8. EVALUATION

The evaluation serves the purpose of checking the quality of work or an activity, as well as continuously identifying potential ways to improve the next activity. It is therefore essential to make time for an evaluation at the end of each activity.

To prepare the evaluation, it is advisable to define SMART goals from the beginning:

S – SPECIFIC	**The goal is specific, clear and precise.** What exactly do we want to achieve?
M – MESURABLE	**The goal is described in an objective and measurable way.** Which indicators/data do we set the goal? How exactly will we know that the goal has been achieved?
A – APPEALING/ ACCEPTABLE/ ACTIVE	The goal is related to the overarching, mutually agreed objectives and values. **It is** • **described positively** • **accepted by all participants** • **appealing to achieve the goal in this way** • **actively achievable and formulated as such**
R – REALISTIC	The goal is achievable under the school- and project-specific, financial and personnel conditions.
T – TIMELY	A **point** in time has been set for achieving the goals or completing the measures.

S.M.A.R.T.: Dale Carnegie Assoc., see also self-evaluation (M. Heine/W. Beywl) and organisational consulting (R. König).

Internal evaluation – an example

On a target board, mark individual segments with the aspects of the activity that you want to evaluate. Like in a game of darts, the best score is in the middle of the target; the further away from the bullseye you get, the lower the score becomes. Using sticky dots, the children/ young people can award points to the areas they think are relevant (best score = 1, worst score = 5).