

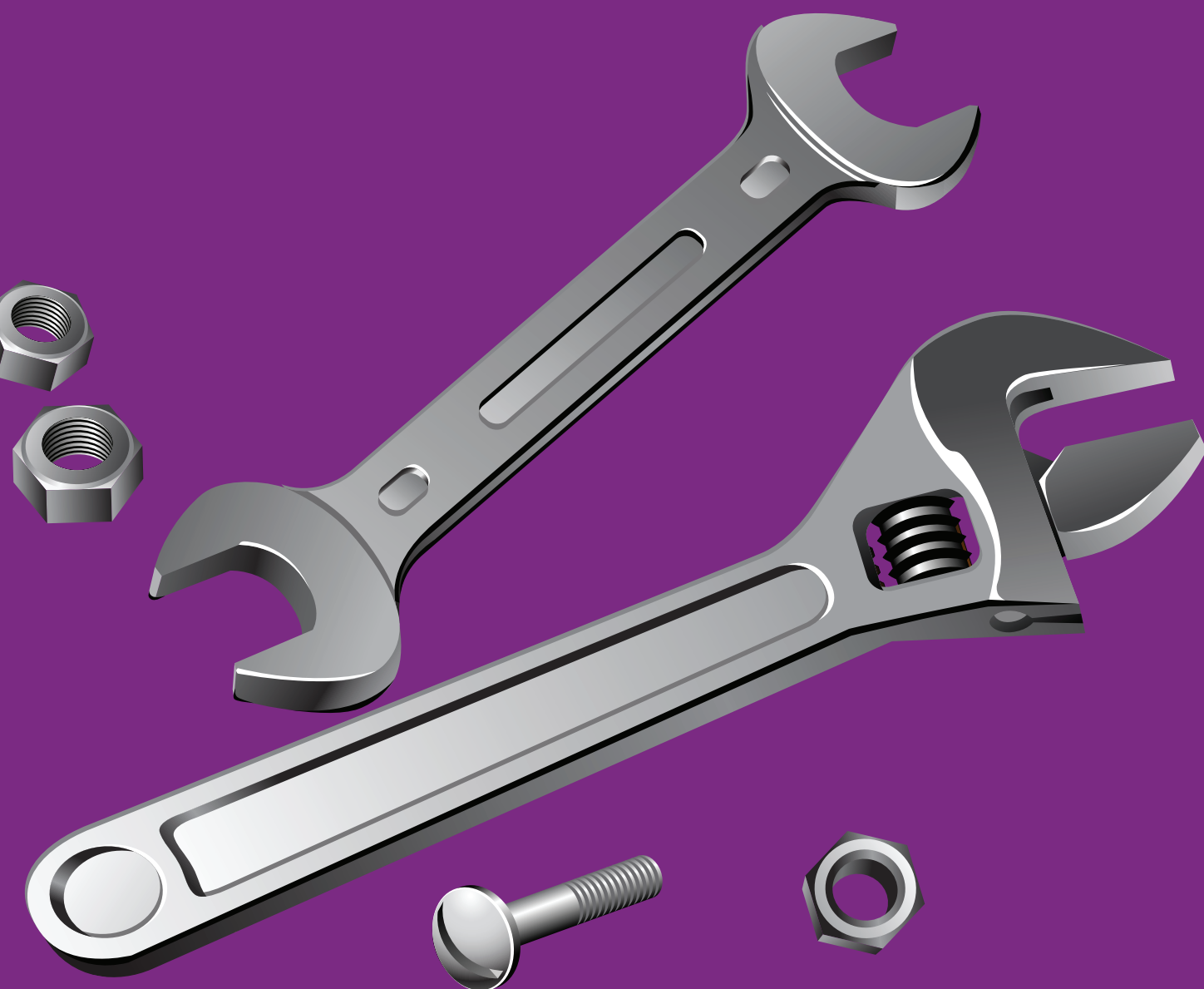


LOTTERY FUNDED

P/W Participation Works

EVALUATING PARTICIPATION WORK

THE TOOLKIT



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Produced by NCB on behalf of Participation Works

December 2008

Participation Works is a consortium made up of the the British Youth Council (BYC), Children's Rights Alliance for England (CRAE), National Children's Bureau (NCB), National Council for Voluntary Youth Services (NCVYS), The National Youth Agency (NYA) and Save the Children - England.

Contents

This is a compilation of sample forms and activities that you can adapt or copy to collect information during your evaluation. Adapt them to your situation, use some questions and not others - or use them as a starting point for your own tools.

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Evaluation plan template

Project

Project outcomes (4-6)

- Long-term
- Short-term

Make them SMART

What are you expecting will have happened and by when (milestones)

How will you know that this has happened (performance measures)

Evaluation

Evaluation aim
(why are you doing it)

Evaluation questions

Who are your stakeholders

Resources available

Ethical issues?

How will you do it/methods?
Are you including a range of methods?

What will you do with the data – analysis?

Timescale? Are you collecting information throughout?
End product (what and when)

Information Sheet for young people (aged 12 and over)

Tell us what you think!

We are inviting you to take part in an evaluation of the Making it Better project. Before you decide whether you would like to or not it is important to understand why the evaluation is being done and what it will involve. If you do not understand anything just ask us.

Who are we?

Our names are [name] and [name] and we work for the Children's Voices Office. The Children's Voices Office is a charity that aims to help all children and young people express their opinions and be heard.

What are we doing?

We have been asked by the Sylvester Hospital Trust to find out children and young people's views and experiences of the services they receive from the Sylvester hospital. The hospital has just been redesigned and the Trust would like to know what patients think of it. We will be talking to children, young people and parents/carers who have used the hospital this year.

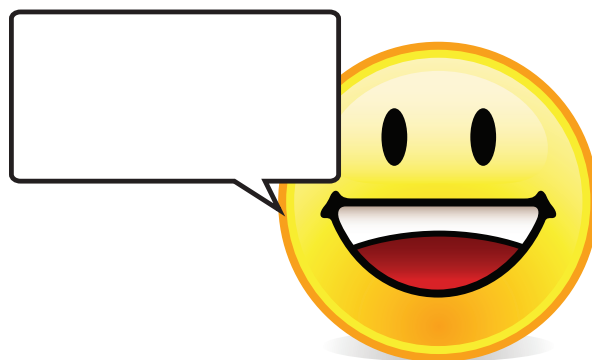
What will you have to do?

We would like to interview you about your experience of being a patient at the hospital. This will take about half an hour. You can choose whether you want to take part and you can leave the interview at any time without having to tell us why. Whether you take part and/or what you say won't affect your care at the hospital.

What will we ask you about?

We are interested in:

- What services and care are given to children in Sylvester hospital
- How good you think these services are
- What you think should be changed
- How much of a say you have about how they operate
- What you think of the design of the wards, clinics and facilities for patients



Will you get anything for helping?

Yes. We will give you a gift voucher to say thank you for your time and effort.

How will we record what you say?

We would like to tape record some activities but we will ask you if this is OK first. This is so we don't forget what you have said. Only us and the person who types up the tape will hear it and the tape will be destroyed afterwards.

Will anyone find out what you have said?

No. We will not use your name in anything we write.

What will happen to the information we collect from you?

All your views and experiences will be put together with other information we have collected from other children, parents and staff. The report we write will then go to the Sylvester Hospital Trust so they can use it to plan services for the future. We will also make sure that everyone who takes part gets feedback on the evaluation.

If you want to ask any questions you can get in touch with me here:

[Evaluator]

[Organisation]

Tel: _____

E-mail: _____

CONSENT FORM

For Parents/carers of participants on the Young People's Panel

National Evaluation of Children's Trusts

Name of Researchers:

.....

and

.....

Please tick the boxes you agree with:

☐

I am happy for my child to take part in the children's panel meeting on [date]

☐

I understand that taking part is voluntary and we can change our mind and stop taking part in the panel meeting at any point.

☐

I am happy for the evaluation team to tape record some parts of the meeting and understand that the tape will be destroyed when no longer needed.

☐

I understand that my child's name will not be used in any report or any other materials written as a result of the meeting.

Name of Child or Young Person

.....

Name of Parent/Carer (please print)

.....

Signature **Date** __ / __ / ____

THANK YOU

Consent Form for Children/Young People

CONSENT FORM

For Participants on the Young People's Panel

National Evaluation of Children's Trusts

Name of Researchers:

.....

and

.....

Please tick the boxes you agree with:

☐

I am happy to take part in the young people's panel meeting on [date].

☐

I understand that taking part is voluntary and I can change my mind and stop taking part in the panel meeting at any point.

☐

I am happy for the evaluation team to tape record some parts of the meeting and understand that the tape will be destroyed when no longer needed.

☐

I understand that my name will not be used in any report or any other materials written as a result of the meeting.

Name

.....

Signature **Date** __/__/__

THANK YOU

Monitoring Form

We would like to know more about the people we work with. It would really help us if you would fill this in!

1. Are you ☐ Male or ☐ Female

2. How old are you? Please tick one box only

☐ Under 20

☐ 20 – 29

☐ 30 – 39

☐ 40 – 49

☐ 50 – 59

☐ 60 or over

3. Which of these describe your background the best? Please tick one box only.

Asian or British Asian

☐ Indian?

☐ Pakistani?

☐ Bangladeshi?

☐ Other Asian background,
which is _____

Mixed/dual heritage

☐ White and Black Caribbean?

☐ White and Black African?

☐ White and Asian?

☐ Other mixed heritage background,
which is _____

Black or Black British

☐ African?

☐ Caribbean?

☐ Other Black background,
which is _____

White

☐ British?

☐ Irish?

☐ Traveller of Irish heritage?

☐ Gypsy/Roma?

☐ Other White background,
which is _____

4. Do you consider yourself to have a disability?

☐ Yes

☐ No

5. Is there anything else you would like to tell us? Use the other side too

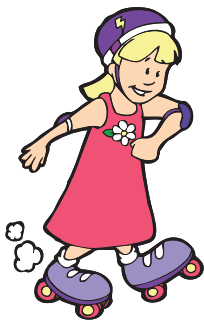
Monitoring Form for Children/Young People

About you

We would like to know a bit about the people we work with. It would really help if you would fill this in!

1. Are you a

Girl

☐


or

Boy

☐


?

2. How old are you? _____

3. Which of these describe your background the best? *Please tick one box only.*

Asian or British Asian

☐

Indian?

☐

Pakistani?

☐

Bangladeshi?

☐

Other Asian background,
which is _____

Mixed/dual heritage

☐

White and Black Caribbean?

☐

White and Black African?

☐

White and Asian?

☐

Other mixed heritage background,
which is _____

Black or Black British

☐

African?

☐

Caribbean?

☐

Other Black background,
which is _____

White

☐

British?

☐

Irish?

☐

Traveller of Irish heritage?

☐

Gypsy/Roma?

☐

Other White background,
which is _____

4. Do you consider yourself to have a disability?

☐

Yes

☐

No

5. Is there anything else you would like to tell us? Use the other side too

Monitoring spreadsheet

Adapt to systematically record information relating to your project's inputs, outputs and/or participants. Monitoring in this way will help you show what you did throughout the life of your project as well as help the project to run smoothly.

	A	B	C	D	E	F	G	H	I
	Move it on consultation events	Mgmt time planning (Hours)	Staff time delivering (Hours)	Volunteer time	Number invited	Number signed up	Number attending	Catering cost	Travel expenses claimed
1									
2	Week 1								
3	Week 2								
4	Week 3								
5	Week 4								
6	Week 5								
7	Week 6								
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									

	A	B	C	D	E	F	G	H	I	J	K
	Group A	Age	Gender	Ethnicity	Special needs	Willing to take part in next stage					
1											
2	Participant 1										
3	Participant 2										
4	Participant 3										
5	Participant 4										
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											
16											
17											
18											
19											
20											
21											
22											
23											

Content analysis tool

Adapted from Children's Trust Partnership (2006) Involving children young people in decisions that affect their lives – Participation, Consultation and Involvement Toolkit. Children's Trust Partnership: Hertfordshire. Appendix 4.2

An analytical tool to assess children and young people's overall level of influence on document, you can use this at the end of projects which have aimed to enable young people to influence decisions, where decisions are outlined within policy type documents. It gives a flavour of the weight young people's participation has been given in resulting policies, which you can include in your overall evaluation report.

Colour code documents

Step 1. Colour code the document according to the following. No need to code all of it, just the new bits relevant to the policy/service development area.

Green: Content specifically identified by children and young people

Orange: Content reflective of issues raised by children and young people (alongside other stakeholders)

Red: Content primarily from adults (e.g. not influenced by children and young people)

Step 2. Review colour coding and examine types of decisions they influenced. Were these substantial about the direction of the policy or only minor detail? Decide whether they reflect:

	Tick one
Substantial influence on all or many major new policy/service development issues within document	
Substantial on some major new policy/service development issues within document	
Substantial influence on few policy/service development issues within document	
Substantial influence on a number of points by mostly relating to minor issues rather than major new policy service development issues	
Some influence on minor issues	
No influence or almost no influence on content of documents	

Questionnaire for staff/volunteers

1. Which activities have you been involved in? *(Please tick as many as necessary)*

- ☐ Recruitment of young people
- ☐ Project planning
- ☐ Delivering training
- ☐ Administration
- ☐ Other, please specify

2. On a scale of 1 to 5 how satisfied are you with the support/training you have been given to work with the group?

(Where 1 is the most satisfied and 5 is the least satisfied)

1 2 3 4 5

Any comments?
.....

3. In what ways, if any, have young people been involved in planning or delivering the project?

4. Overall, how successful was the project in achieving its aims and objectives?

(On a scale where 1 is the most successful and 5 is the least successful)

1 2 3 4 5

Why do you say that?
.....

5. Overall, what worked well?

6. What didn't work so well?

7. What do you think have been the main outcomes for:

a. Young people? Why do you think this?

b. Members of the wider community? Why do you think this?

c. Any other outcomes you would like to highlight?

8. What, if anything, would you like to change about it and why?

9. Anything else you'd like to add?

Thank you

Questionnaire for disabled children

Tell us what you think!

Being on the Board – what disabled children and young people think

- Can you help us by filling in the questions below? You can ask someone else to help you if you want.
- We want to know what you think about how you were involved in the Board, how decisions are made about services for disabled children and young people and what would make this better - so we can help Social Services to involve children like you more in decisions that affect you.
- You don't need to give your name and nobody will know what you've said.
- You can send it back for free in the envelope provided!
- Please send it back by



Researcher's name:

Tel:

Email:

1. Your details:

How old are you?



Years

Are you a boy or a girl?



Please tick ☒

Boy

☐

Girl

☐

Where do you live?

Care home

☐

Foster Care

☐

With friends/relatives

☐

Other

☐

2. How many Board meetings did you attend? (Please tick ☒)

☐

1 only

☐

2 or 3

☐

4 to 10

3. How easy was it for you to understand the Board papers?

Please tick ☒



Easy



OK



Hard

4. How easy was it for you to follow what was going on in the Board meetings?

Please tick ☒



Easy



OK



Hard

5. Do you think the sentences below are true or false?

Please tick ☒



True



Neither



False

Board meetings are too scary for children under 12

At the Board meetings people asked me what I want to happen

My role at the board meetings made no difference to what was decided

Board members listened to me when making decisions about facilities

I think including children at Board meetings is a good way to find out what children want

There are too many people at Board meetings

6. How you found out about the Board's work

Please tick ☒



Yes



Don't Know



No

Did you receive enough information about what would happen in the meetings?

Were you able to prepare enough for the meetings?

Did you receive enough support in the meetings so you understood what was happening?

Did you receive enough support in the meetings so you were able to give your views?

Was it clear in meetings what decisions had been made?

Were you kept informed about what would happen next about decisions made in meetings?

7. What could change to make Board meetings better for disabled children and young people?

Please write in the box

8. Anything else you want to say about being a member of the Board?
Please write in the box

Thank you for your help!

Please return to:

Name

Address

Freepost details

By [date]

Evaluation Questionnaire

- Why did you decide to get involved in takeover day?

- What did you do?

- How did you do it?

- What did you learn?

- What do you think was good about the day? Why?

- What could have been better? How?

- If you were to be involved in the day again what would you change?

- What do you think should happen next? Is there anything you are going to do because of the day?

Evaluation feedback form for training event

Please complete this form to help us find out what works, what doesn't, and how to improve in future

Name (Optional):

Date:

Course attended:

1. How much of the training/subject content was new to you?

None 1 2 3 4 5 A lot

2. Did you find the course relevant to what you were looking to learn?

Not at all 1 2 3 4 5 A lot

3. How easy were the written materials to understand?

Not at all 1 2 3 4 5 Very easy

4. How effective was the trainer?

Poor 1 2 3 4 5 Very good

5. How confident do you feel about your ability to put what you have learned into practice?

Not at all 1 2 3 4 5 Very confident

6. Has the training given you any specific ideas to follow up? Y ☐ N ☐

Comments

7. How, if at all could the course be improved in terms of time, content and structure?

8. Would you recommend the course to a friend or colleague/others?

Y ☐ N ☐

9. What is your overall assessment of the course?

Excellent ☐ Good ☐ Satisfactory ☐ Poor/unsuitable ☐

10. Any other comments?

Thank you!

Please return to your facilitator before leaving.

Feedback form for young people

What do you think of what we did today?

What were the two best things about it?



.....

.....



.....

.....

What were the two worst things about it?



.....

.....



.....

.....

What would make it better?

.....

.....

.....

.....

.....

.....

.....

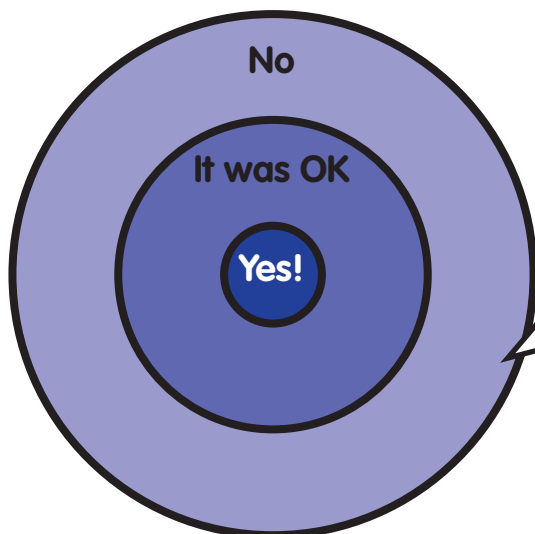
.....

.....

Please give this to me before you leave. Thank you!

Evaluation Targets

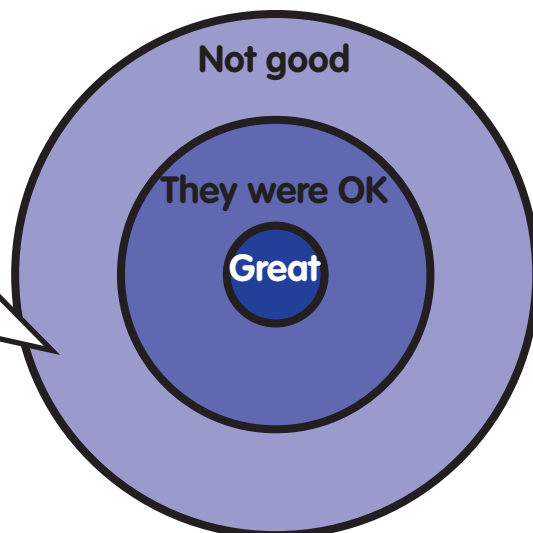
Did you have enjoy today?



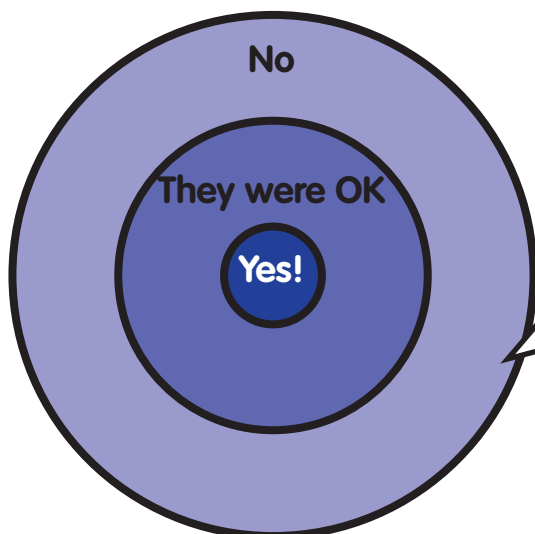
Comments:

What did you think of the workshops?

Comments:



Did you enjoy the discussions?



Comments:

End of session feedback activity for children



Draw up three flip charts
(one smiling face, one sad face, one puzzled face).

You also need post it notes and pens.



Ask each participant to write on a post-it, to be stuck on the appropriate flip-chart, one thing for each of the following:

- **Something I liked**
- **Something I didn't like**
- **Something I didn't really understand/wasn't sure about**



Feedback forms for older and younger children

Feedback form – Older

Event

Please fill in this form so that we can make (event name)
meetings interesting and useful, so that everyone can get as much out of them as possible.

Thank you.

Date of meeting

Did you get what you wanted out of it?

Were you listened to?

Did the group reach any decisions?

Was it fun?

Please tick the boxes that show what you thought:

	Very good	Good	OK	Poor	Terrible
Length of the meeting					
Food					
Meeting room					

Any other comments about the above




What could be better about these meetings?

Feedback form with smileys

Please fill in this form to help us make future sessions as helpful and enjoyable as possible

Many thanks

Put a tick or a cross in the right box

	 Yes	 Sometimes	 No
Did you feel listened to?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did you have fun?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was the meeting interesting?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The thing I enjoyed most about today was....

The thing that could have been better about today was...

Ground Rules

- Listen to each other, take turns to speak, don't all speak at once
- Respect each others opinions
- No name calling, bullying etc
- You don't have to answer questions if you don't want to
- Please ask if you don't understand anything
- Confidentiality
- HAVE FUN

Icebreakers for focus groups

Similarities and Differences

Aim: Small group game to help people realise they have things in common

Time: 10-15 minutes

Need several groups of 5-6 children and young people (in similar age ranges – max 8 per group)

Ask them to find a similarity they all share on a particular theme (e.g. 'a food none of us like / a place you have all visited), then each group feeds back.

Then ask for them to find another similarity etc. You can then ask them to find differences (e.g. 'a food that only you like', 'a CD you own that no one else has.' Feedback and point out how it is easier to find similarities than differences!

Seat swaps

Aim: Small group game to establish rapport and warm up

Time: 5 minutes

Young people place their seats in a circle. Facilitator stands in the middle of the circle and asks a question (e.g. who in the group hates Marmite?). Everyone who agrees has to change places. You cannot change seats with the person next to you. Whoever is left then stands in the circle and repeats the process.

Can also be used to gather data.... Remember to record (you'll need a colleague!)

Sample questions:

Change places if you've had a good half term holiday

Change places if you enjoy playing outside

Change places if you live with foster carers

Change places if you like tomato sauce with your chips

Human Bingo

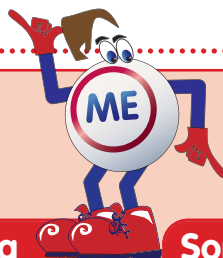
Aim: Warm up or energiser activity

Time: 10 minutes

Everyone is given a 'Bingo' sheet divided into 9 – 16 squares (depending on expected number of children and young people at the event). See the following sample.

Ask everyone to get up and walk up to others and ask them if they fit into a certain category. Only one name per square and the participants can't put the same person in more than one square. The game is over when someone has filled all the squares – Bingo! – or when you are ready to move onto the next activity.

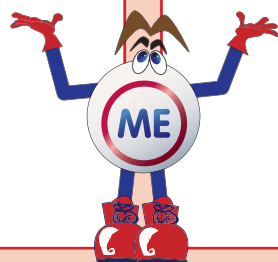
Human Bingo



Someone who has given up smoking

Someone with a birthday in August

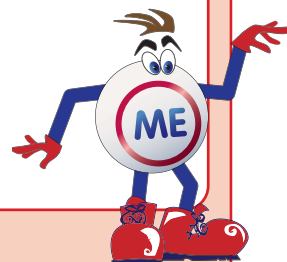
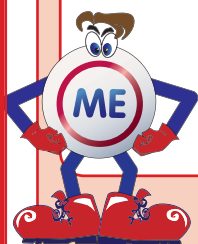
Someone with green eyes



Someone who has sung karaoke

Someone who has been jogging in the last two weeks

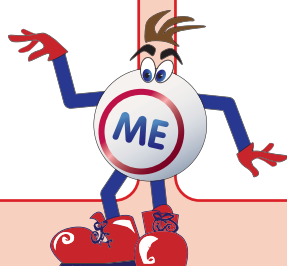
Someone who has ever eaten sushi



Someone who has sat on a jury

Someone with a surname starting with a T

Someone who wears glasses



Information gathering and discussion activities for groups

Journeys exercises

Footprints on piece of paper path – write on footprints how might achieve their objectives.

Ask to stick on path to show order or timeline of when hope to meet objectives.

Look at later; ask them to say how near or far they were to achieving them.

From McCabe, A (2005) **The Evaluator's Cookbook. Participatory evaluation exercises.**

Resource for work with children and young people. NECF (National Evaluation of Children's Fund), Birmingham

Thermo-evaluator

At beginning of project ask participants to write on stickers what they want to achieve from the project. Keep for the evaluation.

Draw a picture of a big thermometer:

Met/agree/inspired/liked etc



Not met/dislike/uninspired/disagree etc

Place stickers to indicate how hot or cold the objectives were met.

From McCabe, A (2005) **The Evaluator's Cookbook. Participatory evaluation exercises.**

Resource for work with children and young people. NECF (National Evaluation of Children's Fund), Birmingham

Agree/disagree continuum

Put posters with the words 'Agree' and 'Disagree' at opposing ends of the room. Read out statements asking for opinions of the project/service, or what gained from it, and ask the group to place themselves on the line between fully agreeing and fully disagreeing. Discuss reasons for their chosen position.

Allocate numbers to record the range, and where most fell.

Sample statements....

- *Young people are able to contribute to decisions made by local councils*
- *The group received enough information to do its job*
- *Taking part in the project has made a difference to how the council works*

Adapted from Children's Trust Partnership (2006) **Involving children young people in decisions that affect their lives** – Participation, Consultation and Involvement Toolkit. Children's Trust Partnership: Hertfordshire.

Kites and balloons

Draw a series of kite and balloon shapes on a large piece of paper. Kites represent positive aspects, while balloons are the negative aspects (as they can be popped and therefore changed for next time).

For instance, What worked well and what didn't?

Group adds phrases to each kite and balloon until complete.

From Children's Trust Partnership (2006) **Involving children young people in decisions that affect their lives** - Participation, Consultation and Involvement Toolkit. Children's Trust Partnership: Hertfordshire.

Collage

Provide your group with coloured paper, felt tips, glue sticks, newspapers (for text collage), pencils, glitter, and scissors.

Either as individuals or in small groups, ask your participants to make something using these materials that expresses their experience of the project. Tell them they can use shape, colour, diagrams, glitter, collaged text etc. Set them a time limit.

From <http://www.create-scotland.co.uk/advice/evaluation#dhowtousecreative>

You can also do this at the beginning of the project asking participants to illustrate intended outcomes, and then repeat at the end of the project to see how well they were met.

Photo snaps

Ask participants to go into groups of two. Provide each group with either a Polaroid camera or digital camera. Give them 20 minutes to devise and take three – six pictures that express their experience of the project. Encourage them to be creative and expressive e.g. portraits of facial expressions, a bird in the sky, an overflowing rubbish bin etc.

Once they have done this, ask the group to interpret each other's images without the photographers giving an explanation first. Encourage them to compare the interpretation with their intentions.

From <http://www.create-scotland.co.uk/advice/evaluation#dhowtousecreative>

Diamond Ranking

Set a question and have nine ideas for people to prioritise. For example: 'What should the police spend its money on?' fast response, mugging, drugs, burglary, sexual assaults, reducing terrorism, violence, protecting children.

Write each idea on a post-it note and ask the group to arrange their nine ideas in a diamond shape (1 idea at top, 2 second from top, 3 in the middle, 2 second from bottom, 1 at bottom). Ranked: top as priority number 1 to bottom as lowest priority.

They need to get a consensus as a group and can move the ideas around until they reach an order with which they all agree.

From **NCB's Participation Guidelines**.

What message would you send to a young person who wants to get involved in a similar group?



A large rectangular box with a black border, containing ten horizontal dotted lines for writing a message.



Focus group topic guide

Topic guide for focus group with young people – Youth Day Project

Date:

Venue:

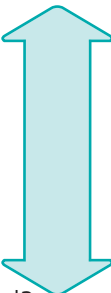
Main objective of the focus group discussion is:

To explore the experiences of a group of young people who set up a Youth Day event with activities for local residents

Equipment

- ☐ Flipchart paper and pens
- ☐ Blu-tack
- ☐ Labels (name badges)
- ☐ Digital recorder (and spare batteries)
- ☐ Different coloured post-its (or other materials for activity)

	Objective	Time
1. Introductions and information <ul style="list-style-type: none"> • Thank young people for coming, introduce selves • Provide further copies of information sheets with contact details • Outline purpose of meeting, clarify objectives, structure and timescale • Confirm confidentiality • Ask for consent to record using digital recorder and flip chart • Ground rules of group 	To set group dynamics and rules	5 minutes
2. Background information <ul style="list-style-type: none"> • Ask them to call out their names and something interesting (or not) about themselves OR play Human Bingo • Age, gender, where they live Take notes	To set the scene and gather background information	5 minutes
3. Experience of the project / service <ul style="list-style-type: none"> • How long have you all been members of the group? • And who isn't here today? • What sorts of activities have you been doing since you started with x? List on flipchart	Gather information about process	5 minutes

	Objective	Time
4. In general, what makes a group work well together? Why? Brainstorming, write on post-its and discuss why and how this happened in the group	Identify key enablers	5 minutes
5. Use the post-its from previous exercise. Ask young people to place them on a continuum line, labelled 'fully' – 'not at all'. Discuss why, to what extent these factors existed in the group, what else helped, what didn't, and what could have been done to make it work more successfully. What did you like, or not, what could be changed? What else could the organisation do to involve more young people? Record discussion	Explore the working process, identify barriers and things that could be improved 	15 minutes
Text message or email exercise. What would you advise to a friend who is aiming to do a similar thing	Identify recommendations	3 minutes
What difference did it make Group discussion (Whether felt listened to, impact on young people, wider community, worthwhile, do again, contributions acted on, examples of things achieved even if small)	Explore perceived outcomes	10 minutes
Walking decisions Using a series of statements e.g. <ul style="list-style-type: none"> • Being involved in developing Youth Day has increased my confidence • Youth Day made no difference to the way adults perceive local youth • We received enough training to do what we needed to for Youth Day 	Explore perceived outcomes and efficacy	5 minutes
Any questions...anything else?	Gives a chance to add	3 minutes
Conclusion/summary <ul style="list-style-type: none"> • Sum up what you've heard, explain what will happen to information and where more information can be found • Thank everyone for their participation • Evaluation form 	Sum up and end session	5 minutes

The Question Bank

Choose a dozen or more questions to ask your stakeholders within interviews.

Your choice will depend on your project's aims, activities and who you are interviewing, but will normally include some on setting it up, process, outcomes, and the future.

Recruitment / Expectations / needs

How did you first hear about the service/project?

Why did you get involved?

What did you want to get out of this?

What did you expect would happen?

How were you involved with the project/service?

How did you become involved with the project and what has your role entailed?

What encouraged you to take part/stay involved?

What discouraged you from becoming or staying involved?

What would make it easier to recruit others/ other young people to join the group?

Did you think there was a need for this work? Why?

How did you recruit participants?

What worked well/not so well in recruiting parents/young people/others etc?

How were minority community members included in the project/service?

What would you do differently next time?

Process

What was the project aiming to do?

What was your role in the project/service?

Who else was involved, what were their roles/responsibilities?

What was it like for you?

What would you have liked to see happen?

What did you want to do? What did you do?

Has the project been implemented as planned? *How so? If not, why not?*

What challenges has the project faced? *How were these challenges overcome?*

What worked well?

What didn't work so well?

What could be done to make it better next time?

What else would have helped to achieve the aims?

How well did you feel you were listened to?

What could be done to make it easier for you to give your opinion?

What obstacles, if any, were removed so that people could express their views?

How welcoming was the group/service?

How well were you kept informed about what was happening in the project?

How was your culture/ethnicity taken into account?

How well did the project integrate with the local community?

How were different cultures recognised and affirmed?

How well did the project consider everybody's needs?

Do/did you enjoy using it/taking part in the project/service?

How worthwhile did you find the process?

What else needs to be done?

What lessons have you learnt throughout the process?

Training and support

What helped you to be actively involved in the project?

What support were you given to take part? How well did this support help you?

What other support, if any, would have helped?

What training did you receive? What training, if any, would have been helpful?

Outcomes

Has it lead to anything?

What difference did it make?

Did you get what you wanted/expected from it?

What impact do you think it has had on the community/organisation/participants/staff?

How well do you think you were listened to? Why? Any examples?

To what extent did it influence the decisions made? Examples?

How well do you think the project was received by young people/local community/staff?

To what extent do you feel the project met its aims of x?

In your view, what has the project achieved in terms of [its aims and objectives] *How do you know this?*

Future

Would you consider doing it again?

Would you recommend it to a friend or colleague?

How, if at all, have your plans changed as a result of taking part in the project?

Do you have any suggestions for changes to the service/organisation/project?

What would have made this better for you?

Can you think of three things, big or small, that would make the project better?

hear by right



Self-Assessment Tool

To map and plan the participation of children
and young people in the organisation

Name of Organisation:

Date:

Contact:



Participation Works



LOTTERY FUNDED

1 SHARED VALUES: MAPPING

1 - In place and effective; 2 - In place, but needs improving; 3 - Currently being established; 4 - Not in place

Indicator		What is the evidence of meeting the indicator?	What do the children and young people say about how this indicator is being met?	Score 1-4 (as above)
Emerging	1.1 The active involvement of children and young people is a central commitment of the organisation			
	1.2 The organisation adopts shared values for the active involvement of children and young people, see for example the <i>Hear by Right</i> Shared Values on the inside cover			
	1.3 The organisation adopts the Convention on the Rights of the Child, recognising Article 12's central role			
Established	1.4 Children and young people take part in reviewing and agreeing the shared values for the active involvement of children and young people			
	1.5 The shared values are made visible and accessible to a wide range of staff and children and young people by, for example, mission statement, charter, pledge or entitlement card			
Advanced	1.6 Shared values are agreed with partner organisations and community groups			
	1.7 The agreed shared values are used to set policy and review performance across the organisation and with partners			

PLANNING ↑

1 SHARED VALUES: PLANNING

MAPPING ↑		We have identified the following areas for improvement	Priority 1-10 (1 is high)	Who?	Resources needed	Barriers and solutions	By when	How are we planning to involve children and young people?
	Emerging	1.1						
		1.2						
		1.3						
	Established	1.4						
		1.5						
	Advanced	1.6						
		1.7						

2 STRATEGIES: MAPPING

1 - In place and effective; 2 - In place, but needs improving; 3 - Currently being established; 4 - Not in place

Indicator		What is the evidence of meeting the indicator?	What do the children and young people say about how this indicator is being met?	Score 1-4 (as above)
Emerging	2.1 Resources and expertise are mapped for building the participation of children and young people (an audit)			
	2.2 The strategic plan for active involvement is agreed and in place, with key staff, roles and resources identified for its implementation			
Established	2.3 Children and young people contribute to developing and reviewing the strategic plan for active involvement, agreeing objectives, boundaries and benefits			
	2.4 Other plans in the organisation are complementary and refer to the participation strategy			
Advanced	2.5 The strategy identifies and includes key local partnerships to promote the active involvement of children and young people			
	2.6 The strategy includes resources to sustain, develop and regenerate children and young people's involvement			
	2.7 The strategy develops the links between local and any regional or national structures and initiatives for the active involvement of children and young people			

PLANNING ↓

2 STRATEGIES: PLANNING

MAPPING ↑			We have identified the following areas for improvement	Priority 1-10 (1 is high)	Who?	Resources needed	Barriers and solutions	By when	How are we planning to involve children and young people?
	Emerging	2.1							
		2.2							
	Established	2.3							
		2.4							
	Advanced	2.5							
		2.6							
		2.7							

3 STRUCTURES: MAPPING

1 - In place and effective; 2 - In place, but needs improving; 3 - Currently being established; 4 - Not in place

Indicator		What is the evidence of meeting the indicator?	What do the children and young people say about how this indicator is being met?	Score 1-4 (as above)
Emerging	3.1 Children and young people are consulted on and help review structures for their active involvement			
	3.2 A range of approaches are in place, both formal and non formal, that encourage and enable the participation of children and young people on their own terms and in ways they feel comfortable with			
Established	3.3 There are structures that make sure a range of children and young people's views are built in to decision-making			
	3.4 Links with other relevant organisations are established and maintained to ensure the inclusion of marginal groups			
Advanced	3.5 Children and young people are joint partners in decision-making and scrutiny structures			
	3.6 Children and young people have effective representation on local cross agency partnerships that affect them			
	3.7 Links with a range of regional and national organisations and initiatives are established, maintained and resourced			

PLANNING ↓

3 STRUCTURES: PLANNING

MAPPING ↑		We have identified the following areas for improvement	Priority 1-10 (1 is high)	Who?	Resources needed	Barriers and solutions	By when	How are we planning to involve children and young people?
	Emerging	3.1						
		3.2						
	Established	3.3						
		3.4						
	Advanced	3.5						
		3.6						
		3.7						

4 SYSTEMS: MAPPING

1 - In place and effective; 2 - In place, but needs improving; 3 - Currently being established; 4 - Not in place

Indicator		What is the evidence of meeting the indicator?	What do the children and young people say about how this indicator is being met?	Score 1-4 (as above)
Emerging	4.1 Policies are in place to make sure children and young people's participation is safe, sound and effective, covering consent, protection, safety, access, transport, complaints, incentives and rewards			
	4.2 Budgeting and financial systems are in place for supporting the active involvement of children and young people			
	4.3 Recording and evaluation systems are in place to identify and share learning and evidence of change arising from children and young people's participation			
Established	4.4 Communication systems are in place for recording, reporting and celebrating children and young people's active involvement, for example, newsletters, web, radio, articles, awards evenings			
	4.5 Children and young people and partners are involved in reviewing and updating relevant policies and systems			
Advanced	4.6 Children and young people help decide appropriate rewards for their active involvement and / or have direct control over identified budgets			
	4.7 Systems, such as compacts and agreements with partner organisations, reflect the commitment to active involvement			

PLANNING ↑

4 SYSTEMS: PLANNING

MAPPING ↑		We have identified the following areas for improvement	Priority 1-10 (1 is high)	Who?	Resources needed	Barriers and solutions	By when	How are we planning to involve children and young people?
	Emerging	4.1						
		4.2						
		4.3						
	Established	4.4						
		4.5						
	Advanced	4.6						
		4.7						

5 STAFF: MAPPING

1 - In place and effective; 2 - In place, but needs improving; 3 - Currently being established; 4 - Not in place

Indicator		What is the evidence of meeting the indicator?	What do the children and young people say about how this indicator is being met?	Score 1-4 (as above)
Emerging	5.1 Relevant job descriptions specify skills and commitment to active involvement			
	5.2 Children and young people contribute to the recruitment and selection and induction of key staff			
	5.3 Supervision and appraisal of relevant staff include reviewing their contribution to enabling the effective influence of children and young people on the organisation			
Established	5.4 Recruitment information and induction of all staff and managers identify the importance of the voice and influence of children and young people for the organisation			
	5.5 Young people are volunteers or employed in the organisation, for example as trainers, researchers or mentors			
Advanced	5.6 Children and young people take an active part in the recruitment, selection and induction of a range of staff and managers across the organisation or partnerships			
	5.7 Children and young people take an active part in the induction of elected members or trustees			

PLANNING ↑

5 STAFF: PLANNING

MAPPING ↑		We have identified the following areas for improvement	Priority 1-10 (1 is high)	Who?	Resources needed	Barriers and solutions	By when	How are we planning to involve children and young people?
	Emerging	5.1						
		5.2						
		5.3						
	Established	5.4						
		5.5						
	Advanced	5.6						
		5.7						

6 SKILLS AND KNOWLEDGE: MAPPING

1 - In place and effective; 2 - In place, but needs improving; 3 - Currently being established; 4 - Not in place

Indicator		What is the evidence of meeting the indicator?	What do the children and young people say about how this indicator is being met?	Score 1-4 (as above)
Emerging	6.1 There is capacity building for children and young people to develop skills and knowledge to make change happen, including in negotiation, presentation and finance			
	6.2 There is capacity building for staff to gain skills for the safe, sound and effective participation of children and young people			
	6.3 Children and young people have access to information to allow them to participate fully in the issues of importance to them			
Established	6.4 Children and young people help plan, deliver and evaluate active involvement training to staff, managers and leaders			
	6.5 Children and young people help develop the capacity of other children and young people to participate			
Advanced	6.6 Children and young people help deliver training and capacity building to partner organisations			
	6.7 Consultancy and mentoring arrangements that support children and young people's active involvement are in place			

PLANNING ↑

6 SKILLS AND KNOWLEDGE: PLANNING

MAPPING ↑			We have identified the following areas for improvement	Priority 1-10 (1 is high)	Who?	Resources needed	Barriers and solutions	By when	How are we planning to involve children and young people?
	Emerging	6.1							
		6.2							
		6.3							
	Established	6.4							
		6.5							
	Advanced	6.6							
		6.7							

7 STYLE OF LEADERSHIP: MAPPING

1 - In place and effective; 2 - In place, but needs improving; 3 - Currently being established; 4 - Not in place

Indicator		What is the evidence of meeting the indicator?	What do the children and young people say about how this indicator is being met?	Score 1-4 (as above)
Emerging	7.1 Key managers and leaders act as champions for the active involvement of children and young people, with clearly identified responsibilities			
	7.2 Managers and leaders support innovation on active involvement, accepting risks of mistakes and are committed to reflection and learning			
	7.3 Managers and leaders in the organisation publicly acknowledge and celebrate the active involvement of children and young people and take an active part in key consultation and participation events			
Established	7.4 A leadership programme for managers and children and young people is established, based on the principles of active involvement			
	7.5 Children and young people have a range of opportunities to meet senior staff, elected members or trustees to be included in decision making and promote active involvement			
Advanced	7.6 The organisation demonstrates to partner organisations an open style of leadership, collaboration and shared objectives on the active involvement of children and young people			
	7.7 Leadership of specific projects and appropriate services involves both children and young people and adults			

PLANNING ↑

7 STYLE OF LEADERSHIP: PLANNING

MAPPING ↑		We have identified the following areas for improvement	Priority 1-10 (1 is high)	Who?	Resources needed	Barriers and solutions	By when	How are we planning to involve children and young people?
	Emerging	7.1						
		7.2						
		7.3						
	Established	7.4						
		7.5						
	Advanced	7.6						
		7.7						

The Hear by Right Self-Assessment Tool

The **Hear by Right Self-Assessment Tool** makes it easy and practical to map evidence of current participation in your organisation and then develop your strategy to build on it. It has been produced with Participation Works for Voluntary, Community and other Third Sector organisations to help you measure and improve participation in your organisation and show evidence of this to funders and commissioners of services.

This tool is underpinned by the **Hear by Right participation standards framework book** and supported by the **Participation Works Hear by Right and Third Sector organisations briefing paper**. Please refer to both of these documents, which will provide you with the full context of the Hear by Right participation standards framework and details of the what, why and how of using the tool.

MAPPING

1. Either individually or with a small group of key staff, use the **mapping** side of the page to map how well you are doing by scoring each indicator for each standard between 1 (in place and effective) and 4 (not in place).

We strongly recommend that you start by focusing on the highlighted Emerging level indicators (see the Participation Works Hear by Right and Third Sector organisations briefing for more information on this).

2. Put the evidence you have for each indicator in the relevant box on the mapping pages of the table.
3. Ask a stakeholder group of children and young people to add their views of the evidence for each standard.

PLANNING

4. Assess and agree what needs improvement. Write this on the **planning** side of the page.
5. Agree who's responsible for taking action and some idea of resources, solutions to potential barriers and timescale.
6. Finally, consider how children and young people can be involved in improving the outcomes of the plans.

You should involve children and young people throughout the process.

Using the Building Standards tools, which are part of Hear by Right will help you to do this.

The evidence you have mapped and the priorities you have planned form the basis of your participation strategy

- **Please send a copy** of your completed map and plan to participation@nya.org.uk, so that good practice examples of more Community, Voluntary and other Third Sector organisations can be viewed on the *Hear by Right* shared learning web pages.
- You can access them via www.participationworks.org.uk or directly at www.nya.org.uk/hearbyright.
- There are case studies here of how others have used *Hear by Right*, free downloads of supporting tools and materials and also **top ten tips** on how this Self-Assessment tool converts words into action. *Hear by Right* (2005) is published by The National Youth Agency.

Further information and support contact Participation Works Enquiry Line on 0845 603 6725, email enquiries@participationworks.org.uk or visit www.participationworks.org.uk.



Children's Rights Alliance
for England



The National Youth Agency
Getting it right for young people



Showing evidence of an 'adequate' level of participation

The National Youth Agency believes that an organisation can show an 'adequate' level of children and young people's participation by using the Hear by Right standards. This means completing the Emerging Level of the Hear by Right standards with additional proof of the outcomes of participation effectively to underpin the self-assessment premise of Hear by Right and to avoid tokenism. You need to show evidence that participation has led to change both in the organisation and in children and young people's lives.

The evidence for this will come in three parts, with all three endorsed by children and young people:

	A) Hear by Right scores	B) What's Changing in the organisation – stories of internal change	C) What's Changed for children and young people – what's better in their lives
Emerging Level	Minimum of 2 scored for all Emerging indicators. Agreed by children and young people.	2 stories of participation, building on evidence in the Hear by Right map	2 What's Changed examples framed in the Every Child Matters five outcomes

- A) Emerging level in Hear by Right focuses on the essential internal ways for an organisation to deliver meaningful participation. The Hear by Right mapping and planning tool or Participation Works Hear by Right Self-Assessment Tool has a self-assessed scoring system. For the participation to be 'adequate', adults and children and young people should together agree that there is a minimum of '2' (meaning 'In place, but needs improving') for all indicators at Emerging Level. We believe that you are best-placed to judge what score is appropriate for your organisation in your circumstances, but 'self-assessed' also demands that children and young people endorse or add to adult-based evidence.
- B) The Hear by Right map sets out evidence of children and young people's participation in the organisation. The two case studies of What's Changing in the Organisation will build on this brief evidence to flesh out the true extent of the children and young people's role. There is a tool on the Hear by Right web pages and on the enclosed CD-Rom to offer a suggested structure for this. The case studies should include direct input from children and young people. For example, how will children and young people describe the extent of their contribution to the recruitment and selection process?
- C) The What's Changed tool is also on the web pages and the CD-Rom. It helps to prove how children and young people's lives are now healthier, safer, etc. thanks to the effects of their participation. The evidence of this will come both from adults and, most importantly, from children and young people themselves. In terms of Every Child Matters their participation will always be 'Making a positive contribution', but in most cases it will also show one of the other four outcomes.

In many cases, children and young people's participation in an organisation is now very good, but the recording and evidencing of it is less good. The National Youth Agency believes that all stakeholders can be confident of an organisation reaching and proving an 'adequate' level of participation by using the Emerging Level of Hear by Right in this way. The self-assessment process is repeated for **Established** and **Advanced** Levels. At each level, organisations need to agree a minimum score of '2' for all indicators, with 2 further stories of change in the organisation and 2 further examples of What's Changed in children and young people's lives.

The Hear by Right resources include:

- Hear by Right book
- Electronic mapping and planning tool
- Building standards – tools to involve children and young people
- Involving children and young people: an introduction
- Children's and Young People's Trusts briefing
- **WHAT'S CHANGED – A TOOL TO RECORD AND EVALUATE WHAT HAS CHANGED BECAUSE OF GENUINE DIALOGUE WITH CHILDREN AND YOUNG PEOPLE**



hear by right

standards for the active involvement
of children and young people (2005)



What's Changed

Participation Outcomes Tool

Name of organisation:

Date:

Contact:

The National Youth Agency



Local Government Association

www.nya.org.uk/hearbyright

What's Changed – Participation Outcomes Tool

1

Name of organisation:

Contact: name, title, phone, email

2

The issue raised by children and young people:

3

Organisation

4

**Specific children
and young
people**

5

**Other children
and young
people and the
wider community**

6

Improved outcomes for children and young people:

The issue raised by children and young people:			
Evidence from	Listening	Action	What's changed
Organisation			
Specific children and young people			
Other children and young people and the wider community			

How to fill in the *What's Changed* tool

Making the case for participation

"If the people who are supposed to be the beneficiaries of change do not know that it is happening – then it probably is not happening."

Lord Herman Ouseley, former Chair of the Commission for Racial Equality

Using this tool can prove that things have changed to show that participation has been worth it. Prove it to the organisation, the funders and most importantly to the children and young people themselves. How were their voices heard? What happened next? What's now changed for the better for them? And you can show how these fit with the Every Child Matters outcomes.

This tool records the most important evidence of change, which is that from the children and young people themselves. It is essential that they tell their story in their words of evidence of dialogue and evidence of change. (This model was developed by *Investing in Children in Durham*.)

You can use these examples to celebrate their achievements of what's changed. The NYA is very keen to share your examples of on our website and in Young People Now magazine to build a body of evidence of participation outcomes. It doesn't need to be a complex issue, just change for the better!

Completing the tool

- 1** Please write contact details of organisation and lead person.
- 2** Describe the issue that the children and young people raised / have been involved with and when.
- 3** This row of evidence is from the perspective of the (adult) organisation / project. Describe how the issue was initially raised by or with children and young people (Listening); how they were involved in planning and action (Action); and what is now different (What's changed).
- 4** This row of evidence is from the children and young people who directly participated in the dialogue and process of change. It should describe their own view on how the issue was initially raised (Listening); how they were involved in the planning and action (Action); and their view on what is now different (What's Changed). This evidence should include direct quotes from young people involved to demonstrate agreement of change having taken place, i.e. starting 'we...'
- 5** This row of evidence is from others that can understand and agree the change that has resulted from the children's and young people's participation. It is more likely that they will be able to comment on what tangible change can be seen (What's changed) rather than how the issue was initially raised (Listening). Again, where possible, please include direct quotes.
- 6** Here you can record which of the outcomes from Every Child Matters has been met. It may well be more than one of the five: Being healthy, Staying safe, Enjoying and achieving, Economic wellbeing, as well as Making a positive contribution.

Worked example of *What's Changed*

This is a simplified (real-life) example to show how to use this tool			
Issue or concern raised by children and young people: Developments at the Youth Centre (June 2004)			
Evidence from	Listening	Action	What's changed
Organisation	Young people told us that they wanted various developments at the Youth Centre. Consultants from Market Towns initiative came to the Youth Centre to talk to Young People.	A local county councillor became involved to work alongside a youth worker with a group of young people to support them in attending a Market Towns Initiative meeting with their development ideas as a bid for funding.	Young people now use the outside ball court when it's dark as there is now lighting. They have a shelter they use as a meeting place. Greater understanding and improved relationships grew between the Youth Centre, the local councillor and young people.
Specific children and young people	We were asked for specific ideas on what needed to be developed at the Youth Centre.	We put together our ideas of what we wanted improving. We attended a Market Towns initiative meeting to put our proposal forward and were successful.	We got Market Town's money to generally clean up and improve the facilities outside the Youth Centre. This included a shelter, lighting for the ball courts and painting the fences and walls.
Other children and young people and the wider community		Other members of the youth clubs were kept informed of what was going on.	The Youth Centre looks better; we are able to use the ball court and the shelter. The whole area looks smarter. Customers of the local swimming pool also use the shelter.

Improved outcomes for children and young people: staying safe; enjoying and achieving; making a positive contribution

Share your examples locally and nationally by sending a copy to activeinvolvement@nya.org.uk. They will appear on our web pages at www.nya.org.uk/whatschanged. Some will also appear in Young People Now magazine.

See also *Hear by Right* web pages at www.nya.org.uk/hearbyright.

Further information and support is available by contacting the Active Involvement team at The NYA on 0116 242 7406, activeinvolvement@nya.org.uk

Hear by Right (2005), published by The National Youth Agency, is available priced £10.00. Tel: 0116 242 7427; e-mail: sales@nya.org.uk



Participation Works

Participation Works
8 Wakley Street, London EC1V 7QE
www.participationworks.org.uk
Enquiry Line: 0845 603 6725

Participation Works is based at the National Children's Bureau

Registered charity number 258825

Participation Works enables organisations to effectively involve children and young people in the development, delivery and evaluation of services that affect their lives.