EVALUATING PARTICIPATION WORK

THE GUIDE

"Would you tell me please, which way I ought to go from here?" said Alice.

"That depends a good deal on where you want to get to," said the Cat.

Lewis Carroll, Alice in Wonderland

Acknowledgements

Contents

PW Participation Works

1. What is evaluation?

Evaluation is a process of finding out what's been achieved during or after an activity/intervention. It should be an ongoing practice rather than a one-off activity and take place throughout a project rather than just as an afterthought. You can do it yourself or pay an independent evaluator to do it. Either way evaluation needs to be planned from the beginning of a project – start early! It will make it much more useful and easier in the end. Evaluation should also involve a range of stakeholders to get a well-rounded picture of your work.

1.1 Why evaluate?

Evaluation is a central part of our work – to see if what we're doing is working and improve it for the future. Evaluation can help you find out:

- If, how and to what extent your project and activities are doing what you set out to do?

- What, if any, impact has the project had, intended or not?

- What lessons are there for the future or other projects?

- What can you show your current or potential funders about your achievements?

1.2 Types of evaluation

There are several types of evaluation, but a general rule is that success is in the mix!

Evaluations can be formative, summative or, ideally, a combination of the two. **Formative evaluations** are an ongoing learning process, so that any difficulties or issues identified by the evaluation can be addressed within the project as they arise. **Summative evaluations** offer little opportunity to address difficulties within the project or service during the evaluation timeframe since findings are unveiled only towards the end of the evaluation.

An evaluation can look at **process** – how the project or service operates - and/or at **outcomes** – what changes or difference has the project made? Use both to give a well-rounded picture of a project.

All projects have outcomes, but some are expected and some are unintended. Try to capture both in your evaluation. Some people speak of **hard and soft outcomes**. Hard outcomes are usually the ones that were expected or aimed for and are usually more easy to measure e.g. getting a job. Soft outcomes might be smaller changes made along a journey towards the end goal, which are usually harder to measure e.g. gaining confidence or job application skills. For more on outcomes see the Charities Evaluation Service's booklet on project outcomes (Cupitt and Ellis, 2004).

Evaluations usually use more than one method. **Quantitative** data captures the factual things that can be counted (the numbers) while **qualitative** data (usually in words) allows us to explore the experiences of those involved in the project or service.

2. Where to start? Evaluation planning

Start early (at the beginning of the project) and have an evaluation plan.

An evaluation plan should answer:

1. What are the main evaluation questions?

2. Who are the stakeholders? How will they be involved?

3. What resources are available for evaluation?

4. What is the timescale?

5. What ethical issues do you need to consider?

6. What evaluation approach is appropriate for the project?

7. What will the end product be?

Your evaluation plan will be closely related to the project plan you developed to gain funding and plan your work. If you haven't developed a project plan yet, writing your evaluation plan will help you to identify what you are hoping to achieve and how.

Planning an evaluation is really important – thinking through the practicalities and implications of the work will help you to avoid difficulties later on. You may need to revise your plan several times before it is workable, especially where time and resources are limited.

2.1 Evaluation questions

What are the key questions your evaluation will attempt to answer? For example:

- What do young people think of our service?

- How could we improve the programme offered to young people?

- What helps and hinders young people's involvement in our service?

- What impact has the programme had on the local community?

- To what extent are young people now aware of options?

- To what extent have young people become more active as a result of the project?

Be specific – it's easy to get bogged down in lots of information in the middle of an evaluation – these are the key questions that will keep you on the right track. You'll come back to them again and again so it's important to spend some time now to get them right.

If you have set measurable outcomes your evaluation questions will probably follow these lines. Think about what information you need to collect to show that you have achieved the project outcomes. All projects are aiming for certain long-term outcomes, but these may not be feasible within the time-span or resources of your project. You will have long-term goals, but it also helps to try to break these down into smaller more achievable outcomes which are 'stepping stones' to your end goal. Recognising realistic timescales for change will help your project to aim for achievable outcomes and more easily make out achievements. The purpose of your evaluation might include showing to what extent these outcomes have been achieved, and/or how you can improve the process you went through.

Examples of outcomes

Long-term	• young people's increased confidence in expressing political opinions • reduced fear of crime in local community • more understanding of youth related issues in local community • more positive community attitude to young people • increased willingness to access support services or increased knowledge of support services • increased number of local young people in education, employment or training
Medium-term	• young people more aware of options available • young people's increased confidence and skills in writing job applications • young people's increased physical activity
Short-term	• young people gain new skills • young people improve their skills for independence • young people's increased knowledge of local leisure activities • young people's increased confidence in ringing up for job application packs

You may also need to relate your project's aims and outcomes to Every Child Matters or Youth Matters (http://www.everychildmatters.gov.uk/), or to a funder's requirements.

Try to identify outcomes which are SMART - specific, measurable, achievable, realistic and time-based. That is, think about the detail of what it is you are hoping to achieve and how you could measure it. For example, 'empowering children and young people' is not a SMART outcome. Rather, depending on what the project is doing, it could be 'increased job search skills for young people' or young people are more confident in expressing their political opinions.'
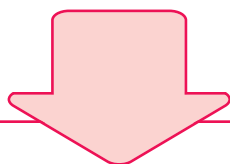
If you need more help writing project outcomes, see Big Lottery Fund's booklet "Explaining the Difference"
http://www.biglotteryfund.org.uk/UKWide/qa_explaining_difference

or www.ces-vol.org.uk

2.2 Who are your stakeholders?

A stakeholder is anyone with an interest in your project/service. Who are you working with? Who is involved in or affected by your work? Stakeholders may include people directly involved in your work and those who are not. Consider the following possible stakeholders then decide who needs to be involved in your evaluation and to what degree. What roles will they be given – will they be involved in developing the evaluation or as subjects of data collection?

• Children and young people involved in project

• Other children and young people

• Organisations – staff, management, volunteers

• Wider community, those who may be affected by the project or its impacts or those who use service or live in the area

• Funders

• Partner agencies

In a project where young people were consulted about the refurbishment of a hospital, the stakeholders who gave feedback for the evaluation were:

• Children and young people who had been consulted

• Project manager

• Architects and contractors

• Hospital management and staff

• Hospital Board members

• Visitors, young patients and parents of the hospital once building work was completed

In a smaller project which aimed to involve young people in a tenants' association, the stakeholders were:

• Young people who got involved

• Other young people living on the estate

• Youth worker

2.3 Resources

To plan your evaluation effectively you need to know what resources you have to use to make it happen. This means time, people and money.

Be realistic about what will be needed and plan it from the beginning to avoid disasters later! Decide what resources you will need to effectively include young people in the evaluation – this can take considerable time and effort. Perhaps there is enough money in the budget to commission an external evaluation. If not, who has the capacity to manage it and undertake fieldwork etc?

2.4 Timescale

Work out your timescale – how much time you have or when you need evaluation findings by will at least partially determine what sort of data you can realistically collect.

What are your funder's requirements? Reporting deadlines set by funders are likely to be your absolute end point.

How much time do you have available to show change in the life of the project? If the lifespan of the evaluation has to be short you'll be able to show immediate impact only. If the evaluation can carry on some months after the activities you might be able to get some longer-term data too.

Be realistic about what you can show in the timescale of the evaluation/project – not necessarily the longer-term outcomes, but some steps towards them. It is ok to aspire to long-term outcomes within a short-term project – you just might not be able to show they've been fully achieved if your evaluation timescale is short too.

Is there enough time to collect information at the start of the project? – e.g. pre- and post-questionnaires to explore whether attitudes or behaviour have changed as a result of the project. You can still get at this later by asking participants their views about change, but if you have the time it could be an opportunity not to be missed.

Also consider timing issues which may help or hinder your evaluation – e.g. school holidays, other work commitments or staffing issues. You might have to plan your fieldwork around holidays or busy periods, of potential participants as well as workers.

2.5 Ethics

Consider now the ethical considerations of how you want to undertake your evaluation. This may have implications both on what you do and when you do it, for instance you may need to allow sufficient time to obtain informed consent from young people and their parents/carers.

2.6 Evaluation approach

Decide whether your evaluation is formative or summative or both. If formative, agree how you will communicate findings to others as they come up so that they may be acted upon during the life of the project/service and before the evaluation's end.

Decide which methods are most appropriate for what you are aiming to explore. Using three or four methods will give a full picture – Which are most appropriate for your stakeholders? What sort of information do you want to gather? When is the most appropriate time – before, during or after certain aspects of your service?

Remember that gathering evidence of perception of change is important as we need to understand the process and people's perceptions of the 'what' and the 'how', otherwise it isn't possible to say that your service/project contributed to any change. The history and narrative behind change is important. Alongside this, you may be able to gather more 'concrete' evidence about change – perhaps by using questionnaires before and after an intervention, or finding existing information in the community.

Think about what monitoring information you could be gathering to give weight to your evaluation findings – this might already be in place, or may need adjustment.

The toolkit will give you ideas and samples to use or adapt.

2.7 End product

What will your end product be? A written report? A video or presentation?

Who is it for? Will you or others write a young people's summary? Does your funder have specific requirements to address in a final report?

Note it all down in your plan so everyone is working to the same end and deadlines.

Example of an evaluation plan - Peer Consultation Project on transport

Project		
	Project outcomes (3-6) • Long-term • Short-term	• Increase young people's confidence in expressing their opinions about local services • Young people influence local transport policy (or receive full explanation of why not) • Increased skills for those carrying out consultation
	What are you expecting will have happened and by when (milestones)	• Convene a young person's working group (YPWG) by beginning April 2007 • Deliver training by end May for young people who will carry out consultation • Consultation by and with young people about transport issues over summer • Monthly meetings of the YPWG from April to October 2007 • Produce submission by September • Presentation at local council November
	How will you know that this has happened (performance measures)	• Attendance records of YPWG meetings • Delivery of training to all members of YPWG who then consult with others • Written submission produced on time • Presentation by staff and young people at local council meeting

Evaluation

Evaluation aim (why are you doing it)	• To establish the approximate resources required to develop peer consultation groups with young people • To explore young people's experiences of the consultation programme • To identify what worked and what didn't work in setting up the consultation group • To identify what impact taking part in the programme had for young people
Evaluation questions (what you want to find out)	• What are the needs and experiences of young people taking part in this consultation? • What are young peoples' views of this programme? • How could we improve the consultation programme? • What impact has the programme had on participating young people? • What are the barriers and enablers to youth involvement?
Who are your stakeholders	• Young people taking part, young people not taking part, staff in organisation, including those delivering and not, wider community
Resources available	• 1 worker, half a day a week until Dec 2008 • £2,000 expenses (data entry, training events)
Ethical issues?	• Consent from participating young people • Parental/carer consent for under 16s
How will you do it/methods? Are you including a range of methods?	• Monitor through existing systems – attendance, support delivered, staff time, expenses • Questionnaire on demographics, expectations and needs at first YPWG meeting • Feedback forms at training events • Questionnaire for sample of those consulted with • Interviews with YPWG at end of programme • Interviews with programme manager and staff
What will you do with the data – analysis?	• Questionnaires into Excel • Interviews notes taken and manually analysed, thematically etc
Timescale? Are you collecting information throughout? End product (what and when)	• Beginning April – questionnaire first YPWG meeting • Questionnaires at beginning, end of training events, interviews November 2008 • Draft written report 31 Dec 2009 • Feed into report to funder end Jan 2009

Ask young people in your project to get involved in the evaluation from the beginning. Set up a meeting to discuss what you need to evaluate, talk about different ways of doing it and specific questions you all want the evaluation to answer. Include your funder's requirements. The young people can be 'evaluation directors' or act as an Advisory Group in an ongoing capacity – where they can comment on drafts, design or further aspects of the evaluation.

TOP TIPS

- Start early!

- Draw up an evaluation plan – use the template in the toolkit.

- Ask colleagues and young people to read and comment – on its feasibility and whether it will tell you what you want to know about the project/service.

- Keep it realistic! Use this guide and toolkit to set up an evaluation that meets your needs. If resources are scarce do a standard evaluation – if you're loaded, go for the deluxe model!

The toolkit contains a blank evaluation plan template for you to fill in for your evaluation.

3. Involving children and young people in evaluation

Working with young people in your service or project gives you the opportunity to involve them in your evaluation. Young people should be involved in the evaluation, preferably from the beginning, reflecting their involvement in your service. Involving young people in the evaluation may build young people's skills and confidence, and provide valuable direction to the evaluation, for example by identifying outcomes that are relevant to them and approaches that work well for other young people.

However, you will need to be realistic about the extent to which young people can be meaningfully involved in stages of the evaluation. Make sure children and young people understand how their input will direct the evaluation or not. As always, involving children and young people will take considerable time and effort from all parties. Plan appropriately – training and support are vital if young people are to achieve what they set out to do, and this requires adequate resources and commitment.

- Decide at what stage their participation will be most useful for you and them

- Remember the basic rules of participation

- Provide appropriate training and support

There are many ways to involve young people in evaluation. If you are working closely with young people in setting up your project or service, they could also work with you in identifying the aims and objectives of the project and/or of the evaluation. Children and young people can help to develop or review evaluation plans, and assist in designing and piloting questionnaires or interview schedules. Young people could also act as peer evaluators (asking other children and young people about their views), or as young evaluators (asking about a range of issues and including adults' views). They can draft a young people's summary of the evaluation report, or comment on your draft. Of course young people are also one group of stakeholders whose views you will want to include in your evaluation as 'informants'.

The level of involvement of young people in the evaluation will vary depending on the project/service's approach and resources. However, as a minimum, keep children and young people informed about the evaluation throughout the whole process. Tell them what's happening when, feedback initial findings, invite comments, and write summaries for children and young people in the end. Allow ample safe opportunities for them to voice their opinions. Listen to children and young people – if they think certain methods won't work, revisit the plan.

Continuum of ways to involve young people in evaluation

Deluxe ⭐

Young people as evaluation directors – plan evaluation

Young evaluators

Young people's evaluation panel/Advisory Group

Peer evaluators

Design tools

Assist analysis

Piloting

Draft a young people's summary

Comment on tools

Subjects of evaluation with input checked

Receive a young people's summary

Kept informed

Subjects of evaluation

Standard

For more information on how to foster involvement in projects and associated evaluation, see:

The New Economics Foundation's (2000) resource 'Prove it!' describes ways of involving local people in the evaluation of community based projects – it is worth looking at this if you want to involve stakeholders and/or young people in evaluation from the beginning.

The NYA's online research toolkit for young researchers is a useful resource for young evaluators, guiding them on each stage of the research process – available at http://www.nya.org.uk/information/100582/100585/118654/yrnonlineresearchtoolkit/

3.1 Including everyone

When working with young people, design all activities so that they don't exclude any participants, including young people with disabilities, those with literacy issues or English as a second language, and very young children. Disabled children are less likely to be involved in participation activities than non-disabled children (Franklin and Sloper, 2007), yet research shows that being flexible with your methods will allow a wide range of young people to share their views. Young people are a diverse group, with differing needs, communication levels and preferences. One fixed approach will not work for all children and young people. It is important to access a range of appropriate methods and use these flexibly to meet the needs of individual children and young people. Where possible the same methods should be used for everyone, but sometimes that isn't practical or possible. It's OK to adapt your methods to suit individuals within the group as necessary.

Talking may not be the best way to gain views. Some disabled children may have particular communication needs and many children find talking boring. Working in a flexible way, using activities, games, music, and listening to what young
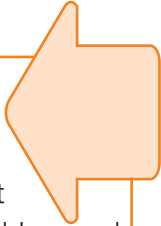
people need, makes data collection more fun and relevant for a range of children and young people. Talking Mats, for example, is a communication method using picture symbols, which can enable disabled and non-disabled children and young people to contribute meaningfully to discussion.

DRC's (2005) research report gives examples of methods which worked successfully in gaining the views of disabled young people, such as drawings, a photographic trail using photos taken by young people, puppets, and other activities.

(http://83.137.212.42/sitearchive/DRC/docs/10_696_Disabled_Students_research_June05.doc)

Key considerations for involving all children and young people
- Are your methods appropriate for everyone in the group?
- Are they age appropriate?
- Have you included non-written methods?
- Have you included non-verbal methods where appropriate?

Dickens, M. (2004). Listening to young disabled children. NCB

Mencap (2003) Listen Up! A toolkit of multimedia resources to help children and young people 5 to 19 years with a learning disability complain about the services they use.

Dickins, M., Emerson, S. And Gordon-Smith, P. (2004) Starting with choice: inclusive strategies for consulting young children. Further details from Save the Children Fund

Marchant, R and Gordon, R (2001) Two-Way Street: Communicating with disabled children. NSPCC

Ward, L (1997) Seen and Heard: Involving disabled children and young people in research and development projects. Joseph Rowntree Foundation

Lewis, A and others (2005) DRC Research Report – Experiences of disabled students and their families: Phase 1. DRC http://83.137.212.42/sitearchive/DRC/docs/10_696_Disabled_Students_research_June05.doc

4. Ethics

All evaluation has ethical considerations but evaluation involving children and young people has particular challenges. In carrying out evaluation you are undertaking to keep all participants safe and protect them from harm. This means providing all relevant information before they take part so they know what to expect and can make an informed decision about whether to do so.

The usual/accepted way to gain informed consent is to use an information sheet and/or consent form. A consent form should include information about:

- What the evaluation is for and what participants are expected to do?

- How information will be recorded (e.g. taping interviews)?

- What happens to the data – who will see it, how is it stored, will it be destroyed?

- What degree of confidentiality and anonymity can you offer?

- What will the final product be? Will they see it? What will it be used for?

- Contact details of those carrying out the evaluation.

Although it may also be necessary to ask parents/carers or other gatekeepers, such as teachers or club leaders, for permission to invite children to participate in evaluation meetings , children and young people are competent to make those decisions and should be asked in addition to others. Children and young people should also be made aware that they can change their mind and withdraw from the evaluation at any time, with no ill-feeling or penalty. You have probably already gained consent from young people and their carers who are involved in your project/service. Evaluation however requires specific consent so that all participants understand what the evaluation involves how their input will be used and that what they say won't affect their future involvement in the project.

Respondents can only be offered anonymity if you do not know who they are e.g. an anonymous postal survey. It is usually possible to offer respondents confidentiality. Reassure respondents that their responses will not be used for any purpose other than the evaluation and that information will be written up in a way that doesn't identify any individuals. They also need to know that it is ok if they don't wish to answer specific questions. Be wary of promising complete confidentiality to children and young people. Children and young people should be told beforehand that you have a duty to tell someone else where they disclose risk of significant harm or dangerous or life-threatening behaviour (in line with your organisation's Child Protection Policy). In the event you should discuss it with the child or young person first.

An example of an information sheet and consent form are in the toolkit.

Not all evaluations require quite so much detail for consent purposes – an anonymous questionnaire for instance can include a brief explanation of purpose at the top, and contact details at the bottom. If this is the only input you are asking for this is sufficient consent.

For more information about the ethics of involving children and young people in evaluation see Unicef's 2002 notes on participation of children in research and evaluation (http://www.unicef.org/evaluation/files/TechNote1_Ethics.pdf)

Alderson and Morrow (2004) Ethics, social research and consulting with children and young people. Rev. ed. London: Barnardo's

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[1] In addition to asking young people themselves, NCB asks parents and carers of children under 16 years old for consent to invite their children to take part in evaluation meetings or interviews. Your organisation may have its own guidance.

5. Methods

There are a variety of methods from which you can choose to gather information for your evaluation. Each has advantages and disadvantages and some are better for some groups of people than others. Consider what you are trying to find out, the best points in time to collect data, the sensitivity of what you need to find out about, what sort and how much data you can deal with, resources, and literacy levels etc.

An evaluation should make use of several methods of data collection undertaken at different points in time. This allows us to gather information from a range of sources (people, places, monitoring) and makes the data as

reliable as possible. That is, if information collected from questionnaires is backed up and explored in more depth in interviews we can be relatively sure it is 'true' and be more aware of the whole picture. Good evaluation usually combines three or four methods, collecting a mixture of quantitative (the numbers) and qualitative (usually words) data. For example, an evaluation could include monitoring the number and demographics of attendees at weekly sessions, questionnaires at the final session, and follow-up interviews several months later to see if participants felt the sessions had made any lasting difference to their lives.

Quantitative is most appropriate:	Quantitative is most appropriate:
When a detailed numerical description is required	When meanings rather than a numerical description is required
When you can measure something and measurements are clearly defined and meaningful (e.g. like or dislike)	For exploratory work or when variables are unknown or their definitions are unclear
When there is no need to relate findings to the broader social or cultural setting, or this setting is sufficiently understood	For explanatory depth; when you want to relate particular aspects of behaviour to the wider context
When the subject area is very clearly defined	When the subject area is less clearly defined or unfamiliar
When repeatability of measurements is important (e.g. to measure changes in attitudes over time)	For studying selected issues, cases or events in depth and detail
When generalisability of results and a statistical comparison across or between groups is desired (e.g. different age groups)	When flexibility of approach is needed to allow for the discovery of the unexpected, and in-depth investigation of particular topics

From Save the Children (2001) The Re:action Consultation Toolkit (http://www.create-scotland.co.uk/docs/reaction_toolkit.pdf)

Evaluations can look at process and/or outcomes. Covering both provides a well-rounded picture, and some methods are more appropriate for process issues than for outcome related data, and vice versa.

To explore outcomes, evaluations can make use of before and after measures to show whether a change has taken place, or can rely on stakeholders' own assessments of change. Measures of change may not be appropriate in short-term projects and should usually be used alongside other methods in order to place change within a context. While outcome evaluations are sometimes criticised for collecting only people's perceptions of change, it is important to realise that people's views are valid.

For example, there is little point using a relatively complex tool to assess confidence change over time if the participants themselves don't feel their confidence has improved. We also need the narrative around any change to be able to attribute it to the project or service rather than to other factors in people's lives. When you gather perceptions from a variety of stakeholders alongside other data, you can place perception of change within a broader picture and back up what you find. Comparing a group over time (asking them same questions at the beginning and after their involvement) or comparing your group with another group who are not involved are also good ways to explore change as a result of your project or service.

The methods you choose will depend partly on who will be involved in your evaluation. Identify your stakeholders and give as many of them as possible the opportunity to contribute to the evaluation. This includes staff at different levels, volunteers, those whom the service or project has been for, and the wider community who may or may not have been involved in the project/service.

Methods will need to be appropriate for children and young people to fully take part. For instance, children might feel more comfortable talking in small groups rather than individual interviews. Then again, this may not be appropriate for all children or for more sensitive topics, and dominant voices may drown out some participants. A combination of methods is the best way to ensure you get the whole picture. Remember to design your evaluation and methods so no participants are excluded.

See section 3.1 on including everyone.

5.1 Monitoring

Projects and services usually have monitoring systems in place regardless of whether they are carrying out evaluation. Monitoring is a systematic way to routinely collect data relevant to the progress of projects/services, but you may need to set up or amend existing systems to make sure the evaluation is underpinned by all the information required. Monitoring systems can tell you a lot about the progress of your project or service as it can answer such questions as:

- How many young people were involved with the project in the last year?
- How old were they? What ethnicity were they?
- How many children and young people did you contact to take part?
- How many young people didn't complete the programme?
- How many outreach activities were delivered?
- How many adult residents did you contact?
- How much staff and volunteer time did it take?

Monitoring can help you to see how your efforts in delivering the project relate to what it is managing to achieve, such as:

- **Inputs** e.g. amount of management time spent, catering or travel costs for specific events, resources required for staff and volunteers, attendance at meetings
- **Outputs** e.g. attendance at events, number of sessions a month, total number of users, those who have left over a given period of time,
- Profile of users e.g. where do they live, gender, ethnicity, disability

A monitoring system collects information in a structured, standardised and systematic way. It doesn't need to be onerous. With some careful planning forms that you may already have in place can be adapted to collect all the information you need, e.g. some parts of a registration form can be used for evaluation – it just requires a bit of planning and regular inputting of information.

> Ask young people what information they think you should be collecting regularly – discuss it in line with the project's aims and objectives and funder's requirements.

The toolkit contains two sample monitoring forms (age appropriate) to collect information on participants and a sample monitoring spreadsheet for recording organisational process related information to show how you can store such information.

5.2 Secondary datasets or existing background information

Some information may already exist that could be useful to your evaluation. Background information such as annual reports, minutes of planning meetings, and funding applications all contain valuable process-related information

In some cases secondary information can be used to indicate change as a result of your project/activities. For example depending on the aims and objectives of your intervention, routinely collected datasets such as SAT results, inspection reports or crime data may be an indication of change if used in combination with other methods to provide some explanation around this. That is, a reduced crime level in the local area may be due to a variety of factors other than your project, but if you can place this in the context of interviews with police, wider community and young people this could be a valid indicator of change.

Some policy documents may provide insight into how young people have influenced policy-related decisions or act as a tool to see how well your organisation's participation work is in practice. You may be able to analyse policy documents as an indication of how young people's participation has affected decisions made.

> Are young people in your organisation aware of any key documents or data relevant to the project's aims and objectives? Some might have been involved in governance and already know of useful material, others could do some research to identify and collect what's key.

See the sample content analysis template in toolkit.

5.3 Surveys and questionnaires

Questionnaires are a relatively cost-effective and efficient way to collect data. You can give them out to existing groups and contacts or distribute to others who may have been affected by your work. Questionnaires are frequently used in evaluation work to gather information from service or project users about their experiences.

They can be carried out in a number of ways, including by post, web-based, left in public places or meeting points, or administered by a real person either on the phone or face-to-face.

Structured questionnaires (with close-ended questions e.g. 'Are you ☐ male or ☐ female?') are particularly useful when collecting data from a large number of respondents as they are simple to process and analyse. A mixture of close and open-ended questions will give you both qualitative and quantitative data, which may be very useful for your evaluation. For some evaluations, standardised tests may be useful, but these are highly structured questionnaires which require specialist skills in design and analysis.

Pros	Cons
Cost effective, relatively cheap to administer to large numbers of people	Requires careful planning at design stage – no opportunity to alter once in use
Can gather information from large numbers of respondents	Risk that respondents will misinterpret questions or interpret them differently
Systematic – all respondents are asked the same questions in the same way	Not possible to probe respondents' meanings
Good for sensitive issues as can be completely anonymous – respondents can be frank	Relies on literacy/language skills so not suitable for those with literacy difficulties or English as a second language or for young children
Easy to analyse/compare, especially where closed ended questions used	
Usually short, so easy for respondents to complete – less time/commitment required from respondents	

There are some key features to keep in mind when designing questionnaires

- Design your questionnaire to suit your capacity for analysis. Keep it simple and short – unless you have the capacity to enter, analyse and interpret complex data or vast datasets.

- Short simple questionnaires will also be most attractive to the people you want to fill them out, thereby increasing your chances that they will be completed and returned.

- Begin with general non-threatening questions and move on to more specific or sensitive issues

- Avoid leading questions (where you are assuming a certain answer e.g. 'How do you plan to carry on contributing to the decision-making panels?) and double-barrelled questions (where you are asking more than one thing e.g. 'To what extent do you think the panel listened to the group and what difference do you think it made to their decisions?')

- Use close-ended questions or scales so that you can easily allocate a number/code which makes entering and analysis more simple

- Use 1-5 scales e.g.' To what extent did the course meet your expectations? Please circle a number from 1-5 where 1 = very well and 5 = not at all.'

- Mix up the scales so participants don't get into a habit of answering all '1's or all yes'

- If capacity allows use some open-ended questions to allow respondents to provide information in their own words – this is best for questions where there could be a wide range of answers, or where you truly want respondents' views rather than imposing options e.g. what was the best thing about the programme?

- Use simple clear language that will be understood by respondents with a range of

abilities – though design separate questionnaires for children 12 years and under.

- Make questionnaires for children and young people as child-friendly as possible through use of pictures and appropriate language – ask the young people you work with to help design a friendly layout and/or language.

- Test out your questionnaires on colleagues, then pilot them with a group of similar respondents – these may be young people involved in your project/service, existing contacts, or others you recruit specifically to help with this. Ask them to complete the questionnaire, time it, and discuss with you anything they found difficult or unclear.

- Be aware that respondents can interpret questions in different ways, so design and test your questions out to avoid this.

Young people can help to design questionnaires, especially those that are appropriate for other young people. This can range from commenting on drafts to coming up with questions in the first place. Or you can ask young people to fill out a questionnaire to see if it makes sense, how long it takes and if there are clearer ways of asking the questions

See the sample questionnaires in toolkit.

For more ideas on questionnaire design, see:
de Vaus, D (1996) Surveys in Social Research. UCL Press: London

Feedback forms

One type of questionnaire that is frequently used in evaluation is a feedback form, often used at the end of group sessions, e.g. residentials, training sessions, panels and group meetings. A feedback form is a useful and simple method to gain immediate feedback from participants at events or activities. This instant information can also be used to fine-tune/develop your project or service and indicate areas for improvement before either the evaluation or project is complete or while sessions are still being developed. Be aware though that this level of feedback will not tell you what has changed as a result of your project – you will need to ask further questions (about outcomes indicators) at a later date. Feedback forms should not stand alone! But used alongside other evaluation methods they can be invaluable. For example, feedback forms followed by interviews with a sample of respondents some months after an intervention can explore how respondents have implemented what they learned in their lives.

Feedback forms can be designed as simple questionnaires or as activities, which are particularly suited to children and young people or those with difficulties with English or written formats. Some sample activities are:

See the sample evaluation and feedback forms in toolkit and the evaluation targets exercise.

5.4 Interviews

Interviews are designed to gather more in-depth information from respondents than questionnaires allow. Interviewers can probe or follow-up on respondents' comments/answers and give respondents opportunities to expand on their answers. Interviews can be carried out by telephone or face-to-face. Telephone interviews tend to be shorter and a more efficient use of time. However, face-to-face interviews allow the interviewer to build some rapport with the interviewee which not only make the experience more enjoyable but also allows more valuable data to be collected. It also enables the interviewer to pick up more thoroughly on meanings, probe more effectively etc and therefore gain a more in-depth view of the interviewee's opinions.

Interviews can be structured, semi-structured or unstructured, which is primarily determined by

Pros	Cons
Allows interviewer to probe or follow up responses	Not cheap, time intensive
In depth information, usually good quality data	Implications for confidentiality
Ability to build rapport can help gain better quality data	Generates a lot of data – more expensive to analyse and difficult without specialist skills
Good for discussing sensitive issues	
Gathers information in respondents' own words, not as prescriptive as questionnaires	
Good for those who have difficulties with written English (literacy, young people)	

the proportion of open and closed-ended questions and the amount of scope an interviewer has to follow up responses. Structured interviews consist of a series of questions with pre-determined options for respondents to choose from; semi-structured questionnaires usually have at least some questions which are left open-ended for respondents to answer in their own words. Unstructured interviews do not follow a set list of questions, though there are usually certain topics to cover, nor a set order – there are no closed-ended questions. Unstructured interviews require specialist skills to undertake and analyse the large amount of data they generate.

Whichever means you choose you will need to record what respondents say – this can be through taking notes or recording the interviews (with permission from respondents).

Designing an interview schedule
In designing interview schedules, the same rules apply as when designing questionnaires, e.g. avoid leading, double-barrelled questions and begin with simple non-sensitive topics and move onto others once you have established rapport.

Where you intend interviewing children, involve children and young people in developing questions if possible, or at least in piloting the interview questions.

Carrying out an interview
Interviews can be fun! They are a structured conversation, but should be carried out in a friendly relaxed way to make everyone feel comfortable. Some points to remember are:

- Introduce yourself if you don't know each other, and try to make the respondent comfortable.

- Explain what the interview is for and how information will be used. Gain consent for recording the interview or taking notes, and remind them of degrees of confidentiality.

- Allow respondents time to answer – don't be tempted to move on, or answer for them.

- It's ok to ask them to slow down a bit if you are struggling to record what they say.

- Encourage people to expand on their responses, such as 'in what way', 'can you give me an example of that'.

- Use positive body language, make eye contact and smile.

- Make encouraging noises but don't comment on their answers, or provide your own opinions!

- Thank respondents for their help and remind them how information will be used.

Young people can play a key role in interviews. Why not work with a group to come up with interview questions, try them out on each other, discuss whether they're leading questions or could be interpreted in different ways? Learn about research methods at the same time. Young people can also work as young or peer evaluators, carrying out the interviews. In this case they'll need training and support around interviewing techniques, confidentiality etc. Depending on your project, it may not always be appropriate for young people to interview other young people, for example, where they know each other or where the interview may raise sensitive issues requiring support.

What you ask in interviews will depend entirely on what you want to find out in your evaluation. The Question Bank in the toolkit provides a list of questions for different purposes. Choose a dozen or more which address your evaluation questions. Depending on what they are, a dozen questions will probably mean an interview of about 30 minutes long.

For more on interview design see:

de Vaus, D (1996) Surveys in Social Research. UCL Press: London

5.5 Focus groups

Focus groups or group interviews are particularly useful when working with people with varied experiences or views. They aim to draw out and examine a range of views rather than trying to reach a consensus. They are also often appropriate for children and young people, who may be more comfortable than in a one-to-one interview and for whom typical question and answer formats are difficult. Focus groups allow more creative methods of data collection, though activities must be structured if they are to provide useful evaluation data. For children and young people, more use of structured activities increases enjoyment and promotes participation (Harker, 2002).

Focus groups follow the basic rules as much of the group work you will already be familiar with. Let's touch on the key ones here:

- Keep it small – four to eight participants depending on age (focus groups with very young children should be limited to four participants).

- Prepare list of open ended questions or topics to promote discussion.

- Plan thoroughly – allocate topics and activities to different time-slots, allowing for breaks and feedback.

- Consider phoning participants the day before to check they are still coming and put them at ease.

- Set ground rules at the beginning of the discussion. These are best set by the group itself but see the Toolkit for examples.

- Use activities for some of the topics/questions – how much you do this may depend on the ages and abilities of group members, e.g. use of structured activities rather than question/answer discussions can make it more enjoyable for children.

- Be prepared to reorder activities if the group appears to be losing interest.

- Plan to make the process enjoyable for the group – food and drink, comfortable

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seating, games and activities.

- Develop or agree with the group basic ground rules for how the session will run – e.g. confidentiality within the group, respect for others etc.

- Be aware of group dynamics, and work to involve everyone equally, preparing strategies for engaging shy members of the group and reducing the impact of dominant voices. Allow opportunities for quiet members to share ideas with you during breaks, or suggest everyone can jot down ideas and send to you later.

- Facilitate interaction within the group –

ensure everyone has a chance to speak, and work in pairs or smaller groups then report back to the bigger group.

- Record what is being said (notes, tape-recording or flip-chart notes during activities) – with permission.

Structured activities can include writing tasks, drawing tasks, ranking games, play activities, graffiti walls, video, pictorial, written and oral vignettes and role-playing (Harker, 2002). Post-its can be a handy and more interesting way for participants to contribute written material – for instance, writing up what worked and what didn't and placing on two opposing posters.

Pros	Cons
Good for children who may not be comfortable talking one-on-one	Shy and dominant voices
More informal than a one-to-one interview	Group dynamics can alter what is said
Good for discussing issues relevant to groups/group activities etc	Not suitable for investigating individuals' experiences
Allows use of wide range of structured activities which increases enjoyment and participation, especially by those not good with question and answer formats	Some activities may be more difficult to analyse in a systematic way

Young people can help design focus group activities that would work well for other children and young people. You might like to run your focus group with a young co-facilitator, who can share the facilitation, help with small group work and record information.

The toolkit contains a number of sample activities, including ice-breakers or energisers and activities used for information gathering. There is also a sample topic guide for a focus group with young people showing how various activities can be planned to keep momentum going in a group while gathering information to answer a range of questions.

For more on focus group design see:
Morgan, D and Krueger, R (1998) The Focus group kit. Sage Publications Ltd: London.
Krueger, R (1994) Focus Groups: a practical guide for applied research. Sage Publications Ltd: London.

5.5 Other 'creative' methods

Similarly creative methods can be used outside a focus group setting – such as logbooks, written, photo or video diaries, web-based forums, story-telling, popular theatre, songs and photographs etc. Children find these fun to use and they can make a refreshing change to or work well alongside interview transcripts. They might also allow people to look at their situations in a new way, and so generate new information.

Pros	Cons
Choice of activities better for those with difficulties with English, or literacy	Less systematic
Flexible for individual abilities	More difficult to analyse
Appealing for participants	May require narrative around them on individual basis

5.6 Assessment tools

Until recently there were few evaluation tools developed specifically for participation work. The What's Changed Tool by the National Youth Agency (NYA) was developed specifically to capture and record participation outcomes and the positive benefits of participation. It can be used as a stand-alone tool, or you can use it to record information and views gathered through other methods in your evaluation.

The Toolkit contains the What's Changed Tool, and more information can be found at http://www.nya.org.uk./

In a similar way, the Hear by Right assessment tool allows organisations to map and plan their participation work. See http://www.nya.org.uk./ and the Toolkit.

6. Analysis

This is where you start to make sense of what the data you've collected, answer your evaluation questions and draw out key messages. What to do with it?

Keep your data organised, start making sense of it before it all piles up too high! Number each questionnaire – just to identify it, you might need to return to it later in the analysis – and keep in numerical order.

Allow enough time – reading questionnaires and summarising the answers to a handful of key questions can take hours.

Now that you've collected some evidence, what do you do with it?

6.1 Quantitative data

Making sense of quantitative data does not necessarily require specialist statistical skills. If you are dealing with small numbers of questionnaires and monitoring information, and can calculate percentages, totals and averages you should be well on your way to summarising and reporting basic evidence about your project/service.

You will need to organise your data first though. This can be done manually with pen and paper by entering your questionnaire responses into a grid. If you have a lot of questionnaires (perhaps over 20) or they are more than a couple of pages long it may be easier to enter the responses into a spreadsheet like Excel.

So, where to start? Firstly, make sure you have assigned an identification number to each questionnaire.

You will need to convert the responses on your questionnaires to numerical data. For example, gender has two possible responses – male and female – so assign a code to each e.g. male = 1, female = 2. It doesn't matter what numbers you assign as long as all those who answer male are assigned the same number.

Ignore any responses to open-ended questions for now. They will also need to be categorised and coded but they are treated as qualitative data, as discussed below.

When entering quantitative data into a spreadsheet or a manual grid, it may look something like this:

Questionnaire number	1	2	3	4
Q1 Gender	1	1	2	1
Q2 Age	14	17	14	15
Q3 Disability	2	2	2	2
Q4 Ethnicity	1	5	1	1

* Where the following codes have been assigned: Gender; male=1, female=2. Disability; yes=1, no=2. Ethnicity: White=1, etc

To begin to make sense of all the responses, start by counting up the types of responses to each question. For example, how many respondents were disabled? How many reported their confidence had increased since the programme? You might be able to use percentages but be careful if your numbers of respondents are very small. Be clear what figures your percentages are based on, for instance that your 80 percent means that eight out of ten people provided that evidence rather than 80 out of 100.

This will give you a good summary of the findings, and may point you in the direction of further questions to ask of your data. Look for associations between data, for example what age group most thought the service/project had been useful? Don't be tempted to try to prove that one thing has caused another though. It's very difficult to show causal links within short term projects, though you may be able to indicate different effects or influences with your qualitative findings.

You can do simple charts or graphs using MS Excel. Graphs are best for data showing changes over time. Pie charts or bar charts are best for data showing differences in the proportion of responses.

Discuss your initial findings with young people. Maybe some young people you know are more confident with percentages than you are. Get them involved in counting up responses or talking about what you find.

Rowntree, D (2003) Statistics Without Tears: a primer for non-mathematicians. Allyn and Bacon: London.

6.2 Qualitative data

Qualitative data may have been collected through interviews, focus groups or responses to open-ended questions in questionnaires. It might also include drawings, photos or artwork. However it comes, the first step is to get your data down on paper so if you recorded interviews you will need to transcribe them or take notes from them. Again, assign numbers to each transcript so that you can return to it to check or for quotations to back up your statements.

Researchers refer to the process of allocating numbers to qualitative data as coding. It is not a complicated process, but it entirely depends on how much and how varied data there is – it takes a considerable amount of time to allocate codes, revise and recode data. The aim is to group responses into categories that you can then generalise from.

Start by reading through your transcripts or questionnaires and getting a feel for what people have said. Choose one question or theme at a time, such as perceptions of difficulties or what worked well. Some of these will follow your interview questions but others may arise as common issues that respondents raised themselves.

After a while you'll begin to notice some common responses or themes, even if they are expressed quite differently! Note them down and you'll have the beginnings of a coding system.

For open-ended questions in questionnaires, coding may take some time, and you may find some responses just don't fit. This is normal – just note them down as they are to begin with. You will probably have to change your themes or categories slightly as you go along, but you won't have to go through all questionnaires to come up with a framework that works. There will always be some answers that need to be categorised as 'miscellaneous' or 'other'.

It may be useful to note down the responses and themes in a grid format like the one on the next page. Arranging your evidence in a grid such as this allows you to see the range of responses, and to count the number of times interviewees

have identified a theme or said something about it, so giving some substance to your report. It also allows you to see clearly where common ground or exceptions are, adds a bit more depth to main themes, and allows you to easily find quotations to provide evidence to support your claims. Note in your grid where there are useful quotations to provide as evidence to simply writing up your analysis.

Example thematic grid for qualitative data

Interview number	Theme 1 Expectations	Theme 2 Most useful	Theme 3 What worked well	Theme 4 What didn't work well
1	Skills	Learning about websites	Group leader	People not turning up (quotation about drop-outs)
2	Fun, learn something	Leader helped with course application, successful	People in the group	Nothing
3	Make friends	Learning to speak in groups, more confidence (quotation)	Having clear structure each week	Sometimes talked too much so didn't make decisions in the group

Run a session on coding for children and young people. It always helps to code in a team so that the coding process is transparent – that everyone is using the same codes for the same issues. So working together and debating decisions about coding helps make it more rigorous!
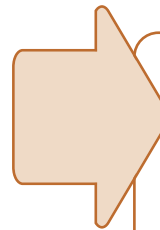
For more information on qualitative analysis and using a grid or 'matrix' such as this see:

Miles, M and Huberman, M (1994) Qualitative Data Analysis: an expanded sourcebook. Sage Publications Ltd: London.

Silverman, D (2004) Doing Qualitative research: a practical handbook. Sage Publications Ltd: London.

Once you have carried out your basic analysis, you start to work out what it means and how the different pieces of data you've collected relate to each other. Return to your evaluation questions – write them down and try to answer using the analysis of all the data as a whole, that is from all methods used and from all groups, that is, from children and young people, staff, and the wider community. In this way you can be sure that your findings are based on evidence.

See if you can throw any light on findings from one group by looking at information about the topic from another source – for example, why was attendance at one group less than expected? What efforts had been made to recruit members? Were there any drop-outs and have staff or young people offered any possible explanations for this?

You can also involve children and young people in the analysis process by drawing up some key messages from your initial analysis to take back to children and young people as a group to see if they agree with how you have come up with your findings. They may have some interesting insights. Be careful about confidentiality and anonymity though, especially if they are the same children and young people who provided your data in the first place!

When using quotations, remember that detailed descriptions can sometimes identify individuals. It is usually acceptable to give an indication of which respondent group they come from, e.g. manager, volunteer, service user.

7. Presenting findings

Now that you have made sense of all your data and answered your evaluation questions, you will need to communicate this to others. Who is your evaluation for? Who is your intended audience? While other formats may be possible, in most cases you will need to produce a written report to enable others to learn about your evaluation.

It is important to write clearly and structure the report so that it can be easily understood. There are no golden rules for structuring an evaluation report, though it should include a beginning (usually a description of the service) a middle (evaluation methods and findings), and an end (conclusion and recommendations).

The most substantial section of the report will be the findings. This should be broken down into shorter sections, usually organised by the themes.

Include copies of questionnaires in an appendix.

It is good practice to also produce an executive summary (maximum four sides of A4) which is more likely to be read by busy people or those who are unlikely to read the full report.

Ask young people to draft or comment on a summary which will be most accessible for other young people.

Contents

Points to keep in mind:

• Use plain language, short sentences and avoid jargon.

• Be selective in what you include in your report – you don't need to report everything you discovered – just all that is relevant to your evaluation questions which of course were constructed on the basis of project/service aims, objectives and outcomes measures.

• Don't speculate – back up your assertions with evidence.

• Ask a colleague to read your report to see if it makes sense.

8. Dissemination

Many people will have been involved in or heard about the evaluation during its life – make sure these people hear about what it found.

It is also good practice to provide a summary of the findings to all participants, including children and young people, in an appropriate way.

It might be possible to spread the news further than just funders or participants. As well as sending the full report or summaries to funders or managers, you might write a letter to the management committee, report to staff during a staff meeting or run a session on the findings with children and young people.

9. Further reading and resources

Evaluation

Thompson, J

2007

Paul Hamlyn Foundation Evaluation Resource Pack

The Paul Hamlyn Foundation

Useful overview of evaluation, with suggested activities. Aimed at small to medium sized organisations with little evaluation experience.

Warbuton, D, Wilson, R and Rainbow, E

2007

Making a Difference: A guide to evaluating public participation in central government

DCA/INVOLVE http://www.involve.org.uk

Basic guide to evaluating public engagement in decision-making with useful sections including examples of performance indicators, how these might be measured, potential issues to cover in evaluation and what to do with it.

Care Services Improvement Partnership (CSIP)

2006

Quick guide to evaluation: a resource to help plan and evaluate work in health and social care

CSIP

A brief but useful guide to evaluation.

Frost, S and others

2006

The evidence guide: using research and evaluation in social care and allied professions

Barnado's. What Works for Children?/Centre for Evidence-Based Social Services

A thorough and practical resource for project evaluation.

Shaw, C

2005

NIFTY an introductory handbook for social care staff with a rough guide to evaluation resources

London: NCB

Useful overview and examples of evaluation in social care field.

Cupitt, S with Ellis, J

2004

Your project and its outcomes

Charities Evaluation Service

A guide to identifying and assessing outcomes in small to medium sized organisations. There are several similar versions of this booklet – the reference here is for Big Lottery.

Bishop, L

2002

First Steps in Monitoring and Evaluation

London: Charities Evaluation Services

Short and clear introduction to monitoring and evaluation, aimed at the voluntary sector.

Ellis, J

2002

Practical monitoring and evaluation: a guide for voluntary organisations

London: Charities Evaluation Services

Follows on from First Steps – greater detail, comprehensive resource pack for voluntary sector audience.

Kirby, P and Bryson, S

2002

Measuring the magic: Evaluating and researching young people's participation in public decision making

Carnegie Young People Initiative

Examines evaluation practice in the youth participation field, with some guidance on what evaluation should aspire to. Good overview of key issues in involving young people in evaluation.

Shaw, C

2002

Evaluation toolkit: a tailored approach to evaluation for parenting projects

London: Parenting Education and Support Forum and NCB

A toolkit for parenting programmes to self-evaluate or commission evaluation. Overview of evaluation methods and pitfalls, including case studies, further reading and useful contacts.

Connexions

2000

Little book of evaluation

Connexions/DFES http:www.connexions.gov.uk/

Basic guide to evaluation of community projects – including practical tips, a small number of useful illustrations/case studies, and project planning tools.

Walker, P and others

2000

Prove it: measuring the effect of neighbourhood renewal on local people

New Economic Foundation (NEF) and Barclays PLC www.neweconomics.org.uk

Reports on a programme evaluation of community projects, looking at the effect of projects on local people – with a focus on involving local people in both deciding what to measure and in data collection.

Kaufmann, J and Malley, S

1999

A Guide to Self-evaluation

London: BBC Children in Need

Basic, step by step approach to evaluation with children, with detailed case studies. Good for those with little or no experience of evaluation.

Big Lottery Fund

Self-evaluation: a handy guide to resources, and others

Big Lottery Fund

http://www.biglotteryfund.org.uk/prog_ypf2_national_grants.htm.

Accessed 27 March 2008

Various guides for YPF2 applicants on outcomes, engaging young people in evaluation, self-evaluation, self-evaluation sources, engaging young people in evaluation and consultation.

Charities Evaluation Service

Titles include: ***Managing evaluation; Developing aims and objectives; Monitoring ourselves; A rough guide to change***

Charities Evaluation Service

Various books useful for voluntary agencies carrying out self-evaluation. Can be downloaded from www.ces-vol.org.uk.

Participation-related evaluation tools

Badham, B and Wade, H

2005

Hear by Right self assessment tool

NYA

www.nya.org.uk/hearbyright

A standards framework for use by organisations to assess young people's involvement and promote planning. Based on seven standards with three levels of emerging, established and advanced each building on the last. Maps activities, evidence collected and what people think has changed.

NYA

2005

What's Changed Participation Outcomes Tool

NYA

A template for organisations to record evidence of listening, planning and change resulting from young people's participation, requiring evidence from organisations, participating young people and other young people in community. Used as part of an evaluation, it can map activities and what people perceive has changed as a result.

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
Useful resource for ideas on activities. Many of the activities are arts and craft
based and require only minimal resources
and equipment. Available to download from:
http://www.ne-cf.org/news.asp?section=000100040004&monthInView=2006/5/1&id=1074
(accessed 9 October 2007)

Participation Works

Series of guides on participation, including *Using Creative Methods in Participation*

Participation Works

http://www.participationworks.org.uk/Portals/0/Files/resources/k-items/participationworks/howtoguides/howto_Creative_methods_17.12.2007.pdf

Contains useful tools for engaging young people.

Cambridgeshire Children's Fund and Save the Children

2005

Are you listening? A toolkit for evaluating Children's Fund Services with children and young people.

Cambridgeshire Children's Fund and Save the Children

http://www.cambridgeshire.gov.uk/social/children/fund/ (accessed 9 October 2007)

Range of activities for evaluation with young people, with good illustrations of how they can be used.

Children's Trust Partnership – Hertfordshire

2006

Involving children and young people in decisions which affect their lives – Participation, Consultation and Involvement Toolkit

Children's Trust Partnership – Hertfordshire
A participation resource, with a useful section on research with some evaluation tools.

Ethics

Alderson, P and Morrow, V
2004
Ethics, social research and consulting with children and young people. Rev. ed.
London: Barnardo's
Sections on children's rights, privacy and confidentiality, paying participants, consent, disseminating and implementing findings and impact on children.

UNICEF on involvement and ethics
2002
Children Participating in Research, Monitoring And Evaluation (M&E) – Ethics and Your Responsibilities as a Manager.
Evaluation Technical Notes: No. 1
UNICEF Evaluation Office
http://www.unicef.org/evaluation/files/TechNote1_Ethics.pdf (accessed 18 March 2008)
A good summary of ethical issues in involving children in evaluation.

Working with young people/participatory work

Monaghan, R with others
2007
The Big Idea: Involving young people in projects around the development of the built environment
London: NCB
A step by step guide and training programme aimed at involving young people, including activities, exercises and handouts. Focuses on work around the built environment but could be adapted or inspire other ideas.

Street, C, and Herts, B
2005
Putting Participation into Practice
London: Young Minds
A useful resource containing a checklist of issues to consider when involving service-users in mental health services.

Children's Rights Alliance for England (CRAE)
2005
Ready Steady Change
London: CRAE
A comprehensive overview and set of training materials and tools to increase children and young people's effective participation in decision making.

Save the Children
2004
So you Want To Involve Children in Research
Save the Children
http://www.savethechildren.net/alliance/resources/publications.html
A how-to guide on involving children in a meaningful and ethical way in research. Focused on research into violence, it has wider relevance.

Working with young people/participatory work (continued)

Save the Children
2003
So You Want To Consult With Children – A Toolkit of Good Practice
Save the Children
http://www.savethechildren.net/alliance/resources/publications.html
Practical guide to setting up, carrying out and following up on consultation with children and young people.

Lancaster, Y P and Broadbent, V
2003
Listening to young children
Coram Family. Maidenhead: Open University
A training resource pack examining the why, when and how of listening to young children, including individual case study booklets and CD-ROM with audio visual material.

Kirby, P and others
2003
Building a culture of participation: involving children and young people in policy, service planning, delivery and evaluation Handbook
London: DFES
Drawing on the associated research report, the handbook provides useful ideas on involving children and young people in policy making and services.

Shephard, C and Treseder, P
2002
Participation – spice it up
Dynamix Ltd. Swansea
A guide and activity pack to assist involving children and young people in decision-making.

Save the Children
2001
The Re:action Consultation Toolkit
Save the Children
http://www.create-scotland.co.uk/docs/reaction_toolkit.pdf
Practical advice on engaging young people in policy related consultation, including checklists and suggestions for good practice.

Participation Works
Participation Works Gateway
www.participationworks.org.uk
An online gateway for information on policy, practice and training in participation. Also includes a series of How To guides which provide practical information and case studies of participation practice.

Research with young people

Harker, R

2002

Including children in social research

London: National Children's Bureau

Brief overview of factors to consider when undertaking research with children and young people.

Kirby, P

1999

Involving young researchers: How to enable young people to design and conduct research

Joseph Rowntree Foundation

Key text when working with young researchers.

Boyden, J and J Ennew (eds.)

1997

Children in focus – A Manual for participatory research with children

Stockholm: Radda Barnen (Save the Children Sweden)

Shape, D and others

2008

YRN Online Research Toolkit

The National Youth Agency

A guide for young researchers.

Research with disabled young people

Franklin, A and Sloper, P

2007

Participation of Disabled Children and Young People in Decision-making Relating to Social Care

Social Policy Research Unit, University of York, York.

Dickins, M, Emerson, S and Gordeon-Smith, P

2004

Starting with choice: inclusive strategies for consulting young children

Save the Children

Mencap

2003

Listen Up! A toolkit of multimedia resources to help children and young people 5 to 19 years with a learning disability complain about the services they use

Mencap

Marchant, R and Gordon, R

2001

Two-Way Street: Communicating with disabled children

NSPCC

Ward, L

1997

Seen and Heard: Involving disabled children and young people in research and development projects

Joseph Rowntree Foundation

Evaluation and research methods

Rowntree, D

2003

Statistics Without Tears: a primer for non-mathematicians

Allyn and Bacon: London

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de Vaus, D A

1996

Surveys in Social Research

UCL Press: London

Krueger, R A

1994

Focus Groups: A Practical Guide for Applied Research

Sage Publications Ltd., London.

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