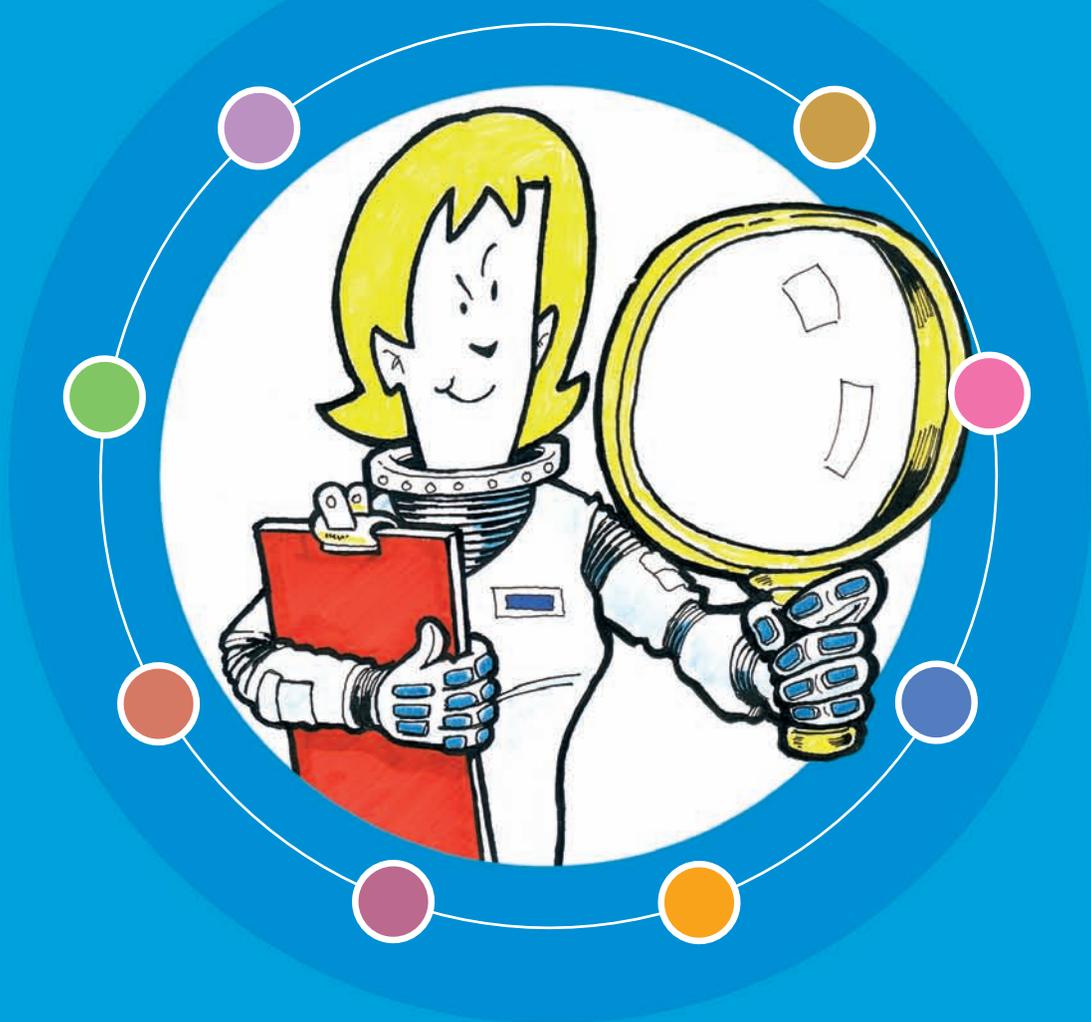


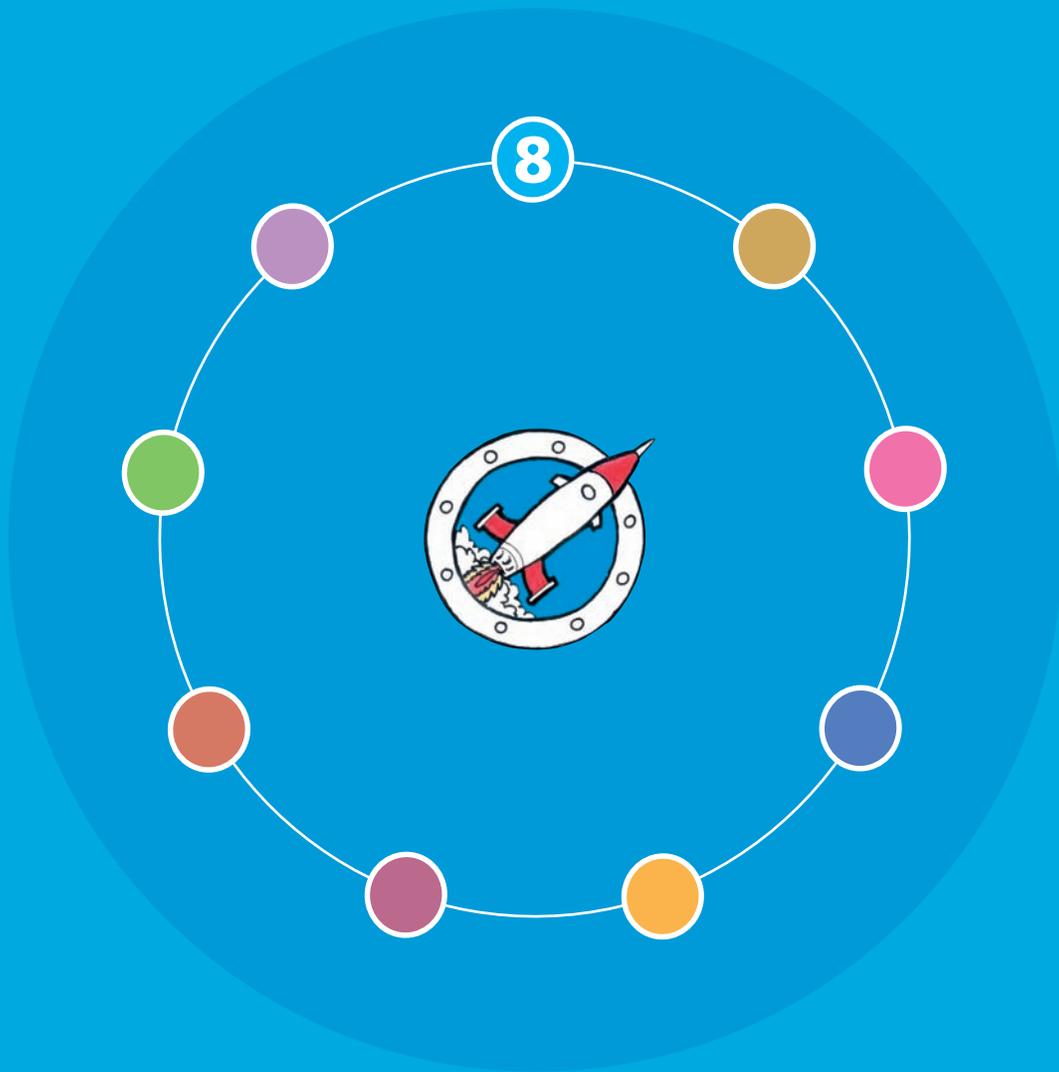


**GUIDES TO INCREASING PARTICIPATION
OF CHILDREN AND YOUNG PEOPLE**

8

MONITORING AND EVALUATION





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? What will this guide tell me?

This guide offers a basic overview of monitoring and evaluation. It provides some ideas about tools that can be used and gives examples of monitoring and evaluating children and young people's participation.

? What is Monitoring?

Monitoring is the regular and routine process of collecting and analysing information relevant to a project, objective or action.

? Why Monitor?

- Monitoring will provide regular feedback and an overview of a project, objective and/or, action as they progress. This allows you to see whether things are going to plan and enables you to make any necessary changes.
- Because monitoring is the routine collection of data, it can enable a project to clearly show its progress and be open about its results.
- Monitoring helps to demonstrate not only how successful a project or an objective is, but also how success was achieved.
- Monitoring helps to maintain focus on an objective.
- Monitoring is valuable in demonstrating not only what is or has been done, but also the contribution and overall impact of the work
- Monitoring is key to evaluating any work, project, objective or action.

? What is Evaluation?

Evaluation is the regular and routine process of collecting, analysing and reviewing information on the results and outcomes of actions. This information is then used to determine whether a project or objective has achieved what it set out to achieve.

? Why Evaluate?

- Evaluation demonstrates not only how successful a project or an objective has been, but can also show how successful each constituent part (each action and/or activity) has been. The lessons learned here, in turn feed into future planning and project/objective setting.
- Evaluation is central in demonstrating not only what is or has been done, but also the contribution and overall impact of the work.



Nuts and Bolts: Getting Started



Before you can start monitoring and evaluating your work you need to be very clear about the objectives, what you intend the outcomes to be and what you want to achieve overall. You need a clear action plan, detailing targets and a time frame.

An **OBJECTIVE** is a specified target and should be **SMART**

S	Specific
M	Measurable
A	Achievable
R	Realistic/Relevant
T	Time bound

For example, your objective might be:

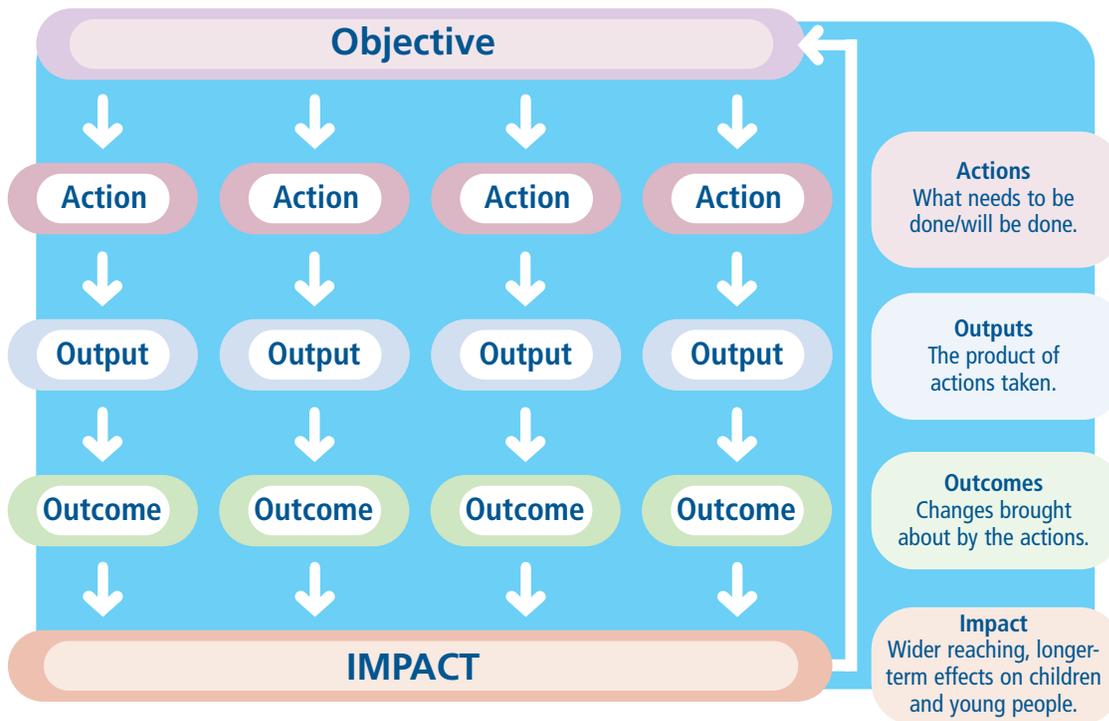
"...To enable a minimum of 8 children and young people to participate in the monitoring and evaluation of [your organisation's] work, by April 2009..."

Once you have established your objective you must plan measurable outputs and outcomes.

Outputs are the products of actions taken. **Outcomes** are changes brought about by actions. Outputs and outcomes should also be SMART. For example, outputs and outcomes associated with the above objective might be:

- *"...by June 2008 staff in [your organisation] have received training on how to effectively implement and ensure the participation of children and young people with in your organisation and it's decision making processes" (Output)*
- *"...by December 2008 a minimum of 8 children and young people have received training on how to monitor and evaluate ..." (Output)*
- *"...by April 2009 [Your organisation] has increased confidence in enabling the participation of children and young people in the monitoring and evaluation of your work..." (Outcome)*

The diagram, on the next page, is a useful tool when planning your objectives through to outcomes.



Nuts and Bolts: What to monitor and how to monitor

Now you have established your objective and have a clear idea of what you aim to achieve (in terms of outputs and outcomes) you are in a position to work out what you need to monitor, how and why.



Typically you will want to monitor the following areas:

- Inputs
- Actions
- Outputs
- Outcomes
- Impacts

Within these areas you need to be clear about

- What exactly is being monitored?
- Why you are monitoring?
- What you intend to find out through the monitoring exercise?
- What kind of data do you want? (i.e. Qualitative or Quantitative)
- How you intend to use the data/information collected?
- How you intend to monitor?



Methods of Monitoring

When thinking about what kind of data you want and what you want to be able to do with the data once you've collected it, you will need to consider what methods of monitoring are most appropriate. These are generally known as Qualitative and/or Quantitative methods.

Qualitative methods involve the collection and analysis of visual or verbal information (i.e. non-numerical).

Quantitative methods are concerned with numbers, counting and measuring. These are expressed as a quantity or numerical values and are often presented in tables, graphs or other forms of statistics.

Examples of Qualitative and Quantitative methods for monitoring:

Qualitative Methods	Quantitative Methods
<p>Interviews Face to face interviews. These can be unstructured (more like conversations rather than question and answer sessions) or semi structured, with basic themes or starter questions.</p>	<p>Numerical data and Excel For example, tracking money that has been spent or recording the number of attendees at a series of meetings.</p> <p>Use Excel spreadsheets (or other electronic spreadsheet or database) with automated links from monitoring data to charts for ease of updating statistics and producing regular reports.</p>
<p>Focus groups Use focus groups for in-depth discussion on a number of specific topics. These require skilled leaders to facilitate them to make the most of the opportunity.</p>	
<p>Direct/Participant Observation Keep careful notes on observations.</p>	<p>Pre/post group questionnaires. Use closed questions with prescribed tick-box answers or rating scales (e.g. poor, satisfactory, good, excellent). Plan both pre and post questionnaires together to allow for easy comparisons.</p>
<p>Pre/post group questionnaires Include open-ended questions that allow people to write personalised answers. Plan both pre and post questionnaires together to allow for easy comparisons.</p>	



WHAT to monitor and HOW to monitor

The following table illustrates what you might monitor and how you might monitor in relation to the example objective, below.

For example, if your objective is

"...To enable a minimum of 8 children and young people to participate in the monitoring and evaluation of [your organisation's] work, by April 2009..."

You might consider the following:

Examples of What to Monitor and How to Monitor		
Inputs What is being 'put in'?	<ul style="list-style-type: none"> Funding Resources Staff time Volunteer time 	<ul style="list-style-type: none"> Keep records of resources expended: money and staff and volunteer time. In record/account book or electronically in a spreadsheet or database Monitor finances/expenditure against planned budget
Actions What needs to be done/ what is being done	<ul style="list-style-type: none"> Recruitment of a minimum of 8 children and young people to take part Delivery of all the training 	<ul style="list-style-type: none"> Record the frequency, content and attendance of the training Record the processes and progress (including difficulties etc) of recruiting a minimum of 8 children and young people to take part Record the gender/age etc of children and young people involved
Outputs The product of actions taken	<ul style="list-style-type: none"> Number of children and young people received training 	<ul style="list-style-type: none"> Collect routine statistics e.g. number of participants, number of sessions run, number of young people involved etc
Outcomes Changes brought about by the actions	<ul style="list-style-type: none"> Changes in organisational practices Children and young people are actively involved in organisational decision making and planning 	<ul style="list-style-type: none"> Record any changes in practice, procedure or policy at an organisational level Record the instances where children and young people actively participate in decision making and planning exercises
Impact Wider reaching, longer-term effects	<ul style="list-style-type: none"> Children and young people participating fully in decision making as a matter of course 	<ul style="list-style-type: none"> Record how your work and learning with children and young people infiltrates the workings of associate and partner organisations and disseminated further afield



Nuts and Bolts: What to evaluate and how to evaluate



An evaluation uses monitoring data to find out whether the actions, activities and outputs have produced the desired outcomes and fulfilled the objective.

Monitoring data is central to the evaluation process and can be used to:

- Assess progress (against time, budget, standards etc.)
- Identify strengths, weakness, opportunities etc
- Show what changes have occurred
- Explain how and why changes have come about
- Evidence whether changes are intended or unintended
- Evidence who these changes affect and how these people feel about these changes
- Provide guidance for what should be learnt and taken forward
- Demonstrate good practice and what should continue, what should stop happening and what should start happening.

Before you begin an evaluation you need to be clear about:

- What you want to know?
- What methods do you intend to use? (quantitative and/or qualitative methods? see above)
- What you want to do with the findings?

There are various ways to evaluate and you can use both qualitative and quantitative methods.

Quantitative evaluation methods are key where numerical values illustrate an achievement, difficulty or any aspect of progress. For example, evaluating expenditure against a prescribed budget will be numerical and quantitative; or the number of attendees to meetings against the target aimed for.

Qualitative evaluation methods, such as interviews, focus groups, direct or participant observations, feedback questionnaires and so on enable you to establish context and detailed understanding of the why and how changes have taken place, who has been affected and how those people feel about it.

Central to an evaluation is reflecting on the objective, actions, outputs, outcomes and the successes and failures of these. Critical reflection and understanding of any unintended and negative outcomes, weaknesses, failures, difficulties and so on, are as important as the successes of a project in an evaluation and are key to future planning.



GUIDE 8: MONITORING AND EVALUATION

The table below illustrates what you might evaluate and the kind of questions and reflections you might consider as part of your evaluation, in relation to the example objective, below.

For example, if your objective is
"...To enable a minimum of 8 children and young people to participate in the monitoring and evaluation of [your organisation's] work, by April 2009..."

Examples of How to Evaluate: Key questions and reflections		
Inputs What is being 'put in'?	<ul style="list-style-type: none"> Funding Resources Staff time Volunteer time 	<ul style="list-style-type: none"> Were the resources expended as was expected? If not why not? What lessons can be learnt? Has the expenditure stayed within the planned budget? If not why not? How was this addressed? Has the project/exercise been achieved within the target time frame? If not why not?
Actions What needs to be done/ what is being done	<ul style="list-style-type: none"> Recruitment of a minimum of 8 children and young people to take part Delivery of all the training 	<ul style="list-style-type: none"> Did you recruit at least 8 children and young people? If so how was this achieved? What were the difficulties? Would you do anything different? Review the frequency, content and attendance of the training Review the feedback from the training sessions. What can be learnt?
Outputs The product of actions taken	<ul style="list-style-type: none"> Number of children and young people received training 	<ul style="list-style-type: none"> Reflect on the objectives and desired outputs that were laid out at the start – have the target number of people (staff and children and young people) received appropriate training?
Outcomes Changes brought about by the actions	<ul style="list-style-type: none"> Changes in organisational practices Children and young people are actively involved in organisational decision making and planning 	<ul style="list-style-type: none"> What changes have occurred in practice, procedure or policy at an organisational level? How and why did these come about? Are they intended or unintended changes? Are they effective/positive changes? Who do these changes affect? How do people feel about these changes? What happens next? What needs to continue? What needs to stop happening? What needs to start happening? In what instances have children and young people actively participated in decision making and planning exercises Will children and young people be involved in the future? If so in what capacity? If not why not? What are the barriers? Can these be overcome?
Impact Wider reaching, longer-term effects	<ul style="list-style-type: none"> Children and young people participating fully in decision making as a matter of course 	<ul style="list-style-type: none"> Review how your work and learning with children and young people infiltrates the workings of associate and partner organisations and disseminated further afield



Monitoring and Evaluating Children and Young People's Participation

The following case studies illustrate examples of participation monitoring and evaluation practices currently in place in Wales. Case Study One outlines the National Children and Young People's Participation Standards for Wales – this is the way that children and young people and the Welsh Assembly Government are saying that participation should be measured at the national level. Practice must be measured and evaluated against the National Standards. As mentioned in the Case Study, a national kite-mark or other quality assurance model will be developed alongside the National Standards to demonstrate that the Standards have been met.



Case Study One: National Level – the National Children and Young People's Participation Standards for Wales

From commonly agreed 'core principles' of participation, the Children and Young People's Participation Consortium for Wales and the Participation Unit, based at Save the Children (Wales), have been working on developing National Children and Young People's Participation Standards. These are quality standards – standards that can be used as benchmarks against which participatory practice is measured and assessed. There are seven National Standards and all are concerned with the process of participation: Is it inclusive? Is feedback given? Does it make a difference?

The National Standards have been voted in unanimously by Funky Dragon, the Children and Young People's Assembly for Wales, and have been endorsed by the Welsh Assembly Government's Children and Young People's Cabinet Sub Committee in 2006. They have been written in to Welsh Assembly Government policies and will form the basis for evaluating the quality of the process of children and young people's participation across Wales.

A national kite-mark or quality assurance scheme, linked to the National Standards, is currently being developed by the Participation Unit. A kite-mark is awarded as recognition that an organisation has reached a set of standards – it is a 'standard for standards'. A national participation kite-mark would act as a commitment or 'guarantee' to children and young people that the process and quality of their experience of participation would, at least, meet the National Children and Young People's Participation Standards. Examples of national kite-marks include *Investors In People*, *Basic Skills Agency* and *British Standards Institute* kite-marks.



Case Study Two provides an example of an international evaluation tool for children and young people's participation. This tool was developed and piloted by Save the Children in several countries across the world.



Case Study Two: The Spider Tool

The Spider Tool is a tool developed by Save the Children to enable children and young people to measure how children and young people led organisations are. The Spider Tool measures the organisation against 15 'key quality indicators' (each of which have four levels) to get a picture of (a) how children and young people led the organisation currently is and (b) could be in a defined period of time. The Tool has been piloted internationally with a range of age groups, including in Wales with Funky Dragon, the Children and Young People's Assembly for Wales.

Case Studies Three and Four are local models for measuring and evaluating children and young people's participation. The Participation Unit is working in partnership with local authorities across Wales to link up existing local models with the National Children and Young People's Participation Standards.



Case Study Three: Local Participation Quality Assurance Models

In 2005 a review of different local quality assurance/kite-marking models being used across Wales was undertaken on behalf of the Participation Unit and the Children and Young People's Participation Consortium for Wales. A range of different models for measuring and assessing children and young people's participation were found, including:

- Neath Port Talbot Young Inspectors – young inspectors devised a Charter Mark based on Hart's Participation Ladder with bronze, silver and gold levels for organisations to work towards.
- Clywed – young people evaluate services ensuring that they listen and hear the views and voices of young people. Organisations work towards a Clywed kite-mark based on Listening, Hearing, Influencing, Implementation and Continuation categories.

For more information, see Resources section for contact for Participation Unit.



Case Study Four: Listening to Children – Merthyr Tydfil

Merthyr Tydfil Children and Young People's Framework Partnership have worked with Tros Gynnal to produce a Participation Strategy and a Participation Toolkit. From April 2006, organisations in receipt of Cymorth funding are expected to sign up to the following Participation Promise:

We will have positive attitudes towards children and young people.

We will be accessible to children and young people.

We will have appropriate resources to support children and young people.

Our information will support children and young people.

We will have the skills to support children and young people. We will promote the rights of children and young people throughout our organisation.

The Toolkit provides 18 standards to help organisations to evaluate whether they are meeting the promises.

See Merthyr Tydfil C&YP Framework & Tros Gynnal in Resources for further details.



Checklist: Monitoring and Evaluation



- Do you have clear, SMART objectives and outcomes, including an action plan and time frame?
- Are you clear about what you want to monitor and evaluate and how have these been built into your action plan?
- Are you confident that the methods you have chosen (quantitative and/or qualitative) are appropriate to get the type of data you want?
- Are you using a range of methods to obtain robust results?
- Are you clear how participants/children and young people can give their views, comments and highlight concerns?
- Remember to reflect on the objective, actions, outputs, outcomes and the successes and failures of these when evaluating.



RESOURCES

Publications and Toolkits

Barnardos Evaluation Toolkit: A Practical Guide to Project Evaluation
www.haznet.org.uk/hazs/hazmap/leeds_eval-rpt-jul02.pdf

Kirby, Perpetua 2004, *Measuring the Magic: Evaluating and Recognising Young People's Participation in Public Decision-making* Carnegie Young People Initiative.
www.carnegieuktrust.org.uk/cypi/home (Includes useful reference list).

Merthyr Tydfil Framework for Partnership, 2005, *Participation Strategy, Participation Toolkit and Participation Promise Certificate*. For further info on L2C contact: 01685 353953 or by e-mail on merthyr@trosgynnal.org.uk

Monitoring and Evaluation in Children and Young People's Partnerships in England, 2004, DfES, National Youth Agency. Chapter 6 pp. 64-72.

Participation Unit, *National Standards for Children and Young People's Participation Self-Assessment Pack*, 2007

Save the Children 2003, *Toolkits: A Practical Guide to Assessment, Monitoring, Review and Evaluation*, Save the Children.

Save the Children 2006, *The Spider Tool: Lessons Learned, & Updated Spider Tool and Facilitator's Guide*, Save the Children.

Save the Children 2006, *Updated Spider Tool*, Save the Children.

Save the Children 2006, *The Spider Tool: Facilitator's Guide*, Save the Children.

Treseder P, Crowley A. 2001, *Taking the Initiative: Promoting Children and Young People's Decision-Making in Wales*, Carnegie Young People Initiative. www.carnegieuktrust.org.uk

Evaluations

Aspinwall T. Crowley A. and Larkins C. 2004, *Listen Up! Children and Young People Talk: About their Rights in Education*, Save the Children.

Crowley A. and Vulliamy C. 2001, *Listen Up! Children Talk: About Smacking*, Save the Children.

Crowley A. and Vulliamy C., 2005, *Listen Up! Children and Young People Talk: About Poverty*, Save the Children.

Websites

Children's Rights Alliance England, *Ready Steady Change Participation*, Library www.crae.org.uk

Local Government Data Unit www.lgdu.gov.uk
Local Government data unit (provide a wide range of statistics and data that can be compared with other local authorities etc...)

Participation Workers' Network for Wales www.participationworkerswales.org.uk/participation

Tros Gynnal www.trosgynnal.org.uk
Tros Gynnal was set up to continue the children's rights work of the Children's Society when it withdrew from Wales in July 2002