



netWorked Youth Research for Empowerment in the Digital society  
Grant Agreement number: 727066

## **Framework Design for WP7: 1<sup>st</sup> Cycle Evaluations**

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**Start date:**01/05/2017

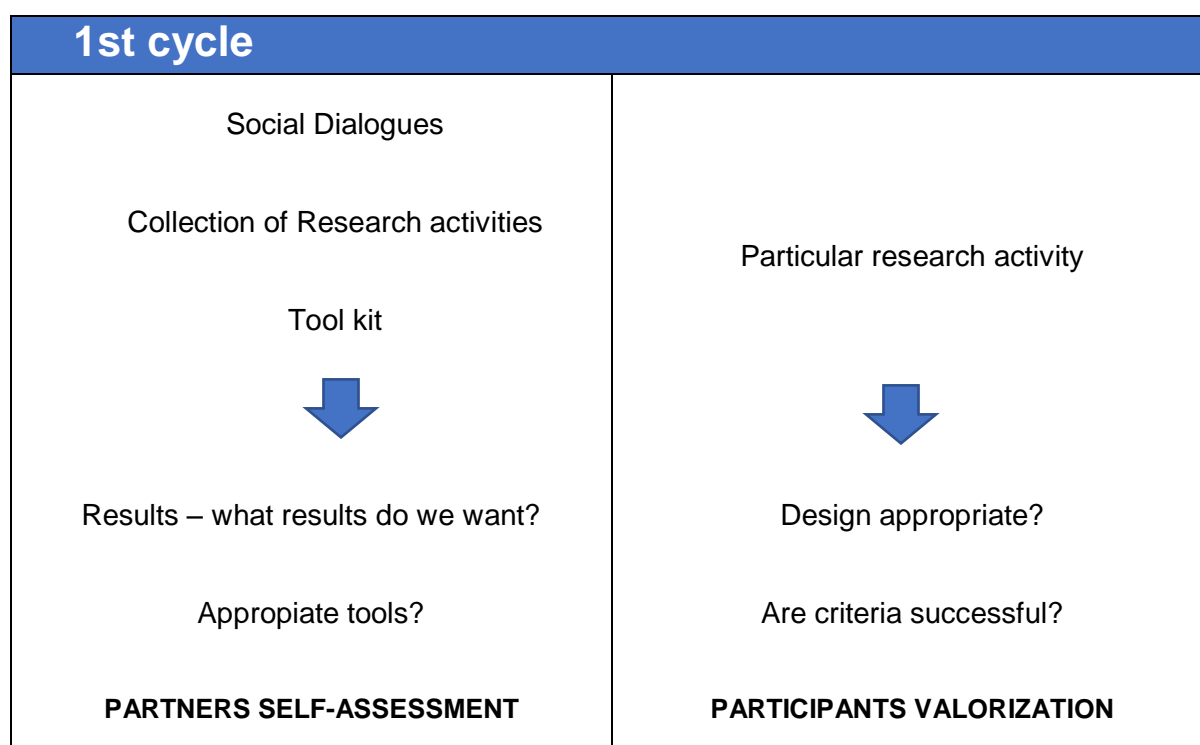
**Due date:** 30/06/2017

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## EVALUATION AND INTERPRETATION PHASE (WP7)

Workpackage 7 focus on the Evaluation and Interpretation of the research activities. The evaluation of the research activities will work at various levels. Firstly, it is necessary to evaluate whether the social dialogue and the collection of research activities is functioning appropriately, whether the toolkit is appropriate, and whether the overall set of results is useful. Secondly, it is necessary to evaluate each particular research activity according to its own design and success criteria. Lastly, it is necessary to evaluate which of the results, which combinations of the results of the cycle constitute or include insights that may be relevant for policy and susceptible to presentation as recommendations. In particular, it is likely that insights that are common across a range of research activities across Europe may be generalizable to recommendations. This stage of the WYRED cycle focuses on the three levels. As the WYRED project works in cycles, this work package has two different work periods, and in the second cycle may be subject to adjustments in the light of the results of reflection on the first cycle of evaluation.

However, in addition to this conventional evaluation, it is also necessary to make the results accessible to other constituencies than the research/policy community. This requires interpretation of the results in other formats, using other more creative, informal or dynamic approaches. In some senses the artefacts generated in WP6 will have the potential to do this, but interpretative processes are also envisaged in this work package.



2nd cycle
Results
Compile common aspects from EU participants -> policy recommendations

## EVALUATION

**What** are we evaluating:

In this WP7 we will focus to evaluate the project activities proposed to our participants and the results collected from their execution by the participants themselves. It aims to identify whether the activities and tools used through the project are appropriate and are providing the desired results for the project. It also envisages guiding young people to identify the values and importance of their researches.

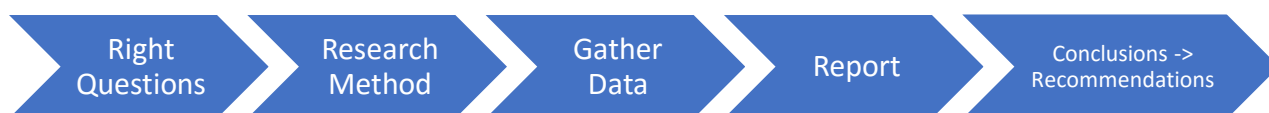
Themes: Digital Society Topics	Priority Outcomes
Youth areas of interest	Impact expected from our actions/activities

**How** do we evaluate our projects:

One of the basic thing to start to evaluate our projects is to ask the proper questions:

- Objectives of the project/programme/activities: what do we want to achieve
- How the project is going
- How participants are feeling
- What might need to change

Structure of an evaluation process:



1. Identify the **right questions** we want to ask in order to get the information we need or want
2. Using a **proper Tool** we will establish a research method to be implemented by all participants
3. Once participants have done all evaluation exercises/activities, it is important to **gather data** in a standardised way, easy to classify, understand and interpret.
4. A **report** will be done with all information provided after analysing all data collected.

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5. From the report, it will be possible afterward to get specific information that will allow us then to provide some **recommendations** for a formal report to the Commission.

#### WYRED Objectives:

- Involve Young People in Social Dialogue -> their voice
- Participatory Research -> self expression
- Talk about Digital society -> young's attitudes, norms & values
- Diversity -> wide range of stakeholders
- Moving target -> young grow up and develop, so it will be an ongoing project with different participants



Source: *New Opportunities for Innovative Student Engagement (NOISE) program; Youthrex.com*

#### SAMPLES TO BE DEVELOPED FOLLOWING THESE MAIN QUESTIONS AND PARTNERS INPUTS

- Structure / content / objectives: *to know if it is appropriate and participants are interested. Are we going in the right direction to achieve WYRED objectives?*
- Feelings of participants / learning process: *to know how engaged are participants and IF WYRED is providing them an added value*
  - > Knowledge about DS before/after project
  - > Valorisation of activities (interest): content / length / useful
  - > Initiative to research
  - > Participation from in person sessions to platform
  - > Changes in attitude – *did participants change their concern about one specific topic*
  - > Changes in behaviours – *did participants take action after participating in WYRED activities*
- Next steps of the project: *to know their interest on the project and if they are thinking about continuing, recommend it...*

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## **Format**

Evaluations for young participants and stakeholders would be slightly different:

- Children up to 11 year old: questionnaire with pictures – each picture will correspond to a specific item
- Young people up to 17: questionnaire with sentences and click options
- Older than 17: questionnaire with sentences and images

\*The format, images and presentation of the questionnaire can be adapted in different creative ways.

\*\*Each country/partner will have to adapt the sentences/images to be as much accurate and close to the concept/idea we are asking for

## **Structure of evaluation session – 1 hour?**

1. Set up and introduction for the evaluation activity
2. Evaluation process
  - a. Assistance of participants if anyone have questions and clarify
    - i. Give examples and clarifications as needed
    - ii. Share all participants questions, comments and inputs with the groups
    - iii. Let the YP propose new things
3. Each partner collect all evaluations and translate them if necessary into English – all partners
4. Collect all data and extract results – all partners
5. Analyse results and create report – PYE and BOUNDARIES (partners feedback & comments)

## **Evaluation tool kit**

Toolkit to be developed with specific examples. It will contain:

- Evaluation session layout
- Examples and evaluation grid that participants can use

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## EVALUATIONS OF THE SOCIAL DIALOGUES AND RESEARCH ACTIVITIES FOR YOUNG PEOPLE

### Objectives:

- Self-administered evaluation processes
- Children and young people will be active in this process choosing the messages, formats and channels they see as most appropriate to present their results
- Help young people to identify the value and relevance of what they are doing in WYRED activities

The importance of using creative expression approaches:

*Creative and arts based approaches can be particularly powerful, especially at the data collection and dissemination phases of the evaluation cycle. They include a vast array of techniques including photography, film and visual arts, poetry and creative writing, music, drama and performing arts. These are used in order to uncover hidden perspectives, add empathic power, and strengthen participants' voices*

*CREATIVE AND ARTS BASED EVALUATION METHODS* Written by Norma Daykin with the Creative and Credible Project Team

### SAMPLES TO BE DEVELOPED FOLOWING THESE QUESTIONS

In all research activities YP should identify WHY did they choose that specific topic, WHAT did they discover and WHAT exactly they want to communicate and HOW they will explain it to the public.

- Why do you want to talk /explain/research about this specific issue?
- Why should others should learn/know about this?
  - > *It helps to keep in mind the main topic of the research (normally it would come from the selection of the Delphi Research main topics or Social Dialogues)*
  - > *It tells why the issue/topic is important for them*
- What is the specific theme/issue you have been working on, or you have participated in?
- What was your level of understanding before the research? And after?
  - > *It allows them to identify what they are learning and realize about their new learnings/understandings*
- What have you discovered/learnt? – results:
  - Numbers?
  - Areas of interest?
  - Young people/adults behaviours?
  - Actions or activities?
  - Organizations working this specific field?
  - Etc.
- What was your mood during your research? And when explaining your results?

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- > *Level of motivation and passion to learn more about something they are interested in*
- How can you present your project/research:
  - To whom are you explaining it
  - Time: how long do you need to explain
  - Format: creative ways: film, photography, music, creative writing, visual arts, performing arts, etc.
    - > *To identify the support that suits better to everyone we can ask: what are your hobbies? Or what activity do you like the most? Etc (dynamics or exercises can be organized to help YP to identify the support)*

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