



### Active Inclusion Evaluation Grid Disaffected Youth and Education, Training and Employment

Standard	Criteria	Significance multiplier (x2, x3 or x6)	Not compliant with the standard 0	Partially compliant with the standard 1	Fully compliant with the standard 2	Total
<b>I. General approach</b>	I.1 The approach is evidence based (see the 'glossary' in the Instructions)	x1				
	I.2 There is a clear definition of the problem	x1				
	I.3 There is evidence of inter-agency co-operation	x1				
	I.4 The service is personalised and tailored to individual needs ('people focused').	x1				
	I.5 The intervention pays attention to difference: gender, culture, language, access, disability etc.	x1				
	I.6 The intervention implements the active inclusion principles of adequate income support; inclusive labour markets; and access to quality services)	x1				
<b>II. Structural</b>	II.1 The intervention has clear goals	x1				
	II.2 The intervention has clear outputs	x1				
	II.3 The intervention has clear outcomes	x1				
<b>III. Evaluation</b>	III.1 The intervention has been evaluated (see the 'glossary' in the Instructions for what scores should be given depending on what type of evaluation has been used i.e. impact, process or economic evaluation).	x1				
	III.2 The intervention has been independently evaluated	x2				
	III.3 There is evidence of effectiveness or cost-effectiveness	x3				
	III.4 The program seems to have clear social and environmental benefits.	x1				

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<b>IV. Learning</b>	IV.1 There are clear learning points derived from this intervention.	x1				
	IV.2 The learning points are derived from the innovation part of the intervention.	x3				
<b>V. Innovation</b>	V.1 The intervention planned to actively engage with innovation.	x2				
	V.2 There is evidence of innovation in the intervention.	x6				
<b>VI. The user's voice</b>	VI.1. The design of the program was informed by the users.	x1				
	VI.2 Users are involved in the decision making of the program.	x1				
<b>VII. Transferability</b>	VII.1 The intervention does not seem to be very context-dependent.	x3				
	VII.2 The intervention already had been tested in other countries.	x1				
	VII.3 The intervention, or parts of it, could be transferred to other programmes/projects etc.	x2				
	VII.4 The intervention, or parts of it, could be transferred to other regions or countries.	x2				
<b>VIII. Specific standards</b>	VIII.1 There is evidence of the existence of some mechanisms to support the transition between education & training to employment.	x1				
	VIII.2 The intervention supports the youth's progression from low skilled jobs to more complex jobs.	X2				
	VIII.3 The intervention combines formal and informal/non-formal means of education and training.	x1				
	VIII.4 The intervention involves mentoring.	x1				
<b>Total points</b>						