**ANNEX III - EVALUATION QUESTION MATRIX**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Evaluative Criteria** | **Evaluative Questions** | **Indicators / observation fields** | **Data collection methods and sources** | **Methods for data analysis** | **Remarks**  **(sample size, stakeholders, etc.)** |
|  | | | | | |
| **RELEVANCE** | How appropriate and relevant is the TAKE project towards the alignment with the national and policies on early childhood education, ages 3-6 of 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 the project)? |  |  |  |  |
| What is CACH/TAKE project's position towards cooperation with relevant stakeholders/actors in early childhood education, ages 3-6? |  |  |  |  |
| To what extent the project is fit-for-purpose to:   1. Capacitate pre-service and in-service educators, professors, education officials and parents on contemporary early childhood education methodologies and digital competencies through practice-oriented self-learning courses, webinars, workshops, and Network of Educators events ; 2. Enhance the quality of early childhood education at the Faculties of Education through research & development and strengthened collaboration across pre-service and in-service educators, professors, and children; 3. Advance key processes related to the employment of pre-service and in-service educators at the institutional level; 4. Prepare pre-service educators and recent graduates are prepared for future employment; 5. Increase access for children of all backgrounds to quality preschools and pre-primary education through the equipment of newly created preschools by the Ministry of Education, Science,   Technology, and Innovation and 50 existing pre-primary classrooms with inventory, playing materials and other didactic materials;   1. Create and test innovative approaches to offer learning and development opportunities to hospitalized children. |  |  |  |  |
| 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? |  |  |  |  |
|  | | | | | |
| **EFFECTIVENESS** | To what extent has and will the TAKE project deliver on its outputs and outcomes at Kosovo regional level to date? Were there any unintended consequences? In particular:   1. Is the project on track to reach the intended outcomes and outputs? 2. How effective has TAKE Project to improve the offer and quality of training and collaboration in the early childhood education sector? 3. How effective has TAKE project been in creating and activating mechanisms that stimulate the integration of in-service and pre-service educators in the labor market and enabling parents to enter the workforce? 4. How effective has TAKE project been on expanding early childhood infrastructure , including access for marginalized and hospitalized people? 5. How effective has TAKE Project been in engaging with key decision makers in a country to Early Childhood Education in policy and decision making? 6. What are the early markers of changes among decision/policy makers that demonstrate TAKE Project is on its way to tackle existing barriers to make behavioral change constructively possible and capacity building of educators in the respective municipalities? |  |  |  |  |
| For all the above questions, what are the factors influencing positively and negatively the effectiveness of the project? |  |  |  |  |
| How modern/up-to-date is the pre-school classroom equipment provided by CACH? What can be improved there? |  |  |  |  |
|  | | | | | |
| **EFFICIENCY** | To what extent are the TAKE outputs in balance with the level of effort, time and resources spent? |  |  |  |  |
| To what extent has spending aligned with the planned budget, and how does project delivery progressed compare 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 (and previous) 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?  How efficient were the training courses provided? |  |  |  |  |
| **IMPACT** | To what extent does the project demonstrate the potential to make a serious contribution to achieving the overall goal of the project by the end of the project’s duration?  *“Ensuring quality training of early childhood professionals, strengthening employment in education and capacitating caregivers to enter the workforce.”*  To what extent does the project contribute to long-term improvements in the sector?  How does the project ensure the sustainability of the intervention and improvements in the field/sector? |  |  |  |  |
| To give a general and forward-looking assessment on the Impact and sustainability question only. |  |  |  |  |
|  | | | | |