Evaluation Matrix

All components (Education / Employment)					
Criterion: Effectiveness					
Evaluation questions	**Indicators**	**Data sources**	**Data collection instruments**	**Sampling strategy**	**Methods of analysis**
Have the outcomes and outputs been achieved according to the target values stated by the indicators?	see logframe	reports	Review of existing data	All annual reports	Quantitative analysis
What are the actual compared to the expected achievements at time of evaluation?	see logframe	reports	Review of existing data	All annual reports	Quantitative analysis
Criterion: Partners' staff capacities					
Was is easy/hard to find the staff for the project team?					
Did the team members have relevant studies and previous experience? Were they able to work independently?			Discussions with the teams of each partner		Qualitative analysis
Was it easy/hard to work with the implementing/coordination team? Which were the challenges? What could improve?					
Education (career counselling)					
Criterion: Relevance					
Evaluation questions	**Indicators**	**Data sources**	**Data collection instruments**	**Sampling strategy**	**Methods of analysis**
How does career counselling and orientation contribute to a better transition of 8th grade students with disadvantaged backgrounds in the 9th grade? Do schools (directors, teachers, school counsellors and/or psychologists) consider career counselling and orientation of students with disadvantaged backgrounds as relevant for a better transition in the 9th grade?	Intervention strategy of the project and logframe	Progress reports Focus group composed by teachers, school directors, parents of beneficiaries, career counsellors	Review of existing data Focus group discussion #1	All available reports 1 focus group per partner	Comparison of the intervention strategy and the results of the focus group discussion
Criterion: Results					
Evaluation questions	**Indicators**	**Data sources**	**Data collection instruments**	**Sampling strategy**	**Methods of analysis**

Evaluation questions	Indicators	Data sources	Data collection instruments	Sampling strategy	Methods of analysis
Does career counselling and orientation result in better motivation of the target group to continue education? What is the effect of career counselling and orientation for students with disadvantaged backgrounds from the perspective of a local school? What are the factors and the processes which explain the project progress or the lack of any progress? Did the target group manage the pandemic situation better than their peers?	Intervention strategy of the project and logframe	Progress reports Focus group composed by teachers, school directors, parents of beneficiaries, career counsellors	Review of existing data Focus group discussion #1	All available reports 1 focus group per partner	Quantitative analysis Qualitative analysis: Comparison of the experiences on the effect of career counselling

Criterion: Sustainability

Evaluation questions	Indicators	Data sources	Data collection instruments	Sampling strategy	Methods of analysis
Which collaborating schools will continue career counselling and orientation (including using Cognitrom Career Planner platform) after the end of the project? What are the factors of success? Which collaborating schools will not continue career counselling and orientation after the end of the project? What are the obstacles for not being able to continue?		Lists of the partner organization	Survey#1 amongst the partner organization	All partners/ All collaborating schools	Quantitative analysis

Employment (information, counselling and job mediation)

Criterion: Results

Evaluation questions	Indicators	Data sources	Data collection instruments	Sampling strategy	Methods of analysis
To what extent did the information and counselling improve the chances to get a job?	Participating at a job interview	Project reports Focus groups with mediated graduates	Using existing data	2 focus groups per partner (one with mediated	Quantitative analysis

To what extent did job mediation improve the chances to be invited to a job interview? What are the success factors? What are the obstacles, when people have not been invited? To what extent did job interviews, arranged by job mediation, lead to an employment? What are the success factors? What are the obstacles, when people have not been employed? To what extent did mediated workers stay in their job for more than three months? What are the success factors? What are the obstacles, when people discontinued the job early? To what extent did mediated workers stay in their job for more than one year? What are the success factors? What are the obstacles, when people discontinued the job or left the job for another company?	Being employed Working more than three month Working more than one year	and representatives from companies	Focus group discussion #2 and #3	graduates and one with representative from companies)	Qualitative analysis

Criterion: Sustainability

Which collaborating schools will continue information, counselling and job mediation activities after the end of the project? What are the factors of success? Which collaborating schools will not continue information, counselling and job mediation activities after the end of the project? What are the obstacles for not being able to continue?		Lists of the partner organization	Survey#2 amongst the partner organization	All partners/ All collaborating schools	Quantitative analysis
How far can job mediation for disadvantaged people be structured as a business model, where employers pay (part of) the mediation services? What are the factors for employers to contribute to mediation services?		Focus group with representatives from companies	Focus group discussion #2		Qualitative analysis

Overview: FGDs & Surveys

Focus Group Discussions:

#1: project coordinator of the implementing partner, parents, career counsellors and representatives from the collaborating schools

#2: project coordinator of the implementing partners, job mediators, mediated graduates

#3: project coordinator of the implementing partners, job mediators, representatives from companies

Surveys

#1: collaborating secondary schools of both partners

#2: collaborating professional schools of both partners