



EU Erasmus + project

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Assessment scale strategy

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TERMINOLOGY

Assessment is a project evaluation. It is a process of considering all the information about a project and making a judgement. Assessment is the process of determining systematically and objectively the attainment of project goal and objectives in terms of results, outputs, implementation, effect and impact.

Effectiveness is the extent to which a project achieves its set objectives.

Efficiency is a measure of the extent to which the project has achieved its objectives by ultimate using of the available resources (e.g. funds, equipment, logistics, etc.).

Evaluation is a systematic determination of a subject's merit, worth and significance, using criteria governed by a set of standards. It can assist an organization, program, project or any other intervention or initiative to assess any aim, realisable concept/proposal, or any alternative, to help in decision-making; or to ascertain the degree of achievement or value in regard to the aim and objectives and results of any such action that has been completed. The primary purpose of evaluation, in addition to gain insight into prior or existing initiatives, is to enable reflection and assist in the identification of future change.

Exploitation refers to the use and benefit of something. In terms of the Erasmus+ programme, it's about maximising the potential of funded activities to be able to use the results beyond the project's lifespan.

Impact is the effect that the activity carried out and results of a project have on people, practices, organisations and systems. Dissemination and exploitation of results plans can help to maximize the effect of the activities being developed, so that they will impact on the immediate participants and partners for years to come. Benefits to other stakeholders should also be considered in order to make a bigger difference and get the most from the project. Impact refers to the intangible result and/or long-lasting effect or consequence of the project in terms of the ecological, economic, socio-cultural, political, technological and institutional aspects.

Impact assessment demonstrates to what extent the objectives and desired outcomes were achieved at the different stages of the project's lifecycle.

Indicators are measurable information used to determine if a project is implementing their program as expected and achieving their outcomes.

Input refers to the resource used or invested in the project (e.g., human, financial, physical or material, time).

Objectives of a project are the desired results and effects at the end of the project. Describing objectives is key to the project as the result and impact assessment is based on described objectives.

Output refers to tangible and concrete products resulting from the use of the project inputs.

Relevance is the extent to which results and impacts of a project conform to the intended goals and objectives.

Results are the outputs of a project. Results can be material/tangible products such as programmes, studies, reports, tools, events or websites. Results may also be immaterial/intangible e.g. acquired knowledge or experience, and/or skills gained by peoples involved in the project.

Significance refers to the broad-based impact of the project (e.g. geographical distribution, replicability, culture, or as a model, etc.).

Stakeholders refer to persons who may be significantly affected by the project, such as, but not limited to, members of the local community, industry, local government unit, non-governmental organizations, people's organizations and government institutions.

Sustainability is 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. Not all parts of the project or results may be sustainable and it is important to view dissemination and exploitation as a progression that extends beyond the duration of the project, and into the future.

Assessment scale strategy

This guide presents the possibilities of assessing a project or programme, namely whether and to what extent the different objectives of the project have been achieved. Such assessment is considered as an evaluation of the project.

The assessment of the MyPeerMentor project and its mentoring programme wants to determine what is the expected impact on the participants, organisations, target groups and other relevant stakeholders.



1. The assessment of the project or programme

The assessment is an important element of any project or programme.

The project assessment is the process of considering all the information about the project and making a judgement. The systematic and objective collection of data serves to monitor and assess the achievement of the goals formulated in the project in terms of outputs, effects and impact. It also enables the discovery of deficiencies in the project conception, as well as unexpected impacts.

1.1. Assessment objectives

The general objective of the assessment is to be able to determine all changes brought about by project interventions.

Specific objectives of the assessment are:

- To determine whether stated overall goals and long range objectives have been achieved according to project design and plans;
- To establish and assess the relationship between output and effect, and to determine whether these are attributable to the project;
- To determine comparative conditions before and after project intervention;
- To identify other unanticipated consequences;
- To recommend corrective measures on identified major deviations in project strategies, if warranted.

1.2. Assessment scope and timing

One of the first things to consider when planning for assessment is **its purpose**. The purpose of assessment of the project or programme is:

- To measure the achievements of the project or programme;
- To measure the impact of the projector programme;
- To provide tools for systematic recording of observations;
- To provide tools for self-assessment;
- To improve soft skills such as self-esteem, self-confidence, improved work abilities, team working abilities, communication abilities, goal achievements, job preparation, job readiness, etc.

The impact assessment of a project or programme will be carried out in any of the following periods:

- During implementation: Ongoing or Mid-Project Impact Assessment

This shall focus on the review and evaluation of benchmark data and information, appropriateness of strategies and approaches as envisioned in the project design, early effects that would result in generating the desired impacts, and review and assessment of the project's logical framework plans, if it conforms to the project design.

- At completion: End-of-Project Impact Assessment

This is done preferably three months before or right after the official project completion date. It shall focus on the analysis of the overall project performance, assessment of strategies and approaches used, and the efficiency of inputs invested in the project. The effects and impacts of the project at that point in time shall be looked into. Ideally, the questionnaires or the survey will be the same as that of the benchmark survey in order to have a comparable data.

- Some years after project completion: Post Project Impact Assessment

This shall focus on the assessment of project effects and impacts preferably 3 to 5 years after the official completion of a project. While information provided by monitoring and ongoing evaluation may be utilized for analytical purposes, more often than not, separate studies are undertaken to assess project impacts and results.

The results of the assessment will use by project participants, participating organisations, target groups and other relevant stakeholders.

1.3. Framework for impact assessment

The framework for impact assessment is focussed on the following aspects:

- **a)** Impact assessment shall determine what changes have occurred as a consequence of the project or programme on the areas or aspects of development, such as socio-cultural aspect, institutional aspect, etc.
- **b)** Impact assessment shall focus on three major keys:
 - Relevance of the impact;
 - Significance of the impact;
 - Sustainability, particularly of positive impacts.

The **relevance** of the impacts to the project goals and objectives shall be looked into primarily to determine whether these impacts have been intended or otherwise. In same manner, the **significance** of the impacts to the wider realm of society is of great importance. Why spend so much for a project if it will not contribute to the betterment of society in the final analysis? And finally, **sustainability**,

particularly of the project's positive impacts or benefits shall be determined whether these have been continued over time.

- **c)** Moreover and to the extent possible, the impacts generated shall likewise be related to or reference should be made on **efficiency** in the use of project resources, and **effectiveness** on attaining the preset objectives in the course of project implementation as these have bearing on future planning and project development, such as, project explicability or project extension as the case may be.

- **d)** Use of **appropriate indicators**. These are objectively verifiable measurements which indicate direction and magnitude of change or result brought about by a project. For purposes of this assessment, the indicators must be able to describe quantitatively or qualitatively the project impacts. The selection of indicators is governed by the changes that are sought or anticipated. Usually, the choice will be dictated by the project's design. The impact indicators that will be drawn up shall become an integral part of the assessment design. For clarity, the assessment of outputs requires a different set of indicators as compared to the assessment of effects or impacts.

1.4. Indicators

Indicators are measurable information used to determine if a project is implementing their program as expected and achieving their outcomes.

Not only can indicators help understand what happened or changed, but can also help you to ask further questions about how these changes happened.

The choice of indicators will often inform the rest of the evaluation plan, including evaluation methods, data analysis, and reporting.

In evaluation, the indicators should be reviewed and used for project improvement throughout the project's life cycle. Strong indicators can be *quantitative* and *qualitative*, and are part of the evaluation plan:

- **Quantitative Indicators** indicate a quantity. The quantity can be a pure number, an index, ratio or percentage. Quantitative indicators are very widely used in development programs/projects as they give a very clear measure of things and are numerically comparable. Moreover it also allows them to compare the statuses of the same program/project at different times.

- **Qualitative Indicators** do not show numeric measures as such. Rather, they depict the status of something in more of qualitative terms. To many people, qualitative indicators do not seem appealing. But it is also true that some things are better captured by a qualitative indicator than a quantitative one.

Indicators can relate to any part of the project and its logic model or project description. Here are some categories of indicators:

- **Input indicators** measure the contributions necessary to enable the project to be implemented (e.g., funding, staff, key partners, infrastructure, etc.).

-**Process indicators(Output indicators)**, which assess progress against specific operational activities and outputs, such as direct products and deliverables of the activities. Together, measures of activities and outputs indicate whether the project is being implemented as planned. Many people use output indicators as their process indicators; that is, the production of strong outputs is the sign that the project's activities have been implemented correctly. Others may collect measures of the activities and separate output measures of the products/deliverables produced by those activities. Regardless of how you slice the process indicators, if they show the activities are not being implemented with fidelity, then the project risks not being able to achieve the intended outcomes.

- **Outcome indicators** measure whether the project is achieving the expected effects/changes in the short, intermediate, and long term. Some projects refer to their longest-term/most distal outcome indicators as impact indicators. Because outcome indicators measure the changes that occur over time, indicators should be measured at least at baseline (before the project begins) and at the end of the project. Long-term outcomes are often difficult to measure and attribute to a single project. However, that does not mean a project should not try to determine how they are contributing to the impact of interest.

When selecting indicators, projects should keep in mind that some indicators will be more time-consuming and costly than others to collect and analyse. You should consider using existing data sources if possible (e.g., existing surveys, surveillance, etc.) and if not available then factor in the burden needed to collect each indicator before requiring collection.

Strong indicators are simple, precise, and measurable. In addition, the projects aspire to indicators that are **SMART**:

- **S**pecific (simple, sensible, significant).
- **M**easurable (meaningful, motivating).
- **A**chievable (agreed, attainable).
- **R**elevant (reasonable, realistic and resourced, results-based).
- **T**ime bound (time-based, time limited, time/cost limited, timely, time-sensitive).

The following criteria and questions may be helpful in selecting indicators:

Specific:

- Is it clear exactly what is being measured?
- Does the indicator capture the essence of the desired result?
- Does it capture differences across areas and categories of people?
- Is the indicator specific enough to measure progress towards the result?

Measurable:

- Are changes objectively verifiable?
- Will the indicator show desirable change?
- Is it a reliable and clear measure of results?

- Is it sensitive to changes in policies and programmes?
- Do stakeholders agree on exactly what to measure?

Achievable:

- What changes are anticipated as a result of the assistance?
- Are the result(s) realistic?

Relevant:

- Does the indicator capture the essence of the desired result?
- Is it relevant to the intended outputs and outcome?
- Is the indicator plausibly associated with the sphere of activity?

Time bound:

- Are data actually available at reasonable cost and effort?
- Are data sources known?
- Does an indicator monitoring plan exist?

Be sensible and practical in applying these criteria. No one indicator will satisfy all criteria equally well. Ultimately, the choice of indicator is determined through a holistic assessment of validity and practicality. The selection of indicators is an iterative process, building on consultations between programme managers, stakeholders and partners.

1.5. Assessment tools and strategies

Assessment plan is ideally a document that details the plan for project evaluation. It should show the indicators that will be in use for the purpose, proper definition of the indicators (i.e. meaning of the indicators), methods by which they will be measured, means of verification, frequency of measurement and the person or body responsible for its measurement.

Few things that the evaluation plan helps in are:

- Monitoring of inputs, activities and outputs;
- Evaluating outcomes and impact;
- Finding out what is working and what is not;
- Reminding where to look for and what to do when we need data;
- Indicating the simplicity or the complexity of indicators;
- Verifying data.

We can use a variety of assessment tools and strategies to assess the project performances:

- Reports;
- Surveys;
- Focused group discussions;
- Individual and group interviews.

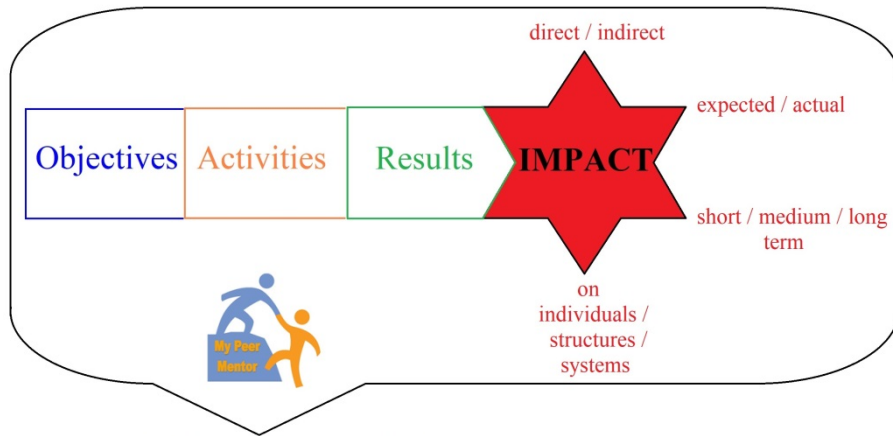
Checklists, rating scales, questionnaires and observations are tools that state specific criteria and allow to gather information and to make judgements about what persons know and can do in relation to the outcomes. They offer systematic ways of collecting data about the project or programme.

Data collection can be carried out in many ways, depending upon the significance of the role that the data will play in the program/project. Data collection involves more time, effort and resources. Surveys, interviews and group discussions can be designed in such manner that they bring in the information that is required.

Tips for developing assessment tools are:

- Use checklists, rating scales, etc. in relation to outcomes and standards;
- Use simple formats that can be easily understood;
- Ensure that the characteristics and descriptors listed are clear, specific and observable;
- Ensure that checklists, rating scales, etc. are dated to track progress over time;
- Leave space to record notes or comments;
- Use generic templates that become familiar to people questioned and to which various descriptors can be added quickly, depending on the outcome(s) being assessed;
- Provide guidance to people questioned to use and create their own checklists, rating scales, etc. for self-assessment purposes and as guidelines for goal setting; etc.

2. MyPeerMentor project assessment



MyPeerMentor Project

The assessment of the MyPeerMentor project and its mentoring programme wants to determine what is the expected impact of the project and mentoring programme on the participants, participating organisations, target groups and other relevant stakeholders.

To make an accurate **impact assessment** of the MyPeerMentor project must be clearly known: the **objectives** and the **expected results** of the project.

2.1. Objectives

Main objectives of the MyPeerMentor project are:

- To make physically disabled young people life in modern information world easier and more comfortable;
- To improve the access of physically disabled young people to non-formal initiatives through peer mentoring;
- To promote and strengthen the collaboration among associations, local authorities, industrial chambers, universities, youth centers, NGOs, SMEs, institutions and organizations devoted to support the labour market inclusion of physically disabled young people.

Specifically, the MyPeerMentor project aims at achieving the following objectives:

- Developing novel youth peer mentoring pedagogy which will be used by youth workers to train youth peer mentors to support PwD;
- Developing training tools for youth mentors and youth mentees with disabilities;
- Developing a mobile app for implementation of distance guidance;

- Provision of innovative type of guidance matching the knowledge and understanding during the mentoring process of youth with disabilities and their peer mentors guidance;
- Strengthening collaboration among youth organisations, local authorities, chambers of commerce, universities, NGOs and SMEs and organizations devoted to support employment of youth with disabilities;
- Fighting against social isolation and stigmatization towards PwD;
- To open new horizons for the efficient use of free time of youth.

2.2. Expected results

By introducing policies and framework that develop youth peer mentoring programme to physically disabled young people and changing the attitudes of youth workers who wish to be young mentors, the project will help to relieve the community of a social burden.

From one hand the project enhance the capacity building of youth workers and in the quality in youth work in particular by developing effective method (youth peer mentoring) to support the career perspectives of marginalised youth people on the labour market (youth with disabilities).

From other hand the project is fostering the labour market inclusion and the employability of young people with fewer opportunities giving particular emphases on the transition from education to the labour market.

Another important part of the project which is stimulating the cross-border quality of youth work is the planned learning/training activities (blended study visits are planned two times for the project duration in connection with the production of concrete project intellectual outputs). Youth workers who will get trainings to be young mentors are expected also to share their experience during the pilot trainings phase of the project. Those actions will strengthen quality through mobility and cross-border cooperation. During that short term training will strengthen participant's self-confidence and promoting their personal fulfilment will be gained by helping them to develop social and cultural competencies.

The expected results of the project will become common youth peer mentoring methodology and learning materials supported by ICT for participating countries. Through the analysis and provision of input based on the experiences of each partner, stakeholders and beneficiaries will have access to the procedures which will become a good practice.

Another result is the strengthening of partners organisations in terms of development of innovative intellectual outputs will be directly exploited by the participating partners which will further improved their capacity, the competencies of their staff and the quality of the youth work activities that they provide on a daily base.

The guide for peer mentoring implementation will set up the piloting with the youth workers who wish to train or to become young mentors. During the piloting, participants will gain knowledge of their chosen career area, information and contacts, resulting in improved skills, self-esteem and

increased employability by the peer mentoring method. The non-formal education on the area of peer mentoring will be conducted through new elaborated methods and forms (see IO1 &IO2), utilization of unconventional communication system (mobile learning support IO3 &IO4) and they will be adapted to the specificities of various types and levels of disabilities.

Another result of the project is contributing to resolve an existing problem by novel peer support through mentoring. This contributes to the strengthening the cooperation between universities, NGOs, training, social and economic sectors.

One of the important results of the project is to support the qualification, continuing qualification and pre-qualification of youth workers and youth mentors especially those at informal are such as NGOs, social service providers etc. with a direct impact on the recognition of the dynamics of the employment of youth with disabilities.

As a novel result is the use of new technology (novel mobile learning as an approach of youth cooperation) which content is a very powerful base for maximum impact and long-term continuity. The project will develop intellectual outputs in a mobile-based format for youth mentors, which will allow permanently updating of the training materials content and maximum adaptation and accessibility both to various types of young people with disabilities and those located in remote and environmentally inaccessible places. The combination of new technology and conventional communication is vital to meet the needs of different user groups. The use of electronic formats will also enhance the accessibility of its outputs, for example to those with visual impairments; the use of ICT is growing fast in all partner countries and it is vital that disabled youths are not excluded from these essential job-related technologies.

On its completion the project aims:

- To cover the lack of existence of youth peer mentoring courses for youth workers who wish to be young mentors;
- To support acquisition of key and transversal competencies by the support of youth mentors and workers of beneficiaries with disabilities;
- To confirm the usefulness and impact of all project intellectual outputs with at least 140 youths and minimum of 30 stakeholders organisations in Europe;
- To promote employability of youth with disabilities;
- To strengthen dissemination/exploitation networks of key stakeholders in the youth area;
- To inform policy makers about the new methods that support the youth work via peer support mentoring;
- To run a plethora of workshops in each partner country to gather and utilise youth experts' input from each stakeholder to inform product content, quality & attractiveness & to increase project impact, exploitation and sustainability potential;

- To foster social cohesion and social inclusion to develop solidarity by youth activities which will increase peoples' tolerance towards disadvantaged groups in society and help reduce stigma, prejudice and unemployment of youth with disabilities;

- To increase the level of Corporate Social Responsibility where both the private and public sector that can play an important role in promoting youth activities via mentoring and internship;

- To support the priorities of Council Resolution on a renewed framework for European cooperation in the youth field (2010-2018), EU Youth Strategy and specifically the policy recommendations of the EU Youth report.

2.3. Indicators

The MyPeerMentor project indicators can relate to any part of the project and its logic model or project description. Here are three categories of indicators:

- **Input indicators** which measure the contributions necessary to enable the project to be implemented.

The planned Input indicators of the MyPeerMentor project are:

- Key partners, experiences of each partner, staff, infrastructure, funding.

- **Output indicators** which assess progress against specific operational activities and outputs (direct products/deliverables of the activities).

The planned Output indicators of the MyPeerMentor project are:

- *Intellectual Outputs (IO):*

- IO1: Youth Peer Mentors Pedagogy Framework

- IO2: Job inclusion guidebook for youth mentors

- IO3: Impact assessment youth peer mentoring tool

- IO4: Mobile youth peer mentoring application to facilitate distance mentoring guidance for youth with disabilities (Android based)

- TLM: Blended international learning mobilities in Bulgaria and Romania involving 24 youth mentors

- Multiplier event: Final international conference with 90 national and 10 international participants

- *Learning/Teaching/Training activities*

- *Dissemination activities*

- **Outcome indicators** which measure whether the project is achieving the expected effects/changes in the short, intermediate and long term. They are:

- Program process outcomes

- Participant experiences and perceptions outcomes

- Organizational effect outcomes

The proposed evaluation indicators respond to the overall and specific project objectives and aim at achieving the expected results of the action (minimum numbers are presented):

- 1) 140 youth workers who wish to complete training to be young mentors in participating countries;
- 2) 140 certifications given to youth as young mentors;
- 3) 35 EU organizations wishing to introduce the project youth course inside their own structure (≥ 5 per partner);
- 4) 35 negotiations for mainstreaming and exploitation beyond the project lifetime (≥ 5 per partner);
- 5) 25 500 reached audiences during national and EU dissemination of project outcomes;
- 6) 5000 visitors to project website;
- 7) One takes up of project outcomes in additional countries 1 year after the project end;
- 8) EU dissemination coverage: 5 major EU conferences to be attended in 2017 and 2018;
- 9) 100 stakeholders attracted to participate in the multiplier events;
- 10) 2500 recipients of the e-messages;
- 11) 2500 recipients of the brochures and press releases;
- 12) 2000 visits or registered members to the project social media accounts.

The following indicators should be reached by all partners at the end of the project (month 24):

- Youth mentors/youth workers ≥ 1500 (all partners, min 200 per partner organisation);
- Youth with disabilities ≥ 2100 (all partners, min 200 per partner organisation);
- NGOs of PwDs ≥ 80 ;
- Youth centres ≥ 40 ;
- Representatives of:
 - Ministry of Youth ≥ 40 (all partners)
 - Ministry of Education ≥ 40 (all partners)
 - National education authorities ≥ 40 (all partners)
 - Local education authorities ≥ 100 (all partners)
 - Youth training centres ≥ 60 (all partners)

The MyPeerMentor project is addressing the following target groups and beneficiaries which will be involved during all stages of the quality assurance process:

- **Target groups:** Youth mentors, youth workers, youth career counsellors (even on non-formal base at NGOs and students' councils);
- **Beneficiaries** from the services: youth with disabilities (aged 16-29), families of people with disabilities, non-formal settlements of people with disabilities, education institutions (secondary, tertiary and VET levels).

2.4. Assessment strategies and tools

The youth peer mentoring programs require careful consideration of the goals, objectives and the available human and physical resources in order to ultimately assess the progress made by the participants and the overall usefulness of the program.

Frequent assessment is important as it gives valuable insight into how well the youth peer mentoring curriculum is organized and implemented, and provides positive reinforcement for both the mentor and mentee. Moreover, mentors and mentees will also benefit from ongoing training, consultations, mediation interventions and learning support by mentoring facilitators, trainers, peer mentors and other stakeholders (such as youth leaders) directly involved in the peer mentoring schemes. Establishing specific, measurable objectives allowing assessment of individual progress and evaluation of the program's success as a whole.

The assessment of the MyPeerMentor project aims to determine what is the expected impact of the project on the participants, participating organisations, target groups and other relevant stakeholders.

The impact assessment youth peer mentoring tool (IO3) for MyPeerMentor programme will carry out activities to create assessment scales together with observation checklists to gather the impact which the peer mentoring reached in terms of effectiveness, engagement and level of achieved peer mentoring results.

It will also measure the achievements in terms of improved: self-esteem & self-confidence of the mentee with disabilities, goal achievements, team working abilities, communication abilities, job readiness and preparation as well as improved workability.

Assessment strategy:

The “MyPeerMentor” assessment strategy will be based on different steps whose aims are to answer the following questions:

- “Why” it is important to conduct evaluation activities?
- “Who” will be interested in the evaluation results and what evaluation questions need to be answered?
- “What” it is that has to be evaluated and on the basis of what criteria?
- “Who” will provide the require information and data?
- “How” the evaluation activities will be conducted?
- “When” the evaluation activities will be conducted?
- “How” the outcomes of evaluation will be used?

Methodology:

One-to-one peer support model where physically disabled youth will be supported by young mentors based on IO1 pedagogy and IO2 tools.

The tasks leading to the production of the intellectual output and the applied methodology:

- Task 1: Development of assessment scale strategy (P6),
- Task 2: Development of observation checklist and coding sheets to record the progress through each peer mentoring (P4),
- Task 3: Collection of feedback by youth workers as young mentors (all partners)
- Task 4: Evaluation the intellectual outputs by feedback from end users (youth learners with learning difficulties) and confirmation of the quality and applicability of the intellectual outputs (P5 and all partners).

The partnership is planning to use dedicated feedback and **assessment tools** (observations, interviews, checklists, questionnaires, etc.) to measure the impact.

The impact will be gathered through:

- Plethora of meetings with project stakeholders,
- Realised number of peer youth mentoring relations and sessions,
- Society reaction on project results,
- Discussions during information sessions (workshops, seminars, peer reviews),
- Organizations/institutions wishing to introduce the project methodology inside their own structure,
- Youth educators, youth workers and trainers who will implement into their daily practice the project intellectual outputs in participating countries,
- Production and circulation of informative materials,
- Visibility in the social media,
- Participation in public events,
- Media coverage (articles in specialised press newsletters, press releases, interviews),
- Impact assessment on local, regional and national level,
- Follow-up measures part of sustainability and exploitation actions,
- Links with existing networks of transnational partners,
- Feedback gathered from end-users, youth workers and peers.

2.5. Evaluation

The “MyPeerMentor” mentoring program should be evaluated both quantitatively and qualitatively.

Specific evaluation measures should be directly related to the objectives of the mentoring program. Use the findings and results of the quantitative and qualitative analysis for continuous improvement of the mentoring program.

What follows are tips on what to measure and forms to use to help in gathering data to measure and analyse the “MyPeerMentor” mentoring program.

1) **“MyPeerMentor” mentoring program outcomes**

The “MyPeerMentor” mentoring program outcomes are included as:

- a) *Program Process Outcomes*: Outcomes should include at least some measures of program quality.

Common metrics associated with program quality are:

- Pattern of regular contact over the agreed-upon term of the mentoring relationship
- Degree of adherence to the formal mentoring program structure
- Level of satisfaction with various aspects of the mentoring program by both mentor and mentee (e.g., matching, monitoring, support, etc.)
- Level of commitment to mentoring program by mentor and mentee, etc.

- b) *Participant Experiences and Perceptions Outcomes*: Outcomes should include some measures of participant perceptions of changes resulting from the mentoring program. Common metrics associated with participant perceptions are:

- Perception of value of mentoring program by both mentor and mentee
- Perception of the appropriateness of the match by both parties
- Level of trust in the mentor relationship felt by both parties
- Feelings of interpersonal relationship in workplace setting
- Comfort in the workplace setting
- Self-efficacy in the workplace setting
- Job satisfaction
- Technical skills
- Career opportunity
- Career satisfaction
- Career path over time, etc.

- c) *Organizational Effect Outcomes*: Ideally, outcomes should also include measures of longer-term outcomes and objective data. Measures of organizational effect could include:

- Work performance of participants
- Length of participants’ tenure in the organization
- Integration or recognition of the mentoring program in the organization
- Notable effects over organizational culture or employee expectations, etc.

2) **Measures for mentoring effectiveness**

Sample measures for mentoring effectiveness are:

- **Quantitative:**

- Number of mentor/mentee applications
- Number of applications that actually accepted and started mentoring partnership
- Number of successful matches

- Qualitative:

- Evaluation survey or interview with completed mentoring couples
- Include perceived levels of satisfaction and effectiveness
- Include suggestions for improvement
- Did the mentoring process improve the social competence and enrich the social network of mentee?

3) Impact gathering of the youth mentoring process

The overall functions of the gathering impact process are divided into two domains:

- a) The first is about individual mentoring couples and their progress according to the mutually agreed action plan;
- b) The second concerns the effectiveness of the mentoring programme in achieving its objectives.

The results and the impact achieved within the mentoring process are not always visible and tangible, because of the nature of the mentoring relationship which is confidential, flexible and oriented to the needs of the mentee. The measurement of the impact should be accomplished by observing the ethical aspects of such informal relationship, as well as by respecting the privacy of the interaction between mentor and mentee. Despite the mentioned challenges, the impact measurement should be properly emplaced so that the outcomes of the mentoring can be recognised and used by the participating parties in different life situations or in professional context.

The impact can be measured in two dimensions: qualitative and quantitative (see Annex 1 and Annex 2):

- **Qualitative measurement:** Prepare two types of questionnaires with closed questions for the mentor and mentee respectfully and ask them to complete the provided forms twice. It is done at the midterm stage and at the end of the mentoring process.
- **Quantitative measurement:** You may ask the mentee and mentor to list three of the most useful achievements and three of the less useful outcomes of the mentoring programme. In addition, you may ask the participants to share their experience and views in a short written testimonials or videos.

In the Annex 1 and Annex 2 the possible questions for the mentor and mentee are presented.

a) SURVEY OF MENTORS

The purposes of the mentor survey are:

- To get a deeper understanding of the aspirations, motivations, and needs of the mentors;
- To assess the benefits of the scheme for the mentors on a personal and professional level;
- To conduct a statistical analysis of what factors might account for a successful mentoring relationship.

Mentors will be asked to fill in a response survey about their experience of the mentoring scheme. The questions cover a range of topics including the mentor's point of view about the programme, the benefits of taking part, and the mentor's perceived effect on the mentee.

The mentors' survey can contain the following sections:

- A section which comprised of the baseline characteristics of mentors (name, age, employment, qualifications, etc.);
- A section which comprised of the mentors' views about the programme:
 - Why the mentors chose to take part
 - Mentors' assessments of their mentees' expectations
 - Time spent on mentoring
 - Mentors' opinions of the programme
 - Things the mentor has gained from the programme:
 - Personal and professional skills gained from the programme
 - Ways in which the programme has improved mentors' understanding and awareness
 - Mentors' assessments of benefits of mentoring to the mentees
 - Perceived expectations of mentees about the mentor
 - Time spent mentoring
 - How the programme operated
- A section which is an analysis of what factors might account for a successful mentoring scheme.

b) SURVEY OF MENTEES

The purpose of the mentees survey is to examine the effect of the mentoring on the mentees' aspirations for the future, attitudes towards work and persons' career.

The mentees survey can contain the following sections:

- A section which comprised of the baseline characteristics of mentees (name, age, sex, employment status, previous work experience, qualifications, etc.);
- A section which comprised of the mentees' point of view about the programme:
 - Why the mentees chose to take part
 - Time spent on mentoring
 - Mentees' opinions about the programme
 - Things the mentees have gained from the programme:
 - Personal and professional skills gained from the programme
 - Ways in which the programme has improved mentee' understanding and awareness
 - Did mentoring have an effect on barriers faced in life?
 - Did mentoring have impacted the self-esteem of the mentee?

The mentors group will be surveyed at the same time as the mentees group.

Finally, the full results for each questionnaire can be conducted through basic statistics (calculating percentages).

Annex 1

MENTOR EVALUATION

1. Name:

Name

Surname

2. Age:

3. Sex: Male Female

4. Actual address:

5. Email address:

6. Education:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
MENTORING RELATIONSHIP:					
My mentee was easy to approach and talk with.					
I offered advice and encouragement to the mentee with respect to his/her goals.					
My mentee and I met regularly.					
I regularly offered feedback and constructive criticism.					
I involved my mentee in networking or connected him/her to professionals who could help him/her in other areas.					
My mentee demonstrated integrity and confidentiality.					
My mentee was motivated throughout the mentoring process.					
My mentee was prepared for our meetings.					
My mentee lived up to the high standard I set.					
My mentee was active in writing and preparing the action plan based on his/her professional development goals.					
The mentee's goals were met as planned.					
I was happy with the frequency of the meetings.					
I was happy with the style of mentoring in the relationship. The mentoring relationship met my expectations.					
I am happy with the results that we have achieved with my mentee.					
.....					
.....					
COMMENTS:					

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
MENTORING PROCESS:					
I received support from the mentoring program administrator.					
The mentoring relationship matching process was easy.					
I was successfully matched with a person who best fit my areas of expertise.					
I would recommend the program to other members of the organization.					
.....					
.....					
COMMENTS:					
What was the best aspect of participating in the peer mentoring program?					
What are your suggestions for improving the mentoring program or process?					
Recommendations you would make to other mentor-mentee couples.					
.....					
.....					

Annex 2

MENTEE EVALUATION

1. Name:

Name

Surname

2. Age:

3. Sex: Male Female

4. Actual address:

5. Email address:

6. Education:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
MENTORING RELATIONSHIP:					
My mentor was easy to approach and talk with.					
My mentor offered advice and encouragement to me with respect to my goals.					
My mentor and I met regularly and my mentor was available as it was agreed.					
I regularly received feedback and constructive criticism.					
My mentor involved me in networking or connected me to professionals who could help in other areas.					
My mentor demonstrated integrity and confidentiality.					
My mentor was motivated throughout the mentoring process.					
My mentor was prepared for our meetings.					
My mentor set me to a high standard of performance.					
Under the guidance of my mentor, I developed a written action plan based on my professional development goals.					
My goals were achieved as planned.					
I was happy with the frequency of our meetings.					
I was happy with the style of mentoring in the relationship.					
The relationship met my expectations.					
.....					
.....					
.....					
COMMENTS:					

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
MENTORING PROCESS:					
I received support from the mentoring program administrator.					
The mentoring relationship matching process was easy.					
I was successfully matched with a person who best fit my areas needed for development.					
I would recommend the program to other members of the organization.					
.....					
.....					
COMMENTS:					
What was the best aspect of participating in the peer mentoring program?					
What are your suggestions for improving the peer mentoring program or process?					
Recommendations you would make to other mentor-mentee couples.					
.....					
.....					