CAPEJ

**Research and Action
for Emancipatory Policies
for Youth**

EVALUATE

Deliverables	• Monitoring of events in the action-research, both good and bad, in order to improve the set-up. • Overview of the process followed, and not just its results. "How did we get to this result?" • Levers for action. • Promotion of a participatory approach even within the evaluation to encourage the development of the skills of the action-research actors.
Goals	Like any project, action-research should be evaluated, both for the actors participating in it (what has this taught us or otherwise given us?) and for the goals it is pursuing (what has this changed in the environment? do our hypotheses seem to be valid? etc.). The evaluation in itself is "useful" to learn about and highlight the work done, and to capitalise and communicate on what has been learned, with financiers, institutions, elected officials, etc.
Step-by-step, with some tools	Evaluation should be seen as an exercise in reflection and not as a control mechanism. That means time must be set aside for evaluation, along with resources and a team (from the group or outside), in the sense of both taking the time and making the time for the evaluation. Time to discuss the evaluation needs to be built into the action-research project.

L'évaluation renvoie essentiellement à une question de méthode qui se traduit par trois dimensions :

ÉVALUER	S'INFORMER	APPRÉCIER	PROPOSER
	Recueillir des données	Analyser les données	Faire des recommandations

Step-by-step, with some tools	**Evaluation is organised over several steps**
	
	To define the framework for the evaluation and evaluation questions for the action-research:
	
	SUGGESTED TOOLS:
	[Delphi technique Link to the sheet]
	
	To define the framework for the evaluation and evaluation questions for the action-research: Suggested tools: Delphi technique (Link to the sheet)
	
	Once the evaluation questions have been defined, criteria and indicators must be defined to serve as a "guide to evaluation": there are no specific tools to define criteria and indicators.
	
	"A criterion is a reference used to judge, assess, or define something. In general, several criteria will be needed to assess all the dimensions of an evaluation question."[1]
	A criterion is measured with indicators, so it can only be used once those indicators have been defined.
	
	"An indicator is a measuring device that gives information, a variable that is used to measure change. The indicator qualifies or quantifies satisfaction of a criterion. Selecting an indicator means selecting methods for information gathering depending on the source: text analysis, observation, surveys, investigations, interviews, etc."
	
	• **Example 1: "Professionals must have knowledge." is a criterion.**
	  The "number of professionals familiar with the conflict resolution method" is an indicator.
	• **Example 2: "Middle schoolers should be satisfied with the solution we propose" is a criterion. The "number of satisfied middle schoolers" is an indicator.**
	  Depending on what indicators are chosen, several data collection tools could be used.
	
	For example :
	• A log to track progress in the project
	• A questionnaire distributed to the target population
	• An interview with the group and/or people impacted by the action
	• For skill development (or any other item of your choice, depending on your project and your evaluation questions), **[targets in evaluating personal development link to sheet]**
	• For the process in general: **[SWOT Analysis, link to sheet]**
	• To check your status, individually or as a group: Thermometers, method in French at the Communagir site: **https://communagir.org/media/1482/1-les-thermometres.pdf**
	• Or to follow the project process as it advances: The 3Cs, method in French at the Communagir site: **https://communagir.org/media/1502/3c.pdf**
	
	After collection[2] - which may be continuous, or organised at precise moments in the project - the data must be analysed, discussed and appropriated by every member of the group. The form of the document the group produces must be tailored to the public it is intended for.

Reminders	Pay attention to the moment when the evaluation is defined. Keep it in mind from the very start of the project so that your approach to evaluation can be implemented quickly. Definition of the framework for evaluation, the evaluation questions, criteria and indicators, as well as data collection tools, will occur in **STEP 4**, so that the data can be collected in **STEP 5**. It may be useful to put one or more people in charge of this topic, as "evaluation drivers". Remember to put aside some time as a group to talk about any fears around evaluation and expectations.

[1] For example: Criteria for evaluating outcomes (in relation to assumptions): relevance, coherence, efficiency, effectiveness, sustainability. Criteria to evaluate the process: participation, evolution of individual/collective skills; partnership (Criteria table at the end of the document).

[2] One or more people can therefore be in charge of monitoring the evaluation (collecting data, records, etc.). This must be defined and specified in step 5, particularly during the retroplanning, based on the question «who is responsible for?

Pitfalls & obstacles	The main obstacle is in the definition of criteria and indicators. This is always a difficult task. The professional must be attentive to avoid any confusion between criteria and indicators; for the latter there are a number of tools that can easily be acquired, with consideration of how much time it will take to use them within the project's limits. Criteria and indicators are not good or bad in themselves, but it is important when selecting them to carefully realign the group with the action-research: go back to the research question and the hypotheses in order to select criteria and indicators that correspond to them.
	Similarly, data collection tools are not good or bad in themselves ("quantitative" data are not always the best match even in our numbers-obsessed society, but there's no sense in selecting more qualitative tools like interviews just to avoid statistics). The main thing is to select and build tools that suit the indicators. So it is important to think carefully before rushing to look at tools, and wonder: What tools do we need to get relevant data for a specific indicator? What dimensions need to be measured and how? What will the tool be able to measure and does that meet our needs? Also, don't forget questions of feasibility when selecting indicators and tools: does the group have the skills, the resources and the time necessary to collect and analyse the data? Or do we have access to outside resources to help us? If the answer to these questions is no, it will probably be more reasonable to choose other indicators and data collection tools, but that will probably also mean some slight changes in your objectives (the hypotheses and questions the action-research project is trying to answer).
	Il faut toutefois veiller aux « *conditions de faisabilité* » dans le choix des indicateurs et des outils : a-t-on les compétences, les ressources et le temps nécessaires pour collecter et analyser ces données ? Ou peut-on faire appel à des personnes-ressources extérieures pour nous aider ? Si les réponses à ces questions sont négatives, il est alors plus prudent de changer le choix des indicateurs et des outils de collecte, mais cela conduira alors probablement à modifier également quelque peu les objectifs poursuivis (les hypothèses et les questions auxquelles le projet de recherche-action tente de répondre).
	→ In a word, the most important thing to remember, and to use as a guiding principle, is the match between "questions"-"hypotheses"-"objectives" and "criteria/indicators & tools".
	When doing interviews, pay attention to the posture of the interviewers. The young person being interviewed should never feel "browbeaten" and a "guide to interviewing" should be prepared.
Tips	Throughout the steps, the action-research project itself will require data to be collected on the current situation, on representations, etc., and some of that data may be useful in evaluation. Similarly, some indicators - if evaluation is planned from the very start of the project - may be integrated into the data collection step, without creating any additional burdens.
What's expected of you: your role, posture, and skills	• Reassure participants about what an evaluation is • Know how to act as the guarantor of an evaluation that matches the project • Remind participants that some changes (in the environment, attitudes, etc.) may not be immediately perceivable • Know how to recognise paths for improvement in the project • Concentrate more on the process than on the project's results • Take care that part of the evaluation is devoted to questions related to emancipation and the power to take action (individual and/or collective)

Table of criteria

RELEVANCE

Added value of the actions in relation to the actors, the environment... «Do the objectives correspond to the identified problems, to the real needs?»

CONSISTENCY

It is about the relationship between the theoretical model (ideal) and its incarnation (real): what adequacy between the values, the intentions pursued and the organization of the effective implementation

IMPACT/TRACK

Impact of the action in the medium and long term, assessment of all the effects, positive, negative, foreseen, unforeseen. it is the whole of the significant and durable changes in the life and the environment of the people and the groups having a direct or indirect link with the

EFFICIENCY

It is the relationship between the results obtained and the means mobilized: «was the project implemented in an optimal manner? It is based on qualitative and quantitative measures (time management, budget, etc.)

EFFICACITÉ

C'est la comparaison entre les objectifs fixés au départ et les résultats atteints. L'intérêt est de mesurer des écarts et de pouvoir les analyser, les comprendre.

PÉRENNITÉ

On vise à savoir si les effets du projet perdureront après sa clôture.