities allowing comparability to a certain degree. The size is significant both in allocation and number of participating schools. The final budget was approximately 124 million euro. The number of the participating nursery schools (ISCED 0) and primary (ISCED 1 and 2) schools exceeded 5100. That means almost 64% of nursery schools and some 73% of primary schools took part in the intervention. This evaluation focuses only on primary schools since it was the first call and since no relevant outcome is available for nursery schools yet. The supported activities were:

1. Auxiliary school personnel (support in the form of additional specialised educational staff like school assistants, special educators, school psychologists, social educators, or nannies in case of nursery schools)
2. Personal and social development of teachers (mostly courses of various length on mathematical literacy/numeracy, reading literacy, foreign languages, inclusive education, mentoring and personal development)
3. Extracurricular activities (e.g., reading clubs, board game clubs, tutoring)
4. Cooperation with parents of children and pupils (involving the parents in the education of their children, mostly via thematic meetings)

The evaluated intervention took place between 2016 and 2019. The available data included results of the standardized high school entrance examination on greater part of pupils performed in the last grade of the primary school (every year since 2017), results of the surveys on school climate (June 2019), data on the shape and intensity of the treatment in each school, yearly administrative data concerning the schools (number of teachers, pupils, number of pupils with special educational needs, nationality of the pupils, detailed data on the treatment, geodata of the schools etc) and the results from an extensive survey on schools' needs (2015). The timeline is displayed in the Figure 1.



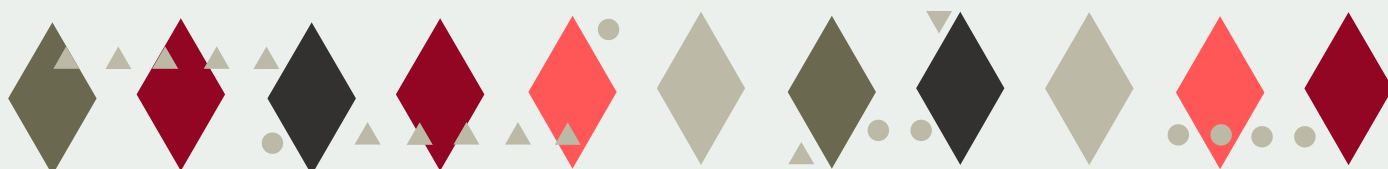
The treatment could take shape of any of the four activities. While the treatment definition was fourfold: 1) any treatment (T) with non-treated schools as controls; 2) considering the four different actions (T1a, T2a, T3a, T4a) with non-treated schools combined with the treated schools that did not do the respective activity; 3) considering the four different actions (T1b, T2b, T3b, T4b) with only non-treated schools as controls; and 4) various bundled combinations of treatment compared to non-treated as controls. Due to the selection bias and lack of suitable data, the only method that could be applied was matching. For each treated school it was needed to find a control school (or a set of control schools) as similar as possible to the treated one in terms of the observable characteristics. The first approach was to apply generalised propensity score matching, and estimate a dose-response model. However, this was not possible with the data available. The adopted alternative approach considered schools as treated or controls in the specific treatment based on the intensity of the treatment.

Results

Preliminary results do not show any consistent pattern of effects on test scores. Some mixed evidence is found for the school climate measures, where only some dimensions seem to be affected by the programme, but not in a clear and consistent pattern. An explanation for these results could be that very little time passed between the intervention and the date when the outcomes were measured, which can be problematic if one expects academic achievements and school climate to slowly change in response to such interventions. Also, the academic achievements of students or school climate were not the direct targets of the activities of this set of actions. These were chosen rather because the theory of change of the intervention suggested there might be some effect expected, and for data availability. In the case of the outcomes measuring the quality of the school climate, the results showed that doing higher intensity training was always associated with a positive coefficient in respect to medium- and low-intensity treatment, although the effects found are not always significantly different from zero. Also, Further research is needed in the coming years to understand if this set of actions can have an impact on changing the school climate and possibly improving students' achievement. The experience with this evaluation also underlined the need for choosing proper outcomes in accordance with the theory of change of the intervention, collecting proper baseline data on relevant outcomes, and having better control of the intervention in general.

For more information, see the report here:

<https://op.europa.eu/en/publication-detail/-/publication/1086e5c6-3219-11ec-bd8e-01aa75ed71a1/language-en>





How digital tools help us in data collection

Author: **Veronika Šancová**

Organization: **Prototypci** (Czechia)

Key words: digital tools, automation, evaluation with youth and kids, entrepreneurship evaluation

Abstract

Prototypci is an educational non-profit organization based in Brno and we strive to develop entrepreneurship and creative digital competencies, especially in younger school children age 6-12 mainly. Our mission is to empower every child to implement their own idea from the first step to final realization. We accomplish this goal through activities, that we provide directly to children as workshops, project days and summer camps, but increasingly we are focusing on teachers and schools - we offer training in both entrepreneurship and digital field. We also offer elearning comprehensive educational program for entire school, Prototypci grow in school. In the past year, we have dived really deeply into the evaluations, analysis and mining data thanks to Youth Impact Excellence program.

We evaluate our programs and educational events:

- a program for the entire school Prototypci grow in school
- webinars for teachers and parents, digital workshops for children
- project days in schools and on our creative hub
- regular activities for children
- activities for the public
- accredited seminars for teachers

We are very small organization about 5 people in core team and we're going through a period of transformation and quite rapid development, so evaluation processes are very important to us. We have launched several projects in the last two years and now we need to evaluate their effectiveness because we have a capacity problem to cover all the existing activities. At the same time, we are still optimizing our internal processes and evaluation will also help us a lot.

We try to investigate the progress of the children in their perception of themselves as creative people and in specific competencies. We also want to be sure they are aware of the importance of creativity for their lives. At the same time we want to investigate if adults - educators and parents understand the importance of supporting entrepreneurship and how well they apply specific methods for developing creativity and other competencies

During the Excellence program we have found that evaluation is very natural for us and that it is part of almost all our actions, processes and educational content. However, everyone was doing it in their own way so we couldn't analyze our activities globally we didn't share the results with each other, there was basically no focused time for analysis and we couldn't effectively mine the data behind our digital tools.

We have a background in IT, so we are lucky to have some a working ecosystem for project management and automation and evaluation is one part of the system. We are quite proud of our solution because we have no back office and we are able to manage the organization quite efficiently even though we work remotely 90% of the time and we rarely see each other personally.

These digital tools are used in the organization and which we also use for evaluation:

- Podio
- Mentimeter
- Google Classroom
- Google Analytics
- Shoptet analytics
- social network analytics

These tools help us especially in quantitative research but also for qualitative survey to save the records and to make some reports.

Examples of the data we collect via these tools:

- number of training events
- internal evaluation of events
- specific quantitative questions
- number and structure of participants
- number of minutes trained per trainer
- website traffic

I would like to share the experience of the two digital tools that serve us the most in terms of evaluation. These are Podio and Mentimeter.

Podio

Podio is a fairly comprehensive digital tool that enables project management including advanced automation. At Podio, we work in several workspaces that can be imagined as rooms. In these rooms there are let's say cabinets (in Podio they are called applications) and then in these cabinets there are folders - these are specific records about clients, projects, training events. We also collect a large knowledge base in Podio.

The records of educational events contain the fields for internal evaluation. After each event, the lecturer enters their impressions, comments and also feedback results and adds the detailed evaluation of that day to the connected Google folder as well. Such an update in Podio is shown to all team members in a stream in a friendly way, so we can see how the colleague evaluates the event. If needed, it is possible to invite a colleague to a specific item to get advice or to discuss the situation even further.

It is the sharing of information across the team and quick accessible support for lecturers that has shown to be most valuable. The integration of evaluation in Podio has a direct and very flexible impact on content preparation and modification of activities according to feedback. Thanks to internal comments and evaluation of the event by the lecturer, we also evaluate the efficiency - time spent on preparation, cleaning, purchasing of tools, printing of materials, communication with schools etc.

We also partially use the Podio built in reports which are collected from individual items. The real magic happens when we connect the data to each other from different digital tools. That's why we have prepared the Google Data Studio environment, where we have connected several data sources so far. Podio is not fully integrated yet and we also want to fully exploit the log data from our elearning.

Mentimeter

At events for children - these are mainly project days in schools we either offer evaluation sheets to children or (and we prefer this) the digital tool Mentimeter. Mentimeter is known as a quiz or also a presentation tool that we use mainly for creating educational content. We have prepared hundreds of quizzes that focus on individual entrepreneurial competences and that make learning more attractive and relevant.

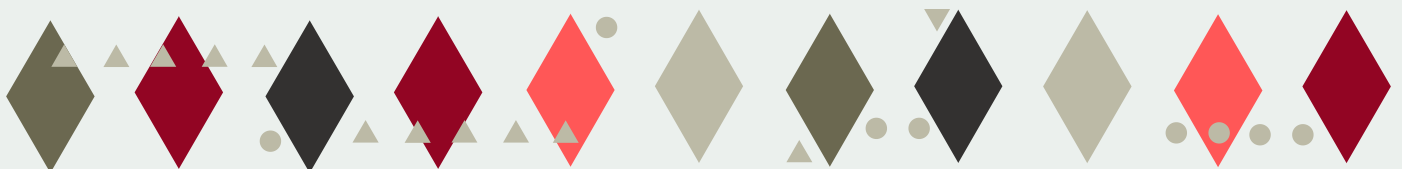
But we use this tool also for feedback on our educational events. Both children and teachers are used to working with Mentimeter. As a matter of principle, we do not change tools and prefer to accept minor limits rather than confusing the participants. In Mentimeter we have prepared an evaluation after every standard event - project day, webinar, training for teachers.

We also prepare quick feedback if we need to check if participants have understood what is being discussed, if they have remembered something important and what they would like to work on. Such an evaluation is ready in a few minutes. We usually share evaluations via a link directly at the event or immediately after the event.

Then we combine the results from the printed sheets and Mentimeter in Google Sheets and work with them further. So far we are doing this manually and it is quite time consuming. In the future, we plan to incorporate another digital tool that will load the questionnaires from the scans into a spreadsheet.

Most valuable to us so far has been the evaluation of our Prototypci Grow in School program, which included both phone interviews and input through Menti. In addition, we can compare these over time because we have evaluated the program twice. We made a changes according the findings for next school year.

The goal is to be able to gradually get all the data into one report in Google Data Studio, which we have in progress. That's where we're going to merge feeds from Google Classroom, Podio, Mentimeter, YouTube, Google Analytics, social media. We want to not only collect the data, but also set up advanced automated analysis by properly linking the data.





How a personal development course in nature contributes to the development of soft competences necessary for the employability of university students in the field of leisure pedagogy

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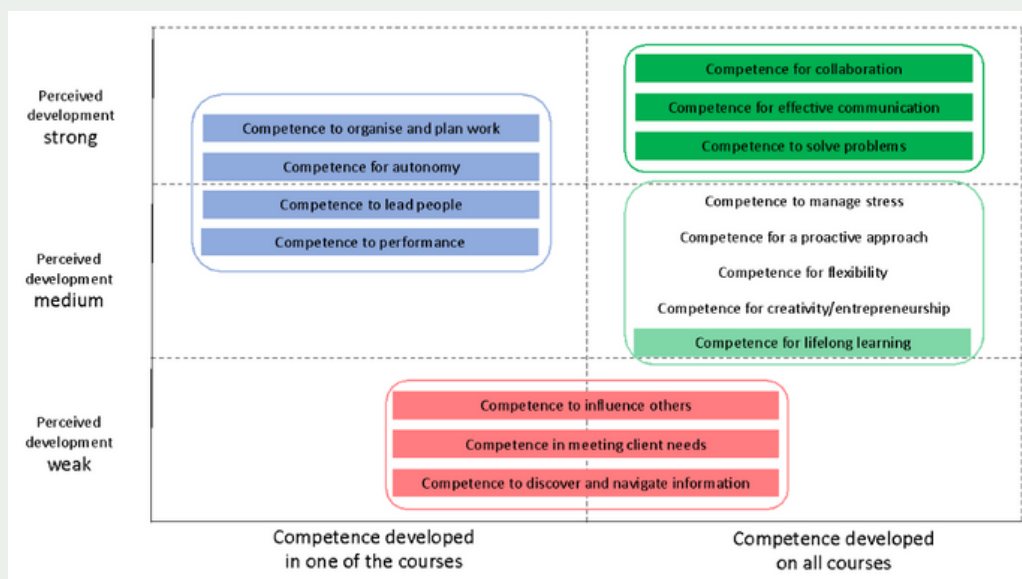
Key words: youth; personal development; education; natural environment; experiential pedagogy

Abstract

Education of leisure teachers must impart both professional "hard" competences and soft skills. The National Institute of Education of the Czech Republic defines 15 key soft competences needed for the employability of students in this field. The purpose of the present study is to identify which soft competences and to what extent they are developed in young students at personal development courses in the outdoors organised by Palacký University in Olomouc. If any competences are developed on the course, we also want to know which factors influence this. These courses are structured according to the principles of experiential pedagogy and use a dramaturgical construction of the programme content, which aims at fulfilling the defined objectives of the course, and therefore also personal-development objectives. The course content includes a wide range of programme activities implemented in nature in combination with programme reflection and the provision of individual and group developmental feedback. This is a qualitative study involving empirical data from three focus groups with a total of 23 students. The results suggest that university students perceive strong individual development for eight of the 15 competencies needed for graduate employability in the labour market as a result of completing a personal development course in nature (see Figure 1). The greatest development is perceived in the competence to cooperate, the competence to communicate effectively and the competence to solve problems. Strong development is perceived in the competence to manage stress, competence for a proactive approach, competence for flexibility, competence for creativity/entrepreneurship and competence for lifelong learning.

Some competences are transmitted actively (mainly through the programme) and some passively (through observation of the team, individual instructors or also through understanding the meaning of the programme or the course dramaturgy). Students report factors that influence the development of these competences. These include: programme structure; appropriate choice and targeting of specific activities; adequate difficulty of the activity; repeated inclusion of activities to develop a particular competence; careful reflection on the programmes; stimulating, open and supportive social climate of the course; safe and learning-supportive space; methodological meeting after the course; personalities of the instructors and their teamwork.

Figure 1: Distribution of competencies by perceived level of individual development on the course



Data collection

Data were collected based on a discussion plan that fits the set objectives of the study. In addition to the questions, the 2-hour workshop involved four practical tasks in which students composed competency cards according to the assignment (see Figure 2). The discussion was recorded with the consent of the participants and then transcribed and analysed by two researchers.

Discussion plan:

Introduction (10 min)

- Welcome to the participants
- Introduction of self, introduction of the project and the aim of the study, the course of the discussion and the discussion rules
- Brief introduction of the participants

Topic: employability & course spontaneously (30-40min)

- "What do you imagine when you say the employability of young recreationists in the labour market? What comes to mind in this context?"

The moderator briefly queries all the associations.

- "What prerequisites or competences do you think are important for the future employability of recreationologists or leisure educators in the labour market?" (Try to briefly characterize each one mentioned.)

The moderator writes on a flipchart to visualize all the essential associations of the respondents.

- "Now we have made a basic overview of the prerequisites/competencies that you think are important for the future employability of a recreationist in the labour market. In your opinion, how does the course Summer Stay in the Country affect the development of the mentioned competences?" (Find out why they think so.)

The moderator highlights those competencies that students indicate as being developed...

Topic: competency framework defined by the National Institute of Education & course (50 – 60 min)

- "For most professions there is a list of core competencies (soft vs hard) in a framework defined by the National Institute of Education. I would now like to introduce 15 key soft competencies for the profession of leisure educator."

The moderator shows and reads the short version on A5 cards, taping each card with bluetack on a flip so that they are all visible.

- "Do you want to ask a question - clarify the meaning of any?"
- "As you look now at the list of all 15 essential competencies for your future profession, what comes to mind?" (Asking why this comes to mind)

Task 1: "Now stand at the other table, where you have placed the same 15 cards. Your task is to sort the competences listed according to how the course has contributed to their development for you personally."

The moderator allows the group to work for a few minutes and then asks questions.

- "First, describe how you went about sorting."
- "What criteria did you consider when grading?"
- "What did you create? What competency groups and why?"

Task 2: "What specific competencies (of the 15 listed) were developed in the course you took?"

The moderator has all the cards with the competencies developed on the course folded out.

Task 3: "Now that we know which competencies you developed on the course, I would still ask you each to mark for yourself for each competency a number on a scale of 1 (not at all, very little) - 10 (max, great impact), how much were they developed?"

Task 4: "Now the task is to agree together how much which ones were developed. You can make a ranking from most developed to least developed (or create groups of competencies as you agree)."

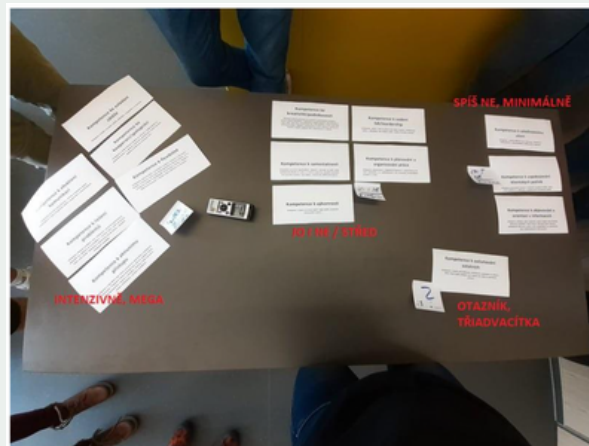
The moderator has all the cards from task 2 distributed according to intensity. He then asks.

- "Describe what you have created."
- "Which competencies were developed most / moderately / little?"
- "How specifically did their development take place on the course? What made the development happen (specific programs or activities / dramaturgy / reflection / feedback / instructor team)?"
- "Based on what we've covered so far, what are your thoughts on the course in general?"
- "What would you recommend the organisers to strengthen if they would like to maximise the development of this type of competences in the Summer course?"

Conclusion (5-10min)

- "Can you think of anything you would like to add at this point?"
- "What stuck in your mind from today's discussion? What was most interesting to you?"
- Thank you and goodbye

Figure 2. Demonstration of creating categories when working with competency cards



Summary

The main aim of this study was to investigate how courses help in the development of competences needed for the employability of young university students and which factors influence their development. We adopted a qualitative approach for data collection and analysis. We held three focus groups with a total of 23 students, where we discussed the main topic according to a set discussion plan and then implemented practical exercises with competency cards. Based on a comparison of the results of the joint tasks aimed at identifying the degree of perceived individual development in each competence, 8 out of 15 competences needed for students' employability in the labour market seem to be the most developed and we described nine main factors that influence their development.





RE-DISCOVERING EVALUATION

The knowledge I acquired within the Youth Impact project in reference to my previous experience as an evaluator

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Organization: **The Foundation in Support of Local Democracy (Poland)**

Key words: evaluation good practices, participatory approach, purpose of evaluation, individual approach, differentiating between the causes and the outcomes, human factor, adjusting evaluating methods

Abstract

The article is focused around the knowledge I acquired as a participant of the Youth Impact project in reference to my previous experience as an evaluator. It mentions several good practices in relation to my own process of re-discovering evaluation. The main subjects included are: the importance of the participatory approach, the purpose of the evaluating process, the importance of an individual approach to each evaluation, differentiating between the causes and the outcomes of the project, the great role of the human factor in every project, the importance of adjusting the methods used to the circumstances of the project and the practice of evaluating one's evaluation methods.

Introduction

While participating in the Youth Impact project carried out by The Foundation in Support of Local Democracy I had an opportunity to take a closer look at various aspects of evaluation and see them from a new angle. I've had previous experience working on evaluation. My tasks included: conducting research, developing research tools and research methodology, sample selection, conducting and transcribing IDIs and FGIs, analyzing data and preparing reports. Most of the evaluations I've worked on were focused around topics such as: social inclusion, social economy or employee volunteering. However, before the Youth Impact project I've never had a chance of truly looking at the evaluation process as a whole since I used to work on only certain parts of each project and have never experienced carrying out an entire evaluation from start to finish.

Upon completion of the e-learning course "Towards better youth employment projects" I was able to learn a lot about evaluation theory and organize and improve my knowledge, which was exceptionally helpful in conducting the evaluation later within the framework of the Youth Impact project.

The evaluated project

The project I evaluated was titled "Podkarpackie Province with POWER into the future!". It was targeted towards the economically inactive and unemployed youth up to 29 years of age from the Podkarpackie Province. It was an ex-post external evaluation of the whole project. The aim of the project was to increase the chances of employment within the youth classified as NEET (Not in Employment, Education or Training). It was a participatory evaluation involving stakeholders.

The participatory approach

One of my most meaningful discoveries in my learning experience within the Youth Impact project was the importance of the participatory approach. In order to choose the most important evaluation criteria and to define the most useful evaluation questions providing the information we're looking for, we need to get to know the evaluation needs of the stakeholders.

The purpose of evaluation

It is very important to keep in mind the purpose of the evaluating process. The conclusions and recommendations we form lead to improvements in future projects. It is crucial to remember who can benefit from the evaluation. It will be the project team, the project staff, but most of all the participants of the project. They're the most important group in the sense that they are the ones, whose lives are supposed to change for the better through participating in the project. Therefore, we need to have in mind that how accurately and thoroughly we conduct the evaluation has a very real impact on all the parties involved in the project and they can lead to transforming peoples' lives.

Every project is unique

What also leads to a great evaluation is realizing that every project is truly unique. There are many variables influencing the way each project is carried out. A few examples of such factors include: the target group, project's goals, planned activities and the individual character of all the stakeholders. Even if we've evaluated similar projects (with similar target groups, similar goals and similar activities) in the past, we need to remember that no two projects are identical. While previous experiences as an evaluator will be helpful for drawing conclusions, it doesn't mean we can make assumptions based on other projects. We should always have an individual approach to each evaluation.

DIFFERENTIATING BETWEEN THE CAUSES AND THE OUTCOMES

In order to accurately assess the project we need to establish a cause and effect relationship of various aspects. In order to determine what was the cause of each phenomenon we recognise we need to distinguish between the project factors (the impact of the project and all activities surrounding it) and the external factors (the impact of all other factors not related to the project itself).

We should take into account which factors could have counteracted the change and which could have contributed to the change. The only way to do this in a way that's as accurate as possible is to involve the stakeholders in the process of diagnosing the evaluation needs. Otherwise, we won't be able to find out about many occurrences that took place while the project was taking place.

The human factor

While there are many factors that influence the execution of each project, the most frequently disregarded and undervalued one from my experience is the human factor. It's truly important to keep in mind that a great evaluation shouldn't take into consideration only bare facts and figures, but also the fact that there are real people involved in the implementation of the project. The human factor influences each step from the project's concept to the last stages of the project's implementation. All of the parties involved will have such an impact.

Examples of such factors for each party involved:

PROJECT TEAM

- To what extent are they available to other stakeholders (for example to answer their questions)?
- To what extent are they willing to introduce changes in the project if necessary?

PROJECT STAFF

- To what extent are they aware of the participants' needs?
- Differences in their attitude, character and approach towards the participants.
- Differences in skills and knowledge.
- Differences in the way they explain matters to participants.

PARTICIPANTS

- Their character, their attitude and expectations towards the project, their willingness to learn and their level of motivation.
- Which areas of life are the most difficult for them to improve?

It's important to consider all of these variables and many more alike. They might significantly impact the outcomes. Therefore it's important to engage as many stakeholders as we can.

Adjusting the approach to the circumstances

Sometimes it's necessary to adjust the methods we use to the circumstances of the project. The issues I've encountered with implementing the participatory approach were specific to the project's target group - the NEETs. The participants within this group often struggle with low motivation, they're not willing to engage. They frequently experience severe Impostor Syndrome (doubting their own knowledge and skills). They tend to have low self-esteem. They often struggle with the fear of speaking up and socializing. Therefore, I had to adjust the methods of engaging them in the process of diagnosing the evaluation needs in order for it to be possible. I wasn't able to conduct a video conference in a group setting with the participants, but I managed to have individual on the phone conversations with them.

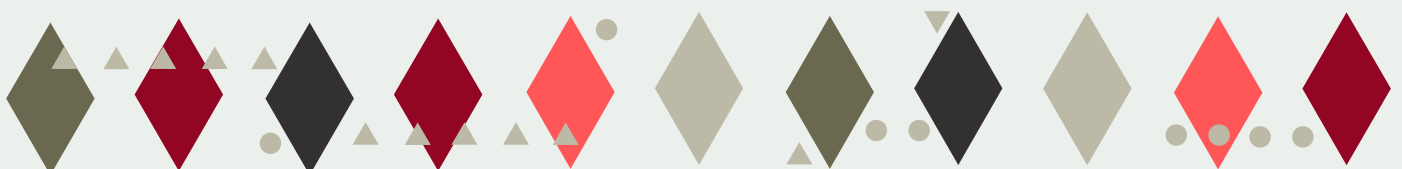
It is worth remembering that even though some practices are excellent in theory and work great for most projects, it's not going to be possible to implement them in an ideal form for all evaluations. Certain circumstances might make it unachievable. For example, the country where the project is conducted is going to impact this possibility immensely. Different cultural backgrounds or different socioeconomic environments will have an impact on this matter. At the same time, this does not mean we should give up on great solutions completely solely because we cannot achieve perfection in some circumstances. We should always think of ways to adjust these methods to what's realistically possible in each evaluation and look for solutions. Regardless of the characteristics of the evaluated project, it's always worth striving for implementing the participatory approach, since it provides a higher reliability and a greater relevance of the conclusions we form.

Evaluating your own evaluation methods

In conclusion, I've learned many useful lessons thanks to participating in the Youth Impact project. I had the opportunity to take a broader look at the evaluation process and notice its many crucial aspects. I've managed to see a lot of issues at a new angle. I re-discovered evaluation. If I were to choose only one good practice I would advise every evaluator to take a step back and evaluate their own evaluation methods from time to time. No matter how much knowledge and experience we already have, it's always useful to go back to the basics and revise how we implement them in the evaluating process. Reflecting on the theoretical aspect is a great way to go about it. There's always room for improvement in every field and in case of evaluation it's especially important. We need to remember that the process of evaluation is not only about simply getting the job done. It's about making a change. What we do can truly impact people's lives. The more accurate our recommendations, the greater the change.

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Using Service Design tools in evaluation

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Key words: Service Design (SD), Service Design tools, evaluation, empathy map

Abstract

This paper was written as a result of considering innovative approaches to data collection in evaluation research. Evaluation, like any area of life, is also changing. Nowadays we have to look for new ways to collect data from research participants to better understand their emotions, views or situation. It seems that an innovative tool for collecting data about the research group can be the tools used in Service Design processes. This paper aims to present the possibility of using an empathy map as one of these tools in evaluation.

Introduction

Innovation is defined in different ways. It does not always have to be disruptive, it is enough if it implements some modifications. We can distinguish several types of innovations in the process of data collection. These can be innovations focused on technological solutions, a new methodology, a new group of research participants, a new research area or the use of tools from other processes or industries. Using service design tools is an innovative approach in evaluation.

Evaluation is defined as a systematic process to determine merit, worth, value or significance. Evaluations are used in different ways depending on the primary purposes for the evaluation. Evaluations can be used to monitor how an effort is progressing, like tracking implementation of a vaccination campaign. Sometimes evaluations improve a program by getting and using feedback from participants in the program, like a professional development course or parent education program. Evaluation can contribute to formulating a new policy or designing a program by finding out from diverse people in a community what their needs and concerns are (AEA 2).

Service Design, in turn, assumes designing services in response to people's needs. In this regard, evaluations and SD focus precisely on the user. The user can be any person. People drive a car and therefore use the services of a mechanic, get sick so they go to the doctors or hospitals, want to develop themselves so they take advantage of trainings, etc.

Service Design vs. evaluation approach

The assumptions of SD perfectly fit into the assumptions of evaluation focused on development, sensitivity to the needs of participants, participatory and dialogic process of working out solutions. SD approach is based on 4 basic elements (Stickdorn and Others, 27):

1. stakeholder focus – in other way human - centered design, which means seeking to understand the conscious, unconscious and uninformed needs and opinions of stakeholders (users);
2. maximizing usability – to ensure that new solutions meet stakeholders' needs;
3. realism of solutions – which means designing solutions that are feasible to implement and take into account the contextual constraints or legal, financial, technological and organizational constraints;
4. data-driven design – which means designed solutions result directly from the data obtained through research, which constitute a kind of "evidence base".

To achieve its goals, SD uses a variety of tools. The most popular SD tools to learn as much as possible about the user are users journey map, empathy map, persona or safari. There are, of course, many more but these are increasingly being used in evaluation research to gather data on respondents. With respect to above assumptions, it seems that the SD tools are best used in services evaluation, in particular public services or public policy. Citizens have problems and needs. Every service or product brings experiences/emotions and positive experiences result from having our needs met or problems solved. If we want to delve deeper into a problem, SD tools are perfect. We can find a lot of insights, which in turn will give us a lot of data for analysis and will indicate recommendations in order to improve it, to respond to the needs of residents and different groups. Services/policy can be evaluated in terms of usability, relevance, impact or effectiveness.

Empathy map as an example of tool using in evaluation

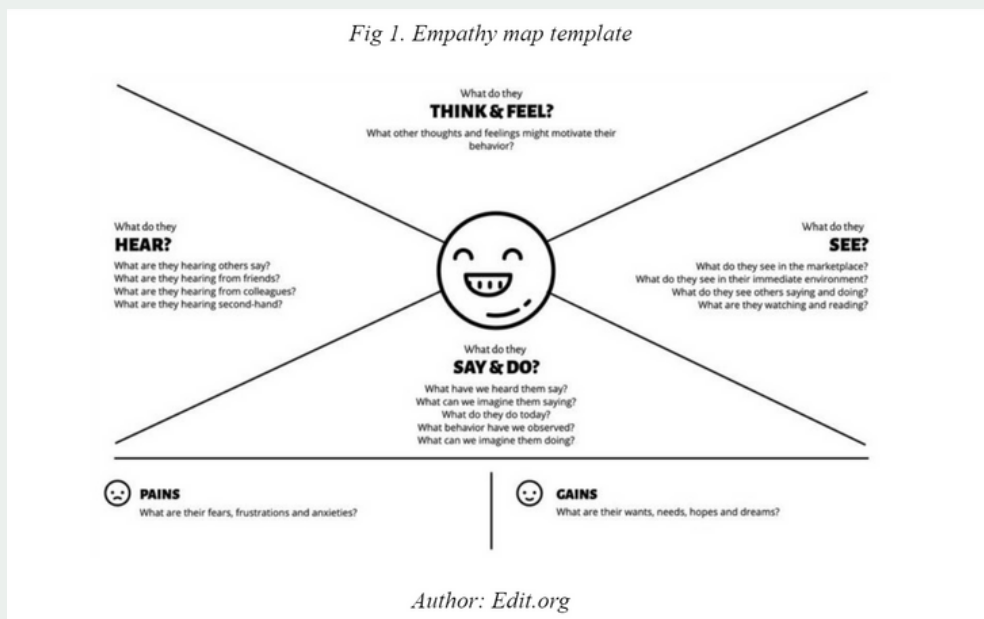
Empathy map is a graphic tool to collect information about the users, their experience in using a service. An empathy map makes it easy to explore how a user feels about a service, project activity or any event. Empathy is a highly desirable competency in a researcher's work. An empathy map is always created under the studied service, event, etc. To create an empathy map you need to know who is the user? We also need to plan what we want to research:

- what does the service consist of?
- what are the elements of the service/which elements are omitted?
- do you want to evaluate the whole service delivery process or just a phase of it?
- whose perspective are we considering?

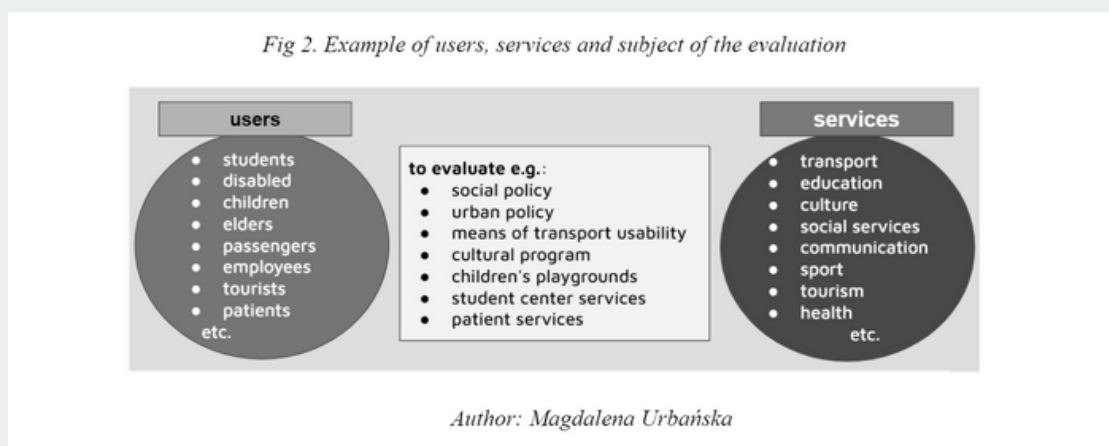
Once we answer these questions, we can proceed to construct an empathy map. It is important to know that the map consists of 6 parts:

1. what user thinks and feels when using the for e.g. services?
2. what user hears?
3. what user sees?
4. what user says and does?
5. what concerns (pains) user has?
6. what user goals or gains are?

These questions in each area of the map allow you to focus on a specific element of the respondent's experience and emotions.



After all, take a moment to look over what you have learned and reflect on the information. Did everyone get a chance to voice their opinions? With an empathy map, for example, we can learn about the feelings of passengers riding a city bus to work every day. We can learn about the experience of a person with a disability in using the university building. Finally, we can learn a lot of interesting information about the emotions of young people in dealing with official matters.



The empathy map allows you to find out:

- who uses the services? what are their needs and how do they differ from those of other stakeholders?
- what does the user expect of the service? does the organization meet those expectations?
- what are the problems?
- what are the possible solutions?

How to organize empathy map? There are different ways to organize empathy map. Each interview can create their own empathy map, or you can do it in groups during workshops. There are now many applications to do it online, for e.g. Mural, Miro, Canva, Creately.com, Custelligence or Google Docs.

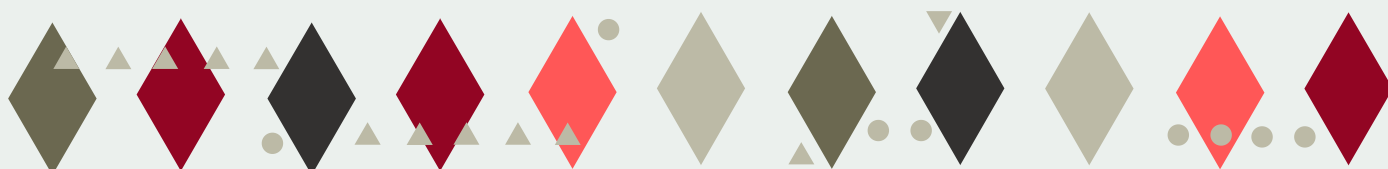
The results of using empathy map in evaluation services are definitely recommendations for solutions to improve the service, enhancing a positive experience, solving social/public problems and designing new and better services.

Conclusions

This paper has briefly described what use an empathy map - SD tool - can have in evaluation. Be aware that an empathy map will not work for every research. Empathy map works best in evaluation of NGOs, people with disabilities, users of public services, in these areas, which are listed in Fig 2. It is a decidedly qualitative tool. Requires time and engagement on the part of researchers and users. It is certainly innovative tool in evaluation, offers new possibilities but still needs to be tested on more evaluations.

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Impact Evaluation as Participative Tool to Foster Agile Organisational Development of YEE Implementors

Authors: **Romina Große & Silke Steinberg**

Organization: **FIAP e.V.** (Germany)

Key words: agile organization, participative tools, yee, impact evaluation

Abstract

This text, based on a conference paper on the Youth Impact project, shows from the perspective of the German Expert Partner how the definition of a new (impact) evaluation culture in organisations implementing measures against youth unemployment can empower the organisations to adapt their programmes and their corporate cultures to the conditions of fast changing societies and disruptive developments.

Introduction

Typically, evaluation is used primarily in the public sector, for example in social work, schools and public authorities. However, educational institutions, universities and the economy also evaluate. The aim of traditional evaluation approaches is to measure, review and control the impact of measures and processes. Indicators are defined that make the success or failure of the measure measurable. In our view, these traditional approaches to evaluation fall far too short of the actual potential of evaluation activities. Evaluation can be used to realign activities and measures, to design them and to adapt them to the needs of the target group and to new challenges. A redefinition of evaluation approaches and indicators, the development of new measuring instruments and processes can lead to evaluation activities that empower organisations in the improvement of their own measures and in the adaption of their activities to the needs of new modern labor markets. Evaluation can support social actors in adapting their actions to the conditions of our rapidly changing world and in the agile development of their organizational cultures.

The Youth Impact project

In the case of our project, the aim was to support agencies in the fight against youth unemployment and in building employability and entrepreneurship among young unemployed people. Skills have to be built up that help young people to orientate themselves in modern labour markets and to develop their own perspectives. The success of these programmes cannot be measured with key figures, it is about recognising to what extent skills have been developed, attitudes have been changed and motivation has been built up. The impact of the measures must become tangible for the organisations.

YOUTH IMPACT developed an approach to empower organisations in order to reflect their activities co-creatively with their target groups (their customers), to evaluate their experiences and to develop a common learning culture where mistakes or problems are perceived as opportunities for improvement. The aim was to change the perception of evaluation as a control instrument in order to recognise instruments of a participatory evaluation culture as an opportunity to improve impact and of course also direct outcomes of the activities. Raising awareness of Impact Evaluation, beyond the usual control variables, was a first and important step in the project's work.

New challenges

Our societies and economies have changed profoundly in recent years. The term 'Epochal Change' has been floating around in our discourses for a long time. Global challenges such as climate change, pandemics and wars make this all too clear. Disruptive Events force our societies to redefine social systems. Globally, social processes must adapt to these changes. At the moment, all social actors have to deal with a high degree of uncertainty. It is not clear, for example, what demands modern labor markets will make in the future, what skills will be needed, how economies will change and develop (see e.g. Böhle & Busch 2012). Evaluation traditions worked well for the industrial era but they are not sufficient with modern societies, their challenges and new labor markets.

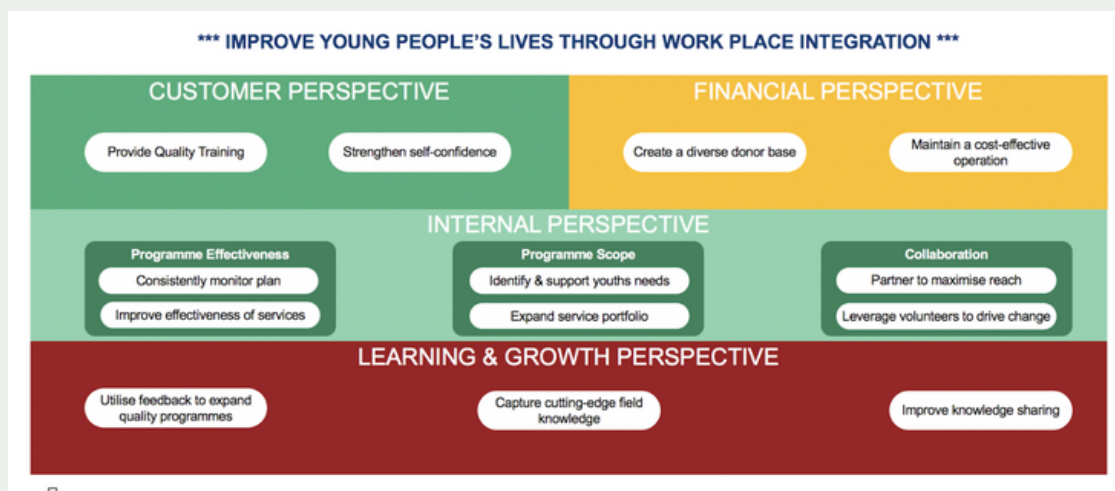
Evaluation must react to the uncertainty. This means that evaluation must become an agile process that constantly adapts to new developments and to a very complex reality. **The result chain: output, outcome and impact is closely interwoven and can only be defined by including all those involved in the process.** This means that in the evaluation process it has to be renegotiated what is measured how and how possible findings are to be interpreted or can contribute to improving processes. This requires co-creativity in the definition of indicators and new evaluation instruments. Evaluation has become an agile process. **"What you measure is what you get"**

Potentials of BSC (Balanced Scorecard) Model for Impact Evaluation & Organisational Development of YEE Implementors

Business reacted early to new evaluation requirements. The economic performance of companies depends on the efficiency of evaluation activities. This results in pressure to act. Different new approaches to evaluation were developed. One of these is the Balanced Scorecard. It shows which goals are particularly important for a company, an organisation or an institution.

These are the strategic goals of the company. Because several goals are often important at the same time, the Balanced Scorecard divides these goals into four perspectives that are complementary to each other. Kaplan and Norton, have developed a model that represents these four perspectives and which enlarge the approach to evaluation (Kaplan, 1992; Kaplan & Norton, 2005).

The Balanced Scorecard shows the goals and performance from the perspectives: Financial, Customer, Process and Learning and Development. It translates a company's vision, mission and strategy into key performance indicators in these perspectives so that all employees understand them and are informed about the conditions for current and future success. In regard to the evaluation of measures to fight youth unemployment it adds the perspective of the customer and that of the organizational development to traditional evaluation approaches and offers a holistic view. Regarding the customer perspective it can lead to a real interactive co-development of services and products with the customer, which is crucial in modern service engineering models (Kaplan & Norton, 1992). The strategy Map from Judith Terstriep applies the BSC to the field of implementors working against youth unemployment.



The scorecard model creates a common culture, a common language, to communicate mission and strategy, but also to define processes together, to design activities and to create a common understanding. This is the base for the co-development of the activities. It uses metrics to inform employees and customers about success factors for current and future success. It helps articulating desired outcomes and the performance drivers behind them. It enables to align the energies, potentials, and specialised knowledge of employees throughout the organisation toward long-term goals and to initiate the dialog with customers and external partners. The BSC model helps to include the participation of the customer which is important to design the measures according to the needs of the customer. It supports the organizational development of the organisations and strengthen the comittement of the employees.

Implementation of new evaluation approaches

One of the most important steps to establish a new evaluation culture is to identify common KPIs. They determine gaps between actual and targeted outcome on all sides and provide a **common language among all actors** and help to **focus on what matters**.

The **Qualitative KPI** ('descriptive' characteristic e.g. customer satisfaction, change of behaviour or structures) and the **Quantitative KPI** (measurable characteristic e.g. number of participants) help to optimize activities and to integrate diverse perspectives. But for the implementing organisations it is also important to have new paths to gather information. We propose a wide range of instruments, two are present shortly here. One from the perspective of the organisations, one of the customer perspective.

Objective Hermeneutics (Ulrich Oevermann)

The basic assumption of Objective Hermeneutics is that social reality is reflected in language. Two dimensions of sense are defined: The Manifest sense structures (sense references which are conscious to the actor, e.g. normative ideals, intentions and motives for action) and latent sense structures (sense references which remain hidden to the actor and which unconsciously determine his actions).

Both dimensions of meaning are in conflict with each other; the latent dimension of meaning can only be grasped by hermeneutic analysis. From the superficial information level of the text, deeper layers of meaning and significance must be reconstructed.

The reconstruction enables a comparison of case analyses and the identification of patterns and type formations in different cases. By means of the reconstruction, interactions, e.g. youths / employers, youths / teachers etc. can be taken into account. Changes in these interactions can also be detected by this method. Implementors gain a deep understanding of interaction systems and social systems. (to go deeper into this method: Wernet, 2006)

Creative methods to empower young people to share their experiences

We have already pointed out in several places how important it is to integrate the client perspective in the impact evaluation, but also in the development of the offer. In doing so, it is a certain challenge to get the customer to speak. This is all the more true because the project is about a target group that first has to develop its own voice. In our experience, this is best achieved with creative methods. Creative tools can give them a voice, to become co-evaluators. Photovoice is one qualitative, explorative method (among others) with a strong participatory orientation.

It combines two types of documentation:

- photography as a visual instrument
- and narratives and texts in a reflexive group process.

The co-evaluators take photos of their school/work environment and related systems such as job centres, coaches. The pictures also reflect their experiences. Small videos highlighting particularly relevant experiences will be recorded. The resulting pictures are discussed and evaluated in group work. Reflection and adaptation are integral parts of the evaluation process. Through the Photovoice method, the perspective of the young people but also that of the implementors and stakeholders, play a central role in the evaluation process. A multi-layered picture of the situation emerges; challenges, but also potentials for change are revealed.

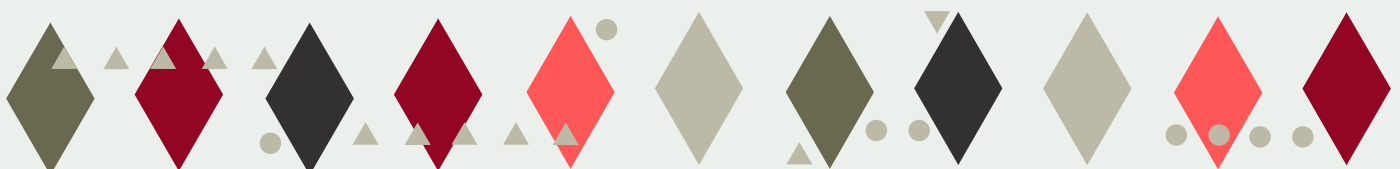
Conclusion: Organizational Agility and Innovation Management as side effect of new evaluation approaches

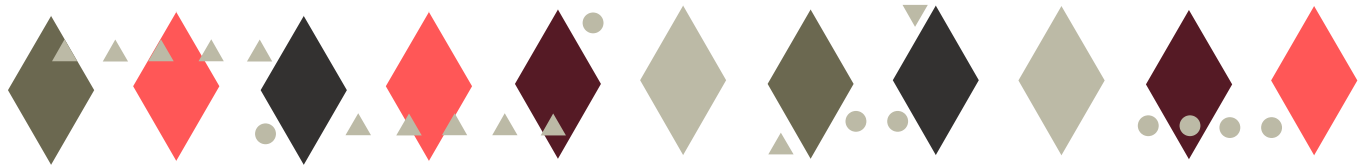
We have seen that a new approach to evaluation, the development of a holistic, participatory evaluation culture, challenges the organization in many places. In order to break new ground in evaluation, internal processes and settings must also be fundamentally changed. It is not only about integrating clients into the work process. The staff of the organization must be involved in dialogue and at eye level and have the opportunity to contribute their own ideas. The organizational structure must be jointly reflected and adjusted. We would like to sum up the outcome of a changed evaluation culture in four points:

- **Innovation** Motivation, target group, cooperation, new tools of participative evaluation, Changed assessment of own work
- **Employees & internal processes** participation, creativity, knowledge, changed perception of the target group, raising awareness of the diversity of perspectives
- **Environment & networks** cooperation, awareness of dependencies, support, obstacles
- **Formal structure** shared responsibility, elimination of hierarchies, new organizational structures, new forms of work organization
- **Result:**
- **Improved Performance of Organisations, Improved Outcome and Impact of Activities**

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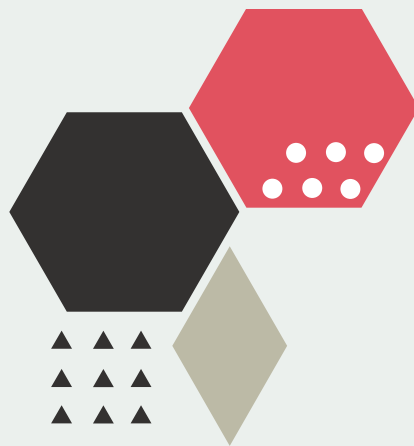
YOUTH IMPACT STRIVES TO HELP ORGANISATIONS FOCUSED ON YOUTH EMPLOYMENT AND ENTREPRENEURSHIP TO LEARN NEW WAYS OF ASSESSING THE IMPACT OF THEIR ACTIVITIES.

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