Project "E-QUALITY" Digital education for social and financial inclusion and gender equality"

E-QUALITY PROJECT

EVALUATION PLAN

NAME OF THE ELECTRONIC DOCUMENT:

E-QUALITY PROJECT EVALUATION PLAN

Lead Organisation: Bulgarian Chamber for Education, Science and Culture

Prepared by: Anselmo Caporossi – External Evaluator-Status: confidential

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1. Project Background

The overall objective of the Project ***"E-QUALITY** - **education for social and financial inclusion and gender equality"*** is to develop new skills on digital literacy, entrepreneurship and leader- ship of socially vulnerable groups of the Kyrgyz Republic such as young mi- grants and low-skills women and through creation and promotion of the sustainable model of social inclusion.

The main project target groups are:

TG-1. Young low-skills labour migrants (14-30 years old) — low- skills workers;

TG-2. Young low-skills girls and women in the family (from 14to 30 years old), limited opportunities for formal education and development of ski!ls;

TG-3. Families and households of labour migrants as participants in the process of international migration;

TG-4. State bodies: State Agency for Youth Affairs, Agency for Primary Professional Education under the Ministry of Education and Science of the Kyrgyz Republic, State Service for Migration under the Government of the Kyrgyz Republic;

TG-5. Educational service providers: VET colleges, LLL centers, higher education institution, etc.

The main Project objectives are:

- ***Capacity building of young migrantc** (including **women) on** digital skills;*
- ***Increase*** women*'s* inclusion and participation in civic life with sound entrepreneurship digital and leadership skills;
- ***Development and** promotion **of social and** educational policies* to support and expand financial and social inclusion, gender equality for vulnerable groups of young migrants, including women.

2. Purpose of the Evaluation Plan

The purpose of the Evaluation Plan is to ensure the effective progress of the project in accordance with the stated objectives, outputs, outcomes (impacts) and within an agreed timescale. As such, the plan makes the following provisions:

- Define indicators of success to obtaining project objectives.
- Organizes plans for data collection, analysis, use, and data quality.
- Outlines various roles and responsibilities regarding monitoring and evaluation for the project or organization.
- Create a framework in which partners and stakeholders can obtain feedback on how the project is running and also make suggestions for improvement.
- Engages all partners and stakeholders in M&E so that M&E is integrated into part of everyone's' job.

Evaluating means examining in an exhaustive, critical and objective manner the adequacy of the objectives and the quality of the actions performed, in relation to the results obtained, the effects caused and the needs they aim to satisfy.

Evaluating does not mean using only a technique, but developing a process whose phases must be planned throughout the life span of the project itself, in relation to the different areas of interest:

- ex-ante: logical planning (design and identification of resources including a cost-benefit analysis);
- ongoing: relevance and effectiveness of implementation actions (project management, objective assessment, control of external factors);
- ex-post: effectiveness and impact of the results (objectives achieved, added value).

The evaluation process must take into account both the more strictly measurable approaches (financial aspect, results, value) and the training ones (development of specific skills, performance improvement).

The evaluation process involves a certain balance between time and resources, research and analysis work, management of the work team and building relationships with the stakeholders involved. For this process to take place efficiently, it is good to never lose sight of the context of the project (actors and beneficiaries, activities, type of evaluation requested,…).

To this end, it is essential that methodology, technology, organization, processes and procedures are integrated into a service model which by its nature is complex and which must be designed in such a way as to be able to obtain the expected results efficiently and effectively, ensuring at the same time an adequate return in terms of positive organizational impact and costs / benefits.

It is therefore necessary to provide for an appropriate intervention for the construction of monitoring and evaluation tools, in order to guarantee, throughout the life cycle of the project, quality control and management, in terms of:

- quality planned and foreseen (in the phase of the conception of the project proposal and of the executive plan);
- quality provided (in the implementation phase of the project and provision of training interventions);
- quality achieved / perceived (during the delivery of training interventions and at the end of the project).

The Evaluation plan details how the effectiveness and efficiency of the project are to be assessed. Monitoring and evaluation are interactive processes and mutual support and it is important to incorporate evaluation and long estimate activities on the whole project, emphasizing the "feed-back" mechanism provided from a similar approach.

The focus is on analyzing and evaluating the results that the project will produce. The planning and implementation of the Evaluation Plan is strong connected with the contents of the Quality Assurance Plan and its implementation through the whole project cycle will constantly interface with the recommendations and the indications contained in the QAP.

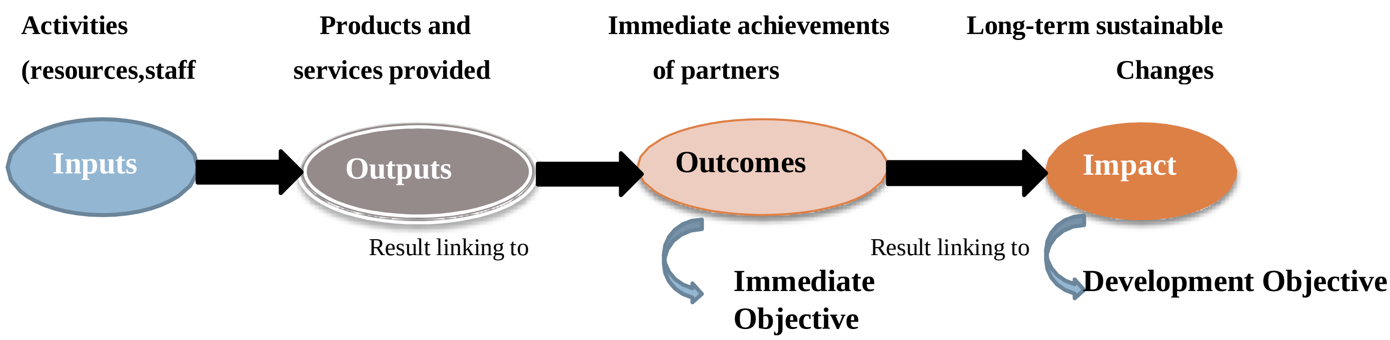
Developing an appropriate monitoring and evaluation framework tailored to the activities, objectives and goals of the planned projectìs activities involves establishing the appropriate baseline, defining appropriate indicators of success and setting out the broad shape of the overall monitoring and evaluation plan.

Evaluation thus refers to the systematic collection of information conducted during the project's implementation in order to make judgments about effectiveness against anticipated outcomes and to help inform decisions about future interventions. Monitoring and evaluation efforts assist in determining whether the project has achieved its intended outcomes, so that the project's partnership can be accountable for the money that spend and make the most effective use of the resources. Although evaluations have traditionally been required to ensure that the financial resources are well spent, the challenge remains to ensure that project partners recognise the value of ongoing monitoring and evaluation and use it to improve the effectiveness and quality of their project.

Monitoring will be carried out on an ongoing basis to ensure that the aims and objectives of the project are being met and to readjust programming based on lessons learned to date. Internal evaluations are important not only to measure effectiveness, efficiency and project progress but also to help develop project ownership on the part of both project staff and the beneficiary groups. External evaluation, whilst costly, and most of the time therefore prohibitive to small community ventures, nonetheless offers a degree of independent scrutiny which may, on occasion, be appropriate.

The key drivers underlying project cycle management, and specifically monitoring and evaluation, is to help those project's partners responsible for managing the resources and activities of specific WP of the project to enhance development results along a continuum, from short-term to long-term.

Managing for impact means steering project interventions towards sustainable, longer-term impact along a plausibly linked chain of results: inputs produce outputs that engender outcomes that contribute to impact (see Figure 1).



3. Project Overview

The project partners are identified in:

Lead Applicant: Bulgarian Chamber for Education, Science and Culture

Co-Applicant: International Agency on Quality Assurance

The project, for the achievement of the planned goals, provides the follo Work Pachkages:

WP1. Development of recommendations/policy of the sustainable model of social and digital inclusion

WP2. Development/adaptation of training modules

WP3. Creation of digital platforms for placement and support of training modules, a tool for feedback and assessment, taking into account the technical capabilities of target groups based on an analytical report.

WP4. **Pilot training modules**

WP5. Creation of training Hub, institute a mentor model.

WP6 Media support training modules

The project estimated outputs will be:

EO1. Digital skills ranging from digital literacy such as Big Data, Data analytics, Data protection and Cyber security including financial literacy, entrepreneurship, leadership and communications have been developed and adapted to the needs of young migrants (including women).

EO2. Established the multilingual digital platform (and mobile application) with a catalogue of multimedia training modules, e-mentoring, an interactive system for an assessment of the training module and a personalized cyber mentor. The platform will use artificial intelligence technologies to build and adjust the individual educational trajectory of students, automated intellectual evaluation and provide opportunities for certification of qualifications.

EO3. New skills of young migrants (including women) are strengthened.

EO4. Improved employment opportunities and entrepreneurial activity in national and transnational labor markets for socially vulnerable groups (young migrants and women).

EO5.Training hub – institute a mentoring model- whereby new learners in the network can seek and advice from a specially screened group of mentors (who themselves have earlier participated in the programme). Using virtual conferencing and massaging tools, a learning community can be developed and sustained around the participants and of the programme.

EO6: Conducted an extensive information campaign to implement innovative training programs in two pilot regions, including the countryside.

4. Evaluation Framework

The evaluation process intends to observe the monitoring and evaluation activities related to two distinct areas, which should be analyzed in an integrated way. It is this interaction that determines the level and quality of the learning process:

- ***Project evaluation***: a set of actions aimed at verifying the correspondence between specific planning activities;
- ***Formative evaluation***: a series of actions aimed at verifying the training activities and the relationships that intervene between the learning environment / service model / learning process, with particular attention to the results detected by the users.

The project evaluation and the formative evaluation, in turn, are examined and compared in the three strategic phases of analysis: ex-ante, in itinere (monitoring), ex-post. In the ongoing phase, some activities characteristic of the project evaluation and others related to the formative evaluation can be carried out in parallel and will help to grasp different implications of the same aspect.

Both for the project evaluation and for the training one, it is necessary to proceed with the administration of tools specifically built to investigate and enhance the quality factors of a process, for each of the following phases:

- definition of the assessment areas: identification of macro process phases on which to formulate the assessment (for example, detection and analysis of training needs, planning and development, etc.);
- identification of the evaluation dimensions: identification of the specific taks object;

- explanation of the descriptors: categories of interpretation through which to formulate the evaluation for each object (for example completeness / exhaustiveness of the need, clarity in the description of the training needs, correspondence between project needs and objectives, etc.);
- operational descriptions: ways in which to formulate the assessment (for example, field surveys, focus groups, etc.)
- definition of the variables: identification of the qualitative / quantitative indicators that make it possible to measure the parameters useful in the evaluation (for example socio-demographic characteristics of the target, level of education, familiarity with technologies, familiarity with labour market demands, etc.).

The Evaluation Plan, which must be periodically updated, remains a first outline for defining and conducting the evaluation activities along all the subsequent phases of the project. It is essential to monitor the actions in terms of:

- clarity of the project objectives;
- innovativeness of the intervention proposed;
- consistency of the methodology with respect to the contents;
- adequacy and consistency of the tools in relation to the recipients of the intervention;
- presence of human resources and specialist skills dedicated to the project;
- Completeness of services offered;
- Transferability of the design solution to other areas of intervention;
- Adequacy of the professional skills of the human resources involved with reference to the proposed design solutions.

a. Method of work and integration among partners;

Each WP's leader will be responsible for collecting the data and in the case of the questionnaires for the implementation of the evaluation process and they will coordinate also the other partners to complete the activities. Each partner should assign a responsible for the data collection plan (i.e. who is responsible for collection of specific data; ensuring quality control at each stage; how often the data will be collected; format of the data what resources will be required at each stage) and who will analyse the data. The WP leaders when completed the preparation of the specific tasks related to the evaluation process for each WP, they will send all the materials produced to the Advisory Board for the validation. Each WP leader will receive support and suggestion by the Advisory Board that will constantly monitor the evaluation process and its implementation. In the implementation of this process they will be supported for any clarification or upgrading of information by the external evaluator that will assist and support them to better perform these tasks. The approach is based on a very close collaboration between managers and evaluators, where the latter are closely involved in programme implementation and adaptation. The collaboration between the partners for the project's implementation and its evaluation process will respect the principles defined in the project management system in order to ensure the quantitative and qualitative delivery of the planned project activities, outputs and results.

The Lead Partner will overview all the implementation process and will coordinate the partners for the implementation of the different project's activities and will address any doubts or problems that may arise during the implementation of the project, by directing the WP leader to project's expertise for evaluation topics. Each WP lead Partner has to acquire the data using the selected tools and indicators defined in the Evaluation Plan for each WP, then assesses the started implementation and current results on the base of produced reports and stakeholder interviews. They will use a Desk review of project document, outputs, monitoring reports (such as Minutes of Steering Committee meetings including other relevant meetings, Project Implementation Report, progress reports, and other internal documents including consultant and financial reports), review of specific products produced so far, including datasets, management and action plans, publications and other material and reports.

During the implementation phase of the evaluation process, the external evaluator, upon specific request of the partner, can intervene by providing technical assistance and support on the correct implementation of the evaluation process and on the correct use of the tools and methodologies foreseen by the Evaluation Plan. A constant and effective communication and exchange of information among the partners, via frequent electronic means (e-mails, phone/skype), discussing and agreeing all steps and key issues pf project's implementation, under the guidance of the Lead Partner,

and of the external evaluator, will allow to perform an optimal project's implementation and its evaluation.
All partners have to reporting project's evaluation progress timely, avoiding excessive, unnecessary reporting –information overload is costly and can burden information flow and the potential of using other more relevant information. Reporting should provide a sufficient amount of information for its intended use. It is especially important that reporting content includes any specific reporting requirements and an accurate representation of the facts. Reporting should adopt units and formats that allow comparison over time, enabling progress to be tracked against indicators, targets and other agreed-upon milestones.
Collaboration among partners must be characterized by deep trust, mutual respect, and regular and effective interaction, with a collaborative relationship that extends beyond the boundaries of partnership meetings and are sustained over time. The process for partnership decision-making is clearly articulated and involves all partners. Each partner responsible for the implementation of the evaluation process of each WP should check that where possible, how the information was collected to see if it is reliable enough for project's needs, being clear about the tasks that need to be accomplished, and whether this concerns qualitative and/or quantitative information and to consider whether a method is needed to collect, collate, analyze, synthesize or disseminate information and on the end to decide the extent to which the data gathering or analysis process is to be participatory and therefore whether is needed to work with individuals, groups or a combination. Mechanisms for regularly disseminating partnership news and progress updates in a timely manner must be in place. Partners share responsibility for actively advocating on behalf of the partnership to gain visibility, support, and resources to support partnership goals. In order to guarantee a correct and optimal evaluation's process of the project activities, in line with the action plan and with the project objectives, the partners must take care at least 2 months before the end of the individual activities for each WP, to verify directly with the provisions of the Action Plan and discussing with the Lead Partner if what is achieved is in line with the objectives set or if there are substantial deviations. Stakeholder consultations and participation should be regular occurrences throughout the entire process of developing and implementing the project's evaluation process. These consultations ensure dialogue, a clear understanding

of the project goals and objectives, and how these will be assessed. They also ensure that various perspectives are understood and integrated, and that authentic needs are being met. Stakeholder participation in the design and implementation of the project's evaluation process facilitates the selection of appropriate and useful evaluation indicators.

b. Validation and delivery of results

The status of project development is compared to the original plan, and causes and impact of potential deviation are identified. Actions are identified to address these causes and the impacts of any deviations. It is important that the data collection is systematic and that data are collected on time for all specified periods. The validation approach benefits a continuous monitoring and control over the general process, which assures the respecting of the final results. The results of the evaluation will impact the redesign and further development phases. The monitoring activities will guarantee the improvement according to previous evaluation results. The validation process of project results and its delivery will be controlled by the internal management procedures settled up by the management plan. Validation process is based on a series of tests and controls, where verification is ensuring that those tests produced the expected results. The Project Manager will monitor the results through the process and compares them to the stage of the project. The procedure of validation and verification will support advance of the project and measures progress. The project Timeliness Evaluation will consist of three elements: regularity in the frequency of data collection; currency (how recently data have been collected and how this matches important seasonal events or implementation 'milestones'); and availability (provision of information at the right time to support management decisions).

Each project's outputs and deliverables after the implementation of the evaluation process and its reports will be approved and validated, before their delivery, by the Internal Management Board made up of one project manager for each partner and responsible for the overall decision-making in the project, and by the external Advisory Board made up of representatives of target groups and stakeholders. Each single activity of each WP will be under control and monitoring of a partner leader that will be responsible for the first step validation and delivery of the releated output. The second step will provide the engagment of external stakeholder, using the network that each partner will set up, that will revieuw the output and share their vision on the output's contents. The process of validation and delivery of project's results will be organized on multiple steps of the process, usually in stages and is used to determine if the project is meeting the target and objectives previously defined, following a periodic evaluation of all the project's steps and activities and its outputs in order to identify potential gaps between project objectives and the ongoing developments. The advisory board and the Managment Board will evaluate the validation process to be sure the project is meeting the requirements, evaluating the different phases and steps of validation. At the Milestones, the progress achieved on the project and the outlook for exploitation of the results will be reviewed: change in the work programme may be proposed. In case of insufficient technical results or poor outlooks for further exploitation of the results, it can be decided to discontinue the project. Instead, the project Evaluation is not a one-time event, but a process involving assessments of differing scope and depth carried out at several points in time in response to evolving needs for evaluative knowledge and learning during the effort to achieve an outcome and before the final validation and delivery of results.

c. Dissemination degree and sustainability/transferability of results

Evaluation of dissemination and exploitation of project's results should be enhanced. Project partners should be requested to report on the dissemination and exploitation of their results, both in monitoring reports and in evaluation reports. To ensure that the dissemination and reporting of results to all appropriate audiences is accomplished in a comprehensive and systematic manner, one needs to develop a dissemination plan during the planning stage of the evaluation. This plan should include guidelines on who will present results, which audiences will receive the results, and who will be included as a coauthor on manuscripts and presentations. Dissemination of the results of the evaluation requires adequate resources, such as people, time, and money. In addition, academics may not be rewarded for nonscientific presentations and may thus be hesitant to spend time on such activities. Additional resources may be needed for the translation of materials to ensure that they are culturally appropriate.

Although the content and format of reporting may vary depending on the audience, the emphasis should be on full disclosure and a balanced assessment so that results can be used to strengthen the program. Dissemination of results may also be used for building capacity among stakeholders.

The correct evaluation of the project’s implementation and its results will allow the partnerships capabilities to exploit the project results and that can easily reach the target audience; a good written plan should encompass a well-planned strategy, clear vision of purpose, goals in numbers, indicators, sharing responsibilities and assuring all partners’ participation. The tools and channels selected should take into consideration the targets groups, their characteristics; a mailing list for the project must be created and a template for all partners to follow: e.g. dates, deadlines, responsible person. The communication type must be appropriate to the target groups. The correct project evaluation will ensure the optimal conditions for the transferability and sustainability of project’s results, the capacity of the project to continue and use its results beyond the end of the funding period. The project results can then be used and exploited in the longer-term, including cultural dimension and quality indicators. This implies a very clear definition of the target groups. It is indispensable to know how to reach and provide material understandable and wanted by the target groups. In fact, successful dissemination should start from the needs of the target groups. In order to ensure the achievement of these goals, the project’s evaluation should also verify that the dissemination and exploitation plan include measurable and realistic objectives, a detailed timetable and provide a resource planning for the activities to be undertaken. Involving target groups in activities will also help to maximize the use of the project’s results. It is important to set the strategy right from the beginning as this is the main way that will foster communication with the target audiences.

5. Key Performance Indicators (KPIs)

In order to analyze the achievement of project's objectives, effects and relevance of the outputs and outcomes with respect to what declared in the project form, the evaluation plan will set a number of indicators. The tables of indicators mean to identify activities, outcomes, outputs and expected deliverables for each WP. The selected indicators are specific, measurable, attainable, realistic and timebound. These data will be used to elaborate instruments (reports and questionnaires) to evaluate the project.

For each WP a number of **project performance indicators** have been identified and will be used to assess and to evaluate project performance concerning the achieved results compared to the planned ones. The set of indicators chosen are focusing on evaluation process that take into consideration the inputs, activities, and outputs, used to assess the performance of the project's activities. The choice of indicators will structure the rest of the evaluation plan, including evaluation methods, data analysis, and reporting. The selected indicators will be quantitative and qualitative, and are part of the evaluation plan, are clear measureable and will be used to determine if the project is implementing as expected and achieving the planned outcomes. These indicators will help to understand what happened or changed, but can also will help to ask further questions about how these changes happened. Setting indicators to measure progress in inputs, activities, outputs, outcomes, and goals is important in providing necessary feedback to the management system. It will help managers identify those parts of the project that may, or may not, be achieving results as planned. By measuring performance indicators on a regular, determined basis, project managers can find out whether the project is on track, off track, or even doing better than expected against the targets set for performance. This provides an opportunity to make adjustments, correct course, and gain valuable institutional and project, program, or policy experience and knowledge. The project's Indicators will be monitor able, meaning that they can be independently validated or verified, will be reliable and valid to ensure that what is being measured at one time is what is also measured at a later time—and that what is measured is actually what is intended. The chosen Indicators are an important tool particularly for monitoring and evaluation purposes. Some of the benefits of indicators are highlighted below.

1. At the initial phase of a project, indicators are important for the purposes of defining how the intervention will be measured. Through the indicators, project managers are able to pre-determine how effectiveness will be evaluated in a precise and clear manner.
2. During project implementation, indicators serve the purpose of aiding project managers assess project progress and highlight areas for possible improvement. In this case, when the indicators are measured against project goals, project managers can be able to measure progress towards goals and inform the need for corrective measures against potential catastrophes.
3. At the evaluation phase, indicators provide the basis for which the evaluators will assess the project impact.

The project Evaluation Plan defines three widely types of indicators, as process indicators, outcome indicators and impact indicators.

a) ***Process indicators:*** are those indicators that are used to measure project processes or activities.

b) ***Outcome Indicators:*** Are indicators that measure project outcomes. Outcomes are medium impacts of a project.

c) ***Impact Indicators:*** Are indicators that measure the long-term impacts of a project, also known as the project impact.

The project Evaluation Indicators and the Additional Evaluation Indicators are listed and described in the Annex 1 to the Evaluation Plan. The Additional Indicators are mainly related to the evaluation of the social impacts of the project, considering especially the which is the level of inclusion of vulnerable people. The selected Indicators, for each Wp and its activities, are developed for all levels of the project logic nd represent a strong baseline to monitor progress with respect to inputs, activities, outputs, outcomes and impact, to feedback on areas of success and where improvement is required. These Indicators provide the qualitative and quantitative detail necessary to monitor and evaluate progress and achievements at all levels of the project cycle, taking in consideration the target and the timing for its achievement.

6. Evaluation Methodology, Measures and Tools

a. Evaluation Methodology

The evaluation process implies a certain balance between time and resources, research and analysis work, management of the work team and building relationships with the interested actors. For this, the process in order to be carried out efficiently should ensure:

- The correct and precise definition of the project context (actors and beneficiaries, activities, type of assessment required);
- To develop a proposal for a work plan for evaluation (general approach, logical and analytical framework, methodology and techniques, work program on what information to collect and how);
- To plan and budget the necessary resources for this process (personnel / working days, type of personnel required, necessary skills);
- To carry out the evaluation (implement the method and the work program, cultivate relations with the actors involved, manage the work team, resolve unexpected issues);
- To define a program of presentation of the results (plan the frequency of meetings and the most opportune moments);
- To define the nature and style of evaluation reports.

The data that will be collected and the methods for collecting the data will be determined by: the evidence needed to address the evaluation questions; the analyses that will be used to translate the data into meaningful findings in response to the evaluation questions; and judgements about what data are feasible to collect given constraints of time and resources.

The evaluation methodology is based on a process that will analyze on the first step Primary data, that consists of information evaluators observe or collect directly from stakeholders about their first-hand experience with the project. These data generally consist of the reported or observed values, beliefs, attitudes, opinions, behaviours, motivations and knowledge of stakeholders, obtained through questionnaires, surveys, interviews, focus groups, key informants, expert panels, direct observation and case studies.These methods allow for more in-depth exploration and yield information that can facilitate deeper understanding of observed changes in outcomes and outputs (both intended and unintended) and the factors that contributed by filling out the operational context for outputs and outcomes. As second step, the process includes a set of Secondary data as primary data that was collected, compiled and published by someone else. Secondary data can take many forms but consists of documentary evidence that has direct relevance for the purposes of the evaluation. Sources of documentary evidence include: project and plans indicators, monitoring reports, previous reviews, evaluations and other records and research reports that may have relevance for the evaluation. Secondary information complements and supplements data collected by primary methods but does not replace collecting data from primary sources.

Data collection methods will be used in evaluation process

Method	Description	Advantages	Challenges
Monitoring and Evaluation Systems	Uses performance indicators to measure progress, particularly actual results against expected results.	Can be a reliable, cost-efficient, objective method to assess progress of outputs and outcomes.	Dependent upon viable monitoring and evaluation systems that have established baseline indicators and targets and have collected reliable data in relation to targets over time, as well as data relating to outcome indicators.
Extent Reports and Documents	Existing documentation, including quantitative and descriptive information about the initiative, its outputs and	Cost efficient.	Documentary evidence can be difficult to code and analyze in response to questions. Difficult to verify reliability and validity of data

	outcomes, such as documentation from capacity development activities and other evidence.		
Questionnaires	Provides a standardized approach to obtaining information on a wide range of topics from a large number or diversity of stakeholders to obtain information on their attitudes, beliefs, opinions, perceptions, level of satisfaction, etc. concerning the operations, inputs, outputs and contextual factors of the project.	Good for gathering descriptive data on a wide range of topics quickly at relatively low cost. Easy to analyse. Gives anonymity to respondents.	Self-reporting may lead to biased reporting. Data may provide a general picture but may lack depth. May not provide adequate information on context.
Interviews	Solicit person-to-person responses to predetermined questions designed to obtain in-depth information about a person's impressions or experiences, or to learn more about their answers to questionnaires or surveys.	Facilitates fuller coverage, range and depth of information of a topic	Can be time consuming. Can be difficult to analyze. Can be costly. Potential for interviewer to be clustomer target's responses.

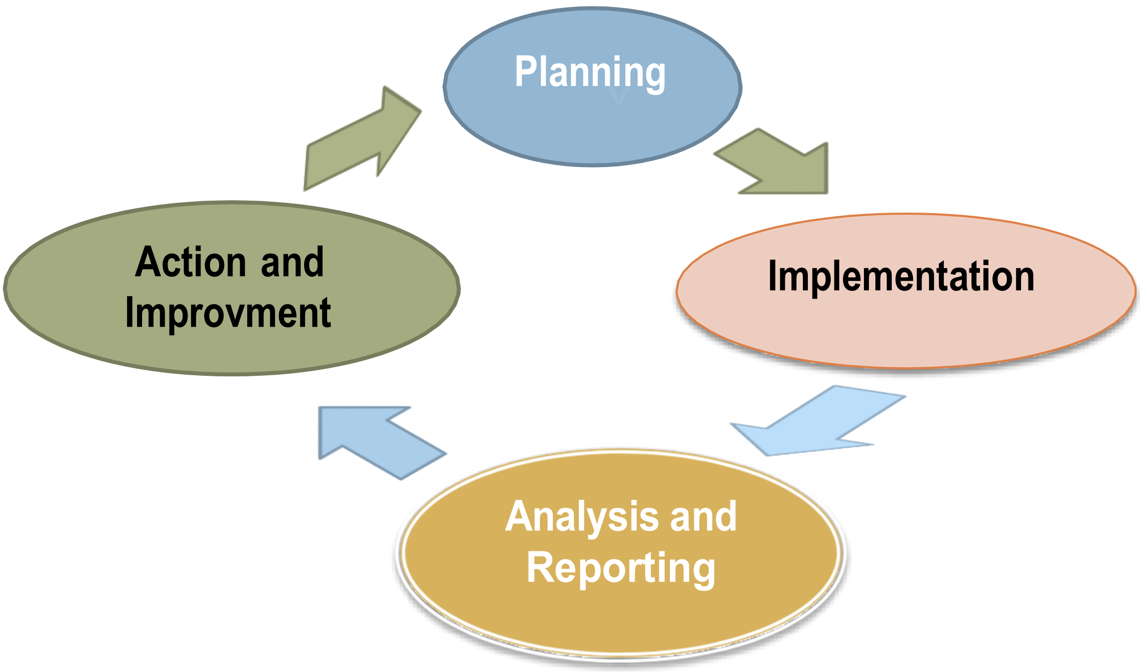
On-Site Observation	Entails use of a detailed observation form to record accurate information on-site about how the project operates (ongoing activities, processes, discussions, social interactions and observable results as directly observed during the project activities implementation).	Can see operations of the project as they are occurring. Can adapt to events as they occur.	Can be difficult to categorize or interpret observed behaviors. Can be expensive. Subject to (site) selection.

b. Evaluation Measures and Processes

The Evaluation process will be based on one side on a Formative evaluation as an ongoing evaluation that starts early in a project. It assesses the nature of the project, the needs the project addresses, and the progress and implementation of the project. It can identify major gaps in the project's content and operational aspects (i.e., what was done and how) and suggest ways to improve them. Process evaluation is used to monitor activities to make sure a project is being implemented and completed as designed and on time. It can be complementary to formative evaluation. Although formative evaluation has a larger scope than process evaluation, there are many similarities between them: both focus on the effectiveness and the operational aspect of a project; both start at a very early stage of a project and can be performed by internal staff; and both require a strong monitoring mechanism to track operational activities and to collect information related to the process. From the other side, it will be carried out a Summative evaluation as an overall assessment of the project's effectiveness and achievements. It reveals whether the project did what it was designed to do. It provides information for future planning and decisions and usually is completed when the project is over. To provide adequate information, a summative evaluation will require a set of well-defined goals and objectives for the project and a plan that keeps the focus of evaluation on the end-results. This type of evaluation should be conducted by either an external evaluator or by staff and practitioners who are well equipped with the required knowledge, resources, and tools for this type of evaluation. The Evaluation process as whole will also carry out, as a trasversal approach, a Outcome evaluation that will assesses the extent to which a project has achieved its intended effects, and other effects it could have had on the project's participants. It focuses on immediate, intermediate, or ultimate outcomes resulting from the completion of the project. The results of this evaluation will identify both the desirable and undesirable impacts of the project. Similar to summative evaluation, outcome evaluation can also determine if the needs that inspired the project were satisfied, or if they still exist. To conduct this type of evaluation, project partners will first need a good understanding of the project process, the outcomes, and the relationship between the two. Then, it will be needed to collect sufficient evidence during the project to demonstrate how certain outcomes are related to a specific set of project activities. In this type of evaluation, identifying evaluation indicators, collecting appropriate data, and interpreting the results are crucial as well as challenging.

The Evaluation process cycle will be based on 4 main phases (figure 2).

Figure 2 Evaluation cycle



The basic steps for conducting the evaluation process:

Phase	Steps
Planning	Step 1: Build (or Review) a Program Logic Model Step 2: Define Purpose and Scope Step 3: Budget for an Evaluation Step 4: Select an Evaluator Step 5: Develop an Evaluation Plan
Implementation	Step 6: Collect Data Step 7: Process Data Step 8: Manage the Evaluation
Analysis and Reporting	Step 9: Analyze Data Step 10: Communicate Findings
Action for Implementation	Step 11: Apply Findings and Feedback for Project Improvement

c. Evaluation Tools

Evaluation tools will help the project's team gather the information needed to answer to project's evaluation questions. Evaluation tools can use both formal and informal methods for gathering information. Formal evaluation tools include focus groups, interviews, survey questionnaires, and knowledge tests. Informal evaluation tools include observations, informal conversations, and site visits. Depending on the specific evaluation questions, it may need a tool that helps gather quantitative information by numbering, rating and ranking information, or it may need a tool that helps gather qualitative information such as stories, anecdotes, opinions about a particular aspect of the project, or observation notes. Following are listed the different evaluation tools that will be used:

INTERVIEWS

The interview is an information collection tool which takes the shape of a face-to-face discussion between the evaluator and the interviewee. In evaluation, the use of interviews is simple, quick, and affordable, which makes its use inevitable. In evaluation, the interview collects different kind of information:

- Facts and information for the verification of facts
- Opinions and perspectives
- Analyzes
- Suggestions
- Reactions to the evaluator's hypotheses and conclusions

The interview may be used as a quantitative collection tool; however, it is mostly a qualitative device. Information, including facts that can be checked, points of view, analyses and opinions should be clearly distinguished. Three types of interviews can be carried out:

a. *Unstructured interviews*

The interviewee expresses himself/herself freely and can discuss unplanned topics, because there is no predetermined set of questions. The evaluator intervenes only to generate and develop questions relating to the interviewee's comments. This type of interview is particularly interesting at the start of an evaluation, in order to get a global view of the subject, and identify the major topics and issues.

b. *Semi-structured interviews*

This type of interviews collects the respondents' testimonies using an interview guideline (flexible framework of topics derived from the evaluation questions). The evaluator modifies the interview guide's instructions with additional questions, in order to develop useful areas of inquiry during the interview. This type of interview is the most frequently used, particularly when the evaluator knows sufficient about the aims and the main questions to pose during the evaluation.

c. *Structured interviews*

The evaluator follows strictly the interview guideline instructions. He/She asks different interviewees the same set of questions and the interviewee is not given the opportunity to express himself/herself freely. The evaluator avoids generating and developing additional questions. Answers to each question tend to be short. This type of interview is useful when a large number of interviews must be carried out and when the evaluator wants to minimize the risk of bias from the interviewer.

The evaluator will first prepare the list of questions to be asked during the interviews. The schedule of questions indicates the categories of respondent to be interviewed, within which the evaluator chooses those most capable of providing the information.

FOCUS GROUP

A focus group is a form of group interviewing which comprises individuals involved in a development of the project. It is set up to get information concerning the people's opinions, behaviors, or to explain their expectations from the project’s activities and outcomes. In that sense, a focus group is a fast result-driven qualitative survey. *The focus group is useful in evaluations of the project and particularly for field studies with beneficiaries and intermediary stakeholders.* The focus group is a mean to collect information and points of view quickly. When it involves stakeholders with different points of views, it eases the expression and explanation of the discrepancies within those points of view, as well as enabling an in-depth study of the stakeholders' opinions. The focus group is the only tool with which the evaluator can analyse and test the information given. It helps grasping the participants' behaviours, their understanding and perception of an intervention, which would not be possible with an interview. Group interviewing can collect a variety of points of view and perceptions stimulated by the interaction between participants. Each of the focus group's members is permanently driven to prove one's statement.

QUESTIONNAIRE

Questionnaires can take many forms including checklists, multiple choice questions, open and closed questions, etc., including a combination of formats, with the opportunity to answer questions in a variety of styles. Should be simple to understand and not too long. The questionnaire should be collated so that it answers the information required without requiring the completer to write too much or for too long. Pictures, visuals, tick boxes and multiple-choice questions can be useful to save time and get the required information.

The evaluation questionnaires will be strong connected and based on the questionnaires related to the Quality Assurance Plan provided by the WP2. The Evaluation plan defines three kind of questionnaires as:

- Evaluation questionnaire in itinere (attachment nr. 1): an evaluation of the activities carried out and of the results achieved by each participating partners will be performed. To do that, a questionnaire with specific indicators for each workstream has been defined. WS leaders have to indicate the status of each indicator (Done, Underway, To do), describing the actions that have been taken. Questionnaires will be sent every 6 months to the participating partners. Each WS leader will have to fill them out and retransmit them to the coordinator who will analyze and highlight the progress of the work and any problems encountered that may affect the outcome of the project.
- Satisfaction questionnaire (attachment nr. 2): at the end of each year, a satisfaction questionnaire will be sent to each WS leader to evaluate the coordination and leadership in the partnership, the progress of project and the teamwork within project. The questionnaire focuses on the following issues: decision making procedures, division of tasks, timetable and communication, products and activities, goals, learning (added value of European cooperation).
  - Ex-post questionnaire (attachment nr. 3): the evaluation will be performed also ex post, in order to assess whether the project has reached its main goal and whether there have been some failures. In that case, the coordinator will proceed with the identification of the causes that might have determined them. By means of the ex-post questionnaire, both project indicator and satisfaction are being evaluated.

OBSERVATION

Allows the observer to record any situations that may arise during a project's event and its specific time of occurrence such as relevant incidents, questions, interruptions to the event, which may help to improve later events. This should be completed during the event and any comments should be passed to the project organiser as soon as possible after the event for them to consider.

SURVEY, DATA COLLECTION -ANALYZING AND CHECK LISTS

Once the data files is collected and categorized, the Evaluator will start the analyses required, using different methods and tools, according to the specific data collected and the specific WP's activity and tasks. During the implementation of this process, the Evaluator will keep direct contact with the project's partners in order to acquire more specific data, to clarify important relevants topics or issues and to update the data collection. To support this task it will be also used other tools as interviews and small focus groups. The analysis of the data collected will be conducted according to the defined project's objectives, outputs and outcomes, responding to the needs already established by the project. Particular attention during the analyzing of the data will be paid on the evaluation of relevance represented by the quantitative and qualitative data.

DOCUMENT REVIEWS

The document review process provides a systematic procedure for identifying, analyzing, and deriving useful information from project documents produced. This tool provides to review a variety of existing sources (e.g., documents, reports, data files, project plans and other written artifacts) with the intention of collecting independently verifiable data and information and it involves reviewing project documents and records such as administrative databases, training materials, correspondence and routine progress reports, useful in identifying issues to investigate further and provide evidence of action, change, and impact, to support the whole evaluation process. Develop a document review protocol, checklist, or examination form that can be systematically used by each reviewer to ensure that valuable information is identified, analyzed, coded, and documented. Using this tool, it will be possible for each item of required information that could be found in an existing document, identify a comprehensive list of available information, the process and methodology by which the document was developed and to implement a clear evaluation of the selected document and to check its response to the planned tasks. The quality of data stored in the project records needs to be assessed, and as far as possible its format and storage managed to facilitate review and analysis in a cost-effective and efficient manner.

COST-EFFECTIVENESS ANALYSIS

Cost-effectiveness analysis is a decision-making assistance tool that will identifie the economically most efficient way to fulfil the project's objectives. In evaluation process, this tool will be used to discuss the economic efficiency of the project's activities and outcomes. It is an economic analysis methodology which assesses the effectiveness of indicators highlighting results and outcomes. Cost-effectiveness analysis can be used in:

- **Ex ante evaluations** to support decision-making and guide the choices to be made.
- **Ex post evaluations** to measure the economic efficiency of an intervention already carried out.
- **Intermediary evaluation** to update the ex-ante outcomes and choose which options should be selected to continue the intervention.

7. Data Flow and Management

The table below illustrates the Evaluation data-flow from source to use.

Source	The data collected. This data will vary depending on the indicator being measured.
Collection	Personnel and data gathering tools will also vary according to data required. Data will be sent regularly from first task participants to WP Leaders then to Evaluation Leader. Data will be collected, aggregated and sent according to the EU and national privacy laws
Collation and Storage	Data will be stored in a data storage system that allows online input, managed by the Evaluation leader. The storage system will consist of different modules capable of storing different data sources. The storage system will be backed-up regularly. Data will be stored according to the EU and national privacy laws
Analysis	Data will be analysed according to specific quantitative and qualitative techniques.
Reporting	Reports will be sent by the Evaluation Leader in collaboration with WP Leaders to Lead Partner. Their reports will form the basis of discussion of annual meetings and also reports to the European Commission.

Use	Data will be used to provide information on the success of inputs in producing outputs, and the success of outputs in achieving impact and sustainability. This will enable decisions to improve future project actions.

For both monitoring and evaluation it is the responsibility of all partners to gather necessary information (including that which is provided by stakeholders with whom they have contact) and feed it into the monitoring and evaluation process. A comprehensive table available for all project partners will enable partners to follow a monitoring and evaluation task checklist. Information gathered will be the basis of interim monitoring and evaluation reports regarding issues encountered and lessons learnt. The interim reports will support the LP to give feedback to the European Commission.

Data Collection

Data collection will take place by task participants according to the schedule indicated in the operational plan. A list of all possible data collection tools and techniques is included however, in case of new methods being required as the project evolves.

- **Checklist:** A list of items used for validating or inspecting that procedures/steps have been followed, or the presence of examined behaviors.
- **Closed-ended (structured) interview:** A technique for interviewing that uses carefully organized questions that only allow a limited range of answers, such as "yes/no," or expressed by a rating/number on a scale. Replies can easily be numerically coded for statistical analysis.
- **Community interviews/meeting:** A form of public meeting open to all community members. Interaction is between the participants and the interviewer, who presides over the meeting and asks questions following a prepared interview guide.
- **Direct observation:** A record of what observers see and hear at a specified site, using a detailed observation form. Observation may be of physical surroundings, activities, or processes. Observation is a good technique for collecting data on behavior patterns and physical conditions.
- **Focus group discussion:** Focused discussion with a small group (usually 8 to 12 people) of participants to record attitudes, perceptions, and beliefs pertinent to the issues being examined. A

moderator introduces the topic and uses a prepared interview guide to lead the discussion and elicit discussion, opinions, and reactions.

- **Key informant interview:** An interview with a person having special information about a particular topic. These interviews are generally conducted in an open-ended or semi-structured fashion.
- **Most significant change (MSC):** A participatory monitoring technique based on stories about important or significant changes, rather than indicators. They give a rich picture of the impact of development work and provide the basis for dialogue over key objectives and the value of development programs.
- **Open-ended (semi-structured) interview:** A technique for questioning that allows the interviewer to probe and follow up topics of interest in depth (rather than just "yes/no" questions).
- **Participant observation:** A technique first used by anthropologists; it requires the researcher to spend considerable time with the group being studied (days) and to interact with them as a participant in their community. This method gathers insights that might otherwise be overlooked, but is time-consuming. **Questionnaire:** A data collection instrument containing a set of questions organized in a systematic way, as well as a set of instructions to the enumerator/interviewer about how to ask the questions (typically used in a survey).
- **Rapid appraisal (or assessment):** A quick cost-effective technique to gather data systematically for decision-making, using qualitative and quantitative methods, such as site visits, observations, and sample surveys. This technique shares many of the characteristics of participatory appraisal (such as triangulation and multi-disciplinary teams) and recognizes that indigenous knowledge is a critical consideration for decision-making.
- **Self-administered survey:** Written surveys completed by the respondent, either in a group setting or in a separate location. Respondents must be literate (for example, it can be used to survey teacher opinions).
- **Statistical data review:** A review of project target groups research studies and other sources of statistical data.

- **Survey:** Systematic collection of information from a defined population, usually by means of interviews or questionnaires administered to a sample of units in the project target groups (e.g., person, migrants, women, beneficiaries and adults).
- **Written document review:** A review of documents (secondary data) such as project records and reports, administrative databases, training materials, correspondence, legislation, and policy documents.

8. Monitoring and Evaluation Schedule

As foreseen in the project operational plan, monitoring project's results will take place periodically during the project implementation, culminating with a mid-term (M19), and a final evaluation at the end of the project (M30). The periodic assessment of project activities will determine the extent to which outputs are being realized across the project (monitoring) and whether and how the outputs contributed to appropriate outcomes (impacts), and therefore towards achievement of the objectives (mid-term, final evaluation), providing constructive recommendations to address key problems identified. They will:

- review the effectiveness and timeliness of project implementation;
- analyze effectiveness of implementation and partnership arrangements;
- identify issues requiring decisions and remedial actions;
- identify lessons learned about project design, implementation and management;
- highlight technical achievements and lessons learned;
- analyze whether the project is on track with respect to achieving the expected;
- propose any mid-course corrections and/or adjustments to the Work Plan as necessary.

At the same time, in order to strengthen institution's capacity, through information sharing and periodic assessment of the activities performed, results of monitoring activities will be shared in concurrence with periodic local dissemination events.

The **final evaluation** will take place prior to completion of the project and will focus on the same issues as the the Mid-Project Evaluation. In addition, the final evaluation will assess the project impact, intended especially as the identification of the conditions determining the applicability, transferability and sustainability of the model, related good practices and tools on frailty and multimorbidity within different organizational context. Partner (task and WP leader) will be responsible to collect data on the activities performed according to the monitoring and evaluation checklist provided by the Evaluation Leader.

9. Project Evaluation Reporting

The implementation of the project evaluation plan will be an iterative and ongoing process where a continued debate will be essential. In order to ensure that the project is proceeding as planned and hitting all the scheduling and budget milestones stetted, the evaluation process will be carried out constantly and in real-time during the whole proiect cycle. The project's evaluation plan will provide n.3 evaluation reports that will be realizaded on stratetic planning periods during the implementation of the project, n.1 Intermidiate evaluation report and n,1 final evaluation report, containing all the relevant informations and contents about the evalustions carried out.

The timeframe of the project's evalution process is planned and based on on a system that fully responds to the needs and expectations of the project and will be able to provide all those elements and considerations useful not only for assessing intemediate results, outputs and outcomes, useful for integrating and modifying, if necessary, the project itself, but to finally obtain a final vision of the results actually achieved and produced. The importance of real-time data for an effective project evaluation process is a crucial task to address, and represents a baseline to ensure the most appropriate and succesfull project evaluation, providing the necessary feedbacks on time. Following the description of the timeframe for the project's evaluation for each WP (escluding WP2), including the tools that will be used.

WP	Tool of Evaluation	Note

WP1.Development of recommendations/policy of the sustainable model of social and digital inclusion	• Cost-Effectiveness Analysis • Interviews • Questionnaires	Evaluation of the contents of this WP will be contained on the first Interim Evaluation Report
WP2. Development/adaptation of training modules	• Questionnaires • Focus Group • Survey and data analysis • Interviews	Evaluation of the contents of this WP will be contained on the first Interim Evaluation Report
WP3.Creation of digital platforms for placement and support of training modules	• Focus Groups • Cost-Effectiveness Analysis • Interviews • Questionnaires	Evaluation of the contents of this WP will be contained on the first Interim Evaluation Report
WP4. Pilot training modules	• Questionnaire • Focus Groups • Observation • Interviews	Evaluation of the contents of this WP will be contained on the Final Evaluation Report
WP5. Creation of the training hub - institute a mentor model	• Questionnaires • Observation • Focus Group • Interviews	Evaluation of the contents of this WP will be contained on the Final Evaluation Report
WP6. Media support	• Questionnaire • Focus Groups • Observation • Interviews	Evaluation of the contents of this WP will be contained on the Final Evaluation Report

10. Evaluation Levels and Target Groups of Evaluation

The evaluation will consider different levels referring to the specific target groups and the aims of the project.

- **1st level**: The first evaluation level is focused on the individual level, e.g. on the learners (n.120 of which indicatively 60/80 young people and 40/60 adult workers) and other participants of trainings. The beneficiaries of the project's services can be internal and external target groups. So enterprises will have the opportunity to send their employees to trainings or persons who are interested in developing their competences could ask for trainings.

- **2nd level**: This level is addressed to teachers and tutors from VET provider organizations which will deliver the training courses. The teaching staff will get teaching material.
- **3rd level**: The most interesting target groups on the third level are enterprises, companies and other Labour market related stakeholders that will collaborate for the project implementation.
- **4th level**: will engage others relevant project stakeholders among the partner’s categories as representative organizations of the woodworking and furniture industry, training organizations that will innovate their capacity to deliver training, innovation support centers that will play a key function in detecting skills gaps related to innovation and to shape or maintain new qualifications
- **5th level**: The project will consider the requirements related to Bologna process. And last but not least the evaluation will take into account the representatives of these categories that will be directly involved, other representatives of the same categories and others (public authorities at the different levels, higher education Institutions, adult learning centers) will be involved through the consultation process and/or in the dissemination and mainstreaming activities.

The evaluation procedure will follow in its implementation the levels described above, but taking care to promptly adapt and modify if the level of assessment is necessary according to the specific needs of the different target groups mentioned, which may emerge during the implementation phases.