

**Workbook for the evaluation of social prevention of drug-related crime and/or nuisance**

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REFERENCE

Colman, C., Vanhee, J., Pauwels, L., Vander Laenen, F. *Workbook for the evaluation of social prevention of drug-related crime and/or nuisance.* Brussel: Federaal Wetenschapsbeleid 2022

# PREPARATORY TASK

Think about the following questions. They will help you prepare to start the first module

|  |
| --- |
| **What are the objectives of your prevention project?** |
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| **What activities will be carried out to achieve these objectives?** |
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| **What is the project's running time?** |
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|  |
| **What data is the project tracking now?** |
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| **Has an evaluation been carried out previously? If so, what type of evaluation and over what period?** |
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|  |
| **What is the aim of this (new) evaluation?** |
|  |

# TASK 1 Drawing up the evaluation framework

In this task, you will determine the compass for your evaluation and draw up the evaluation

framework.

An evaluation framework is the basis for your evaluation. It provides a direction

for all the subsequent steps, so it is crucial that you complete this framework as fully as you

can. You indicate exactly how your project aims to improve the problematic situation during

the period you will be evaluating. In the subsequent tasks, we will then check whether this plan

became a reality, in terms of the project's execution (process evaluation) and/or in terms of

effects (outcome evaluation).

For each ‘theme’, we set out some ‘guiding questions’ that you can use as a guide for the ‘answer’.

Do not forget to indicate the source on which the answer is based each time. This will increase

the objectivity of the evaluation. The last column provides further explanation and indicates what

your answers need to meet in order to make it possible to measure them in the subsequent tasks.

In order to answer the guiding questions, you can make use of existing policy documents,

meeting reports, police databases, data or reports from other organisations, scientific literature,

your own knowledge or what you have already recorded yourself. Sometimes, however, it is

necessary to collect new data and/or to rework existing data. Consult module 2 for this, which

discusses the various methods for data collection.

## 1. Probleem analysis: **what is the project aiming to solve?**

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| --- | --- | --- |
| **Theme** | **Guiding questions** | **Tips** |
| Project-specific environmental analysis | What is the **problem** and who defines this problem?How is your town/municipality/region facing **drug-related crime and or nuisance**? | * Current problem: You will provide a detailed description of the nature of the drug-related crime and/or nuisance, which may include scale, size, distribution, trends, causes, consequences, information on perpetrators and/or victims, etc.
* This description is underpinned by numerical data or other findings that highlight the need for the project. This information, then, may be both quantitative and qualitative.
* If possible, you will also provide information on those taking the initiative and/or requesting parties for your project.
 |
| **Answer:**… | **(Data)source:**… |

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| **Theme** | **Guiding questions** | **Tips** |
| Target group description | Who are the potential **target groups** and sub-target groups for the project to address this problem? In other words, who is being worked with in this project? | * There is a clear description of the target group and any sub-target groups. These could be individuals, as well as groups, households, neighbourhoods, communities or organisations.
* A target group is the group to which the project applies and who will be worked with in the project.
* A sub-target group is part of that general target group, but differs from it in terms of age, gender, socio-economic characteristics, location, trust in the government, etc. Within the general target group "young people with a drug problem", for example, you might have particular regard to young people from ethnic-cultural minorities.
* You discuss background information on the (sub-)target group(s). This may include information on relevant social, economic, and/or cultural characteristics. Some projects try to influence the target group (e.g. youth) through the involvement of other individuals or groups (parents, teachers, peers, etc.). If necessary, draw a distinction here between the ultimate target group and these intermediaries.
 |
| **Answer:**… | **(Data)source:**… |

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| **Theme** | **Guiding questions** | **Tips** |
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| **Answer:**… | **(Data)source:**… |

## 2. Objectives: **what does the project aim to achieve?**

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| **Theme** | **Guiding questions** | **Tips** |
| End goals | What are the strategic **end goals** of the project? Formulate these SMART. | * Strategic end goals relate to the defined problem and its prevention. They include the outcomes the project wishes to achieve. Thus, the end goals correspond to the expected change to the problematic situation and within the target group.
* You describe the strategic end goals SMART: specific, measurable, acceptable, realistic and time-bound.
* If necessary, rank them according to their priority.
 |
| **Answer:**… | **(Data)source:**… |

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| **Theme** | **Guiding questions** | **Tips** |
| Intermediate goals | What are the operational **intermediate goals** of the project for achieving the end goals? Formulate these SMART. | * Intermediate goals or operational objectives correspond to the expected outcome of concrete actions.
* You describe the operational intermediate goals SMART: specific, measurable, acceptable, realistic and time-bound.
 |
| **Answer:**… | **(Data)source:**… |

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| **Theme** | **Guiding questions** | **Tips** |
| Unintended side-effects | What **unintended side-effects** might the project cause (negative or positive)? | * Alongside intended effects as described in the end goals, unintended side-effects may also occur. Describe these here. These could be both negative (displacement, stigmatisation) and positive effects (strengthening neighbourhood cohesion, breaking through stigma).
 |
| **Answer:**… | **(Data)source:**… |

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| **Theme** | **Guiding questions** | **Tips** |
| Practical and/or theoretical basis of the objectives | Are the goals based **on practical experience** and expertise or are they (also) based on **theoretical models**? | * Describe here the practical and/or theoretical inspiration for the end and intermediate goals and any side-effects. This may be a particular criminological theory, but also good practice or internal experience.
 |
| **Answer:**… | **(Data)source:**… |

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| **Theme** | **Guiding questions** | **Tips** |
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| **Answer:**… | **(Data)source:**… |

## 3. Mechanisms: **how does the project plan to achieve these objectives?**

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| **Theme** | **Guiding questions** | **Tips** |
| Activities | What **activities** does the project plan to carry out? | * You explain the various activities of the project and link them to the achievement of the project's intermediate goals (see ‘Intermediate Goals’). In other words, what activities will the project carry out during the evaluation period to achieve its stated goals?
* Also describe in what way these different activities must be carried out and, if possible, at what frequency.
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| **Answer:**… | **(Data)source:**… |

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| **Theme** | **Guiding questions** | **Tips** |
| Activity relationships | Do the various activities each contribute **separately** to the achievement of the objectives or do they **support** each other? | * Indicate whether the various activities in your project are stand-alone or whether there are certain relationships between them.
* If the operation of your project consists of going through a set process with the target group, then you indicate here the sequence of these activities.
 |
| **Answer:**… | **(Data)source:**… |

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| **Theme** | **Guiding questions** | **Tips** |
| Mechanisms | What underlying processes, **mechanisms**, can be activated thanks to the stated activities? | * You describe one or more underlying processes that may be set in motion by the project and thus cause the outcomes.
* The description indicates the ways in which the various activities (whether or not in totality) could activate underlying mechanisms.
 |
| **Answer:**… | **(Data)source:**… |

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| **Theme** | **Guiding questions** | **Tips** |
| Theoretical and practical basis for activities and mechanisms | Are the planned activities and mechanisms based on **practical experience** and expertise or are they (also) based on **theoretical models**? | * Give the practical and/or theoretical inspiration for the aforementioned activities and mechanisms.
 |
| **Answer:**… | **(Data)source:**… |

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| **Theme** | **Guiding questions** | **Tips** |
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| **Answer:**… | **(Data)source:**… |

## 4. Context: **in what context is the project taking place?**

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| POLICY |  | **Theme** | **Guiding questions** | **Tips** |
| Alignment with the local drug and crime policy | How does the project fit **into local drug and/or crime policy**? | * You provide the context for the project's place within local drug and/or crime policy.
* In doing so, also explain the relevant components of this local policy.
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| **Answer:** | **(Data)source:** |
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| POLICY |  | **Theme** | **Guiding questions** | **Tips** |
| Alignment with the general local policy | How does the project fit into **general local policy** and what is its relationship to other policy areas? | * Explain how the project fits within general local policy, along with the relationships between the different policy areas.
* You also explain the relevant components of this policy.
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| **Answer:** | **(Data)source:** |
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| POLICY |  | **Theme** | **Guiding questions** | **Tips** |
| Alignment with the supra-local policy (regional, provincial, regional, federal) | How does the project fit into **supra-local policy** (regional, provincial, regional, federal)? | * Explain how the project fits within supra-local policy, along with the relationships between the different levels.
* You also explain the relevant components of this policy.
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| **Answer:** | **(Data)source:** |
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| POLICY |  | **Theme** | **Guiding questions** | **Tips** |
| Gaps in provision | Why are existing services and projects unable to meet the defined need, making this project **necessary**? | * You briefly identify other relevant prevention projects within the town/municipality/region.
* You argue for the (complementary) added value of the project within the current provision.
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| **Answer:** | **(Data)source:** |
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| PARTNERS |  | **Theme** | **Guiding questions** | **Tips** |
| Local stakeholders | In addition to the project itself, which services come into contact with the target group and its **potential stakeholders**? | * List which services come in contact with the target group.
* For each service, describe the specific role and how they can contribute to the prevention project.
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| **Answer:** | **(Data)source:** |
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| PARTNERS |  | **Theme** | **Guiding questions** | **Tips** |
| Collaborating partners | With which stakeholders will there be effective **collaboration**? | * List the stakeholders with whom the project plans to work.
* For each actor, discuss the added value of this collaboration.
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| **Answer:** | **(Data)source:** |
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| PARTNERS |  | **Theme** | **Guiding questions** | **Tips** |
| Integrated operation | How will the **collaboration** take place among the various **partners** in this project? | * Explain the practical co-ordination and (formal) collaboration with the various partners required for the implementation of the project.
* For each partner, describe what tasks, if any, they will take on within the project.
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| **Answer:** | **(Data)source:** |
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| PARTNERS |  | **Theme** | **Guiding questions** | **Tips** |
| Integrated operation | How will the project guarantee that the different perspectives of the partners on the **areas of life** for the target group are addressed? | * For each partner, clearly describe the substantive focus on different areas of life.
* Indicate how these areas of life will be taken into account during the implementation of the project.
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| **Answer:** | **(Data)source:** |
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| RESOURCES & PERSONNEL |  | **Theme** | **Guiding questions** | **Tips** |
| Funds and resources | What **resources** (financial, equipment, personnel, etc.) are available to the project and how will they be distributed among the various activities? | * Provide an overview of the available resources. In doing so, this overview distinguishes between financial, equipment and human resources. Describe the latter in full-time equivalents.
* If necessary and possible, this overview will be broken down according to the various activities.
* Name the sources of funding and any periods associated with them.
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| **Answer:** | **(Data)source:** |
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| RESOURCES & PERSONNEL |  | **Theme** | **Guiding questions** | **Tips** |
| Expertise of project staff, co-ordinators, volunteers | What relevant **expertise** and practical knowledge will the staff (project staff, co-ordinators, volunteers, etc.) need to possess in order to implement the project and its activities? | * Map out the desired profile of the staff and explain the necessary expertise, experience and practical knowledge of each (group of) staff.
 |
|  |  |
| **Answer:** | **(Data)source:** |
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| TARGET GROUP |  | **Theme** | **Guiding questions** | **Tips** |
| Problem definition for target group | What is the attitude of the **target group** itself toward the problem? Do they define it as a **problem** themselves? | * Provide a description of how the target group itself assesses the situation and/or whether it is consistent with the project's problem analysis (see ‘Problem Analysis’).
* What problems does the target group itself experience?
 |
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| **Answer:** | **(Data)source:** |
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| TARGET GROUP |  | **Theme** | **Guiding questions** | **Tips** |
| Readiness of target group | Does the target group support the project's objectives? | * Provide some information here about the support for the project within the target group, along with the target group's willingness to engage in the project.
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| **Answer:** | **(Data)source:** |
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| TARGET GROUP |  | **Theme** | **Guiding questions** | **Tips** |
| Engagement of target group | Will the target group be **involved** or consulted during the development or implementation of the project? | * Describe the involvement of the target group or any key figures during the development and implementation of the project.
* Provide a description of both the nature of this participation, and how it will be ensured.
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| **Answer:** | **(Data)source:** |
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|  |  | **Theme** | **Guiding questions** | **Tips** |
|  |  | *
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| **Answer:** | **(Data)source:** |
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# **TASK 2** Process evaluation:

*determining and measuring indicators*

It is now time to collect the data necessary for your process evaluation.

Beginning with the evaluation framework from task 1, you first determine what indicators

you will measure and also select the methods suited to this. You can (re)use existing

data or collect new data for this. In order to safeguard the quality of your process

evaluation, you record at least three indicators within each cluster. In doing so, you are

seeking an answer to the guiding questions provided for each indicator.

Limit yourself to a description of the situation as it has occurred during the stated

 evaluation period. The ultimate evaluation of your answers and the identification of

improves is part of task 3. The task to complete also give several tips to guide your answers.

Be sure to indicate the method you used to collect the data too. This is important in the

later evaluation and reporting..

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| **Period of evaluation: from ../../…. until .. /.. /….** |

## 1. Steering the project

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|  | **Indicator** | **Guiding questions** | **Tips** |
| [ ] RECORDED? | Composition of steering group | How did the project's **steering** group perform and who was part of it? | * Describe how the project was steered and which partners and actors were responsible for this steering (see task 1 ‘collaboration partners’ and ‘integrated operation’)
* Explain how this steering operated.
 |
|  |  |  |
|  | **Answer:** | **Method:** |
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| --- | --- | --- | --- |
|  | **Indicator** | **Guiding questions** | **Tips** |
| [ ] RECORDED? | Steering goals | What were the **goals** of the steering and to what extent were these goals clear to all those responsible? | * Describe the goals of steering the project. Formulate these SMART: specific, measurable, acceptable, realistic and time-bound.
* Indicate the extent to which these goals were clear to all those responsible?
 |
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|  | **Answer:** | **Method:** |
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| --- | --- | --- | --- |
|  | **Indicator** | **Guiding questions** | **Tips** |
| [ ] RECORDED? | Steering tasks | What were the **directing tasks** and to what extent was it clear to those responsible what was expected of them? | * Describe the tasks that were required to steer the project and who was to take on these tasks. Formulate these SMART: specific, measurable, acceptable, realistic and time-bound.
* Indicate to what extent these tasks and their distribution were clear to all actors and partners.
 |
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|  | **Answer:** | **Method:** |
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| --- | --- | --- | --- |
|  | **Indicator** | **Guiding questions** | **Tips** |
| [ ] RECORDED? | Project implementation vision | In what way did the different **visions** of the actors and partners for the implementation of the project come into play and was there a coherent vision? | * Visions link back to the substantive focus of the various partners and the different perspectives that the partners have on the target group's areas of life (see task 1 ‘integrated operation’).
* Indicate how the different visions of the responsible actors and partners were addressed
* Indicate whether all actors and partners and their visions feel adequately heard.
* Discuss the extent to which there was a coherent vision among the various actors and partners.
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|  | **Answer:** | **Method:** |
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| --- | --- | --- | --- |
|  | **Indicator** | **Guiding questions** | **Tips** |
| [ ] RECORDED? | Performance of steering tasks | How was the effective **performance** of the steering tasks? | * Describe the extent to which the actual steering met the predetermined goals and tasks. In other words, how did the various actors and partners adhere to the agreements and task distribution?
* Try to point out why this was or was not the case. Possible explanations may be linked to attendance at meetings, taking responsibility, co-ordination.
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|  | **Answer:** | **Method:** |
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|  | **Indicator** | **Guiding questions** | **Tips** |
| [ ] RECORDED? | Information exchange agreements | How was the **exchange of information** between the different people responsible? | * Describe the arrangements for exchanging information during the steering of the project
* Indicate the extent to which these agreements were followed.
* Were these agreements formalised (e.g. in a protocol)?
* Highlight any difficulties.
 |
|  |  |  |
|  | **Answer:** | **Method:** |
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| --- | --- | --- | --- |
|  | **Indicator** | **Guiding questions** | **Tips** |
| [ ] RECORDED? | Ethical protocol  | How were the applicable **ethical rules** regarding information exchange respected during the steering of the project? | * Describe the ethical rules regarding information exchange and how they were safeguarded during the exchange of information within the steering of the project.
* Highlight any difficulties.
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|  | **Answer:** | **Method:** |
|  | ... | ... |

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| --- | --- | --- | --- |
|  | **Indicator** | **Guiding questions** | **Tips** |
| [ ] RECORDED? | Steering context monitoring | Were there any changes in the **context** of the project that affected the steering of the project? | * Go back to task 1: What changes in the problem analysis occurred within this evaluation period? Did these changes affect the steering of the project?
* Go back to task 1: What changes in the objectives of the project occurred within this period? Did these changes affect the steering of the project?
* Go back to task 1: What changes in the mechanisms and activities of the project occurred within this period? Did these changes affect the steering of the project?
* Go back to task 1: What changes in the context occurred within this evaluation period? Did these changes affect the steering of the project?
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|  | **Answer:** | **Method:** |
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| --- | --- | --- | --- |
|  | **Indicator** | **Guiding questions** | **Tips** |
| [ ] RECORDED? |  |  |  |
|  |  |  |
|  | **Answer:** | **Method:** |
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## 2. Implementation of the project

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|  | **Indicator** | **Guiding questions** | **Tips** |
| [ ] RECORDED? | Activities carried out relating to the project | What **activities** took place during this period?How many or how often were these activities performed? | * Describe which of the planned activities (see task 1 ‘activities’) were carried out during this period. Note: also describe here the activities that were performed but not planned.
* If applicable, state how and why the schedule was deviated from.
* If applicable, describe which activities were not performed and why.
* Indicate the quantity and/or frequency for each activity.
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|  | **Answer:** | **Method:** |
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| --- | --- | --- | --- |
|  | **Indicator** | **Guiding questions** | **Tips** |
| [ ] RECORDED? | Programme fidelity | Were the activities always **performed in the same way** as planned or was the implementation **adapted (each time) to specific circumstances**? | * For each activity, describe how it was carried out and any difficulties.
* If there was a standardised working method, describe it here. Indicate – if possible – why it was important to work in a uniform manner.
* If the performance of the activities was adapted under specific circumstances, describe these circumstances here and also the way in which the operation was adapted to them. If possible, explain why this was important.
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|  | **Answer:** | **Method:** |
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| --- | --- | --- | --- |
|  | **Indicator** | **Guiding questions** | **Tips** |
| [ ] RECORDED? | Costs | What **financial, equipment and human resources** were used during the implementation of the project within this period?* Financial
* Equipment
* Staff
 | * Discuss the effective cost of the project and its implementation during this evaluation period.
* These include financial, equipment and human resources.
* Regarding personnel, if relevant, you can indicate whether the planned full-time equivalent roles were filled during the entire period (see task 1 ‘Funds and resources’)
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|  | **Answer:** | **Method:** |
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|  | **Indicator** | **Guiding questions** | **Tips** |
| [ ] RECORDED? | Accessibility | How **accessible** was the project to the target group? | * Indicate how accessible the project was to the target group. Consider not only accessibility, but also affordability, availability, familiarity, etc.
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|  | **Answer:** | **Method:** |
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|  | **Indicator** | **Guiding questions** | **Tips** |
| [ ] RECORDED? | Tailored operation | To what extent was there regard to possible **sub-target groups** and was the operation adapted accordingly? | * Indicate whether and in what way the general operation of the project was adapted for specific sub-target groups and why that was necessary, if at all.
* A sub-target group is part of the general target group, but differs from it in terms of age, gender, socio-economic characteristics, etc. (see also task 1, ‘target group description’)
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|  | **Answer:** | **Method:** |
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|  | **Indicator** | **Guiding questions** | **Tips** |
| [ ] RECORDED? | Relationship to other projects | Was there any **overlapping activity** with other projects or operations in the region? Did this have a positive or negative impact on the operation of the project? | * Indicate how the project differs from other similar projects or work in the region (see task 1 ‘gaps in provision’).
* If applicable, indicate whether there are any overlapping activities and whether this presents advantages or disadvantages for the operation of the project.
 |
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|  | **Answer:** | **Method:** |
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|  | **Indicator** | **Guiding questions** | **Tips** |
| [ ] RECORDED? | Knowledge and experience of project staff, co-ordinators, volunteers | Do the staff have the right **knowledge and experience** for the operation of the project? | * Indicate the extent to which staff members have the required knowledge and experience to successfully complete the activities of the project (see task 1 ‘Expertise of project staff, co-ordinators, volunteers’).
* Explain any problems.
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|  | **Answer:** | **Method:** |
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|  | **Indicator** | **Guiding questions** | **Tips** |
| [ ] RECORDED? | Training needs of project staff, co-ordinators, volunteers | What the **training needs** of project staff, co-ordinators, volunteers and other partners? | * Explain the training needs of the various staff and discuss the extent to which staff felt adequately supported and/or trained within this evaluation period.
* Link these needs to the competencies needed to implement the project (see task 1 ‘Expertise of project staff, co-ordinators, volunteers’).
 |
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|  | **Answer:** | **Method:** |
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|  |  |  |  |
| --- | --- | --- | --- |
|  | **Indicator** | **Guiding questions** | **Tips** |
| [ ] RECORDED? | Implementation context monitoring | During this period, were there any changes in the **context** of the project that affected the operation of the project? | * Go back to task 1: What changes in the problem analysis occurred within this evaluation period? Did these changes affect the operation of the project?
* Go back to task 1: What changes in the objectives of the project occurred within this period? Did these changes affect the operation of the project?
* Go back to task 1: What changes in the mechanisms and activities of the project occurred within this period? Did these changes affect the operation of the project?
* Go back to task 1: What changes in the context occurred within this evaluation period? Did these changes affect the operation of the project?
 |
|  |  |  |
|  | **Answer:** | **Method:** |
|  | ... | ... |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Indicator** | **Guiding questions** | **Tips** |
| [ ] RECORDED? |  |  |  |
|  |  |  |
|  | **Answer:** | **Method:** |
|  | ... | ... |

## 3. Involvement of and support from the target group

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Indicator** | **Guiding questions** | **Tips** |
| [ ] RECORDED? | Number of participants (Inflow) | How many **unique individuals or other units**, such as the family, were reached during this period? | * Indicate the number of individuals or other units reached during this evaluation period.
* If necessary, discuss the contact strategy used to reach the target group.
 |
|  |  |  |
|  | **Answer:** | **Method:** |
|  | ... | ... |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Indicator** | **Guiding questions** | **Tips** |
| [ ] RECORDED? | Participation of specific target groups | Were hard-to-reach **sub-target groups** also reached? | * Indicate whether the project reaches hard-to-reach sub-target groups.
* If possible, discuss the number and characteristics of this sub-target group.
 |
|  |  |  |
|  | **Answer:** | **Method:** |
|  | ... | ... |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Indicator** | **Guiding questions** | **Tips** |
| [ ] RECORDED? | Participation rate (with respect to the target group) | What is the **ratio** of the number of people reached to the estimated total target group? | * Compare the number of people reached with the estimated total target group.
* If applicable, indicate whether the project reaches other groups in addition to the actual target group and, if so, which they are.
 |
|  |  |  |
|  | **Answer:** | **Method:** |
|  | ... | ... |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Indicator** | **Guiding questions** | **Tips** |
| [ ] RECORDED? | Retention rate / drop-outs | Did all participants continue to participate or were there any **drop-outs**? Why / why not? | * Indicate the number of individuals completing all activities of the project or continuing to participate until the activities of the project are completed.
* If necessary, discuss why this is or is not the case and, if possible, provide an explanation.
 |
|  |  |  |
|  | **Answer:** | **Method:** |
|  | ... | ... |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Indicator** | **Guiding questions** | **Tips** |
| [ ] RECORDED? | Support from target group | How did the target group **perceive** the project? | * Discuss the extent to which the target group agrees with the implementation of the project.
* If necessary, indicate why the target group is behind the project or what resistance exists.
 |
|  |  |  |
|  | **Answer:** | **Method:** |
|  | ... | ... |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Indicator** | **Guiding questions** | **Tips** |
| [ ] RECORDED? | Target group context monitoring | Has the target group **changed or expanded** throughout the implementation of the project? | * Go back to task 1: Are there any changes to the target group as it was defined at the time?
 |
|  |  |  |
|  | **Answer:** | **Method:** |
|  | ... | ... |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Indicator** | **Guiding questions** | **Tips** |
| [ ] RECORDED? |  |  |  |
|  |  |  |
|  | **Answer:** | **Method:** |
|  | ... | ... |

# **TASK 2** Outcome evaluation:

*determining and measuring indicators*

It is now time to collect the data necessary for your process evaluation.

Beginning with the evaluation framework from task 1, you first determine what indicators

you will measure and also select the methods suited to this. You can (re)use existing data

or collect new data for this. In order to safeguard the quality of your outcome evaluation,

always carry out the zero and final measurement for each factor. In doing so, you are

seeking an answer to the guiding questions provided for each indicator.

Limit yourself to a description of the situation as it has occurred during the evaluation period

indicated. The ultimate evaluation of your answers and the identification of improves is part

of task 3. The task to complete also give several tips to guide your answers. Be sure to

indicate the method you used to collect the data too. This is important in the later evaluation

 and reporting.

|  |
| --- |
| **Period: Zero measurement ../../…. – Final measurement .. /.. /….** |

**Recommended interval: tune the interval based on your SMART end and intermediate goals.**

**They determine the relevant time frame for checking your intended effects.**

## 1. Zero measurement (period: ../ ../ ….)

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Indicator** | **Guiding questions** | **Tips** |
| [ ] RECORDED? | Problematic situation | What is the current situation of the **problem** to which the project seeks to provide a solution? | * Go to task 1, ‘Problem analysis’. If the current situation is not different from the description you gave then, you can copy it across here.
* Otherwise, you describe the current problem here. You give a detailed description of the nature of the drug-related crime and/or nuisance, which may include the scale, size, distribution, trends, causes, consequences, information on perpetrators and/or victims, etc. This description is supported by figures or other findings that emphasise the need for the project, such as previous research, complaints from the neighbourhood, signs from the target group, etc.
 |
|  |  |  |
|  | **Answer:** | **Method:** |
|  | ... | ... |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Indicator** | **Guiding questions** | **Tips** |
| [ ] RECORDED? | End goals | What is the current situation for each of the predetermined **end goals**? | * Go to task 1, ‘End goals’. For each of these goals, please state the current situation here.
* If applicable, indicate whether there are any differences in the end goals with respect to possible sub-target groups.
* A sub-target group is part of the general target group, but differs from it in terms of age, gender, socio-economic characteristics, etc. Within the general target group "young people with a drug problem", for example, you might have particular regard to young people from ethnic-cultural minorities.
 |
|  |  |  |
|  | **Answer:** | **Method:** |
|  | ... | ... |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Indicator** | **Guiding questions** | **Tips** |
| [ ] RECORDED? | Intermediate goals | What is the current situation for each of the predetermined **intermediate goals**? | * Go to task 1, ‘Intermediate goals’. For each of these intermediate goals, please state the current situation here.
* If applicable, indicate whether there are any differences in the intermediate goals with respect to possible sub-target groups.
 |
|  |  |  |
|  | **Answer:** | **Method:** |
|  | ... | ... |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Indicator** | **Guiding questions** | **Tips** |
| [ ] RECORDED? | Unintended side-effects | What is the current situation for the potential **unintended side-effects** of the project (negative or positive)? | * Go to task 1, ‘Unintended side-effects’. The possible unintended side-effects you described there serve as an indicator here. Measure their presence and/or absence during this zero measurement. For example, suppose you want to measure whether your project promotes stigma – you can ask the target group to what extent they currently feel stigmatised through an interview or focus group.
* Here, distinguish between positive and negative unintended side-effects.
* If applicable, indicate whether there are any differences in the unintended side-effects with respect to possible sub-target groups.
 |
|  |  |  |
|  | **Answer:** | **Method:** |
|  | ... | ... |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Indicator** | **Guiding questions** | **Tips** |
| [ ] RECORDED? | Mechanisms | What is the current situation of the **mechanisms** that could potentially be activated thanks to the project? | * Go to task 1, ‘Mechanisms’. The mechanisms you described there serve as an indicator here. Measure their presence and/or absence during this zero measurement. For example, you could ask neighbourhood residents about the extent to which they feel responsible for the nuisance in their district.
* If applicable, indicate whether there are any differences in the mechanisms with respect to possible sub-target groups.
 |
|  |  |  |
|  | **Answer:** | **Method:** |
|  | ... | ... |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Indicator** | **Guiding questions** | **Tips** |
| [ ] RECORDED? |  |  |  |
|  |  |  |
|  | **Answer:** | **Method:** |
|  | ... | ... |

## 2. Final measurement (period: ../ ../ ….)

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Indicator** | **Guiding questions** | **Tips** |
| [ ] RECORDED? | Problematic situation | What is the current situation of the **problem** to which the project seeks to provide a solution? | * Go to task 1, ‘Problem analysis’. Describe here the current situation of this problem using the same indicators from the zero measurement.
* Current problem: You give a detailed description of the nature of the drug-related crime and/or nuisance, which may include the scale, size, distribution, trends, causes, consequences, information on perpetrators and/or victims, etc. This description is supported by figures or other findings that emphasise the need for the project, such as previous research, complaints from the neighbourhood, signs from the target group, etc.
* If applicable, indicate whether there are any differences in the problem with respect to possible sub-target groups.
 |
|  |  |  |
|  | **Answer:** | **Method:** |
|  | ... | ... |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Indicator** | **Guiding questions** | **Tips** |
| [ ] RECORDED? | End goals | What is the current situation for each of the predetermined **end goals**? | * Go to task 1, ‘End goals’.#] For each of these goals, please state the current situation here.
* If applicable, indicate whether there are any differences in the end goals with respect to possible sub-target groups.
 |
|  |  |  |
|  | **Answer:** | **Method:** |
|  | ... | ... |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Indicator** | **Guiding questions** | **Tips** |
| [ ] RECORDED? | Intermediate goals | What is the current situation for each of the predetermined **intermediate goals**? | * Go to task 1, ‘Intermediate goals’. Show here the current situation of this problem for each of these goals using the same indicators from the zero measurement.
* If applicable, indicate whether there are any differences in the intermediate goals with respect to possible sub-target groups.
 |
|  |  |  |
|  | **Answer:** | **Method:** |
|  | ... | ... |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Indicator** | **Guiding questions** | **Tips** |
| [ ] RECORDED? | Unintended side-effects | What is the current situation for the potential **unintended side-effects** of the project?Were any **side-effects** noticed that you had not initially anticipated? | * Go to task 1, ‘Unintended side-effects’. The possible unintended side-effects you described there serve as an indicator here. Measure their presence and/or absence during this final measurement using the same indicators from the zero measurement. For example, suppose you want to measure whether your project promotes stigma – you can ask the target group to what extent they currently feel stigmatised through an interview or focus group and the extent to which they ascribe that stigmatisation to the project.
* Here, distinguish between positive and negative unintended side-effects.
* Also look for any unintended side-effects that you had not anticipated in task 1.
* If applicable, indicate whether there are any differences in the unintended side-effects with respect to possible sub-target groups.
 |
|  |  |  |
|  | **Answer:** | **Method:** |
|  | ... | ... |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Indicator** | **Guiding questions** | **Tips** |
| [ ] RECORDED? | Mechanisms | Which of the planned **mechanisms** were actually activated thanks to the project?Were any other **mechanisms** activated? | * Go to task 1, ‘Mechanisms’. The mechanisms you described there serve as an indicator here. Measure their presence and/or absence during this final measurement using the same indicators from the zero measurement. For example, you could ask neighbourhood residents about the extent to which they feel responsible for the nuisance in their district and whether this feeling has risen since the start of the project.
* Also look for any mechanisms that you had not anticipated in task 1. For example, your project may activate other mechanisms in addition to those anticipated. For example, not only might a sense of responsibility be strengthened, but also social control.
* The description indicates the ways in which the various activities (whether or not in totality) activate underlying mechanisms.
* If applicable, indicate whether there are any differences in mechanisms with respect to possible sub-target groups.
 |
|  |  |  |
|  | **Answer:** | **Method:** |
|  | ... | ... |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Indicator** | **Guiding questions** | **Tips** |
| [ ] RECORDED? | Context monitoring | During this evaluation period, were there any changes in the context of the project that affected the results of the project? | * Go back to task 1: What changes in the problem analysis occurred within this evaluation period that cannot be ascribed to the project? Did these changes affect the results of the project? If so, in what way?
* Go back to task 1: What changes in the objectives of the project occurred within this period? Did these changes affect the results of the project? If so, in what way?
* Go back to task 1: What changes in the mechanisms and activities of the project occurred within this period? Did these changes affect the results of the project? If so, in what way?
* Go back to task 1: What changes in the context occurred within this evaluation period? Did these changes affect the results of the project? If so, in what way?
 |
|  |  |  |
|  | **Answer:** | **Method:** |
|  | ... | ... |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Indicator** | **Guiding questions** | **Tips** |
| [ ] RECORDED? |  |  |  |
|  |  |  |
|  | **Answer:** | **Method:** |
|  | ... | ... |

# **TASK 3** Process evaluation

The answers you collected in task 2 can now be held up against a number of quality

standards. Where applicable, you can complete this exercise together with the various partners

steering the project. This will create greater support and open discussion. Does your answer

meet the scientific criterion? Then that shows you have achieved this criterion. Otherwise, you

indicate that you have ‘partially’ or ‘not achieved’ it. Using a traffic light, this will show you at

a glance whether your project meets these criteria and where there is a need for any

improvements.

|  |
| --- |
| **Period of evaluation: from ../../…. until .. /.. /….** |

## 1. Steering the project

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator** | **Criteria** | **Traffic light assessment** | **Opportunities for improvement** |
| Composition of steering group | * There was constructive collaboration with the relevant stakeholders.
* The project was steered in a structural way.
 | Afbeelding met tekst, teken  Automatisch gegenereerde beschrijving[ ] [ ] [ ]  | Not achieved Partially achievedAchieved |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator** | **Criteria** | **Traffic light assessment** | **Opportunities for improvement** |
| Steering goals | * The project's steering goals were formulated in a measurable, acceptable, realistic and time-bound manner in a memorandum of agreement.
* The goals were clear to all those responsible.
 | Afbeelding met tekst, teken  Automatisch gegenereerde beschrijving[ ] [ ] [ ]  | Not achieved Partially achievedAchieved |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator** | **Criteria** | **Traffic light assessment** | **Opportunities for improvement** |
| Steering tasks | * The steering tasks were formulated in a measurable, acceptable, realistic and time-bound manner in a memorandum of agreement.
* The distribution of tasks was clear to all those responsible.
 | Afbeelding met tekst, teken  Automatisch gegenereerde beschrijving[ ] [ ] [ ]  | Not achieved Partially achievedAchieved |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator** | **Criteria** | **Traffic light assessment** | **Opportunities for improvement** |
| Project implementation vision | * The different perspectives of all the actors and partners as to the implementation of the project were taken into account.
* There was a coherent vision among the different partners about the implementation of the project.
 | Afbeelding met tekst, teken  Automatisch gegenereerde beschrijving[ ] [ ] [ ]  | Not achieved Partially achievedAchieved |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator** | **Criteria** | **Traffic light assessment** | **Opportunities for improvement** |
| Performance of steering tasks | * The steering of the project met the predetermined goals and the tasks were successfully accomplished
* The various partners kept to the agreements.
 | Afbeelding met tekst, teken  Automatisch gegenereerde beschrijving[ ] [ ] [ ]  | Not achieved Partially achievedAchieved |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator** | **Criteria** | **Traffic light assessment** | **Opportunities for improvement** |
| Information exchange agreements | * The milestones and reporting requirements at different levels were clear and aligned in an information exchange protocol.
* There was room for regular communication and exchange of information between the different actors and partners.
 | Afbeelding met tekst, teken  Automatisch gegenereerde beschrijving[ ] [ ] [ ]  | Not achieved Partially achievedAchieved |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator** | **Criteria** | **Traffic light assessment** | **Opportunities for improvement** |
| Ethical protocol | * The applicable ethical rules regarding information exchange were respected.
* The applicable ethical rules regarding information exchange were established in an ethical protocol.
 | Afbeelding met tekst, teken  Automatisch gegenereerde beschrijving[ ] [ ] [ ]  | Not achieved Partially achievedAchieved |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator** | **Criteria** | **Traffic light assessment** | **Opportunities for improvement** |
| Steering context monitoring | The possible influences of the context on the steering of the project were monitored in a systematic manner. | Afbeelding met tekst, teken  Automatisch gegenereerde beschrijving[ ] [ ] [ ]  | Not achieved Partially achievedAchieved |  |

## 2. Implementation

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator** | **Criteria** | **Traffic light assessment** | **Opportunities for improvement** |
| Activities carried out relating to the project | The activities carried out corresponded both in number and in the way they were planned to be carried out to the planned activities as described in task 1. | Afbeelding met tekst, teken  Automatisch gegenereerde beschrijving[ ] [ ] [ ]  | Not achieved Partially achievedAchieved |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator** | **Criteria** | **Traffic light assessment** | **Opportunities for improvement** |
| Programme fidelity | * The performance of the activities remained true to the underlying mechanisms and their planned activation (see task 1).
* If necessary, the activities for this were carried out in a standardised way or the operation of the project was adapted to contextual needs (see also ‘tailored operation’).
 | Afbeelding met tekst, teken  Automatisch gegenereerde beschrijving[ ] [ ] [ ]  | Not achieved Partially achievedAchieved |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator** | **Criteria** | **Traffic light assessment** | **Opportunities for improvement** |
| Costs | * The actual costs incurred matched the available funds (see task 1 ‘Funds and resources’).
* The available funds were sufficient to meet the operational objectives and carry out the activities (see task 1 ‘Funds and resources’).
 | Afbeelding met tekst, teken  Automatisch gegenereerde beschrijving[ ] [ ] [ ]  | Not achieved Partially achievedAchieved |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator** | **Criteria** | **Traffic light assessment** | **Opportunities for improvement** |
| Accessibility | The project was sufficiently accessible to the target group, both physically and in other ways. | Afbeelding met tekst, teken  Automatisch gegenereerde beschrijving[ ] [ ] [ ]  | Not achieved Partially achievedAchieved |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator** | **Criteria** | **Traffic light assessment** | **Opportunities for improvement** |
| Tailored operation | The operation of the project was adapted as necessary to the specific needs of sub-target groups, for example in duration or intensity of activities. | Afbeelding met tekst, teken  Automatisch gegenereerde beschrijving[ ] [ ] [ ]  | Not achieved Partially achievedAchieved |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator** | **Criteria** | **Traffic light assessment** | **Opportunities for improvement** |
| Relationship to other projects | * The project filled a real gap in the existing provision.
* The project benefits from potential synergies with other projects.
 | Afbeelding met tekst, teken  Automatisch gegenereerde beschrijving[ ] [ ] [ ]  | Not achieved Partially achievedAchieved |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator** | **Criteria** | **Traffic light assessment** | **Opportunities for improvement** |
| Knowledge and experience of project staff, co-ordinators, volunteers | The composition and qualifications of the project team were appropriate for the operation of the project. | Afbeelding met tekst, teken  Automatisch gegenereerde beschrijving[ ] [ ] [ ]  | Not achieved Partially achievedAchieved |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator** | **Criteria** | **Traffic light assessment** | **Opportunities for improvement** |
| Training needs for project staff, co-ordinators, volunteers | Project staff were adequately supported and receive the necessary training to successfully implement the project. | Afbeelding met tekst, teken  Automatisch gegenereerde beschrijving[ ] [ ] [ ]  | Not achieved Partially achievedAchieved |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator** | **Criteria** | **Traffic light assessment** | **Opportunities for improvement** |
| Implementation context monitoring | The possible influences on the operation of the project were monitored in a systematic manner. | Afbeelding met tekst, teken  Automatisch gegenereerde beschrijving[ ] [ ] [ ]  | Not achieved Partially achievedAchieved |  |

## 3. Involvement of and support from the target group

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator** | **Criteria** | **Traffic light assessment** | **Opportunities for improvement** |
| Number of participants (inflow) | The project succeeded in attracting sufficient participants. | Afbeelding met tekst, teken  Automatisch gegenereerde beschrijving[ ] [ ] [ ]  | Not achieved Partially achievedAchieved |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator** | **Criteria** | **Traffic light assessment** | **Opportunities for improvement** |
| Participation rate (with respect to the target group) | The project reached a significant portion of the estimated total target group. | Afbeelding met tekst, teken  Automatisch gegenereerde beschrijving[ ] [ ] [ ]  | Not achieved Partially achievedAchieved |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator** | **Criteria** | **Traffic light assessment** | **Opportunities for improvement** |
| Participation of specific target groups | Hard-to-reach sub-target groups were also reached. | Afbeelding met tekst, teken  Automatisch gegenereerde beschrijving[ ] [ ] [ ]  | Not achieved Partially achievedAchieved |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator** | **Criteria** | **Traffic light assessment** | **Opportunities for improvement** |
| Retention rate / drop-outs | Participants continued to participate until the project ended or until it achieved its objectives. | Afbeelding met tekst, teken  Automatisch gegenereerde beschrijving[ ] [ ] [ ]  | Not achieved Partially achievedAchieved |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator** | **Criteria** | **Traffic light assessment** | **Opportunities for improvement** |
| Support from target group | The project was supported by the target group and was adapted by the target group when necessary. | Afbeelding met tekst, teken  Automatisch gegenereerde beschrijving[ ] [ ] [ ]  | Not achieved Partially achievedAchieved |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator** | **Criteria** | **Traffic light assessment** | **Opportunities for improvement** |
| Target group context monitoring | The possible changes to the project's target group were monitored in a systematic manner. | Afbeelding met tekst, teken  Automatisch gegenereerde beschrijving[ ] [ ] [ ]  | Not achieved Partially achievedAchieved |  |

# **TASK 3** Outcome evaluation

The answers you collected in task 2 can now be held up against a number of quality

standards. Where applicable, you can complete this exercise together with the various

partners steering the project. This will create greater support and open discussion. Does

your answer meet the scientific criterion? Then that shows you have achieved this

criterion. Otherwise, you indicate that you have ‘partially’ or ‘not achieved’ it. Using a traffic

light, this will show you at a glance whether your project meets these criteria and where

there is a need for any improvements.

|  |
| --- |
| **Period: Zero measurement ../../…. – Final measurement .. /.. /….** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator** | **Criteria** | **Traffic light assessment** | **Opportunities for improvement** |
| Problematic situation | There is a significant improvement to the **problem** that the project sought to solve. | Afbeelding met tekst, teken  Automatisch gegenereerde beschrijving[ ] [ ] [ ]  | Not achieved Partially achievedAchieved |  |
| Where possible and applicable, the evaluation provides an insight into the variations of change within different **sub-target groups**. For each of these possible sub-target groups, there is also a significant improvement to the problematic situation. | Afbeelding met tekst, teken  Automatisch gegenereerde beschrijving[ ] [ ] [ ]  | Not achieved Partially achievedAchieved |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator** | **Criteria** | **Traffic light assessment** | **Opportunities for improvement** |
| End and intermediate goals | The project's **objectives** were demonstrably met. | Afbeelding met tekst, teken  Automatisch gegenereerde beschrijving[ ] [ ] [ ]  | Not achieved Partially achievedAchieved |  |
| Where possible and applicable, the evaluation provides an insight into the variations in achievement of the end goals within different **sub-target groups**. For each of these possible sub-target groups, these objectives were achieved. | Afbeelding met tekst, teken  Automatisch gegenereerde beschrijving[ ] [ ] [ ]  | Not achieved Partially achievedAchieved |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator** | **Criteria** | **Traffic light assessment** | **Opportunities for improvement** |
| Unintended side-effects  | No negative **unintended side-effects** can be noted as a result of the project. | Afbeelding met tekst, teken  Automatisch gegenereerde beschrijving[ ] [ ] [ ]  | Not achieved Partially achievedAchieved |  |
| Where possible and applicable, the evaluation provides an insight into the variations of effects on different **sub-target groups**. No negative impacts are recorded for each of these possible sub-target groups. | Afbeelding met tekst, teken  Automatisch gegenereerde beschrijving[ ] [ ] [ ]  | Not achieved Partially achievedAchieved |  |

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| **Indicator** | **Criteria** | **Traffic light assessment** | **Opportunities for improvement** |
| Mechanisms | One or more **mechanisms** of change were activated thanks to the project. | Afbeelding met tekst, teken  Automatisch gegenereerde beschrijving[ ] [ ] [ ]  | Not achieved Partially achievedAchieved |  |
| Where possible and applicable, the evaluation provides an insight into the activation of mechanisms within different sub-target groups. One or more mechanisms are activated for each of these possible **sub-target groups**. | Afbeelding met tekst, teken  Automatisch gegenereerde beschrijving[ ] [ ] [ ]  | Not achieved Partially achievedAchieved |  |

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| **Indicator** | **Criteria** | **Traffic light assessment** | **Opportunities for improvement** |
| Context monitoring | The possible influences of the context on the results of the project were monitored in a systematic manner. | Afbeelding met tekst, teken  Automatisch gegenereerde beschrijving[ ] [ ] [ ]  | Not achieved Partially achievedAchieved |  |

# EVALUATION REPORT TEMPLATE

|  |
| --- |
| **Executive summary** |
| * *Summarise the major findings for your target audience in two to four pages here.*
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|  |
| **Introduction** |
| * *Describe here the broader context of the report and framework for why you conducted the evaluation.*
 |
|  |
| **Evaluation framework** |
| * *Provide the context for your project and clearly delineate exactly what you have evaluated. Use task 1 to do this.*
 |
|  |
| **Methodology** |
| * *Outline the most important steps during the evaluation and the methods used. Use task 2 to do this.*
 |
|  |
| **Results** |
| * *Discuss the findings of your evaluation here and back them up with quantitative and/or qualitative data. Use task 3 to do this.*
 |
|  |
| **Conclusions** |
| * *Explain the results and formulate some lessons learned for the future.*
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