**ANNEX III - EVALUATION QUESTION MATRIX**

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| **Evaluative Criteria** | **Evaluative Questions** | **Indicators / observation fields** | **Data collection methods and sources**  | **Methods for data analysis**  | **Remarks****(sample size, stakeholders, etc.)**  |
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| **RELEVANCE** | How appropriate and relevant is the YENI project towards the alignment with the national and international policies on environmental and climate as: National Climate Strategy National, Youth Strategy, Agenda 2030 and Sustainable Development Goals (4 – Education, 7 Affordable and Clean Energy, and 13 Climate Action) as well as the Local Environmental Action Plans (LEAPs) of 17 target municipalities. |  |  |  |  |
| How consistent are the activities and outputs with the intended effects? |  |  |  |  |
| Is the project relevant to the identified needs of beneficiaries (target group of projects)? |  |  |  |  |
| What is CACH/YENI project's position towards cooperation with relevant stakeholders/actors in climate education and youth? |  |  |  |  |
| To what extent the project is fit-for-purpose to:1. Encouraging young people to take sustainable action on climate change issues by helping local and national authorities acknowledge them as partners in the fight against climate change.
2. Increase youth knowledge and engagement in environmental protection and climate action in Kosovar municipalities.
3. Developing awareness within high school students regarding the field of climate change and environmental protection.
4. The development of new climate change materials for high school level. Ensuring that the students, student councils, Eco Clubs, and MEDs in each municipality are successful in their climate change projects.
5. Ensuring that the students, student councils, Eco Clubs, and MEDs in each municipality are successful in their climate change projects?.
6. Youth Empowerment in the development of the School Environmental Plans and youth components for the municipalities LEAPs.
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| Has there been any change since the project was formulated that might have affected its relevance? If so, what are these changes and to what extent the project has managed to adapt to ensure it remains relevant? |  |  |  |  |
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| **EFFECTIVENESS** | To what extent has and will the YENI project deliver on its outputs and outcomes at Kosovo regional level to date? Were there any unintended consequences? In particular:1. How effective has been YENI in developing methodologies to raise awareness on climate change and environmental protection matters? How effective has been YENI in collecting the data that feed into these methodologies?
2. How effective has been YENI in engaging with key decision makers in country to mainstream climate change in policy and decision making? What are the main markers of changes among decision/policy makers that demonstrate YENI is on its way to tackle existing barriers to make behavioral change constructively possible and strengthen of the role of youth as agents of climate change in the municipalities?
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| For all the above questions, what are the factors influencing positively and negatively the effectiveness of the project? |  |  |  |  |
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| **EFFICIENCY** | To what extent are the YENI outputs in balance with the level of effort, time and resources spent? |  |  |  |  |
| To what extent spending and project delivery progressed according to the planned schedule? |  |  |  |  |
| To what extent has the project management been able to adapt to any changing condition to improve the efficiency of project implementation? |  |  |  |  |
| To what extent has the project built on existing agreements, initiatives, data sources, synergies and complementarities with other projects, partnerships, etc. and avoided duplication of similar activities by other groups and initiatives? |  |  |  |  |
| Which alternative approaches might have led to similar results at lower costs? |  |  |  |  |
| **IMPACT** | • To what extent has a project made a serious contribution to the overall goal of the project? *“Improved climate action and environmental protection in Kosovar municipalities through mobilization and active engagement of youth.”* |  |  |  |  |
| To give an assessment of the impact the project had already within its three years, and an outlook into the future with what has been implemented, and how it will further impact after the end. |  |  |  |  |
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| **SUSTAINABILITY** | To what extent are the benefits of the project likely to be sustained after the completion of this project?  |  |  |  |  |
| How sustainable are the Eco Clubs founded? |  |  |  |  |
| Have the school environmental plans contributed to a more climate-friendly school environment?  |  |  |  |  |
| What is the likelihood of continuation and sustainability of project outcomes and benefits after completion of the project?  |  |  |  |  |
|  | How effective were the exit strategies, and approaches to phase out assistance provided by the project including contributing factors and constraints? |  |  |  |  |
|  | What are the key factors that will require attention in order to improve prospects of sustainability of Project outcomes and the potential for replication of the approach?  |  |  |  |  |
|  | How were capacities strengthened at the individual and organizational level (including contributing factors and constraints)? |  |  |  |  |