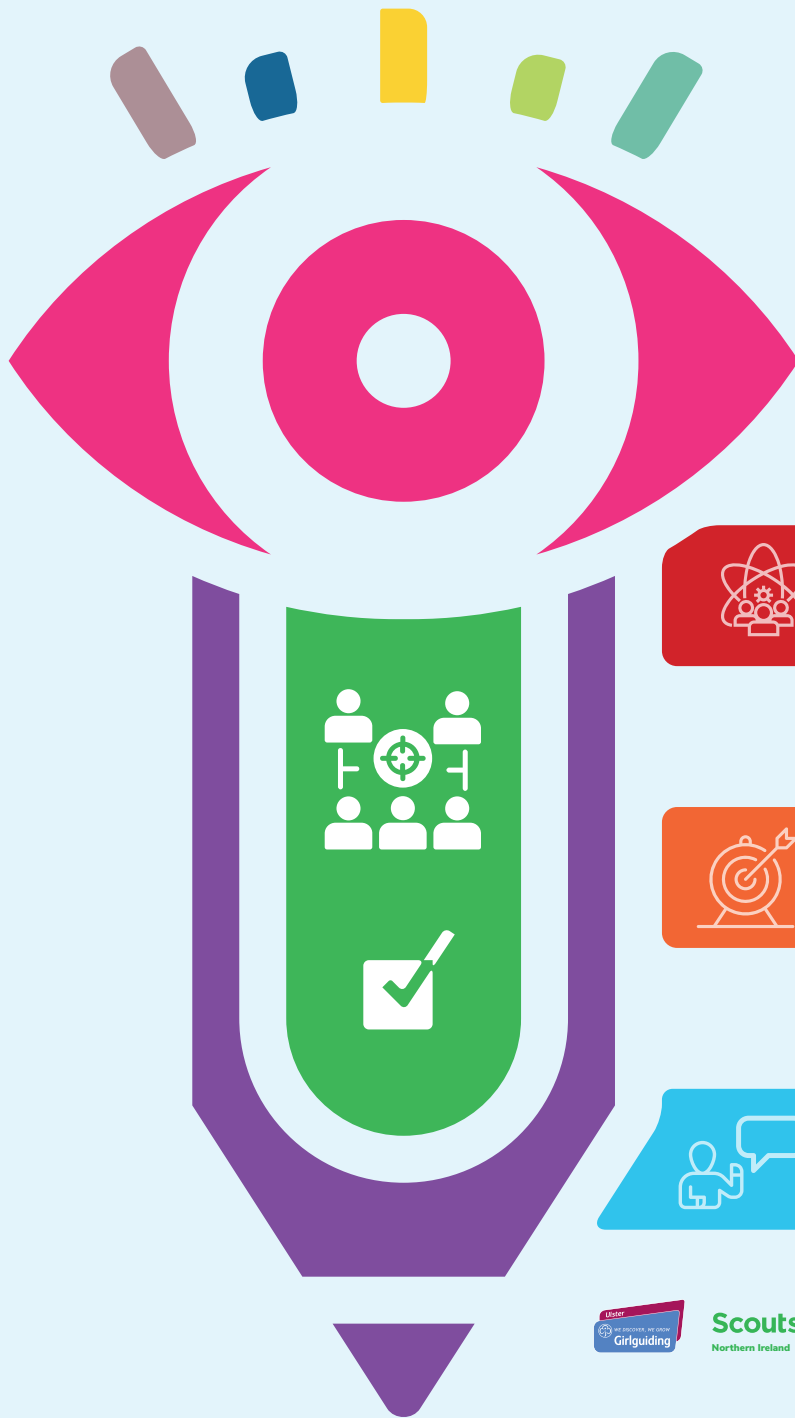
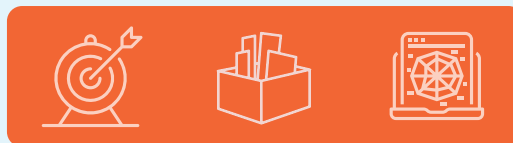




THE UNIFORM
YOUTH WORK
HUB

EVALUATION TOOLKIT



FUNDED BY:  **ea** Education Authority

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Acknowledgements

Written & compiled by Deborah Erwin www.deboraherwin.org

Some of the activities in this toolkit have been adapted from the following resources:

Essentials: Evaluation from Unite Participation

Available from: https://czone.eastsussex.gov.uk/media/5681/essentials_evaluation_toolkit_2008.pdf

Evaluation 101 Toolkit by David MacCoy, Fiona Scott & Margo Charlton

Available from: <https://www.artreach.org/evaluation101>

Tools for Participatory Evaluation by Meg Gawler

Available from: <https://www.outcomes.org.au/wp-content/uploads/2019/05/UNICEF-tools-for-participatory-evaluation-with-youth.pdf>

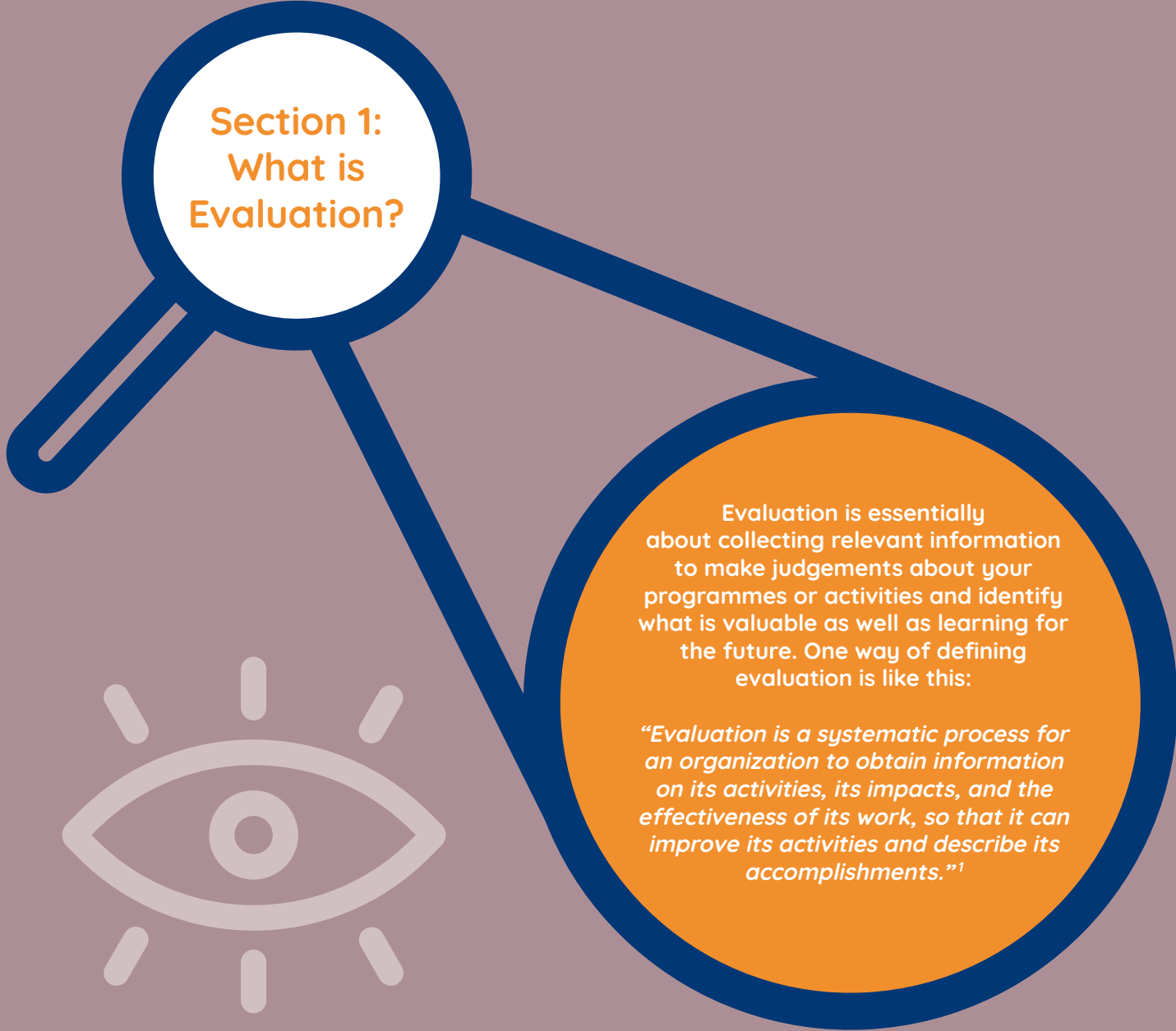
Introduction

Evaluation is something that most of us – whether we realise or not – are doing regularly in our everyday lives from informally rating the performance of competitors on a TV show like ‘Strictly Come Dancing’, giving feedback on a customer service experience to making a decision about the best route to take to get from one destination to another.

This resource aims to demystify evaluation with an overview of key concepts and types of evaluation including reference to ways in which children and young people can be involved in evaluation (Section 1), and to provide some practical evaluation activities for voluntary youth settings (Section 2). The toolkit has been put together with the needs of leaders in uniformed youth organisations in mind recognising the voluntary and diverse settings in which they engage with children and young people across the island of Ireland.

Whether you want to ensure an evaluation process is built into the delivery of a specific programme of work or group project, or whether you want to include evaluation practices as part and parcel of your group’s weekly activities or your organisational approach to youth work, this toolkit will be relevant to you. It is hoped that this will be a handy reference guide for volunteer youth leaders wishing to gather feedback from children and young people about the programmes they participate in, increase confidence in conducting evaluation activities, and ultimately strengthen the positive difference that uniformed youth organisations make to children and young people.





Section 1: What is Evaluation?

Evaluation is essentially about collecting relevant information to make judgements about your programmes or activities and identify what is valuable as well as learning for the future. One way of defining evaluation is like this:

“Evaluation is a systematic process for an organization to obtain information on its activities, its impacts, and the effectiveness of its work, so that it can improve its activities and describe its accomplishments.”¹





Benefits of Evaluation

A range of misconceptions about evaluation can be off-putting particularly for volunteer youth leaders whose commitment to their local unit is based on their available spare time. As a result, there may be concerns that evaluation is time-consuming, complex and creates more work, especially paperwork. Sometimes the terminology associated with evaluation can be jargonistic and intimidating and sometimes people aren't sure what they'll do with the results or the results may be ignored with programmes continuing as before. This in turn can create the impression that evaluation is merely a box-ticking exercise and subsequently it may be harder to get feedback the next time.

However, there are all sorts of reasons why evaluation is a good investment of time including how it can enable organisations to get feedback about their programmes and activities directly from participants, to identify what's working well and what isn't working so well, to identify potential areas of improvement or changes that can be made to increase effectiveness, and to



provide evidence of how an initiative is making a difference. Evaluation evidence can also be used to communicate the successes of your work to people external to your organisation such as parents or funders or other stakeholders.

*"Evaluation isn't as complicated as you might think. We use evaluative thinking whenever we wonder if there is something else we should be doing, or when we chat with co-workers about how a project is going. An evaluation process captures those thoughts and conversations and opens them up to a larger audience."*²

A key aspect of evaluation in a youth work setting is the potential to involve children and young people in evaluation design and data collection in addition to seeking their views, which can serve to strengthen their sense of ownership not only of the evaluation process but also of the youth group they're part of.

Types of Evaluation

Formative & Summative Evaluation

A **formative** evaluation is ideal for when you want to identify learning from a particular project and is put in place before it begins so that you can not only track progress but also make improvements to the programme as feedback on what is or isn't working emerges.



A summative evaluation takes place at the end of a project and considers the outcomes and what contributed to those outcomes. Section 2 (page 15) provides a variety of ideas for ways to gather summative evaluation feedback at the end of a programme.

Process & Outcome Evaluation

A **process** evaluation is focused on the processes deployed within a specific programme and how it was delivered such as how recruitment was done, types of activities involved, and how they were implemented. The kind of evaluation can serve to inform the development of future projects based on the evidence gathered.



An **outcome** evaluation is focused on what difference the programme makes through assessing the ways in which those who participate benefit from their involvement.

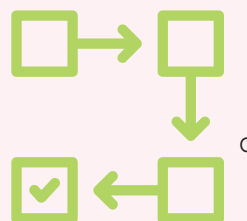
Monitoring & Evaluation

It is worth making distinction between **monitoring** and evaluation because while monitoring is an important aspect of an overall evaluation process it is more focused on tracking progress as a programme is being implemented. In particular, monitoring is about checking progress against the inputs and outputs defined at the outset, while **evaluation** pays attention to outcomes and what changes occur as a result of the programme.

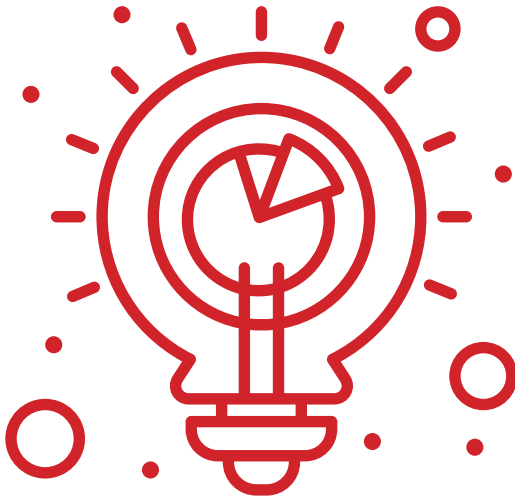


Baseline Evaluation

Outcome evaluations will often make use of baseline data to help demonstrate progress towards programme's objectives. This can mean having participants complete a baseline questionnaire before the project begins and then an end of programme questionnaire when it finishes. Such an approach will help you track changes that participants experience as a result of the programme. You can also include a questionnaire at the midway point if the programme is spread over a long period e.g. a year, and this may have the added benefit of enabling you to make adjustments to the programme based on the young people's needs and the feedback they provide.



Evaluation Planning



Preparation is key for any kind of evaluation and making a plan for your evaluation will help you to be clear about what you want to achieve, map out key steps, and figure out what resources you need to produce an evaluation that is meaningful and useful to your organisation.

Two different tools are described below that can be used to facilitate evaluation planning, there are similarities in both, and one approach may be more relevant to your setting than the other.

5-Step Process to Making an Evaluation Plan

(Adapted from ArtReach's Evaluation 101)³

- 1) State Desired Outcomes
- 2) Assess Evaluation Resources
- 3) Develop Key Questions
- 4) Gather Data, Analysis, Reporting
- 5) Collective Strategy & Next Steps

1) State Desired Outcomes

Firstly, it is vital to be clear about what your programme is intended to achieve because this is what provides the yardstick that your evaluation measures against and allows you to identify the distance travelled toward your goals. For example, a health and wellbeing programme may set out to improve young people's understanding of the link between physical activity and positive mental health in which case it may be useful to find out if participants increase their regular physical activity as a result of taking part in the programme.

2) Assess Evaluation Resources

The second step is about thinking through what you need to make the evaluation happen, who is going to be involved, how are you going to gather data, when are you going to do it, and all of this will be influenced by the scope of what you're evaluating. An 8-week programme needs to allow for adequate evaluation time at the end so that it doesn't get rushed or lost, and a longer programme of activities that are spread out over the course of a year may benefit from periodic points of reflection so that you can document learning and capture key experiences of participants as you go.

3) Develop Key Questions

Next it is vital that you clarify what exactly you want to find out to help you identify the extent to which you're meeting your desired outcomes – your evaluation will only be as good as your questions.

4) Gather Data, Analysis, Reporting

The fourth stage is about deciding the best ways you can collect evaluation data whether through a written feedback form or survey, an interactive focus group discussion or something more creative. More on data collection methods below (page 9) and examples in Section 2 (page 15).

In analysing the data you've gathered you're seeking to distil the key learning and can include the following actions:

- Highlight good quotes and significant comments
- Interpret the information statistically, e.g. "Most of our participants wanted..."
- Pick out trends and themes
- Compare answers from different groups or over different time periods

Once you've completed your analysis you need to decide how to present your findings and this will be influenced by who you want to share them with and what format will be best suited for the audience e.g. written report, graphics, Powerpoint presentation, audio-visuals etc.

5) Collective Strategy & Next Steps

Finally, your evaluation plan needs to consider how you're going to use your results – to shape programme development, provide evidence for funders, garner support for your work or promote your work to potential new members.

Logic Modelling

A logic model is a visual representation of a programme that shows the relationship between resources, activities, results and intended outcomes. It can be used as an aid for programme planning by thinking about the changes you want to bring about (desired outcomes), and then working backwards to identify the activities that will lead to a particular set of results (outputs) which in turn will contribute to your intended outcomes. The model also helps you to consider the existing resources (volunteers, expertise, access to a venue) at your disposal to run these activities and assess what additional resources (e.g. funding, more volunteers) may be required.

Another way to think about logic modelling is that it spells out 'if-then' relationships i.e. If we invest these inputs/resources, then the activities can take place; if the activities take place, then the outputs will result; if the outputs result, then the outcomes will be achieved.

A fifth component often used in logic models for evaluation purposes are 'indicators' i.e. ways of knowing that you have achieved the intended outcomes. Identifying these will help you shape your evaluation methods to get the information that will be most relevant.

The table opposite provides an illustration how a logic model works by using the example of an everyday activity – making a cup of coffee for yourself and a friend.



TABLE 1: Making a cup of coffee applied to a logic model

INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES	INDICATORS
Water Electricity Coffee Kettle Coffee plunger/ pour over filter Cup Spoon Milk, sugar	Boil water Measure coffee Combine coffee & hot water Serve in a cup Add milk/sugar etc.	A fresh cup of coffee	Energy boost Increased alertness Sense of warmth &/or satisfaction	An empty cup Animated conversation Direct feedback e.g. compliments about the coffee Positive body language e.g. smiling

If you are involved in funding or grant applications you may notice that funders often ask you to outline what you intend to achieve, how you’re going to do it, the results you expect and what you need to make it happen so completing a logic model is a great way of preparing to complete a grant application form. Appendix 1 includes a logic model template that you can use for both programme and evaluation planning.



Table 2 sets out an example of a logic model for an imaginary uniformed youth group that meets on a weekly basis and gets involved in a range of activities. A logic model can provide a useful overview of all that your group does as shown below, however it is also possible to develop a logic model for a specific timebound project that the group is undertaking.

TABLE 2: Logic Model Example

INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES	INDICATORS
Resources used to deliver a programme	The actual work or services of a programme	The accomplishments/ products/ services of a programme – what can be counted	Changes that occur as a result of participation in the activities and reaching the accomplishments	Ways of knowing that the outcomes have been achieved
Young people 4 volunteers Funding for activities & materials Meeting space	Weekly group meetings Range of activities focused on personal and social development e.g. teambuilding, learning a new skill, mental health awareness, outdoor activity residential, volunteering at a local community event etc.	Average of 30 young people per week 10% from minority Groups 10 young people complete a mental health awareness course 25 young people volunteer at local community event	Young people are more confident, connected to their local community, and socially aware Young people see unit as attractive & enjoyable Local community benefits from work done	Attendance records Numbers of young people progressing to a follow-up course or project Feedback forms completed by young people Volunteer observations & reflections Feedback from parents, other stakeholders in the local community, event organisers Young people becoming regular volunteers in the local community



Data Collection Methods

Before considering different ways to collect data it is helpful to consider different types of data. Broadly there are two types: **quantitative** data which is focused on numbers and statistics, and **qualitative** data which reflects information that is defined by quality rather than quantity and places an emphasis on the meanings attributed to experiences by participants. Quantitative questions can be recognised as questions that start with 'how many' e.g. How many young people participated in the programme? How many people attended celebration events? How many young people achieved certification? Qualitative questions tend to be more open-ended e.g. What were the benefits of the project? What did you learn from participating in this

project? What could be done to enhance or improve the project? A qualitative approach can help to bring context to the statistics generated by quantitative questions and also bring people's experiences to life. For this reason it's a good idea to gather both quantitative and qualitative information as the two types of data will complement each other.

There are 4 main methods of gathering data described below: surveys, interviews, focus groups, and creative methods. It's worth noting that a mixed-methods approach will add depth to your overall evaluation and strengthen the interpretation of your results.

Surveys

Surveys or questionnaires are used when you want to collect information from a large number of people in one go. Surveys include a fixed set of questions some of which may be focused on gathering quantitative data where you can provide multiple-choice options or rating scales, or you can include open-ended questions so that respondents can answer in their own words. It's best to keep surveys succinct and brief so that respondents don't give up half-way through or skip questions. Web-based platforms such as SurveyMonkey enable you to make the survey available online with a shareable link and will collate the results. When creating a survey, you need to constantly ask yourself if the questions will yield results that will be relevant and useful, and it's a good idea to test out the survey with a friend to make sure the questions are understood.

➕ **Pros** – Can get a lot of info from a lot of people quickly; can be kept anonymous; can ask people to share their contact details if willing to be contacted to participate in an interview to get more qualitative information.

⊖ **Cons** – Takes time and effort to develop a good survey; can't get clarification on what people have written.



Interviews

One-to-one interviews tend to be used to gather the views and experiences of a small number of people and are ideal for collecting qualitative data. It is possible to have a fixed set of questions or alternatively semi-structured questions that allow for clarification and follow-up questions so that you can probe more deeply based on the interviewees' answers. Similarly to surveys you need to keep to a concise set of questions that get at the heart of the information you're looking for otherwise you'll generate more data than you know what to do with.

➕ **Pros** – Can get a deeper understanding of people's views and experiences as well as stories of transformation and change.

⊖ **Cons** – Time consuming in terms of conducting the interview itself plus transcription if you want to have direct quotes for your final report; not anonymous or confidential.

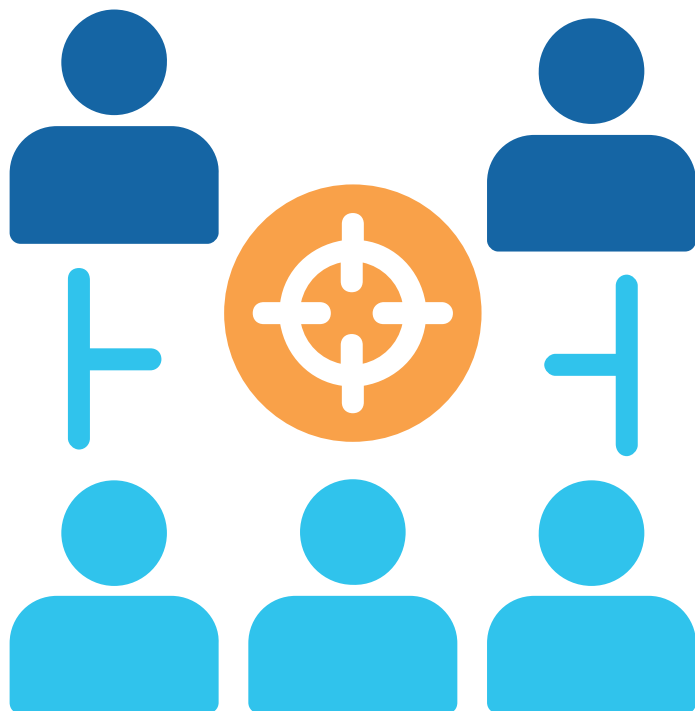


Focus Groups

Focus group discussions are used in a similar way to interviews but with a small group of people, particularly a group that have an interest or experience in common such as a group of parents or a group of young people of a similar age or who have participated in the same programme activity.

➤ **Pros** – Can get a deeper understanding of an issue from the perspective of a specific group of people e.g. young people, volunteers, parents. People within the group can bounce off each other in sharing their thoughts.

⚙️ **Cons** – Time consuming in terms of facilitating the discussion itself plus transcription especially if you want to have direct quotes for your final report; not anonymous or confidential; quieter people might not feel comfortable to speak out in a group or more dominant voices might push one way of thinking about an issue.



Creative Methods

Evaluation does not have to be restricted to filling in forms or answering questions in an interview and creative methods can complement and enhance traditional methods through a wide range of media including art, movement, photography or creative writing.

➤ **Pros** – Creative methods are ideal for facilitating evaluation with a range of age groups.

⚙️ **Cons** – Some activities may require more time and materials to facilitate.

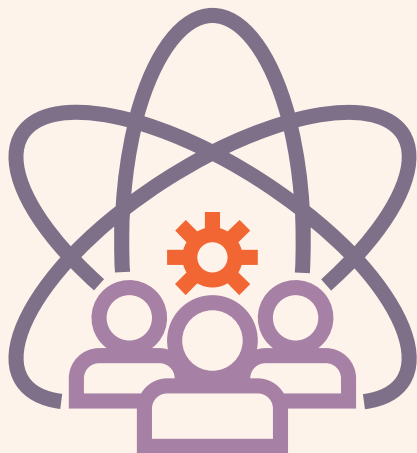
ArtReach outlines a range of benefits to what they term as ‘art-based evaluation’:

- Helps a group share what is meaningful to them
- Provides an opportunity for reflection
- Triggers memories that can lead to a group discussion
- Helps build a sense of accomplishment
- Uses the power of imagination
- Uses the power of metaphor
- Helps express complex concepts and feelings
- Provides a non-verbal way to share ideas
- Helps express emotions that might be difficult to encapsulate in a questionnaire
- Provides expressive materials that can be shared with stakeholders
- Allows everyone to participate not just those who are brave enough to speak up in a group



Section 2 (page 15) describes some different ways of evaluating programme activities interactively with young people.

Principles for Evaluation



Ethics can be described as moral beliefs and rules about right and wrong and in relation to evaluation there are certain principles and norms of behaviour that underpin and inform how it is carried out in order to be ethical. Key principles include the following:

- Do no harm
- Respect for people's rights
- Informed consent
- Respect for confidentiality

These principles mean that it is necessary to consider the impact of the evaluation on those who are going to be involved, to ensure appropriate permissions are in place, and transparency to ensure participants are aware of what they're being asked to do and how the information they provide will be used. It is also good practice to share your findings with participants once the evaluation is completed. Evaluation requires objectivity so it is important to be aware of how your own perceptions or bias may be at play and could even skew responses in a focus group discussion or influence how data is interpreted, particularly qualitative data.

Evaluation expert, Paul Matessich, writes of further concepts for programme evaluation that support best practice and help to build credible evidence including:

Relevance: Gathering information that is related to what is important for your organisation

Validity: Gathering information that measures what it is supposed to measure

Reliability: Obtaining consistent and accurate results

Timeliness: Gathering information in good time to be useful

It is worth bearing in mind that there is a power dynamic at play when working with young people – as a leader you will be in a position of authority. Your evaluation participants should not feel under any undue pressure to participate and be made aware they can opt out at any point. For a uniformed youth organisation this also means that it's worth taking time to think about who is best placed to facilitate, for instance, a focus group discussion.

It may be that you will get more honest – and therefore more valid – answers from a group when the leader(s) they usually work with are not present, on the other hand leaders who know the group may be able to draw out responses from the young people and support them to contribute.

It is important that the young people do not feel they will be judged for what they say, that they feel free to be honest about their experiences regardless of whether they're positive or negative, and that they aren't simply saying what they think the leaders want to hear.



The table below provides brief definitions of key terms associated with evaluation.

Table 3: Evaluation Terminology

Indicator	A way of knowing that an outcome has been achieved e.g. feedback from participants or leaders or increased uptake in a follow-up initiative.
Input	A resource used to deliver a programme e.g. volunteers, staffing, funding, partnership etc.
Impact	Effects of a programme or project on direct and indirect beneficiaries or on wider areas such as policy or practice.
Monitoring	A systematic approach to collecting information about a project as a way of tracking progress against planned activities and set targets.
Objective	An objective states a desired goal for a programme.
Outcome	Changes that occur as a result of participation in the activities and reaching the accomplishments such as changes in knowledge, skills, attitudes, behaviour among participants or any other benefits e.g. participants accessing new opportunities because of the skills they've gained. Outcomes can be short-term, medium-term or long-term.
Output	The accomplishments/products/services of a programme – what can be counted e.g. number of participants completing a programme, number of events held etc.
Qualitative data	Data that focuses on the quality and/or meaning of experiences.
Quantitative data	Data that focuses on numbers or quantities.
Stakeholder	Anyone who has an interest in or cares about the work you're doing – participants, volunteers, parents, organisational staff, leaders in the local community, funders, supporters etc.

Involving Children & Young People in Evaluation



When we think of evaluating youth projects, it can be straightforward to appreciate the value of involving children and young people as respondents through collecting their views in order to get a sense of the extent to which a particular programme is successful and beneficial. This helps to ensure that the work we do with children and young people is meeting their needs and it means we're taking their perspective seriously.

It is also possible to take things a step further and consider what it might look like to involve children and young people as evaluation partners through designing and carrying out aspects of the evaluation process in order to shape programme development and improvement. There are a variety of ways

in which this can happen, for example, through supporting a group of young people to develop the evaluation questions for surveys or focus groups. It may be that the group is able to word the questions in a way that will be most meaningful to peers answering them. Moreover, the young people's perspective as programme beneficiaries can serve to attune them to defining the potential outcomes, how they might be measured most effectively and what kinds of evidence might be accurate indicators of how these outcomes have been achieved. It might also mean involving young people in reviewing data and helping to make sense of the findings, benefiting from their perspective as young people and as experts of their own experiences.

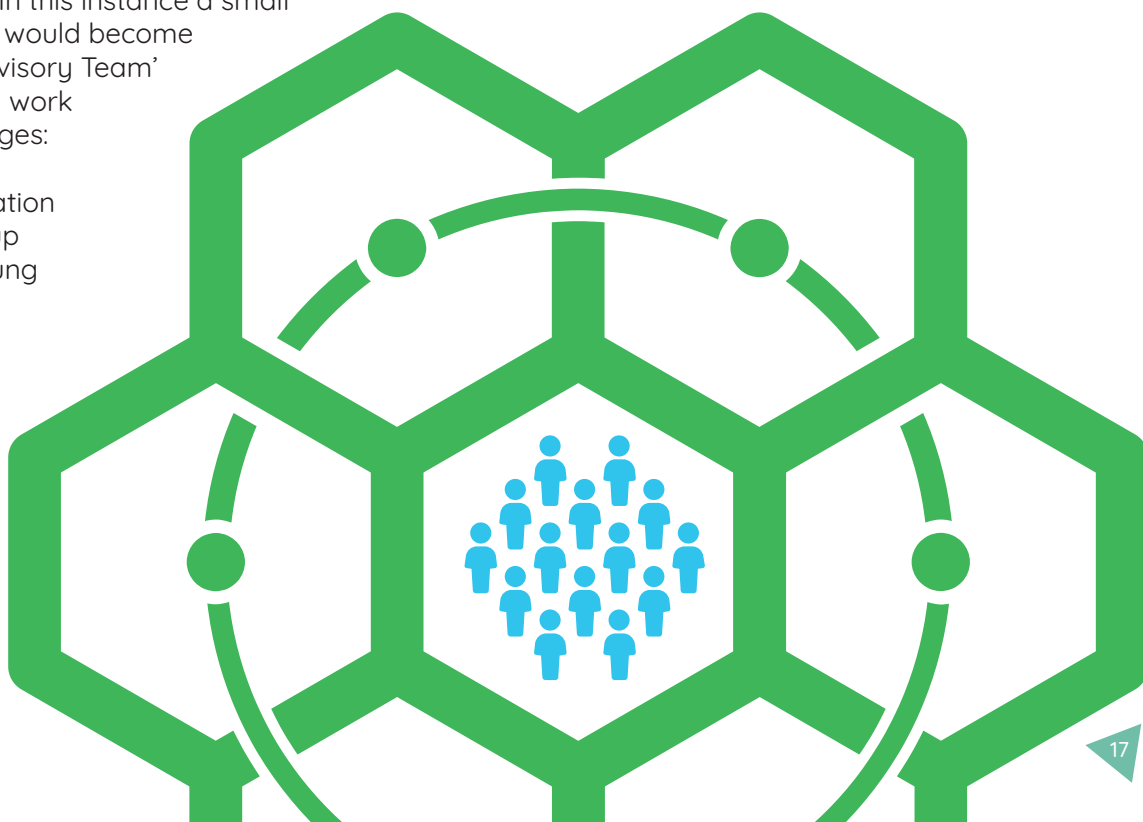
There is a specific model of evaluation that focuses on engaging key stakeholders/intended users in the evaluation process at the outset of a programme and on developing outputs that have utility i.e. that can be used to inform and refine practice. This is known as **Utilization Focused Evaluation (UFE)** and what sets it apart from other evaluation approaches is that the involvement of stakeholders enables them to identify the change that is meaningful to them as programme users or beneficiaries. In addition, the model serves to provide clear, relevant and useful evaluation evidence that shapes programme development and identifies key learning. It can increase evaluation capacity within an organisation and enable participants to feel more invested in the programme as a whole.

UFE is a model that can be applied to the involvement of young people as evaluators, particularly with longer-term projects that run over the course of 1-2+ years. In this instance a small number of young people would become part of an 'Evaluation Advisory Team' and the evaluation would work through the following stages:

- Formation of an 'Evaluation Advisory Team' made up of stakeholders e.g. young people, volunteers, partner organisation representatives etc.
- Logic modelling
 - identifying & clarifying intended programme outcomes and agreeing indicators or measures of success.

- Design & testing of evaluation instruments (including the use of baseline & follow-up evaluation) based on the programme logic model, followed by data collection with regular review by the Evaluation Team.
- Analysis and final write-up.
As the process described above is one requiring significant input of time and commitment it is also one that lends itself well to having the support of an external evaluator who can provide evaluation capacity building and guidance.

A useful resource for involving young people in evaluation processes is the *Essentials: Evaluation Toolkit* from Unite Participation which suggests a number of practical ways in which young people can be equipped to participate as evaluators.





Top Tips for Evaluation with Young People

Finally, here are some wise words and practical advice on doing evaluation with young people from experienced youth worker and blogger, James Ballantyne:



1. Make it relevant to the audience and appropriate to the group.



2. Keep it concise and easy to do – single words/emoticons/postits – and – especially in conversations – note any feedback or comments there too!



3. Realise the power dynamic – young people won't want to be honest to offend you or challenge the relationship – so bear this in mind.



4. Use the information for reflection and to have a conversation with young people – to create new from within – and not just kept in a cupboard or filed away.



5. It's an opportunity for young people voice to be heard, value and treasure it!



Section 2: Evaluation Activities

This section provides examples of a variety of evaluation activities that can be adapted for your setting and for different age groups depending on what you're evaluating whether it's a one-off initiative, short-term project or longer-term programme.



Evaluation Stations

It's also possible to select a number of these activities to create a series of 'evaluation stations' where you split the young people into smaller groups, and they rotate around each evaluation activity with a set amount of time and a leader allocated for each station. The leader supports the group to engage with the reflection and ensures their views are captured.

In addition, Appendix 2 (page 28) provides a template for an interactive focus group discussion that is broadly focused on finding out what a group of children or young people think about the uniformed organisation they're part of, their levels of satisfaction with the group and what benefits they've experienced as a result of being a member. It has been devised to be relevant to the Framework of Expected Outcomes which was developed by the Youth Service Sectoral Partners Group.

Flipchart Feedback

When to use

This is a useful activity for a summative evaluation for a short-term programme and can also be used as a way to reflect on an individual session.



Method

Take four flipchart pages and draw one of the following pictures into the middle of each page: a picture of a hand, a boot, a light bulb and a heart. Underneath each picture write the accompanying question and ask the group to take a moment to consider their responses and write their answers on sticky notes – one sticky note per question – then stick their answers to the relevant flipchart page. The young people can also be encouraged to draw an image that represents their response if they prefer.



- Picture of hand: What's been handy or useful or helpful?
- Picture of boot: What would you get rid of or ditch? What hasn't been so good?
- Picture of light bulb: What has made you think or given you new ways of thinking?
- Picture of heart: What have you liked or enjoyed?

Once everyone has had the chance to respond, you can encourage the young people to look at all the sticky notes on the four flipcharts and discuss the key themes and how this might influence future programmes.



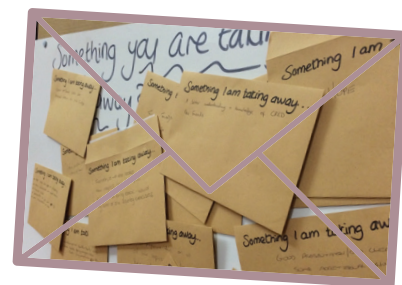
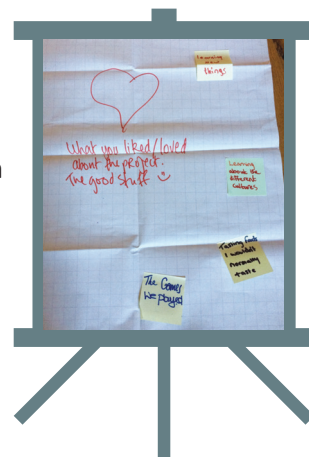
Materials

Flipchart, markers, pens, sticky notes.



Creative Adaptation

This kind of activity can be adapted in all sorts of ways and with all sorts of visual aids and props, the only limit is your imagination. For example, the photo below shows how a youth worker has used envelopes to get young people reflecting on what they're taking away from an event.



Role-Play/Skit Creation



When to use

This activity aims to help a group of young people recall the activities they've been part of in a particular project, it serves as a way-in to evaluation as they reflect on the various aspects of the programme.



Method

Split the young people into smaller groups – each group focuses on one aspect of the programme e.g. a residential, groupwork tasks, a celebration event etc. They prepare a 60-90-second skit summarising the highlights of their allocated project component session. Each group performs their skit to the rest of the groups.



Adaptation

If the young people aren't keen to act out their ideas, encourage them to find other ways to tell the story of what they've done. E.g. writing a story together and everyone in the group takes turns to tell a piece of the story.

Continuum



When to use

This is a good way of encouraging a group to reflect on their experiences and is useful for a summative evaluation at the end of a programme.



Method

Set out an imaginary line across the room, each end represents extreme or opposing points of view, the space in between is the gradient opinion between the two. Ask the young people the questions below about the project.

They respond by standing somewhere along the continuum line that represents their view. Ask why they have stood where they have and what ideas could change their mind.

How would you rate the project as a whole?

Woeful – 1 2 3 4 5 6 7 8 9 10 – Super

How would you rate the leaders who have worked with you on this project?

Awful – 1 2 3 4 5 6 7 8 9 10 – Brilliant

To what extent have you had the chance to express your ideas about what you believe or what is important to you?

Not at all – 1 2 3 4 5 6 7 8 9 10 – A lot

To what extent have you had the chance to make decisions about what happens in the project?

Not at all – 1 2 3 4 5 6 7 8 9 10 – A lot

I would consider getting involved in a project like this in the future:

No way – 1 2 3 4 5 6 7 8 9 10 – Definitely



Materials

Notebook and pen if you want to record the young people's responses as evidence.

Target Evaluation



When to use

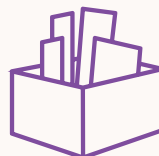
This activity is an accessible, quick and visual way of asking children and young people about their perception of whether a specific target or objective has been met, either for an individual session or a longer project.



Method

With this activity you need to be clear in advance about what the agreed targets are for the session or project and then shape a set of questions or statements accordingly. Ask the children and young people to stick their dot on the target to represent how they feel in response to each question or statement. The closer a dot is

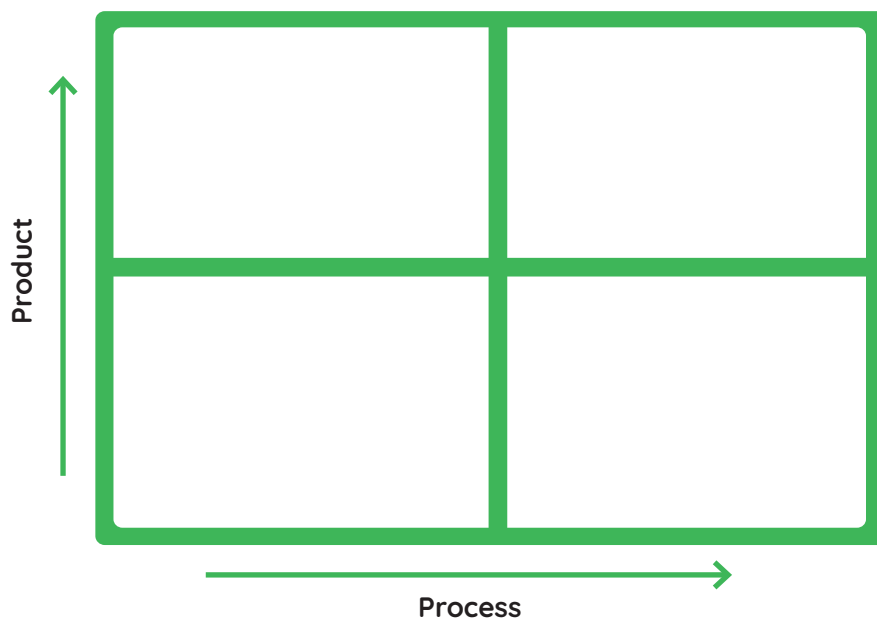
placed to the centre of the target the more they feel the programme reached the target or was successful or the more they agree with the statement. If you want detailed feedback about why the participants have chosen to place their dots on the targets, then you can include a comments section beneath the target and encourage the group to elaborate on their responses.



Materials

A set of printouts of a target image or a target image drawn on flipchart paper with one sheet per question or statement
Sticky dots.

Process/Product Matrix



When to use

This is a variation of the Target and Continuum activities and might work well with an energetic group as they are encouraged to use movement as a means of expressing their views and sharing their experiences about a particular project for a summative evaluation.

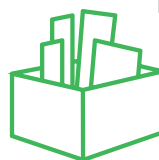


Method

Map out a matrix of 4 quadrants in a large room or outdoor space – depending on the size of the group. The left axis represents 'product' i.e. programme content, learning or achievements, and the bottom axis represents 'process' i.e. groupwork, inclusion, fun. Read out a series of statements or questions that relate to different aspects of the programme and ask the young people to position themselves accordingly. If they think the groupwork was a strength of the

project, but they didn't learn a lot, then they might stand in the bottom right quadrant; if they felt they achieved everything the project set out, but it didn't find it enjoyable as an experience, then they might be standing in the top left quadrant and so on. You can unpack the young people's choices of where they stand with further discussion if they are willing to share. To draw out quieter young people in the group or to encourage more honest responses and anonymity you can adapt this activity to do it as a written activity with sticky dots and comments on sticky notes.

Materials



Props that can be used as markers for scale.

Notebook and pen if you want to record the young people's responses as evidence.

Graffiti Wall



When to use



This is a fun group activity that might work well for young people who are quieter and more reflective or who enjoy art-based activities. It can be used to process learning from a residential or a series of workshops. The photo below shows a graffiti wall created by a group which participated in a good relations programme.

Method



The young people create their own graffiti wall of key messages that reflect their learning from the project.

Materials



Large cotton sheet or paper with enough space for the whole group to work on it. Markers or paints suitable for the cotton sheet or paper.

Collage Evaluation



Image: <https://memoirsofakidd.wordpress.com/2012/05/05/self-identity-collage/>

When to use



This activity can be used midway or at the end of a programme as a means of checking in with participants with how they are feeling about it and to explore what stands out to them in terms of the content and what they're learning.

Method



Ask participants to cut or rip out images and words from magazines that express how they feel about the project. The young people create individual collages, using markers to add more words or images. Each young person shares their collage with the rest of the group.

Materials



Large sheets of blank paper e.g. sized A3/A2, old magazines, glue-sticks, markers.

Adaptation



Similarly to the Graffiti Wall exercise the group can work collaboratively on creating one collage rather than individual pieces.

Memory Box



When to use



This is an activity that can be started at the outset of a longer-term project and continued at regular intervals as the project progresses to enable an ongoing process of reflection.

Method



Each participant is given their own small box. The outside of the box can be used to represent external factors such as the local community, the group or the project and the inside of the box can represent each young person's internal feelings and experiences.

Encourage the children or young people to decorate their boxes in whatever way they choose. As the project progresses, they can place items or artwork in the box that are connected to the activities of the project or that express how the project is impacting them.



Materials

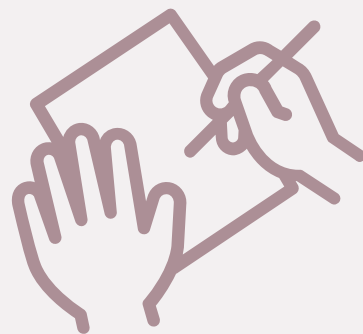
Small boxes, various art materials.

Found Poetry

When to use



This activity is best suited to post-primary young people and can work well as an activity for the start of a new programme to help the group engage with the project objectives and then used as a means of review at the end.



Method



Hand out copies of the programme objectives. Ask the young people to highlight the words that stand out, confuse, intrigue, anger or interest them. For example: empower, transform, capacity, dialogue, wellbeing, development, participation. Take one word at a time and brainstorm the first words or phrases that come to mind when they hear the word. Split the group into pairs, give each pair some of the words from the brainstorm list and ask them to create short phrases or sentences. They can add a few joining or connecting words or change word endings.

Ask the pairs to share the phrases and sentences that they have written with the whole group. As a group, in pairs or individually, the young people can select a number of lines and arrange them into a short poem.

At the end of the programme the group can return to their poems as a way of thinking about whether the project has achieved what it set out to and reflect on what kind of changes they've experienced.

Materials



Copies of the programme objectives as described in the grant application
Pens & paper

Further Information & Resources

Examples of resources related to evaluation & impact measurement

Art-Based Evaluation Toolkit

<https://www.artreach.org/artbasedevaluation>

Developing a Logic Model Guide

https://www.michigan.gov/documents/mentormichigan/Developing_a_Logic_Model_Guidex_403347_7.pdf

Essentials: Evaluation from Unite Participation

https://czone.eastsussex.gov.uk/media/5681/essentials_evaluation_toolkit_2008.pdf

Evaluation 101 Toolkit

<https://www.artreach.org/evaluation101>

Tools for Participatory Evaluation

<https://www.outcomes.org.au/wp-content/uploads/2019/05/UNICEF-tools-for-participatory-evaluation-with-youth.pdf>

Measuring Up!

This is a free, step-by-step self-assessment tool that allows you to review and improve your organisation's impact practice – that is, the way you plan, evidence, communicate and learn from the difference that your work makes.

<https://www.inspiringimpact.org/self-assessments/measuring-up/>

General sources of information & resources

Brady, B., Canavan, J. & Landy, F. (2011) *How are we doing? An Evaluation Resource for Foróige Staff*. Galway: UNESCO Child & Family Research Centre, NUI Galway.

Mattesich, P. (2003) *The Program Manager's Guide to Program Evaluation*. Nashville: Turner Publishing Company.

NCVO – champions the voluntary sector & volunteering in England
- <https://www.ncvo.org.uk/>

NCVO Knowledge Bank - <https://knowhow.ncvo.org.uk/>



Appendix 1: Logic Model Template

INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES	INDICATORS
Resources used to deliver a programme	The actual work or services of a programme	The accomplishments/ products/ services of a programme - what can be counted	Changes that occur as a result of participation in the activities and reaching the accomplishments	Ways of knowing that the outcomes have been achieved

Appendix 2: Sample Children & Youth Consultation Discussion Guide

Objective



To find out what group members think about their uniformed organisation, their levels of satisfaction with the group and what benefits they’ve experienced as a result of being a member. Each of the activities can be adapted for different age groups.

Materials



- Printed words describing a range of feelings
- Two sets of printed pictures – (i) pictures that depict children and young people displaying a range of emotions and (ii) pictures that illustrate young people engaging with the 6 areas in the Framework of Expected Outcomes
- Audio recorder

Activity	Key Elements of Approach
Introductions	• Introduce self • Provide short & simple explanation of the consultation • Explain what we’re going to be talking about and how the information will be used (anonymity) • Explain recording of discussion and ask for permission to record.
Current experience of attending your unit	Picture Round – Which picture describes best what it’s like to come to <i>[name of unit]</i> ? Word Round – How would you describe <i>[name of unit]</i>? Spontaneous / then prompted (pick 3 words) <i>Boring / Exciting / Helpful / Safe / Relaxing / Intimidating / Scary / Crazy / Banter / Chilled out / Supportive / Caring</i> 1. Why do you come to <i>[name of unit]</i> ? 2. Would you bring your friends here? 3. What do you tell your friends or your family about <i>[name of unit]</i> ? 4. What makes <i>[name of unit]</i> a good place to spend free time? 5. What do you do when you’re at <i>[name of unit]</i> ? (How do you spend most of your time when you’re here?) 6. What feelings do you have when you’re at <i>[name of unit]</i> ? 7. If <i>[name of unit]</i> wasn’t here, what would you do? Where would you go?

Activity	Key Elements of Approach
Levels of satisfaction	Set out an imaginary line across the room, each end represents extreme or opposing points of view, the space in between is the gradient opinion between the two. Ask the children & young people the questions below and ask them to stand somewhere along the continuum line that represents their view. Ask for reasons why they have stood where they have and what ideas could change their mind. How would you rate your experience of coming to <i>[name of unit]</i>? Terrible – 1 2 3 4 5 6 7 8 9 10 – Super How would you rate the leaders who work with you at <i>[name of unit]</i>? Awful – 1 2 3 4 5 6 7 8 9 10 – Brilliant To what extent do you have a say or can influence what happens at <i>[name of unit]</i>? Not at all – 1 2 3 4 5 6 7 8 9 10 – A lot How satisfied are you with your experience of <i>[name of unit]</i>? Very dissatisfied Dissatisfied Neither satisfied/dissatisfied Satisfied Very satisfied What are your reasons for your answer?
Distance travelled & progression	In each of the following areas (picture prompts provided for each area) how would you say you've changed as a person since you started coming to <i>[name of unit]</i>? What has being a part of this group done for you? • Personal capabilities e.g. confidence, resilience, self-awareness • Health & wellbeing e.g. awareness, making healthy choices • Thinking skills, life skills, work skills e.g. decision-making, problem-solving, leadership, communication, creativity • Positive relationships with others e.g. friendships, teamwork, engagement with diversity, respect for difference • Participation e.g. being part of decision-making, influencing others • Active citizenship e.g. making a contribution to others in your community
Thank & Close consultation.	Express thanks for the group's time and input, explain what happens next with the

Notes

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Notes

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

References

- 1 Matessich, P. (2003) *The Program Manager's Guide to Program Evaluation*. Nashville: Turner Publishing Company.
- 2 MacCoy, D., Scott, F. & Charlton, M. (no date) *Evaluation 101 Toolkit*. Toronto: ArtReach. Available from: <https://www.artreach.org/evaluation101>
- 3 MacCoy, D., Scott, F. & Charlton, M. (no date) *Evaluation 101 Toolkit*. Toronto: ArtReach. Available from: <https://www.artreach.org/evaluation101>



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