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Evaluation framework

Evaluating the participatory process: practical guide

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Introduction

Using individual motorized transportation has an enormous effect on the environment and life quality. A recent study shows that air pollution of diesel-powered cars annually contributes to 10.000 premature deaths in the EU¹. Different countries and cities have tried to reduce the environmental impact of urban mobility by taking into use green mobility solutions. However, it is seen that in some regions and countries of Europe, senior citizens' acceptance of green urban mobility offers is disproportionately low and their car usage disproportionately high. These patterns could partly be addressed through behaviour change, but there are also structural shortcomings in decision making and development processes as the needs of all potential user groups and their ability to use ICT-based participation tools are not known.

To improve the situation, the project partners of GreenSAM have developed a toolbox to increase participatory approaches in green urban mobility development, tested some of these tools as model solutions and shared the gained knowledge to increase the quality of engaging user groups in development processes. However, as the project, piloting of tools and previous experience of partners has shown, it is easy to forget the (broader) aim of engagement (there is a risk to implement something just for the sake of it), which may result in weaker engagement. Thus, there is a need for evaluation guidelines.

This document describes the framework of evaluation. As there are several good online resources available about evaluations (see also links at the end of the document), the aim of this framework is to give a simplified but still valuable understanding why, what and how to evaluate in case of engagement activities. In the first two chapters, the aim and types of evaluations are described. The third chapter concentrates on evaluation criteria and indicators. In the fourth chapter, the evaluation process is described. The document ends with conclusions and two summary tables that aid the reader in conducting their evaluation. The evaluation profiles of project partners will be added to the appendixes at the end of the project (concentrate on assessment of their pilots). We hope this information supports integrating evaluation activities into everyday processes of mobility solutions developers and gives a basic understanding on outsourcing more specific evaluations.

1. Aim of the evaluation

While evaluation itself can be understood as simply as 'appraising or valuing' something, it is better understood as the process of systematically gathering empirical data and contextual information. Specifically to answer the *what*, *who*, *how* and *why* questions that will assist in assessing a program's/ project's/ pilot's planning, implementation and/or effectiveness. Evaluation is a structured interpretation of predicted² or actual impacts of proposals or results. It looks at original objectives, and at what was accomplished and how it was accomplished.³

In view of the GreenSAM project, the aim of the evaluation is to

- understand how effective the participation tools are at addressing the mobility challenges;

¹ E Jonson et al, 2017, [Impact of excess NOx emissions from diesel cars on air quality, public health and eutrophication in Europe](#). Environmental Research Letters 12 (9).

² Quite often pre-evaluations are carried out before implementing the long and expensive projects to reduce the likelihood of not reaching the goals of the project.

³ Wikipedia. Evaluation. Available: <https://en.wikipedia.org/wiki/Evaluation>

- support using resources efficiently;
- increase the quality of engagement⁴;
- improve future engagement practices (including transferability of engagement tools);
- bring the knowledge about problems and needs to the planning phase;
- raise awareness of user behaviour;
- get users' feedback on the acceptability and usefulness of implemented mobility measures;
- share success stories.

As evaluations are very valuable, these should be natural part of everything that someone does. **In view of the GreenSAM project, the following aspects of the pilots and participatory processes should be evaluated to reach the above-mentioned aims:**

- **Progress and process** – what has influenced implementing the tool or pilot in an either positive or negative way? Evaluation of progress or process looks at the strengths and weaknesses or, in other words, drivers and barriers that are affecting these processes. The evaluation focuses on how an outcome is being realized rather than its impact. Here, you can rely on the concept papers that are collected in the GreenSAM [toolbox](#): what went differently as was planned, what would you change in the concept paper and your activities when using the tool (or other tools) again?
- **Quality** – was the concept paper, i.e. the plan you have in place for using your chosen tool, modified at the beginning of the planning process to take into account your local context (see also [“Implementation guidance”](#))? Was it modified during the implementation process based on the requirements of evaluation? Were all the age-friendliness, green urban mobility and participatory factors taken into account (see checklists from chapter 5 in [Atlas](#))? Were all compulsory aspects of the tool carried out during the implementation? Were outcomes of implementing the tool communicated to the participants so that people understand that their input has been considered and used by decision-makers?
- **Effectiveness** – outputs, outcomes and impact of using a tool and/or the whole pilot considering also the levels of participation (informing, consulting, collaborating, empowering) and for what the input is needed (planning, development, implementation or evaluation stage of developments; see concept papers in [toolbox](#) and chapter 3.2 in [Atlas](#)).

1.1. The GreenSAM example

Figure 1 describes how the GreenSAM project will work in two dimensions. First, the **process dimension**, where we will evaluate the process from selecting and testing our method for carrying out the pilot, as described above. We will take a closer look at how the selected tools have influenced the implementation process, and how implementation is influencing the process of (our end goal) institutionalising and making structural changes.

⁴ During evaluations information about carrying out activities is collected. This enables analysing what should be improved next time when same or similar activities are carried out. The more that during evaluations some kind of written report or conclusions are compiled.

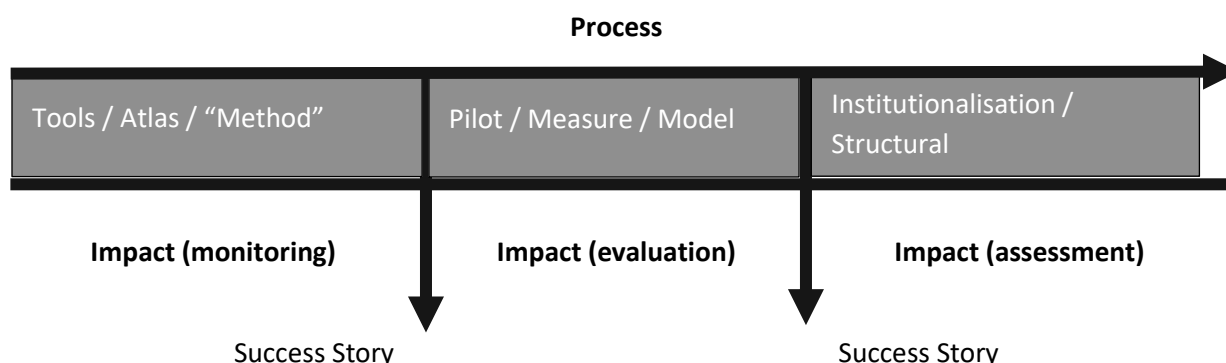


Figure 1. Dimensions of evaluation

The second dimension is the **impact**. This is divided into three evaluation stages. The first focuses on **monitoring**, where the impact of tools is measured using only basic facts, i.e. how many people has the tool been applied to, the costs etc. The main focus of the evaluation of the tool is on the process. We will do a proper **evaluation** of the pilots (combination of used tools) based on local indicators tailored for the pilot or measure (read more about how to do this in this document and use Table 4 in the Conclusions chapter as the framework for the impact evaluation). For the latter part, we will do an **assessment** of the potential impact of tools and pilots on mobility as the pilots will trigger structural or institutional changes in the future. This will hopefully lead to result, but at this time and within the timeframe of the project we can only assess this.

2. Types of evaluations

There are many reasons and ways to conduct evaluations to allow for learning, better understanding and optimization, or even to exercise control. While progress, process and quality evaluations mainly describe and analyse carried out activities, then in case of impact evaluations, the number of different evaluation types is vast and too many to be included here (see “More to read” at the end for additional resources on this).

Each approach and method of evaluation have their own strengths and weaknesses and all evaluations must be adapted to the specific study questions, the subject and the context. Also, the principle of triangulation, looking at the evaluation questions from a number of different viewpoints and methods, is highly recommended.⁵ However, most important is that processes and impacts of interventions are evaluated – as such, including at least some basic steps of the evaluation process into daily routines increases the potential to improve evaluation capabilities in the future.

While there exists a large range of evaluation methodologies, one of the most preferred is that of impact evaluation, which can be divided into two sub-types:

- **Theory-based impact evaluation:** Typically produces a narrative, rather than a quantified representation of the impact. Provides insights into why things work or do not work, and under what circumstances. Examines why and how an intervention or programme has been

⁵ Interact, 2015: 22

successful in producing the results. This type of evaluation is excellent for revealing unintended effects and typically utilises literature reviews, interviews, and surveys.

- **Counterfactual impact evaluation:** Techniques of a more quantified nature. Answers are typically numerical and ask whether the outcome was caused by the intervention or programme or something else entirely. This type of evaluation generally utilises cause and effect models, propensity score matching, statistical data, and comparison and control groups, which make it particularly suited to larger-scale projects.

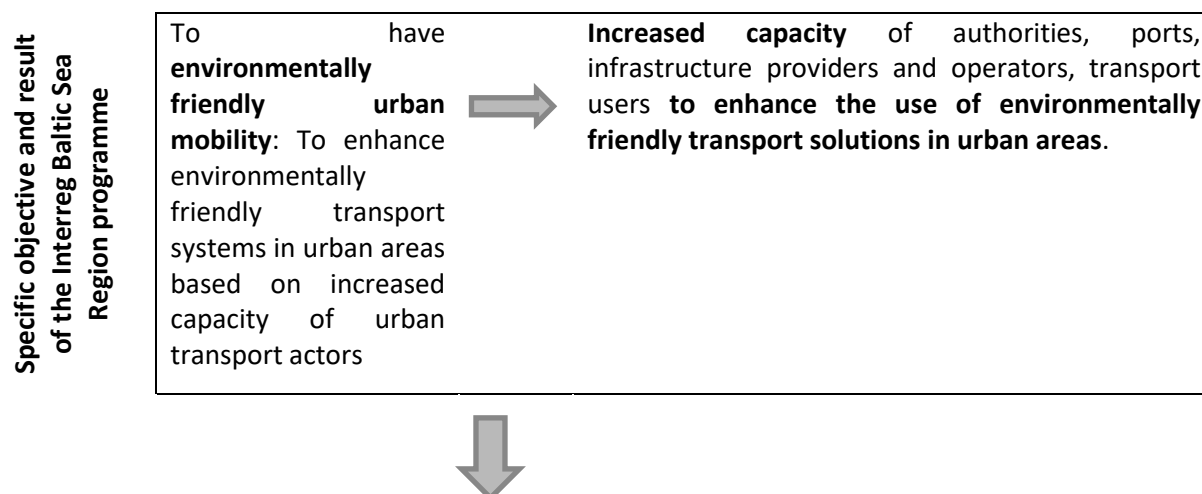
It is especially important to stress here that “evaluation looks at what has been done, and not what is being done.”⁶ Also, to evaluate the process and impact of interventions, goals of interventions and plans for activities should be considered.

3. Criteria to evaluate GreenSAM’s pilots

3.1. Hierarchy of objectives and results/indicators

Similarly to the legislation in general, there is also a hierarchy of objectives whereby the main and sub-objectives have to consider the objectives of the financier. As seen in Table 1, in case of the GreenSAM project, objectives and indicators of project partners’ measures and pilots have to be in line with the objectives of the programme and the GreenSAM project. However, the partners may have additional partner-specific location and situation-based objectives. Also, as seen, the results of GreenSAM’s objectives are rather general and have no numerical values to be sure that local situation of all partners fits under the results. Therefore, every partner should set concrete and measurable evaluation criteria and indicators.

Table 1. Hierarchy of objectives and results/indicators



⁶ Toolkit 2015: p. 34

Objectives of the GreenSAM project

Increase the **knowledge** of local public authorities **about senior citizen's mobility needs** through improved participation



Equip the target group (authorities) **with better and structured knowledge about the needs and the user knowledge** of senior citizens (user group) in terms of urban mobility;

Deliver needs-driven green mobility offers that are accepted and taken up by ALL users, including the crucial user group of senior citizens;

GreenSAM raises awareness about this problem among public authorities in the Baltic Sea Region and with its toolbox (O2.2) it offers the right **tools for a systematic analysis of the special demands and needs of senior citizens** in urban mobility.

Improve decision-making processes of local public authorities in matters related to green urban mobility



(1) public authorities develop the **capacity to seize, evaluate and process user needs**;

(2) public authorities ensure that this will be done **continuously**, and not just once;

(3) public authorities safeguard that that **findings generated through (1) and (2) feed into decision-making**.

The partners ensure that the toolbox and the model solutions will **spread among public authorities in the BSR** to increase the authorities' capability to implement participatory processes.

Increase the **effectiveness of green urban mobility offers** through higher shares of senior citizens using the respective offers.



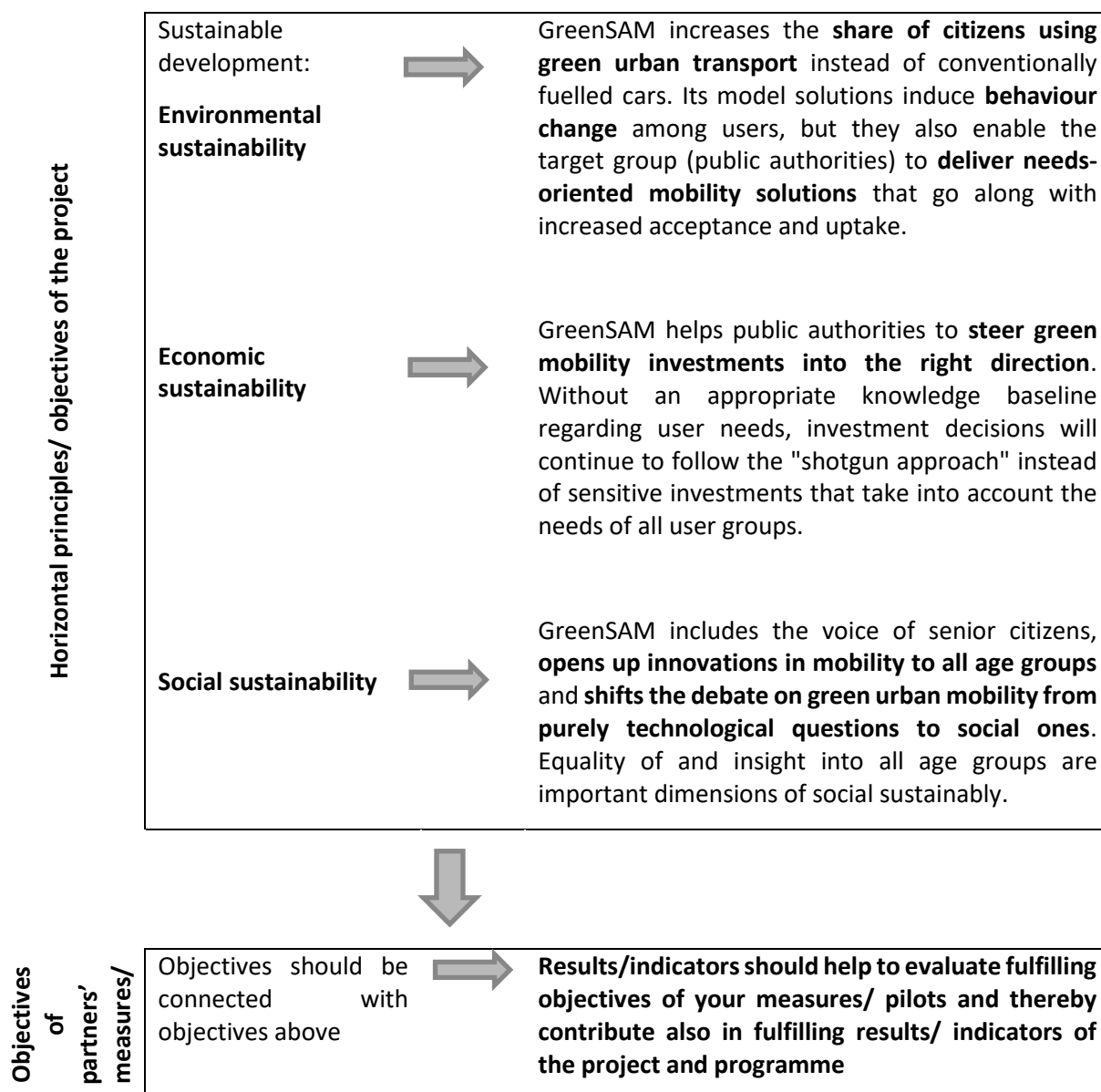
Increased and more efficient use of existing resources;

Concrete proposals for needs-driven adjustments or investments of/in urban mobility;

Significant increase in the **number of senior citizens using the bicycle sharing systems**;

Increase the **acceptance and confidence of senior citizens towards Shuttle-on-Demand services**.

'Impact Assessments' (O3.1-O3.3), analysing and demonstrating how improved participation and the resulting adjustments have a **positive impact on green urban mobility**.



While in case of programme and project level the objectives and results cannot be very specific and concrete, on partners' measures level these should be concrete – it is recommended to formulate objectives and results based on the SMART approach⁷:

- Specific - Do the objectives outline concrete aims and are therefore well-defined and understandable?
- Measurable - Does the target make it possible to measure the success or failure of the measure? What is the evidence for success?
- Achievable – Are your set objectives achievable?
- Realistic – In a practical sense, is it really possible to achieve the objective with your available resources? (And does it fit with the overall objectives?)
- Timely – Within which time frame would you like to achieve the objective? Is it feasible to meet the set time limit?

⁷ Evaluation matters. P 27-28

As seen, objectives should be concrete and it is recommended to attach indicators to them (see chapter 3.3).

3.2. Criteria

As there are different levels of objectives of activities (Table 1, Figure 2), there is also a need for different level criteria and indicators⁸. Also, as piloting different engagement tools and possibilities to evaluate these results and processes may differ, it can be agreed that there are some compulsory and voluntary criteria, which are both quantitative and qualitative.

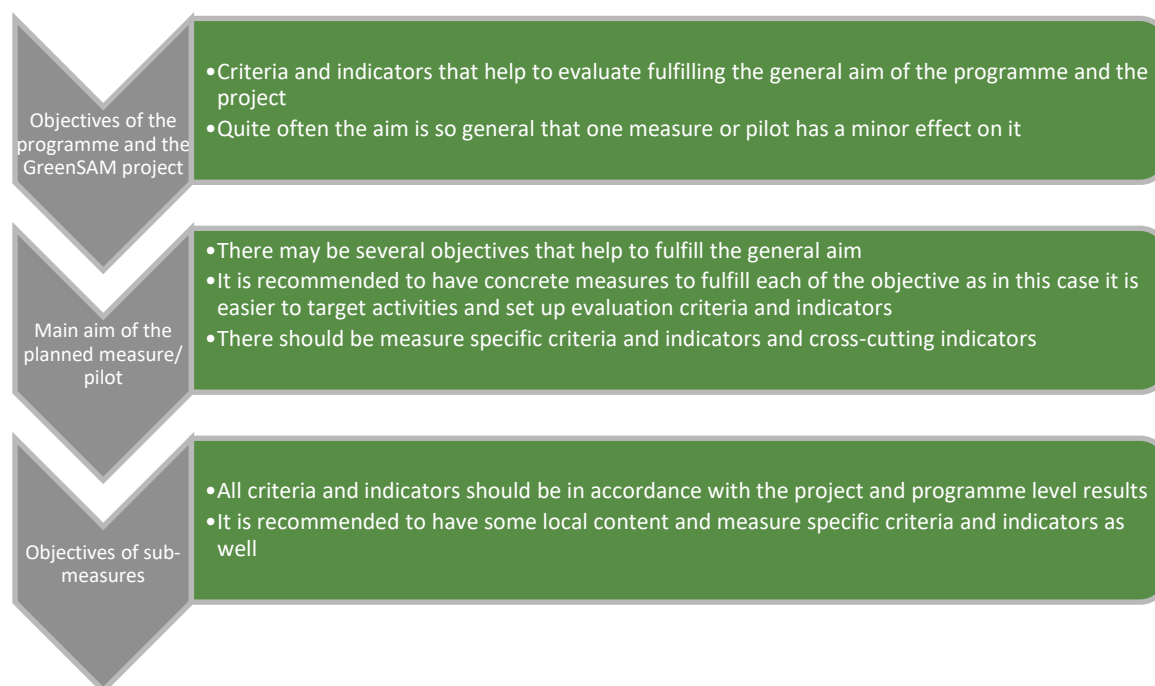


Figure 2. System of objectives, criteria and indicators

According to the aims of GreenSAM, the focus should be on two types of evaluation:

- process of engagement;
- impact of engagement activities.

Therefore, criteria and indicators should support evaluating both of these aspects. It is worth mentioning that using the concept papers about tools and modifying them during the engagement process simplifies later evaluation as well, as the papers are also a tool for documenting the activities that have been carried out.

3.3. Impact indicators

Indicators should be set so that they support evaluating the implementation of all measures and achieving all goals of the programme, project and measure. In case of longer projects, it is recommended to set interim indicators as they help divide bigger objectives into more manageable smaller parts. As measures and local situations are different, there are compulsory indicators that come from the project objectives and voluntary indicators that assess the aims of implementing a

⁸ Indicators can be grouped based on common denominators, criteria. E.g. a criterion can be number of participants, while indicators may include number/share of participants from silver age

certain tool or realizing a pilot and that help understand if and what should be changed to use the tool more effectively. In Table 2 there are some potential indicators to evaluate outputs, outcomes and the impact of engagement.

Table 2. Indicators (compulsory indicators are in green, voluntary indicators in black)

Type of indicator	Explanation of the type of indicator	Examples of indicators
OUTPUTS (efficiency)	Results which are achieved <u>immediately after implementing an activity</u>	<ul style="list-style-type: none"> ▪ no of events ▪ no of participants/people involved ▪ materials compiled or developed during implementing the tool
OUTCOMES (effectiveness)	Mid-term results, <u>outputs lead to outcomes</u>	<ul style="list-style-type: none"> ▪ decision makers' knowledge about the needs of senior citizens and the seniors' knowledge about green mobility solutions has increased ▪ recommendations for changes/ to support development of green transport ▪ behavioural change of participants and a decrease in perceived barriers, skills or capability of participants ▪ report about the results of engagement ▪ improved engagement of people in silver age ▪ more convenient public transport (changes in physical and social environment) for people in silver age
IMPACT	Long-term result, <u>added value</u>	<ul style="list-style-type: none"> ▪ as people's voice was heard, appropriate changes were done in the transport system and more silver age people are using green transport and are therefore more active in social life ▪ the health and wellbeing of people in silver age have improved ▪ increased capacity of urban transport actors (authorities, ports, infrastructure providers and operators, transport users) ▪ increase in the effectiveness of green urban mobility offers through higher shares of senior citizens using the respective offers (significant increase in the number of senior citizens using the bicycle sharing systems, increase the acceptance and confidence of senior citizens towards Shuttle-on-Demand services) ▪ improved decision-making processes of local public authorities in matters related to green urban mobility ((1) public authorities develop the capacity to seize, evaluate and process user needs, (2) public authorities ensure that this will be done continuously, and not just once, (3) public authorities safeguard that that findings generated through (1) and (2) feed into decision-making) ▪ improved capacity to implement participatory processes

These are just some of the potential indicators that can be used to evaluate the impact of activities. Indicators can be quantitative or qualitative, but it is recommended to have mix of them to understand what is behind the numbers as well. The “More to read” section offers resources for additional ideas. There are also various indicator sets developed in European transport related programmes. However, as mentioned earlier, while deciding which indicators to monitor, these have to be adapted to the specific circumstances, including the measures used.

4. The evaluation process

As impact evaluation requires mapping the situation prior to the intervention and process evaluation requires documenting the activities carried out and asking feedback during the implementation process of the intervention/pilot, then the decision on how to evaluate using the tool should be part of the preparation process of implementing the tool. Moreover, you may need to use several tools or techniques (e.g. asking feedback through questionnaires, interviews, post-its, etc.) with different target and user groups to evaluate the implementation of the measure or pilot.

Evaluation is closely connected to the problem that was being solved. Therefore, the basis of evaluation is a well-defined problem and the aims of your activities or measures (see e.g. chapter 2 in *Atlas* about factors related to green age-friendly urban mobility to get ideas on how to formulate problems and objectives) as it helps to understand if the problem is solved or not by the end of carrying out your project or e.g. 6 months after the project (long-term impact; in case of the GreenSAM project, it is not possible to evaluate the long-term impact during the project lifetime).

If you have no prior experience with evaluations, it is recommended to involve some of your colleagues to share ideas and discuss results. In addition, you may consider involving an evaluation expert or outsource the evaluation design, data collection and/or data analysis.

4.1. Evaluation design

Based on the objectives and indicators set, it needs to be decided how to measure each indicator. Is there any existing data (secondary data) or should all data be collected for the evaluation (primary data)? The more certain you want to be about your measure’s outcomes and impact, the more costly the evaluation. There may also be a need to outsource carrying out the evaluation, data collection or data analysis if the evaluation has to be very comprehensive or neutrality of the evaluator is needed. However, to carry out an evaluation on a daily basis, it is recommended to concentrate on the process

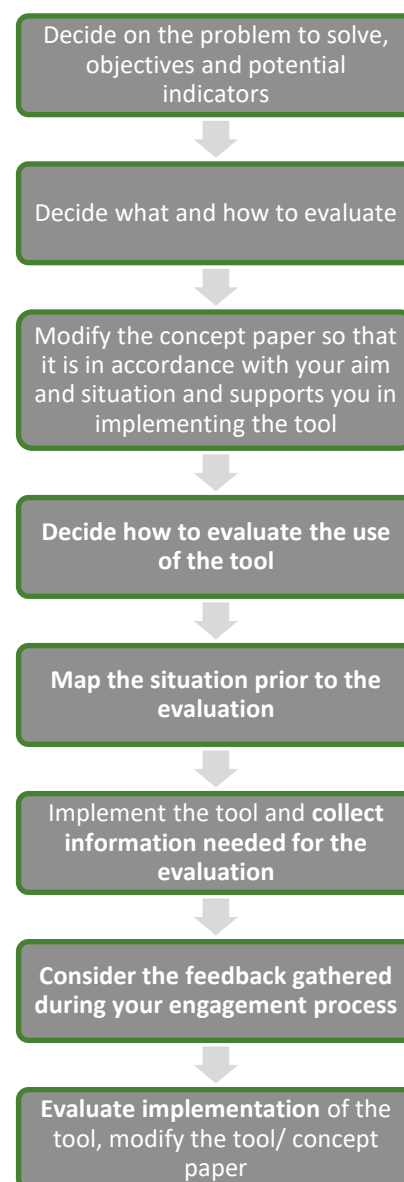


Figure 3. Evaluation as natural part of processes

of evaluation and most important indicators (where data is easily available). Therefore, while designing the evaluation, the **evaluation method and indicators should be chosen based on the participation stage people were engaged in, the aim of engagement and the scale of engagement.**

In evaluation design, enough resources and instructions should be planned to collect data about the situation before (all relevant variables) and after the intervention/ pilot. In case of longer projects and to get input for the evaluation, collecting information should be planned also in the middle of implementing the intervention.

In case of asking questions from the target group, the same people should be asked at least twice, before and after implementing the measure/pilot (panel-design). In this way, the person variables stay constant and do not bias the effects. Before-after-comparisons without panels are also acceptable but, in this case, analysing the data is more complicated. In both cases, [concept papers](#) support documenting activities and all changes that happen during the implementation of the measure or pilot, have to be mapped to understand why the engagement had the impact it had. As validity of results will be very restricted in case of changing the evaluation design during the implementation process of the measure/pilot, it is recommended to take the time to choose an appropriate design before starting with implementing the measure/ pilot.

All tools that will be used to evaluate the measure/pilot have to be planned very carefully as, similarly to engagement tools, these should include persons from all relevant target groups in a sufficient number.

4.2. Data collection

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As mentioned earlier, there are two types of data that should be collected to use in evaluations: primary and secondary data (information that is collected for the evaluation and information that already exists). In case of primary data, it should be considered what tools to use when and with which target groups to get the information for the evaluation. In case of secondary data, it should be reviewed what kind of relevant information has already been collected⁹: from where, whom and when was the data received, is it of high quality and reliable, is there permission needed to analyse individuals' personal data, etc.

It is recommended to combine different types of data and data collection tools to increase the quality of evaluation through triangulation (receiving information through different methods and from different parties enables comparing and verifying it). Available data should be used as much as possible as it could save a lot of time and money¹⁰ and it is less burdensome for target groups. Therefore, pay attention to collecting both types of data, if possible.

Remember that at least in case of primary data, it is recommended to collect baseline information even before target groups are aware of coming interventions as this may have an impact on the information you receive from them. In case of primary data, it is recommended to ask for feedback on the engagement process already during the process itself. For this, you may use some of the tools from the [toolbox](#) or add some [techniques](#) to engagement tools.

⁹ This data could be for instance: statistic on companies, ticket sales numbers, accident statistics, statistics on issue of fines as well as statistic on purchased new vehicles, periodic traffic counts and speed measurements, public transport passenger surveys and/or mobility surveys.

¹⁰ Secondary data may not be always free of charge.

Consider that in case there are changes in the evaluation team or the target groups representatives change, it will take more effort to get the required information that is also high-quality as the new people may not be personally invested or involved.

While using a subcontractor, it is important to specify directly what information is needed. Additionally, the data received should be checked (for completeness, accuracy).

4.3. Data analysis

As mentioned earlier, there are two types of data that should be analysed. To ensure you get the most out of your data, it is recommended to analyse it on a daily basis. E.g. if you realize that you have reached only a certain target group, you can make additional efforts to reach other target groups as well or start planning the next event that is more focused on the under-represented target groups. It is also beneficial to continuously track the collected data, e.g. if ticket sales on public transport do not meet expectations, it is still possible to make changes to the intervention, instead of waiting until the end of implementation. To improve the quality of your measures and decision process, at least process related information should be analysed daily, although in-depth impact and process evaluations are usually carried out after implementing the measure/pilot. In case of longer projects, there may also be mid-term evaluations.

When all the needed information is collected, it should be 'cleaned' before starting the analysis, i.e. checking for errors and illogicality, omitting bad-quality data. E.g. in case of questionnaires, you can check if the entered age is logical and whether they have always chosen the same answer for each question without explanation – this may mean that they were not serious when answering the questionnaire. In case it is not possible to omit some data, you should question the reliability of the data or point to other resources that show the opposite result.

After this, all the data need to be analysed to see the impact of the measure or pilot and whether and how some of the processes have influenced the results. Baseline information should be compared to the data gathered during and after implementing the measures/pilot. In case several similar measures are implemented, these can be compared to each other to understand which of the measures or modifications are most valuable in your context. While looking at the progress, you may see that e.g. first events were not so successful, or the impact of the measure or pilot increased for some time after your measures. Next to the number of participants or events, it is recommended to include also the type or scope of planned activities – it helps to understand if more participants or events are necessarily better or more efficient. If you had the possibility to use control groups (groups that were not targeted or implicated by the intervention), use the collected information to analyse what would have happened if the measure had not been implemented.

When baseline information and results are analysed, you should analyse information about processes. This can be done based on concept papers to understand what could have a positive or negative impact on results. Also, information about connected changes during the implementation process should be considered while evaluating the implementation of measures or pilots. E.g. in case of teaching and motivating seniors to use bike sharing, the increase in senior users may be because a new bike station was installed near the elderly day centre, not because the training motivated them.

If there is a need to present results of the analysis, mentioning the source of the information is important (e.g. this statement is based on interviews, questionnaire, some earlier studies). Moreover,

it needs to be clear if the statement is based on the input of one or more persons and from how many people the information was asked. E.g. while feedback was received just from five persons and three of them agreed with something, it is not in good taste to state that since more than half of the respondents agreed, something has to be done; especially when the target group was not the same size. In addition, it needs to be easily understandable if some of the statements are interpretations of the analysis. You are not allowed to modify the original results, except for obvious mistakes, to prevent manipulation or falsification of data. If it comes out during the analysis that some more information is needed to evaluate something, it should be mentioned – this information can be used while preparing following steps.

4.4. Information reporting and utilisation, result presentation

It is not worth to spend resources on something that is not used later. Quality of engagement and decision making depends on using the results of evaluations carried out. The results should be introduced to all parties who can make use of these results. To increase the usage of the results, summaries and infographics are helpful if the evaluation report is very long.

One of the options to describe the results of the measure or pilot is to compile success stories. This enables to present the impacts analysed in a simple way. Depending on the need, these may cover just some aspects of the evaluation, or additional information can be included to describe the bigger impact. E.g. the focus can be on just using the existing and collected data in the decision-making process or on the whole process of engaging target groups. It is important to describe the before and after situation and what was done between that time. Additionally, success story can be compiled based on unsuccessful engagement – your story may be about the learning points and how you have changed your engagement procedures based on this, what were the long-term local or national impacts of the measure/pilot, what could be used by other stakeholders after the end of the measure/pilot, how have you planned to ensure the “legacy” after the end of the measure/pilot. So, the aim of sharing the results is to learn from each other and not to make the same mistake twice. These can be in a form of elevator story/ pitches, paragraph spotlight, one-pagers/ infographics/ visuals, longer texts, videos. However, while sharing the information, it is recommended to mention that things that did or did not work for you, may or may not work in other circumstances.

Conclusions

As evaluating the implemented activities is very valuable to the implementer and also to other parties by increasing the quality of engagement and acceptance of new green mobility solutions, it is worth to study current framework carefully. However, most important is to start step by step by including different evaluation aspects into your activities. In case of questions, it is highly recommended to study other background documents and experiences.

Table 3 summarizes the most **important aspects of evaluation and provides a sort of checklist** that helps the engager to understand the results of their measure/pilot. However, please remember that this document aims to familiarize with evaluation and support you in adapting evaluation processes into your everyday activities to increase the quality of engagement and decision making.

Table 3. Check-list of most important aspects of evaluation

HAVE I COMPLETED ALL THE NEEDED STEPS TO GET THE MOST FROM THE EVALUATION?	YES	NO
I know what and why I want to evaluate		
I know what are the aims of the activities that should be evaluated		
I have a set of SMART criteria to start building my evaluation or I have developed some other criteria to rely on		
I know how to carry out the evaluation: what kind of tools/techniques, with whom and when to use		
I have thought about possible options to collect quantitative and qualitative, primary and secondary data		
I have collected statistical information before, during and after the measure		
I have collected data to evaluate impact and the process of engagement		
I have collected data that helps to understand what has had influenced the results of engagement		
I have compared the data about the before and after situation connected the measure/pilot		
I have compared the information about planning the tool/ pilot and how these were actually carried out		
I have analysed all the data I have, without modifying it		
In the evaluation report, I have mentioned the source of the information, and made my own interpretations easily distinguishable		
I have discussed the results of the evaluation with colleagues and all needed parties to improve the quality of our processes and decision-making		

Table 4 summarizes most important aspects that should be covered while carrying out evaluation.

Table 4. Basic template for evaluation

Name of the action										
Main objective of the measure		Indicator of the objective		State of the indicator before implementing the measure		State of the indicator just after implementing the measure		State of the indicator 6 months after implementing the measure		
Sub-objective(s) of the measure		Indicator(s) of the objective(s)		State of the indicator(s) before implementing the measure		State of the indicator just after implementing the measure		State of the indicator(s) 6 months after implementing the measure		
Planned activities to reach objectives (list of events with their aim)						Indicators of planned activities (e.g. no of participants, materials compiled, % of urban mobility developers are more aware of engagement and evaluation methods – see Table 2) / Indicators of activities carried out				
Activities carried out (list of events with their aim)										
Planned target groups of the measure	Residents / Car drivers/motorists / Public transport users / Cycle/walking groups / People in silver age / Disabled people / Commuters / Visitors (shops/leisure) / Local businesses / General public /						Comments:			
Actual target groups of the measure	Residents / Car drivers/motorists / Public transport users / Cycle/walking groups / People in silver age / Disabled people / Commuters / Visitors (shops/leisure) / Local businesses / General public /						Comments:			
Activities carried out to evaluate the impact and process of the measure ()	Name of the tool or type of the information used	date and location of collecting the information	no of people engaged with one-time use	no of people whose opinions/input is considered (all together)						
Process barriers	Political/strategic / Institutional / Cultural / Problem related / Involvement, communication / Positional / Planning / Organisational / Financial / Technological / Spatial /				Please specify:					
Process drivers	Political/strategic / Institutional / Cultural / Problem related / Involvement, communication / Positional / Planning / Organisational / Financial / Technological / Spatial /				Please specify:					

More to read

NAME OF THE SOURCE	WWW ADDRESS	SHORT OVERVIEW/ WHY MAY BE VALUABLE FOR US
Community Engagement Charter Evaluation Framework	https://www.saplanningportal.sa.gov.au/data/assets/pdf_file/0014/502322/Community_Engagement_Charter_Evaluation_Framework.pdf	Describes the importance of evaluation, evaluation process, what steps should be done to evaluate something, how the results should be used, mandatory and voluntary indicators. Examples of reports, feedback surveys
Community engagement toolkit for planning	https://dilgpprd.blob.core.windows.net/geral/community-engagement-toolkit.pdf	Describes evaluation. Several checklists and examples connected to engagement and evaluation.
Well Measured: Developing indicators for Sustainable and Livable Transport Planning	https://www.vtapi.org/wellmeas.pdf	Lists a variety of indicators of a previous green transport study. Divided by economic, social, and environmental indicators
Evaluation of the New Horizons for Seniors Program	http://www12.esdc.gc.ca/sgpe-pmps/servlet/sgpp-pmps-pub?lang=eng&curjsp=p.5bd.2t.1.3ls@-eng.jsp&curactn=dwnld&pid=31994&did=4607	Three simple evaluation criteria for the design, implementation and delivery stages: effectiveness, efficiency, and economy, for a project that focused on seniors and in the context of collecting success stories.
Developing and implementing a sustainable urban mobility plan	https://www.eltis.org/sites/default/files/guidelines-developing-and-implementing-a-sump_final_web_jan2014b.pdf	Reiterates the use of the: output, outcome and planning process evaluation criteria (starts p 70)
Sustainable Transport development	https://sutp.org/files/contents/documents/resources/B_Technical-Documents/GIZ_SUTP_TD7_Sustainable-Transport-Evaluation_EN.pdf	Offers a number of frameworks for evaluation that have also been listed elsewhere (p 10): ranking, benchmarking, SWOT, audits, labels awards.
Pilot Evaluation report	https://dera.ioe.ac.uk/8239/1/Pilot_Evaluation_Report.pdf	Shows three evaluation criteria: responsiveness, effectiveness, and finance.
Four approaches to project evaluation	https://pure.au.dk/ws/files/117843568/Four_approaches_to_project_evaluation_Accepted_manuscript_2017.pdf	Simplistic overview to project evaluation methods and rationale that offers specific information on four project evaluations types.
Evaluation of the Interreg Europe Programme - Lot 2	https://www.interregeurope.eu/fileadmin/user_upload/documents/Evaluation_Interreg_Europe_impact_part1_mid-term_2018.pdf	Example of previous Interreg programme evaluation report.
Evaluation Plan Q&A Interreg (Interact)	http://www.interact-eu.net/download/file/fid/5254	How to create an Interreg / interact evaluation plan (for a specific project) with examples of both theory-based impact evaluation and counter-factual impact evaluation (p. 20-21)
Toolkit for evaluation of cross border projects	http://www.crossborder.ie/site2015/wp-content/uploads/Toolkit-for-Evaluation-of-Cross-Border-Projects.pdf	Evaluation toolkit.

End of project evaluation report	https://www.ifib-consult.de/publikationsdateien/EVOICE_end-of-project_evaluation_report_fin..pdf	Evaluation for e-participation.
Evaluation Matters	https://civitas.eu/sites/default/files/Evaluation_Matters.pdf	Excellent guidebook written in plain text about how to carry out evaluations. Lot of examples from the field of decreasing the use of personal cars, reduce traffic accidents, etc.
Supporting Evaluation Capacity Development	https://www.oecd.org/dac/evaluation/dcdndep/49366153.pdf	Tips for evaluation - gives an overview how evaluations can be done (incl. using experts, think tanks) and what to bear in mind (e.g. involve local partners, use common standards).
Wikipedia	https://en.wikipedia.org/wiki/Evaluation	Good hints about different aspects and methods of evaluations. Links to different resources.