



Gloucestershire Children's Fund

Measuring Outcomes Toolkit



This toolkit has been written and produced by The Evaluation Trust

We thought of calling this toolkit 'Useful Monitoring and Evaluation' as that is what it is about. Evaluation has a reputation for being technical and difficult- in practice it is part of every day life and we do it many times a day without realising, whether it is reflecting on a meal we have just cooked or chatting to other people about some experience we have shared.

Monitoring and evaluation should be useful to an organisation and its staff- not a chore to be completed to please funders and commissioners. It places the needs and experiences of the children and young people and their carers at the heart of an organisation or project and needs to be a practical, useful, and empowering learning process, which involves everyone. Partnership and participation will be the key values of evaluation work in Children's Fund projects- and hopefully enjoyment, learning and fun as well!



This toolkit, which grew out of a training event, is for small community and voluntary groups. It draws on the experience and learning of many individuals and organisations, and in particular the consultants who have drawn together this latest version for the Gloucestershire Children's Fund- Sue Webber, Philippa Chapman, Jenni Wilson and Chris Avanti. The Evaluation Trust is very grateful for all those who have contributed to its development.

We hope you find it useful and interesting – and will be revising it to identify new tools as we develop them or you tell us about them.

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PART A- INTRODUCTION

1. WHAT is evaluation?

'How did that recipe work? What would make it better? What did the people who cooked, ate or paid for the meal think? What will I do differently next time?'

We evaluate all the time- it's an everyday part of life; **we do it all the time!**

We can easily evaluate the room we are in and think about the indicators we might use - from the comfort of the chairs to the lighting- to make a judgment about how much it meets our needs, and what could be changed. It is not difficult for us to develop **criteria for our judgments**, or find a choice of **indicators** both hard and soft;

but our judgements also involve our **values**; we have different ways of valuing features e.g. access/ comfort/ type of educational experience we have had. What counts as valuable, a positive change, a real difference may vary depending on whether we are a user, a volunteer, a staff member or a managing body member.

Evaluation is also comparative by nature- past with present (baseline data or starting point or recall of where things were in comparison with now); comparing examples of similar projects or programmes.

In children and young people's projects people work hard, have little money, are very committed, care a lot...some how it must be good...BUT at end of the day **what difference does the work make?**

How do we know what is being achieved- the results, if any, of the work? and how will we know we are succeeding? Are we effective?

Are we meeting people's needs- which people?

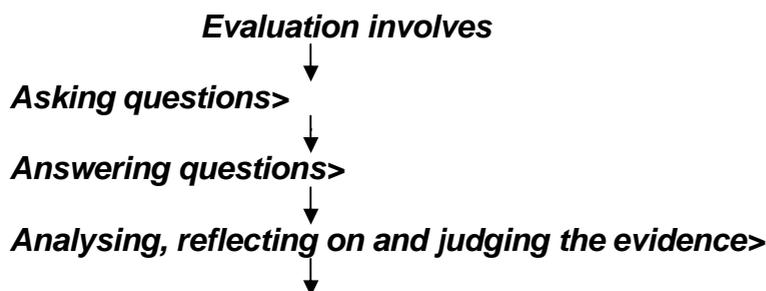
It is not enough to say 'We are doing a good job'.

What do users/members/clients/beneficiaries think about how we do our work?

What do the funders think- is their money well spent?

What needs to change and how?

The answers to these questions are discovered through evaluation.



DOING Something to act on the learning- make changes!
Without the final stage the evaluation is useless.

Evaluation can take place at any time in an organisation's work-

- before or at the beginning to establish the needs
- at regular intervals
- at the end of the work or project

OR ideally built inside the organisation, and its planning and work- this is self evaluation

Self evaluation- evaluation which is owned, controlled, and often carried out by the project's participants, primarily for their own use, as an integral part of the organisation's life. It is a learning process which actively involves participants in reflecting critically on their organisation, and the issues to which it is responding.

'Programme evaluation is the systematic collection of information about the activities, characteristics, and outcomes (or results) of programmes to

- make judgements about the programme,
- improve programme effectiveness, and/or
- inform decisions about future programming. ' M.Q. Patton

2. WHAT can be evaluated? The different types of evaluation questions.

There are different kinds of evaluation, asking different sorts of questions-
about the **needs and issues** that organisations are trying to respond to
about **processes**- how an organisation works, how things are done
about **performance**- the outputs, costings ...
about **outcomes**- the results of the work; what real difference it has made.
about **impact** - the significant long term changes which occur as a result of the work, the sustainability of these changes

Impact is not something that can be seen/ identified in the short term and it is difficult to isolate impact of any one intervention from those of other programmes, or wider socio-economic effects.

In practice most evaluations end up trying to answer a range of questions, but it is important to try and be clear about the differences.

Getting clear the questions you want the evaluation to answer is one of the most difficult parts of the process especially as ideally you need to involve a variety of groups. Getting the questions you want your evaluation work to answer really clear is a tough task- we often want to ask too many and do not focus!

3. Where does monitoring fit in?

Monitoring is the regular collection and recording of information about a piece of work or an organisation, to keep track of day to day activities and operations and check on progress. Its purpose is to provide regular feedback on how things are going and help the organisation make decisions. Monitoring will concentrate on the *delivery* of your services – how many, to whom, for how long etc.

Monitoring answers questions like

Who is/is not using the organisation? How are they using it? How are things changing from earlier years? What are the costs in comparison to the activities?

This is the kind of monitoring information an organisation could be collecting:

- the scale and type of activities and services
- the characteristics of users / beneficiaries / members- who does not use them?
- how do users reach the organisation and why they came?
- the patterns of usage by individuals or groups
- simple benefits /gains for users, members and groups and impact on other groups/ agencies
- user/ beneficiaries/ group feedback- at least thank you letters and comments, complaints and informal evidence; preferably evidence on usefulness of the work and users' feelings; and any changes wanted
- feedback from other group/ agencies - any evidence of changes in views or needs
- staffing and board characteristics- do they reflect the organisation's equal opportunity policies and geographical area?
- some time usage information
- finance and other resources

Broadly monitoring is about accounting for work, and evaluation is about judging its value. But monitoring data often does not tell you very much on its own.

Routine monitoring can tell an organisation that they are fairly successful in reaching and responding to the needs of say older white people with a long term disability; but very unsuccessful in offering a wanted and appropriate service to say older African Caribbean people with a disability.

4. The Language of outputs, outcomes, and impact

Another way of seeing the difference between monitoring and evaluation is to look at an organisation or project as if it were a factory process. To return to the meal:

INPUTS- all the resources provided to carry out the task- cooks' time, ingredients, fuel, cooker, premises, cookery book, washing up liquid...>



Activities- the process of cooking the food- how was it done?>



OUTPUTS- the volume and characteristics (temperature, nutrition..) of the meal generated by the work and money involved>



OUTCOMES- what were the results of providing the meal? was it eaten/ enjoyed/ wanted/ appropriate?

BUT monitoring your outputs and discovering they look good does not guarantee you good outcomes in the work!

A hospital trust doubled its numbers of operations by moving the bulk of its surgical work onto a day basis- and got commended for its output achievements. However, through careful follow up it discovered more patients were returning to hospital through complications, the cross infection rate had increased, and patients were unhappy with some of the ways in which they had been treated- outcomes less successful.

It is the **quality and effectiveness of the OUTCOMES** that is important- not only the cost of the inputs or the quantity of the outputs - but it is much easier to measure or monitor inputs and outputs than evaluate outcomes. And even harder to really look for longer term impact.

Key concepts	Examples of.....
Aim	Develop confidence & self esteem
Objectives	1. Provide opportunity for group singing 2. To provide assertiveness training
Inputs	Venue/Staff/Money/Piano player/Trainer
Outputs	10 singing sessions for 40 people 3 training sessions for 36 people

Outcomes	People can perform to an audience People feel more confident in their daily lives
Additionality	Evidence that the change brought about would not have occurred if the project had not taken place.
Attribution	The change is at least in part due to the intervention.
Theory of change	Identify the relationship between activity and the results- what works and why it works

Looking for indicators of achieving outcomes

Indicators - a pointer, gauge or standard against which change is measured; often proxy measures when outcome measures are difficult to measure. See your project as a bus journey- how will you know you have arrived at your destination? How will you recognise success? Look at your outcomes/ results- how will you know you are achieving them? Or at least look for these pointers.

The term *soft indicators* is used when referring to the achievements which may 'indicate' acquisition or progress toward an outcome. They are pointers to change-factors, or variables that correlate with the change you are looking for; they are very sensitive to culture and situation and may identified differently depending on the role you are playing.

It is important to look wider- in most organisations what is being achieved cannot be simply demonstrated by ticks for indicators.

5. How does evaluation relate to an organisation's aims and objectives?

If an organisation has
a clear purpose- *the WHY it exists; the broad impact*

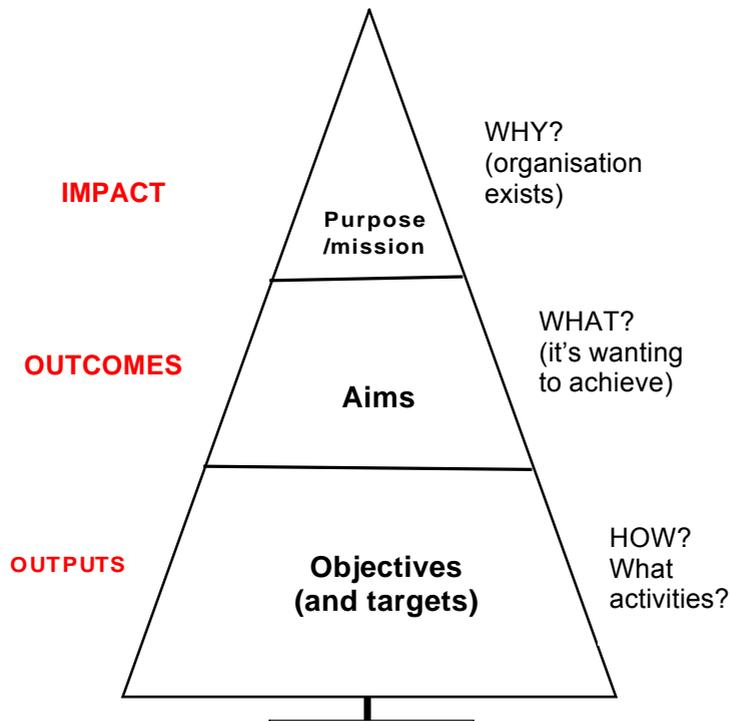
well defined aims or goals - *the WHAT it is there to achieve, the difference you want to make*

and tight objectives with targets- *the HOW it will be done and the detailed activities; the practical steps that you will take in order to achieve your Aims*

it is certainly then easier to evaluate whether it is achieving its aims, by looking for evidence of outcomes, or indicators that the outcomes are being achieved.

BUT not all organisations are in this situation, since many have broad aims and multiple objectives -
and sometimes too, looking at whether you have achieved your aims is not asking the right questions. As Michael Scriven notes "No one evaluates cars in terms of the

goals of the design team. Why the difference?" It may be more important to consider what the organisation is actually *doing* and comparing that with the organisation's purpose or mission, rather than considering what it says it is trying to do - looking at the effects, results, impacts upon and costs for the user or beneficiary, rather than a strict evaluation against objectives.



6. Why bother? How do organisations benefit from doing evaluation?

The benefits and costs; who wants it and why?

Why do the work? What might be the gains for them? *Raise more funds? Know all that hard work makes a difference? Meets needs? Improve the service? Will the gains be worth the time involved?*

Evaluation work can

- Improve effectiveness in the way your organisation meets local needs
- Identify areas for improvement in your service to users
- Attract resources
- Help share learning and experience across the organisation
- Improve accountability to users, members and funders
- Give greater work satisfaction for all managing body members, staff and volunteers
- Celebrate progress and achievement
- Identify changes or new directions
- Make the case for new resources

Evaluation can be a very powerful tool of learning and change, because more than training or development work it puts the needs and experiences of users and potential users and the purpose and values of the project, at the centre of an intensive change process. But it is also very political. Ideally it is useful, used- and fun!

7. WHO needs to be involved in evaluation in a Project?

Who has a stake in the service? Who are part of the jigsaw of interests?

Who would have something to lose from an evaluation? (an essential service; a job; power....)

Who has something to offer? (Experiences, needs, views, information, knowledge, questions, skills, time, resources....)

Are some of these the Key Stakeholders in your organisation?

- Users/ participants/ beneficiaries/ members potential or excluded users / participants/ beneficiaries/ members
- Funders
- Workers at all levels and volunteers
- managing body members
- Local or interest community
- Indirect beneficiaries-carers and friends
- Other providers, collaborators, referrers

8. Who will do the work?

Evaluation can be undertaken by different groups of people:

- Internal- staff, Board and volunteers- take feedback from other participants
- External- consultant to undertake work- particularly useful for thematic learning
- Peer evaluation work linking teams/ projects*
- Joint working between all stakeholders including local people/ service users*
- Involve service users/ other stakeholders as equal partners in the evaluation work*
- Service users/ local people acting as evaluators or commissioners*

*Consider using facilitators

Whoever is involved in undertaking the evaluation needs to operate within the following good practice guidelines:

- ◇ be independent of pressure
- ◇ be impartial- fair, open and not biased, cross checking evidence and being rigorous and systematic
- ◇ abide by confidentiality- protecting all the individuals and groups you are in contact with from misuse of data
- ◇ aware of own value base, recognising the need to question how we see situations, our attitudes and practices, seek partnership and shared ownership with participants.

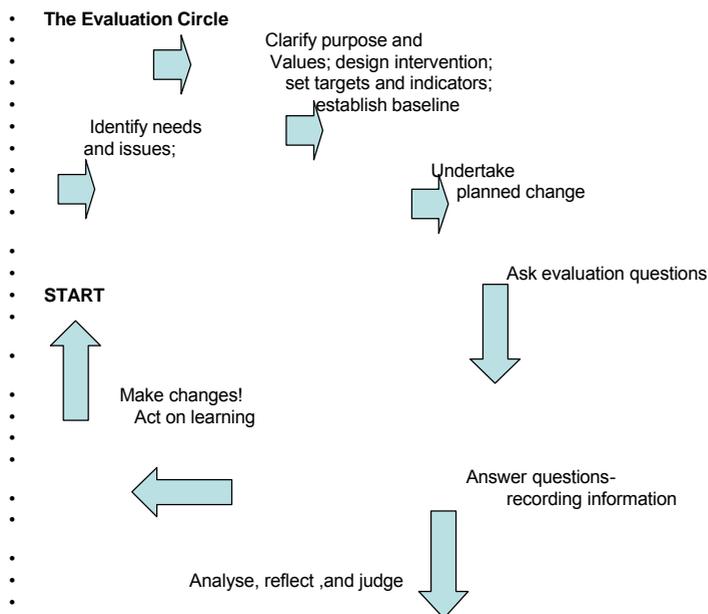
9. Consent/Assent

Before evaluations can be carried out with children and young people, you will need to gain informed consent from parents and carers and agreement from the children and young people themselves. It is important to respect children and young person's freedom to participate or not in evaluation work.

Assent means that the child agrees to participate in an evaluation activity and the informed consent or permission, of parents/carers or teachers and needs to be part of the written registration forms that parents/ carers fill out. Permissions for activities like taking photographs and the 'big brother' booth are examples of where specific is required.

10. The Evaluation Process

- a. Engage key stakeholders
- b. Define project aims/outcomes
- c. Define purpose of evaluation
- d. Determine focus/ the questions it needs to answer: What is being evaluated, and how will it be used?
- e. Specify the time scale for the evaluation, the resources available and who is to be involved
- f. Describe the work of the project and how you will know you are achieving your aims/ outcomes
- g. Choose evaluators /decide who will do the work
- h. Select information collection methods
- i. Collect information
- j. Analyse and write up results
- k. Use results to make changes in the organisation
- l. Disseminate results externally



11. Tips for building up useful self evaluation

- For each piece of information you collect OR ASK FOR ask the questions:
 - do we really need this information?
 - who is going to use this information and what for?
- Make sure that everyone is clear about whose responsibility it is to fill in the forms. It is helpful to include these responsibilities in job descriptions.

- Make sure that everyone who is collecting the information understands what the information is used for. If people understand why they are collecting information they are more likely to collect it properly.
- Give feedback on the results to the people who have been collecting the information. For example, if administrative staff have been completing the Enquiry Log let them know what you have found out and how the information has been used.
- Make sure that everyone who is collecting information has been given clear and consistent guidelines on how to go about it.
- Spend time at the end of an activity in reflecting on the value of what you have done.
- Build your monitoring and evaluation work into your planning- think about what the results you want from the work and how you will discover you are achieving them.
- Keep a file or notebook for all feedback however informal- thank you letters, complaints, the 'chat' in the minibus on the way home- these will be useful too for any report you write.
- Be very careful to maintain confidentiality
- When getting involved in someone else's area of work, be sensitive to how threatening and exposing it can feel even if you are doing a good job. Work in partnership with them so that it is a joint discovery rather than the Inquisition!
- Actively encourage workers and volunteers to look at pieces of work critically and identify learning, improvements and changes. Regular 'away days' to stop and think help to build a learning team help, maybe involving Board members too. Use any supervision as a tool of joint learning and reflection as well as control and accountability for actions.
- Consider building a partnership with another project which is similar in approach, but not in direct competition for the same funds. Meet to compare projects, perhaps developing visiting teams involving users, to take user feedback and interview staff and board members on behalf of the other organisation.
- Act on any learning from self evaluation work or it will not be worth the time involved.

PART B- THE TOOLBOX

A. Creative Ways of getting User Feedback

These ideas are some of those used by Evaluation Trust staff and associates

Tea, cakes, a party, lunch, activity, transport, childcare... make events possible and more fun – what is in it for the giver of their views? How can evaluation be linked to other activity?

Need a mix of more serious and demanding methods and creative 'quick' methods

Methods can be combined and adapted – imagination is required

Find ways for those with few verbal skills / little voice to express their views

See website for more detail on using different methods www.evaluationtrust.org

1. **Focus groups** with a facilitator who is not the service provider. With a checklist of areas that need to be discussed perhaps 5 or 6 themes. Make sure everyone has a chance to give their view (use round robins as well as building on discussion points). Make sure it is clear that different views are both expected and acceptable. Tape or take detailed notes. Two facilitators can be helpful; needs someone with good group work skills. A quick and effective method, a rich source of qualitative information. It can also raise confidence of users and enable them to see the gains of their involvement too. Not representative unless you can involve everyone!
2. **Graffiti Walls** - flipchart on walls with different headings/ questions. Users add their comments with pens or have a supply of post it notes which they write and fix up on the appropriate chart. May need independent people to help to write. as a method can be linked easily with other events – e.g. AGM, social or other event, or displayed while a project is open for a week
3. **Observation** by an independent person – needs to be properly negotiated with those involved.
4. **Jelly bears in trees**, each to circle their choice of bear or bears best expresses how they feel can add comments, verbally or written, say in speech bubbles about their experience. Can work well to gather 'before and after' information of events, activities, experiences. Works well in groups where people may have difficulty writing or in expressing their views (e.g. people with learning difficulties). See Annexe 1
5. **'Body'** exercise to elicit the experience and learning of being part of something. Large piece of paper with life-size body on it with a head, big heart, carrying a carrier bag and with a dustbin away from the body. Participants write on post-it notes and place on the relevant

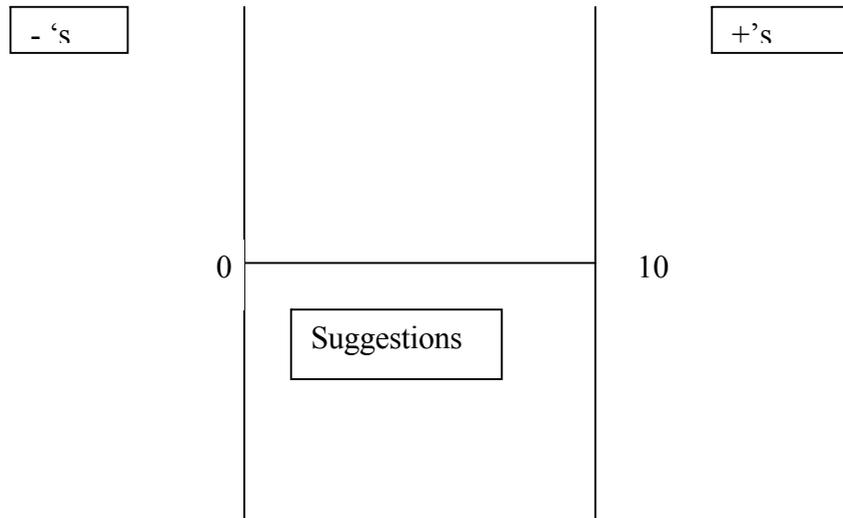
point of the drawing - on head 'Something I have learned/gained'; on heart 'Something I feel/have experienced'; in carrier bag 'Something I take away' in dustbin 'Something that was not so good I would like to lose'. Can use together with other methods. Could be adapted to other visual images.

6. **Case Studies** to tell the story of a user's experience – gives depth and quality and richness. Can help describe the processes of your work and bring it to life. Helps to capture complexity and multiple methods and outcomes. Need to think carefully about whom to choose and to ensure anonymity. Can be seen by outsiders as too selective so need to link with other data
7. **Stories** of one or two users told to others to cue others in to share experiences. Ask the question – What is this telling us? A combination of case studies and a focus group
8. **Daily , weekly, monthly activity chart** to map what happens, what people do
9. **Photographs or Video** to document what is happening. (Consider Consent issues)
10. Alternatively, giving users **disposable cameras** to document say 3 things they really like, 3 things they loath/dislike about a project, a community. Need to label the cameras to be clear what images fall into what categories!
11. Diagramming – **drawings or pictures** to express what is happening *e.g. use experiences of a building / different rooms*
12. **Photographs as triggers** to get them to talk about their experience. Could put coloured dots against the most important. Photographs of the service linked with questions
13. **Time lines** linked with the story of history with a service, what happened first, how did you feel, what happened when you first received the service etc. Drawing an appropriate picture to link the time line and story to on big sheets of paper on the floor or wall. E.g. for those who are part of a walking project a drawing of a coastal path with beginning and end. A river or road can be effective to express 'a journey' linked with a service or involvement with a project. Stimulates discussion.
14. **'Big Brother' video booth** a video camera set up in a corner. People can go and talk about their experiences or respond to a particular question. Works extremely well for children and younger people. Can be set up automatically or need an encouraging personality (– another user maybe?) behind the camera. Can be run by the young people themselves. Can identify TV programmes older people enjoy and link the method with that e.g. Antiques Road show (precious and worthless objects).
15. **User/staff/volunteer/trustee panels** providing the external eye – go as a group to see a service talk to people and take notes. May be against Quality Assurance commitments e.g.

go on coach and talk with passengers. Go to a day centre. Use time when people are doing less e.g. sitting on transport. The observers/interviewers different perspectives but part of a panel will be helpful

16. External people to do a quick interview as people arrive at a venue, event activity. Interviewees given a token to exchange for a service or drink
17. Poster displays on flipcharts of **activities** experienced, users given **coloured dots** to allocate against most favoured / least favoured activities. This could also be used against possible activities for the future. Can be followed up with a discussion
18. Create a **song, mime or a sketch** about how users see the service. Can give people 10 – 15 minutes to create
19. **Trigger sentences**, trigger phrases, sentence completion exercises, **word circling- all** can be used to liven up questionnaires or as a flipchart exercise e.g. a **Simple feedback form** – with a scatter of positive and negative words to circle with a heading such as ‘Which words would you chose to match what you think about XXX project?’
20. **Card sorting** – words that apply, words that don’t apply (can be pictures). can be extended by an interviewer asking why they chose a card with a particular word or picture
21. **Dart Board** - divided into segments representing differences the project might have made – users put marks, (‘darts’) according to how they feel/ what their views are – the higher the score the closer to the bull’s eye. e.g. for a young persons’ information project segments for – ‘gained advice about difficulties’, ‘support from youth workers and friends’, ‘information about what matters to me’. Can be done on individual sheets or as a group to gather the range of experiences. Again can be followed up with discussion to explore the points in greater depth. can be used with a Management Committee/ Board to assess strengths and weakness in aspects governance
22. **Board games** moving coloured discs, when land on a certain colour have to answer a question or give a view on an aspect of a service.
23. Simplistic expression of views e.g. Sainsbury’s for one week gave shoppers orange cards which they had to post in one of three boxes with happy, neutral and miserable **faces**. To answer the question – can you tell me what it has been like shopping here today. C.f. also toilets in motorway service stations with electronic boards to press the face that describes satisfaction with the provision.
24. As a group exercise this can involve movement around the room to **stand next to the face / picture / or word** that best describes views/feelings on a topic. Numbers can be counted. Then people can be invited to say why the chose that face. There is no pressure for those who can’t put it into words

25. **Continuums** - Have an imaginary line 1- 10 down the room people to place themselves in relation to others with polarised points at 1 and 10 e.g. positive negative ratings then give their views about why they chose the position
26. Building a **brick wall** or taking the bricks out of a wall. A visual technique – e.g. bricks needed for a good service. (take out those missing)
27. **Social mapping of networks** before and after involvement e.g. for a befriending scheme, a family centre, a project offering social support to do things. Place the person in the centre of a sheet of paper and identify their linkages with other people, resources, services at the beginning and then after a period of time. Could also be done with organisations within a geographic area where increase partnership or joined up working is being encouraged
28. **Musical tables** – small tables laid out with different issues or questions for users to respond to. Small groups group around a table scribble down ideas and comments. When the music starts up they have to move on to another table. Might need independent people to scribe for those who can't write easily and a facilitator to encourage ideas and discussion. Can be used to get the detail about what is needed in new projects – e.g. what would be happening, what it would look like, what the ambience would be. Music appropriate to the age group. Can be used for capturing achievements / differences made by work etc
29. **Text messaging** to gain simple responses to questions – may work with harder to reach, those who won't respond – works well with young people!
30. Choosing **scarves or hats** from a varied pile that remind people of a feature of the service or their feelings about a service. get them to say why they chose the one they chose.
31. **Decorated seats** for users to move into from the group to give their views. E.g. For people with learning difficulties a 'proud throne' and a 'sad stool' suitably decorated for individuals to express their achievements and disappointments around their involvement in a project.
32. '**Agree**' '**disagree**' cards for a group (needs to be smallish) to hold up in response to issues/questionnaires. Each then invited to explain their choice if they wish.
33. **H form** – can be used to record the 'pluses' and 'minuses' about an activity/ situation in a group using post it notes. Below the cross bar ideas for improving or making it different can be recorded



This is only a start imagination will create different ideas. For example the Evaluators Cookbook has been produced by National Evaluation of the Children's Fund – www.ne.of.org free on download from the website. This is for evaluation with children and young people but is a source of ideas to be adapted.

Finally.....

Users can be involved in different ways bringing different dimensions to the evaluation process

- can involve them in a steering group to be involved in identifying issues to be focused on and questions that need to be answered, and at varying stages of the evaluation, particularly in helping to identifying meaning from the analysis of data
- Can be involved as researchers including using them as interviewers. This will involve facilitation, training and support, and these costs need to be built into the evaluation.

The personal benefits for users can be enormous: the benefits to the evaluation in terms of insights into issues and situations, empathy with users, user response and interpretation of findings, huge.

B. The Most Important Things to Remember about Evaluation Tools

1. Keep all tools **short, simple and easy to understand**. Ensure language is appropriate for age group / ethnicity etc.
2. Always consider using a **wide range of tools** including drawing, pictures, interviews, photos/ films, discussion groups, evaluation exercises, diaries etc.
3. Always be **clear about the purpose** of each tool and **what questions you want answers to**. Know what you will do with the answer to each question/ issues identifies.
4. Always give people opportunity to give **negative** as well as positive responses.
5. Always provide opportunity for people to add **additional comments** (e.g. 'is there anything else you would like to tell us') and if using tick boxes always include box for 'other' and space to explain.
6. Always **explain reason** for the questionnaire/ interview/exercise etc and **stress anonymity / confidentiality** and **what will happen** to the data.
7. Always **pilot tools** before using them, try out the tool and the analysis on several people first to make sure it is clear, avoids ambiguities and the analysis meaningful.
8. **Avoid leading questions** (i.e. one which gives the impression of there being a right answer) when conducting interviews or designing questionnaires.
9. Aim to obtain **quantitative data** (i.e. something to count) **and qualitative data** (something which describes) for each project.
10. Wherever possible try to find someone **independent** to evaluate the service (someone from another project to act as an observer or facilitator at a focus group).
11. Make sure everyone collecting data is clear about **how to do it** – and they get **feedback** of results.
12. **Be very careful with analysis** :
 - do not use percentages with less than 30 responses, or if required for comparative purposes stress indicative only;
 - avoid totals or averages for before and after studies as these hide the movements of individual children, opt for plotting of individual children's responses on one graph / table;
 - USE the data to explore what it tells you e.g. use and experience of project by individual children, if not used to learn from no point in doing it.

C. Emotional Health – Some examples of evaluation methods

1. Word/Card Sorting:

Identify words relating to emotional health - which can be used at beginning and end of project or during. Words can be chosen by project staff or use suggested list from workshop, important to choose words that children understand and have some relevance to them, ensure equal number of positive and negative words and the odd neutral word. Be careful when considering words in relation to purpose of evaluation e.g a word like shy is useful for a snapshot but slightly harder to attribute a positive or negative score to for before and after

Use this tool a few days into a project (to avoid very strong reactions to coming to first session).

Card Sorting

Each child asked to select (circle / colour in / stand by) 3/5 words that apply

Please circle 3/ 5 words which most describe how you feel at the moment.....

Happy	Lonely	Relaxed	Angry	Supported
Anxious	Listened to	Put down	Pressurised	
Friendly	Bullied	Fun	Lucky	Good about myself
Liked	Fed Up	OK	Scared	Cross

To **analyse** both as a snapshot and as a before and after exercise please refer to Guide To Analysis Section 1.

2. How would you score yourself?

The project agrees a list of statements which are relevant to what their project is about and how they are hoping to support and develop the children. Ensure all statements go in one direction way, e.g.

- I find it easy to make friends
- I am happy talking to adults
- I like being with my family

Each child is asked to mark themselves on the grid below (by colouring, marking or standing next to a number in a room / against a drawing), where 1 = very negative and 10 = very positive.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

For younger children a range of facial expressions can be substituted for numbers and the project officer can then assign a score to each face.

To **analyse** both as a snapshot and as a before and after exercise please refer to Guide to Analysis Section 1.

3. Structured questionnaires / telephone interviews for parents and teachers at end of project.

Make sure this is introduced appropriately:

Introduce yourself, who you are, what it is about and what will happen to the information you get from them, including confidentiality.

I would like to ask you just a few questions about your child's involvement with the xxxxx project, it will only take a couple of minutes, is now a convenient time or shall I phone another time?

- Has xxxxx enjoyed participating in the project?
- Have there been any noticeable benefits as a result of being involved with the project?
- Do you think these changes have taken place as a result of the project?
- Have there been any problems /difficulties with xxxxxxxx participating?
- Anything which could have been done better?

- To **analyse** please refer to Guide to Analysis Section 2 on questionnaires/ interviews.

Other ideas for Emotional Health (please also refer to other handouts including Creative Ways of Obtaining User Feedback)

- Jelly Baby tree
- Party to celebrate achievements & graffiti boards with specific questions.
- River journey to depict an experience or phase in their lives .Use art materials to highlight the bumpy/ difficult times, the easier / happy phases & the interesting/challenging times -Before & after an event/ activity/play scheme/ stage in the project.

D. Physical Health – Some examples of evaluation methods

1. Word/Card Sorting :

Word Sorting

Chose a set of words (15 is the minimum) that could relate to physical health in a project /activity you are running (make sure there are an equal number of 'positive' and 'negative' words and a few neutral words)

Each child asked to select (circle / colour in / stand by) -5 words that (best) apply

Please circle 5 words which most describe how you feel.....

Tired	Fit	Energetic	Bored	Lively	Sporty
Dull	Lonely	Ill	Confident	Ok	
Cheerful	Fed Up	Lazy	Encouraged		

This could also be done as a card sorting with two piles – words that apply, words that don't apply.

It is worth capturing any comments that children make as they do the exercise

To **analyse** both as a snapshot and as a before and after exercise please refer to Guide to Analysis Section 1.

2. Health 'Drawing'

Using pictures to stimulate. Chose a picture /drawing of children of appropriate age male/female, black/white, disabled taking part in physical activity. You could choose a picture a child in the group had drawn. Overlay big speech bubbles with questions such as

- What have you enjoyed?
- Give 3 things you have learned about being healthy
- What will you find hardest to stick to?

To **analyse** please refer to guide to Analysis Section 2 on questionnaires / interviews.

3. 'Spray' diagrams about activities involving exercise

Another 'before' and 'after' activity to measure any change after a child has participated in a programme related to increasing healthy exercise

At the beginning of the programme

Ask the children to put something representing themselves in the middle of the paper e.g. 'me' or a drawing.

Put lines from the middle to link with activities they do involving exercise can draw a picture or write the activities.

Put a number against the activity representing how many minutes a week they do this physical activity

Make sure you put the name on the paper when you collect

At the end of the programme

Repeat the process

You could share the first drawings with the children and lead a discussion about what has changed or you could simply collect in the drawings. A second person could record the comments made

If the children stayed within your overall programme you could get them to repeat it after 2/3 months to see if any changed behaviour has stuck

To **analyse** the before and after pictures are good visual information in their own right – they could be captured by scanner and included in any report for illustration , please also see Guide to Analysis Section 3.

4. Photographs and 'graffiti' wall

Take photographs during the programme of activities (Remember if you will need to get parents permission if you take photos where a child can be recognised)

At the end of project, put a selection of photographs on paper and combine it with a 'graffiti wall'. The visual stimulus of the photos is important.

You could head up big sheets of paper with questions and the children could write their answers to the questions on biggish post it notes and stick them up under the appropriate question. You may need helpers to write for some but it is important they write exactly what the child says and not their own interpretation; of course they must not put words in the child's mouth.

It always helps if the person leading this process is not the person most closely involved with delivering the programme

Possible questions:

- What have you learned about being healthy?
- What do I do now that I did not do before the 'programme'?

To **analyse** please refer to Guide to Analysis Section 2 on questionnaires / interviews.

Other ideas

Pie Chart / Pizza Chart (not very healthy!)

Get them to draw 'pie diagrams' how they spend time on sporting / healthy activities before, midpoint and after project. This would have to be a rough guess unless you got them to keep a diary.

Dart Board – divide a dart board into 3 / 5 sections representing key ideas from your programme e.g. drinking water, eating 5 fruits and veg, getting exercise...

Get the children to place their darts to represent where they think they are in relation to where they should be - closest to bulls eye is best – perimeter is worst

Multiple choice quiz with prizes – before and after projects to measure awareness.

Case Studies – identifying practice / level of awareness before and after

Before and after questionnaires re lifestyle and diet e.g. multiple choices questions

Monitoring data on numbers accessing health care / leisure facilities

Improvements against baseline fitness (e.g. a football project which took specific recordings e.g. bleep test - children running between two cones, use a counter to count the numbers of runs before breathless in early stages and again at end

Feedback from parents / teachers re healthy lifestyles e.g. telephone interviews against a brief checklist of questions

Use local health related prizes to get people to record info or give feedback e.g. vouchers in leisure centre / bowling etc

E. Family relationships – Some examples of evaluation methods

1. **Structured questions/ interviews (per child) for family relationships telephone interviews. Do that you need to make sure that the children know in advance that you will be talking to their carer.**

Introduce yourself, who you are, what it is about and what will happen to the information you get from them, including confidentiality.

A. I am going to talk through some possible ways in which your child may have been affected by the programme we have been doing.

For each topic can you tell me whether you have any evidence of change for your child as a direct result of project?

- | | | |
|---|------------------|-------|
| a. personal & social skills
<i>what makes you say that?</i> | better No change | worse |
| b. communications skills
<i>what makes you say that?</i> | better No change | Worse |
| c. anger control
<i>what makes you say that?</i> | better No change | worse |
| d. self confidence
<i>what makes you say that?</i> | better No change | worse |
| e. feeling about self
<i>what makes you say that?</i> | better No change | worse |
| f. School achievements*
<i>what makes you say that?</i> | better No change | worse |
| g. relationships with family
<i>what makes you say that?</i> | better No change | worse |
| h. relationships with other adults
<i>what makes you say that?</i> | better No change | worse |
| i. completing homework
<i>what makes you say that?</i> | better No change | worse |
| j. school attendance
<i>what makes you say that?</i> | better No change | worse |

B. Have there been any negative affects in your view from being involved?

Yes No DK

If Yes Can you tell me what these are?

C. Do you have any suggestions for improvements in the project?

D. Anything else you would like to say about the project?

Thank you for taking time to talk with me

To **analyse** please refer to Guide to Analysis Section 2 on questionnaires / interviews.

Important to practice this before doing it – role play so that you are confident and consistent and everyone doing the interviews handles it in the same way

2. 'The Body'

To elicit the experience and learning of being part of something.

Large piece of paper with life-size body on it with a head, big heart, carrying a carrier bag and with a dustbin away from the body.

Participants write on post-it notes their thoughts now on family relationships and place on the relevant point of the drawing - on head 'Something I have learned/gained'; on heart 'Something I now feel'; in carrier bag 'Something I take away' in dustbin 'Something that was not so good I would like to lose'. Can use together with other methods. Could be adapted to other visual images.

Could have one life-size body or enough paper for each child to be drawn around and then they could either use post it notes or write on directly

To **analyse** please refer to Analysis Handout Section 2 on questionnaires / interviews; focus on the section relating to qualitative measures.

3. Focus groups

Led by a facilitator who is not the person who has been delivering the programme and in small groups max 5-6. With a checklist of areas that need to be discussed perhaps 5 or 6 themes. Make sure everyone has a chance to give their view (use round robins as well as building on discussion points). Make sure it is clear that different views are both expected and acceptable. Tape or take detailed notes. Two facilitators can be helpful; needs someone with good group work skills and one to observe and take notes.

A quick and effective method, a rich source of qualitative information.

It can also raise confidence of users and enable them to see the gains of their involvement too. Not representative unless you can involve everyone!

Variation - To create more physical movement in the session rather than just sitting around talking – use continuums. To trigger the discussion identify polarised points in the room – the numbers 1 – 5 could be placed on circles on the floor

e.g. enjoyed – did not enjoy; learned a lot - did not learn anything; feel better about myself – do not feel better about myself; get on better at home – don't get on any better at home.

Get the children to position themselves along the continuum and then ask each in turn why they chose that point

Observers need to record the numbers at different points and what is said.

To **analyse** please refer to Analysis Handout Section 2 on questionnaires / interviews and section 4 on Observation.

4. Musical Tables

A similar idea to graffiti boards, questionnaires or focus group. The feedback is just gathered in a different way.

First identify the themes and questions.

Layout the room with small tables with a big sheet of paper – a theme, or a question on each.

Play music appropriate to the group, when the music stops, children go to a table – with chunky pens, drawings or post it notes they give their response (maybe a helper by each table not to lead but to help write)

To **analyse** please refer to Guide to Analysis Section 2 on questionnaires / interviews.

5. Faces

Could be used as a before and after exercise

Create a series of faces showing different emotions – happy, sad, angry – just simple ones that are clear to interpret.

Think of a series of questions or statements relating to how children might feel about family relationships e.g. When I am at home I mostly feel....

Place in different points in the room

Get the children to go to the one that best represents how they feel.

Ask if they want to say why they chose that face.

An observer records the numbers and names at each face and what they say

This process can be repeated at the end of a programme to measure any change in feelings

To **analyse** please refer to Guide to Analysis Section 2 on questionnaires / interviews (the qualitative section) and section 4 on Observation.

F. Observation

Observation is usually a qualitative research method, although it can be used quantitatively- e.g. when counting the number of times a participant talks in a group; or the amount of time a caller has to wait in the reception area before seeing an advisor.

Observation can be both a diagnostic tool- to help understand what is going well and what is going wrong- and an illuminative tool, when it is particularly useful in helping discover what individual organisations *do and don't do* rather than what they say they are doing. It is particularly relevant in organisations where the work is based on relationships rather than definite services and is therefore difficult to specify.

The principal difficulties in using observation in evaluation come in the very careful negotiations that need to take place beforehand about the role of the observer, and the large amount of data which it produces. As with all qualitative research methods, it is worth linking it with other methods, rather than using it on its own.

Carrying out Observation

Obviously it is worth noting something about the:

- building/space/layout
- actors/roles- age, sex, ethnicity, appearance, groupings.....
- time
- activities
- objects, furniture
- actions – who makes decisions?
- events & their sequence
- time
- aims
- your feelings & reactions
- drawing & photographing can also be helpful
-

In relation to activities, the kind of questions we have found helpful are:

- who is present?
- how is an activity introduced?
- what are people trying to achieve?
- what's said?
- how did participants respond?
- what happens next? – especially unplanned action and informal interaction
- what does not happen?
- who participates & how- who does not?
- what are people doing- what are their bodies 'saying'?
- what is the atmosphere?

Your feelings/reactions as an observer are part of the data and need noting.

G. Guide to Analysis

1. Scoring Mechanisms

1.1 Snapshots

For example the How do I feel questions or the Card sorting exercise.

These tools are useful as a snapshot at a particular moment in time to:

- gain an understanding of the feelings of each child : and
- the range of different feelings within a group.

For each child it is possible to summarise the positive and negative words to produce a score (e.g. Positive words = +1 and negative words = -1, any neutral words can be score as 0) either for each child or for the group.

EG

Child	Positive words chosen	Score (+ 1 each)	Negative words chosen	Score (-1 each)	Total
A	2	2	3	-3	-1
B	4	4	1	-1	3
C	1	1	4	-4	3
D	5	5	0	0	5
E	3	3	2	- 2	1
Total	15	15	10	-10	11

Alternatively you can use a **rating scale** these can be recorded in the following way to provide snapshot, this example shows different children's scores at the beginning of the project:

Child 1										
Before	1	2	3	4	5	6	7	8	9	10
Child 2										
Before	1	2	3	4	5	6	7	8	9	10
Child 3										
Before	1	2	3	4	5	6	7	8	9	10
Child 4										
Before	1	2	3	4	5	6	7	8	9	10

Child 5

Before 1 2 3 4 5 6 7 **8** 9 10

These can then be totaled (NB totals can hide a lot of very meaningful variations within the group):

Child	Scores
A	4
B	2
C	5
D	3
E	8
Total	22

1.2 Before and After Scores

If you have before and after scores from either of the above types of tools then the following analysis frameworks can be used. The most important thing to remember is you **MUST** avoid being tempted to add up or average the scores before and after - this hides the movements in the data and tells you nothing about the changes for individual children.

Working through the following example, there are 5 children in the project with before and after scores as set out in the grid overleaf:

Child 1

Before 1 2 3 **4** 5 6 7 8 9 10
After 1 2 3 4 5 6 **7** 8 9 10

Child 2

Before 1 **2** 3 4 5 6 7 8 9 10
After 1 2 3 **4** 5 6 7 8 9 10

Child 3

Before 1 2 3 4 **5** 6 7 8 9 10
After 1 2 3 4 5 6 **7** 8 9 10

Child 4

Before 1 2 **3** 4 5 6 7 8 9 10
After 1 2 3 4 5 **6** 7 8 9 10

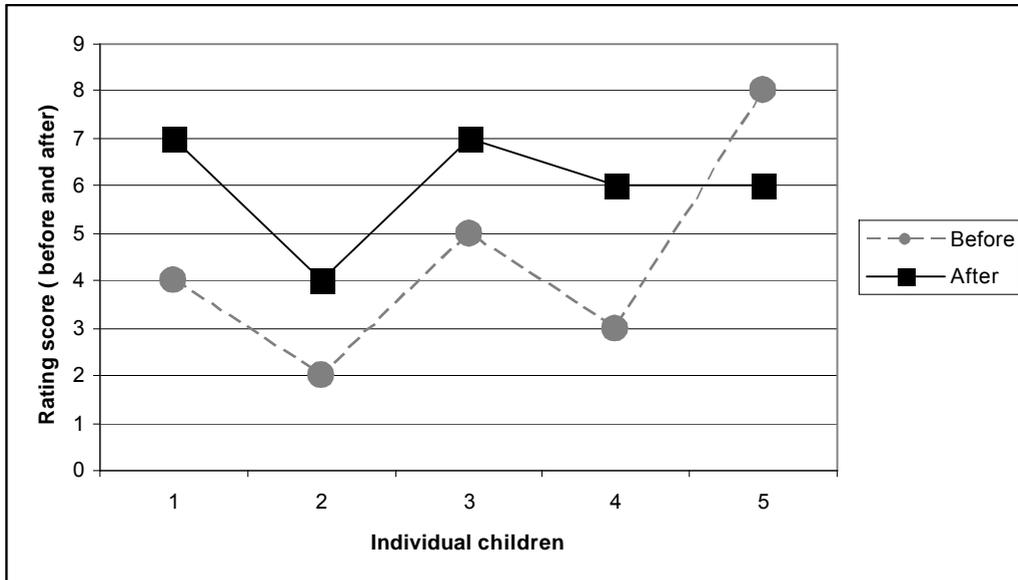
Child 5

Before 1 2 3 4 5 6 7 **8** 9 10
After 1 2 3 4 5 **6** 7 8 9 10

Ways in which these figures could be analysed:

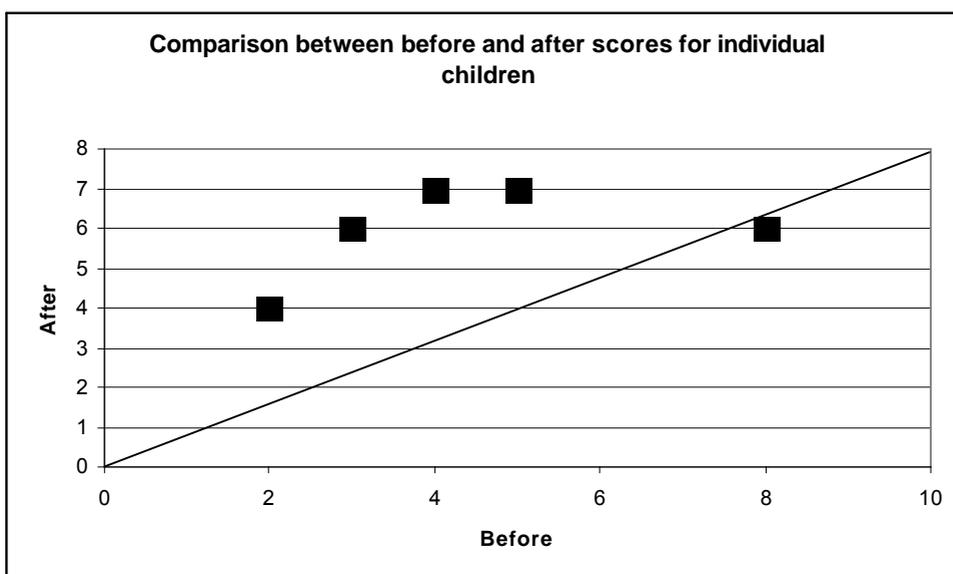
<p>You can calculate the shift for each child (but do not sum or average totals for whole group –this would say little that’s meaningful about the groups progress) But you could summarise by stating the number of children showing a positive or negative shift.</p>				Shift (After - Before)																				
		Before	After			Number of children																		
	Child A	4	7	3																				
	Child B	2	4	2	Positive shift	4																		
	Child C	5	7	2	Negative shift	1																		
	Child D	3	6	3																				
Child E	8	6	-2																					
<p>NB: Of course there may have been one or more children that showed no shift at all which may require comment</p>																								
<p>To show the degree of shift for each child you could use a bar chart but again do not add or average totals because this would hide movements in scores for each child.</p>	<table border="1"> <caption>Bar Chart Data</caption> <thead> <tr> <th>Child</th> <th>Before</th> <th>After</th> </tr> </thead> <tbody> <tr> <td>Child A</td> <td>4</td> <td>7</td> </tr> <tr> <td>Child B</td> <td>2</td> <td>4</td> </tr> <tr> <td>Child C</td> <td>5</td> <td>7</td> </tr> <tr> <td>Child D</td> <td>3</td> <td>6</td> </tr> <tr> <td>Child E</td> <td>8</td> <td>6</td> </tr> </tbody> </table>						Child	Before	After	Child A	4	7	Child B	2	4	Child C	5	7	Child D	3	6	Child E	8	6
	Child	Before	After																					
Child A	4	7																						
Child B	2	4																						
Child C	5	7																						
Child D	3	6																						
Child E	8	6																						

Another way of analysing this would be to plot the children's before and after scores on a graph which is another way of illustrating the pattern of improvement.



However it is much more effective to use the format shown below, where each child's score before is plotted on the X axis and the after score on the Y axis, the 'no progress' line is drawn in at 45 degrees, any marks above the line demonstrate an improvement, those near the line are not particularly significant but those which are markedly above or below are worthy of further exploration.

Once the scores for each child have been marked in this format, it is important to pursue what they are telling the project e.g. children can be marked differently for different sexes or ethnicity to see if the project is proving 'successful'.



2. How to analyse Questionnaires/Interviews

You are likely to have a mix of 'closed' and 'open' questions. Closed questions can be analysed quantitatively; open questions will generate qualitative data. You need to find ways of summarising data before you ask questions about what it is telling you.

If the questionnaire is word processed it can be helpful to insert page inserts and print out a page for each question. You can then use this as a basis to collate all the data in one place.

Quantitative

For each questionnaire and each answer put a line against the answer given and then sum the total, e.g.

Yes					18	32%			
No								36	64%
No Answer					2	4%			

Check the total matches the number of questionnaires. If total is 40+ you can convert to percentages. Convention says round up .5 and above. If the numbers are small you can use phrases like 'half of the group' 'most' 'all but one', a quarter etc but always put the number in brackets e.g. most (10)

Qualitative

The answers to open questions need to be processed too. Record answers in the space on the questionnaire. Those very similar can be grouped immediately and counted, if relevant.

When all collated use different colours to code similar issues and or circle where interesting themes are emerging, mark with a star quotes that are illustrative of a theme.

It is very important that you treat the qualitative material systematically

Ethical issues - be aware of your possible bias & prejudices – looking for what you want to see and suppressing data that does not fit our conclusions.

Then ask questions of the data

- what is this telling us?
- what are the key points?
- what is the range of issues raised?
- how does what people in this group say vary across the group?
- how does what this group is saying "fit" or conflict with what others are saying? what issues recur?
- how important are the issues?
- what kinds of patterns, or themes are emerging?

3. Analysis of 'spray' diagrams of before and after situations

Look for opportunities to count e.g. Number of contacts, activities, as long as you are comparing like with like.

Diagrams can be scanned as illustrations of the evidence

G. Generalist Resources for Evaluation

Websites

Measuring Impact Toolkit- Kent Children's Fund 2006

<http://www.kentchildrensfund.net/indexp.php>

www.icbl.hw.ac.uk An online cookbook offers clear advice about various methods that can be employed. Look in Past Projects (LTDI)

The Evaluators Cook book http://www.ne-cf.org/core_files/Binder2.pdf

www.nof.org.uk In particular, see *Engaging young people in evaluation and consultation* (under evaluation and research/publications).

Connections: A little Book of Evaluation 2001

<http://www.connexions.gov.uk/partnerships/documents/LBE-report1.pdf>

The Evaluation Journey: An Evaluation Resource for Community Groups. Linda McKie, Joy Barlow and Paula Gaunt-Richards. ASH

<http://www.ashscotland.org.uk/inequalities/tobacco.html#eval>

A number of Charities Evaluation Services books and papers including Practical Monitoring and Evaluation: first steps. Discussions papers including Outcome monitoring. Listing: <http://www.ces-vol.org.uk/html/bookshop.htm#practical>

Your project and its outcomes. Sally Cupitt with Jean Ellis Charities Evaluation Services for Community Fund.

<http://www.community-fund.org.uk/funding-your-project/forms-and-guidance/outcomes/outcomes-guide.pdf>

Working in partnership: a sourcebook Can be downloaded at www.nof.org.uk

Improving practice: an approach to implementing self-evaluation within health Moley and McIldoon, Available to download at: www.ceni.org/pdf/CBCHSSTPublication.pdf

www.ness.bbk.ac.uk/ This website gives details of the national evaluation of sure start.

www.ehr.nsf.gov/EHR/REC/pubs/NSF97-153/start.htm This website will lead you to the *User-Friendly Handbook for Mixed Method Evaluations*.

M and E news: An NGO news service re monitoring and evaluation:
<http://www.mande.co.uk/news.html>

Participatory monitoring and evaluation: Learning from Change. IDS Policy Briefing Issue 12 Nov. 1998 <http://www.ids.ac.uk/ids>

Guide to Project Evaluation: A Participatory Approach
<http://www.hc-sc.gc.ca/hppb/phdd/resources/guide/index.htm#CONTENTS>

Art for Health (report) and An evaluation Resource for Healthy Living Centres
<http://www.hda-online.org.uk/publications.htm>

www.mailtalk.ac.uk/lists/OSHL.html An electronic list has been set up specifically to ease communication between those involved in evaluating and delivering out of school hours learning activities.

www.giss.org.uk/ The Quality in Study Support website gives advice on measuring attendance, attitudes and achievements of pupils and has developed software and tools to help you to do this.

An evaluation resource for healthy living centres Meyrick and Sinkler,. Available to download at: www.hda-online.org.uk/documents/evhlc.pdf

Evaluation guide 1-13. Can be found at:
www.drugmisuse.isdscotland.org/publications.aspx

Partnerships for Learning: A guide to evaluating arts education projects By Felicity Woolf. Pub Regional Arts Boards and Arts Council of England. 2004
<http://www.creative-partnerships.com/resources/resourcefiles/38670?view=Standard>

Scottish Arts Council Evaluation Toolkit (2003). An interactive, online resource available at www.evaluationforall.org.uk which develops and expands on the approach to evaluation introduced in Partnerships for learning.

Arts Victoria (2002). Evaluating Community Arts and Community Well Being. Available at www.arts.vic.gov.au by clicking 'Publications'.

Arts Council of Northern Ireland Voluntary and Community Arts Evaluation Toolkit (2004). This evaluation toolkit was written in 2004 to help voluntary and community arts organisations in Northern Ireland to evaluate their work, especially the social impact on participants. www.artscouncil-ni.org/departs/all/report/research.htm

Taylor, M et al (2005), Evaluating community projects: a practical guide.
www.jrf.org.uk/bookshop

Books etc

Utilization- focused Evaluation. M.Q.Patton third edition 2000? (Substantial but readable)

Wadsworth, Yolanda. Everyday Evaluation on the Run, 2nd Edition , Allen and Unwin 1997.

"Monitoring and evaluation made easy"- Anne Connor. HMSO 1993 £12.95

Partners in Evaluation. Fuerstein, M.T. 1987 TALC £4.50

Self evaluation- a combined handbook and toolkit. NCH 1993 £20.00

Toolkits- a practical guide to assessment monitoring review and Evaluation Gosling 1995 SCF

'Made to Measure' An evaluation framework for sport Rowe, Sport England 2002
Nick.Rowe@sportengland.org

Partnerships for learning: a guide to evaluating arts education projects Woolf, 1999
Available to download from the publications section of www.artscouncil.org.uk

Don't forget in the region:

The SW Observatory <http://www.swo.org.uk/>

The South West Public Health Observatory <http://www.swpho.nhs.uk/>

Plymouth Monitoring and Evaluation group has a how to do it guide:

<http://www.plymouth-informed.org.uk/Docs/PMEDG/Monitoring%20and%20Evaluation%20context.pdf>

The Bristol Evaluation Reference group also has materials on report writing, appointing a consultant, reports on current evaluations etc

<http://www.bristolforward.net/evaluation/>

Annexe 1

Evaluation Tools that Gloucestershire Children's Fund projects are using

- **Films, Interviews, voice recordings, games, focus groups, questionnaires, target charts & photo's**
- **Feedback from children & young people**
- **Informal discussions**
- **Young Reporters**
- **Picture Boards, suggestion box, bulls eye board, Junior Committee & Big Brother**
- **Using Government data to compare statistics**
- **Residential projects for 13-19 year olds – an Evaluation Inspector calls to find out the outcome of the project (evidenced)**
- **Photos & DVD**
- **Post it notes, self evaluations, self esteem questionnaire and road maps (journey)**
- **One on One evaluation, engaging them in behaviour etc and where they want to go and how they will get there**
- **Data collection (before & after performance indicators etc), evaluation targets & boards and surveys in “user friendly format”**
- **Referral forms, evaluation sheets after each session and end of service summaries**
- **Forms, videos and time lines**
- **Questionnaires for Teachers and visual flipchart or games**
- **Email newsletter with feedback email address to respond, DVD, Photographs with comments recorded underneath and annual newsletter**
- **DVD, Forms (ethnicity, age, sex etc.) graffiti board, stickers (happy/sad) group discussions, annual newsletter**

- **Focus groups, questionnaires, video, art/drawing, music, graphs, signs and variety of exercises**
- **Evaluation recording sheet which includes young people's thoughts, workers thoughts, negative behaviour and anything you would do differently next time**
- **Graffiti walls, evaluation forms, group journals, discussions, computer games and committee**
- **Computer based & paper based**

Annexe 2

The Jelly Beans Tree

