# MONITORING AND EVALUATING WITH CHILDREN

(A short guide)
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ORGANISING A SPECIAL EVENT
FOR CHILDREN AND YOUTH

SETTING UP AND RUNNING CLUBS
FOR CHILDREN AND YOUTHS

CONSULTING WITH CHILDREN

Plan

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# INTRODUCTION

Child participation is increasingly being accepted as good practice in community development programs worldwide. As a result children now participate in many programs, not only during their implementation, but also during their design and planning. It therefore seems both appropriate and logical that they should also take part in assessing the success or failure of such programs. In other words, they should be involved in the monitoring and evaluation[1] of the projects and programs in which they participate and from which they are said to benefit. They are particularly well placed to help us assess the extent to which such programs do in fact benefit them, especially when they are considered the main beneficiaries.

Children's views[2] of the success and failure of an activity may not be the same as those of the adults involved. Indeed, many adults who speak on behalf of children are not sufficiently well informed of their views, and often give their own point of view rather than that of the children. The children's involvement can ensure that their perspective is included in the assessment of the program and not just that of the funders or program implementers. Their views can provide interesting insights and help identify the factors which indicate success or failure (indicators) of the activities, as well as the reasons for the outcome of a particular activity. They can take an active part in assessing and investigating these factors and learn a great deal in the process, while the adults can learn a lot about the children.

Ideally participatory evaluations aim to assess a project or program's impact, in terms of:

• universal criteria for children's well–being
• the extent to which the aims and objectives of the project or program have been reached
• local criteria established with the children, their families and communities
No small task!
All this should be done in a partnership, in which the views of children and adults are considered of equal importance and validity, rather than more or less so. As partners, not only are the children's opinions and views listened to and taken into account but they are encouraged to make some of the decisions with the adults involved. In addition, their energy and enthusiasm can often bring many other community members on board.

Participatory evaluation does not just mean using participatory (that is fun) methods, but involving the children through as much of the process as they would like (participation must in all cases be voluntary). Children can provide information as respondents as well as seek information from others. In participatory evaluations, they should in fact do both, and we can consider them as fellow–researchers, or, in some cases, social inquirers, even though this challenges many attitudes towards children and their abilities, and power relations within the community.

Their involvement in the monitoring and evaluation of the program clearly increases the children's sense of ownership, their desire for the program or project to be successful and their efforts to make it so. The children are more likely to ensure that the results are fed back into the process to improve it in the future, making the evaluation an effective exercise.

At the same time, they acquire many skills in the analysis and collection of information, decision–making, cooperation, problem–solving, as well as an appreciation of democratic principles, social justice, greater self–confidence, new friendships, and better relations with the adults involved in the evaluation. Evaluation can involve them in civil processes by leading them to review public policy and law enforcement, thus it can be an effective way to empower children.

We often ask who an evaluation is being done for and indeed the final format of the evaluation report may well depend on the intended audience. As many community programs are run for the benefit of children, the evaluation should take their views into account, both in deciding the outcome of the program and how the program has improved their lives. What better way to do so than doing it with them?

This small guide was designed to help those monitoring and evaluating projects with children. It does not aim to discuss how to do evaluation as such - there are many other books doing this already - as much as how to involve children in the process of evaluation and what needs to change or be taken into account when working with them. It grew out of a participatory evaluation of the Girls First Clubs carried out in Togo, in March, 2005, where the children from the clubs made a valuable contribution to the evaluation process. Thus many examples are taken from the evaluation of that project and these are placed in boxes for clarity.

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1 To simplify the discussions, I am taking "monitoring" to be the assessment of activities during the project, even if this leads to a change in direction (can be considered formative evaluation) and "evaluation" to be the final evaluation at the end of the project. Thus monitoring considers the day–to–day progress and changes in attitude and practice, whereas evaluation looks at the overall impact.

2 Children are not usually a homogeneous group, and their views can vary as much as those of any other group, including adults, so we need to beware of over–generalisations.

# WHY INVOLVE CHILDREN IN EVALUATION – ADVANTAGES AND CONSTRAINTS?

Children's participation in many activities, including monitoring and evaluation, is being increasingly encouraged, because it is seen as a means of achieving better and more effective programs while providing children with important learning experiences and increasing their life skills, but also as an end in itself, as participation is one of the child rights mentioned in the International Convention on the Rights of the Child. It has also been suggested that participation can enable children to acquire their other rights and increase their ability to protect themselves from many dangers.

Children's participation in projects produces many benefits for the children themselves, their families and communities, as well as better projects. Some of the many advantages and constraints are listed below:

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### Evaluating with children and child rights

During participatory evaluations, children have the opportunity to exercise many of their rights, including their right to:

- **active participation in the community**
- **be prepared for a responsible life in a free society**
- **express their opinions and to have that opinion taken into account in matters affecting their well–being**
- **access to information**
- **freedom of expression**
- **recreation** (if the process is entertaining too)
- **assembly and organisations** (if they participate as a group)

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## Advantages

- Incorporating the views of children can make the project more efficient and effective.

- Children's participation can increase their social and communication skills, self–esteem and self–confidence, due to having their opinions heard and taken seriously, new competences developed and recognised, developing new friendships and support mechanisms. In effect, it can be an empowering experience for the children who participate, encouraging adults to share more power with them.

- Children can learn a great deal, not only in terms of new knowledge, but also in terms of civic values, democratic principles, analytical and critical thinking, communication, cooperation, negotiation and problem–solving. Thus there is often considerable personal, mental and social development.

- Children's participation in many activities of this kind often improves children's status both within families and communities. Increased communication skills enable them to express their opinions in ways which encourage others to listen and respect their views. Their increased sense of responsibility is normally recognised and respected as well, making it more likely for their opinions to be sought and respected.

- Improved relationships with adults and other children, particularly with those involved in the participatory activities.

- All the above can help children protect themselves better.

- Adults learn a lot about the views, needs, priorities and abilities of children, as the children are given the opportunity to show adults (and themselves) what they are capable of doing.

- Benefits seem to spread far beyond the children involved to their families and communities. Communities often unite around the activities of the children, and these older active children become good role models for the younger children in their families and communities.

While all the above are true for children's participation in general, involving them in monitoring and evaluation activities can lead to several additional advantages:

- If they have participated in all the other stages, their participation in the evaluation means that they have participated throughout, ensuring a more complete participation and reducing the possibility of their participation being mere tokenism. They become primary stake–holders.

- The discussions involved clarify the objectives and activities for the children but also other people involved in the project.

- Such discussions can help in the identification of indicators and the children can also help identify the signs of success (indicators), making these more locally relevant.

- It can provide the evaluation process with new information and insights from the children.

- The children's ideas and information from them are interpreted by themselves, rather than by adults, whose insights into the children's lives may be less accurate and reliable than they think. This can help organisations working on behalf of children become better informed of their needs, opinions and capabilities. Thus children can help ensure that their views are correctly represented by adults.

- Monitoring the project and identifying the signs of success increase the child's involvement in the project both in terms of recognising the successes and modifying the project to ensure greater success. This creates greater accountability for the project.

- Children can often get more precise information from other children, as communication is often better between peers, including the possibility of reaching more marginalised children where necessary.

- We are encouraged to find simpler and more direct methods for the evaluation, with quicker sharing of results. The children's and community's involvement mean that they would like to see the results quickly rather than have them taken away as often happens with outside evaluators.

- We ourselves as adults can also learn much from the children, making our programs better informed.

## Constraints/risks

With so much in favour, it becomes easy to overlook the constraints but we need to consider them too:

- It takes more time and other resources as well as people capable of working with the children in an appropriate way for the monitoring and evaluation to work well.

- The children themselves may not have time to get involved in such activities, on account of their school or home work, or their parents may not approve. Participation must always be voluntary and the children should be clearly informed of the fact that they are free to participate or not and even to leave at any time. This can cause problems too, if children drop out during the process.

- The children may in time become overburdened, causing stress and frustration. It is important to have enough children involved to make the burdens reasonably small.

- If this is a new activity for the children, they will need some training, which will also take time, as well as enough discussion time to clarify the whole process and ensure that they understand what they are doing and why. It is important that they contribute their ideas and that their ideas are listened to, otherwise their participation risks being tokenism. They should not just be there to do the donkey work. Their participation throughout the whole process ensures their greater commitment and better research results.

- Some of the values taught or encouraged during a project may conflict with or not be acceptable in the cultural context. This calls for considerable sensitivity.

- There is always the risk that something might not work and this can be very upsetting and discouraging for the children, so it is important to make sure that things work as well as possible or if not that there is sufficient discussion of the reasons why to help the children overcome any disappointment.

Although in general the advantages far outweigh the constraints, it is important in deciding whether or not to involve children in evaluation, as in all activities, to assess whether or not it is in the children's interest in each particular case. If in effect the children have little to gain from the experience, they should not be invited to participate. Small children would obviously find the exercise difficult and probably not very interesting but depending on their skills and the issues being investigated, children from about 9 years of age should be able to make a valuable contribution. It is also necessary to be sure that this exercise is necessary and not just a formality as children should not be involved if it is not necessary.

# WORKING WITH THE CHILDREN

- One of the most important things to take into account is the relationship we establish with the children, which influences the levels of communication and trust between the parties. It is important that we work in a child–friendly way and take the necessary time to establish trust and good channels of communication or we will not be able to work effectively with the children or collect the information we need for the evaluation (see Appendix 3: Working and Communicating with Children).

- We need to consider our attitudes and principles and ensure that the people involved are able to consider the children as people in their own right and not just instruments to help with the task in hand. We should aim to reduce the gap between adults and children, in terms of power and decision–making.

- Appropriate language is essential as without it communication suffers. Which language is it best to use? And beware of jargon, with which the children might not be familiar.

- The children and their views need to be treated with respect, but this does not mean that they are always valid. All views need to be discussed and challenged where necessary, whether they come from children or adults, but this should be done in a respectful and positive manner. They should always be taken seriously.

- Organise the sessions with the children to include games and play as well as work. This will help them relax and feel more comfortable in the group, while making the sessions more enjoyable. It should increase their sense of community with the group and so make it more enjoyable and easier for them to work together.

- Sessions with the children should also be as active as possible, devise active ways for them to work. They usually prefer active methods, such as drawing or group work to large discussion or listening for long periods. The sessions should be as much fun as possible.

- This should be a learning opportunity for the children, where they can acquire new knowledge and skills. Allow them as much control as they can manage, for example time, place, etc., and help them increase their own organisational skills.

- Different age groups usually require different activities and approaches, so it is best to work with smallish groups of children, not more than 15 at a time, and divided by age. It is sometimes helpful to divide the children by gender too, if they are not used to working together or the issues to be discussed are delicate.

- Confidentiality and other ethical issues need to be respected by everyone and so need to be explained to everyone participating in the monitoring and evaluation. These issues can be discussed when the ground rules are established, as should child protection issues.

- It is important that the children feel supported in this task, so frequent contact with them and discussions of how they feel about the process as well as the results they are achieving are also very helpful. Time must be allocated for this, both during and after the evaluation process, when the impact of the evaluation on future programming can be seen and assessed. This will also allow you to identify what for them is good participation and what is not, to help with future activities. A clear discussion on this could also be very illuminating.

- The guiding principle is always the children's best interest and safety. It is essential to ensure that nothing happens during our work with the children that can harm, embarrass or threaten them in any way (see section on child protection). If painful issues are raised, it is important to help them deal with the situation and not just leave them with "open wounds".

- Do not put the children at odds with their cultural context to the extent that there is a risk of community reaction or damage to the project. It may be necessary to prepare the ground for this work with the adults so that they understand what is happening.

- Prepare the children well for any interaction with adults so that they feel prepared and confident for the task in hand.

- Make sure that their efforts are appreciated and that they know this. They should never leave feeling unappreciated or undervalued.

- Be open and learn as you go. The children will be open with us if we are open to learn from them and respect their views.

- The issue of recompense is a thorny one, and it is preferable to ensure that the children do benefit from the experience, certainly in terms of fun, learning and interest as well as interacting with a listening adult or adults. Financial rewards should depend on the amount of effort and time involved, and whether or not they are appropriate needs to be weighed up carefully.

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### Principles for participatory work with children

- non–discrimination and inclusiveness
- democracy and equality of opportunity
- the physical, emotional and psychological safety of participants
- adult responsibility
- voluntarism, informed consent and transparency
- participation should be an enjoyable and stimulating experience

Hart J, Newman J and Ackermann L. Children changing their world: Understanding and evaluating children's participation in development. Plan International. 2004.

# WHAT PREPARATIONS WILL FACILITATE THE PROCESS?

Good preparations are always essential, and evaluation is no exception. If we want to work with the children on this, we must discuss their participation with them at the start of the project:

• We may need to get parental/school/community approval - we should do this before we start to avoid problems at a later stage.

• If the adults working with the children are not used to doing so, they will need training in this. It is helpful to do this before beginning the evaluation.

• Do the children want to be involved? Participation must be voluntary and may be partial, if this does not cause too many problems. So we will need to explain the whole process but allow room for their input. We can decide many things together - what we need to know, how we will find out (methods), how we will report on our findings, how we will analyse them, how we will present them and to whom. The children need to have a clear idea of the whole process and their part in it from the start.

• Timing can be a key issue for children. If they have exams or other important activities at the time of the evaluation, it will be difficult for them to participate fully if at all.

• Like all researchers, children will need training, although they often behave more naturally than adults, making it easier to work with them. If they have not been involved in any kind of investigation before, teaching them to do surveys (see Appendix 2) is a good way to start, as an evaluation is just a particular kind of investigation. If questionnaires and discussions (focus or single) are involved, they will need training in this too. It is important to ensure that their approach to respondents is adequately participatory and empathetic, if we want to obtain good results. Adequate training and observation are necessary for this.

• The children's well–being is of paramount importance and so we need to make certain provisions to ensure their protection both from intentional and unintentional harm. All adults working with the children need to be aware of the Code of Conduct (see Section on "How can we be sure that the children are safe at all imes?", page 12) and agree to abide by these provisions.

• To ensure that the children do not harm each other it can be useful to establish some ground rules or guidelines at the beginning of the work. This should establish clearly what is and what is not acceptable behaviour, both from other children and adults, and what should be done in the case of unacceptable behaviour. Some provisions to avoid accidents and other kinds of unintentional harm should also be made at the outset.

• Think about how many children will be able to participate meaningfully in the exercise. Too many can become difficult to work with and too few will put too much pressure on everyone, so this needs to be assessed at the outset. It is easiest to work with groups of up to about 20 children at a time. If there are more, it is usually easier to divide them into several groups of children and consequently more sessions.

• Aim to have as inclusive a group of children as possible so that all ethnic, social and religious groups, as well as any marginalised groups are represented as far as possible. It may be necessary to facilitate the participation of certain groups by arranging times and venues to suit them. Working together with different groups in this way can improve relations between groups which normally would not come into contact, but occasionally such mixing is not possible, and we need to be sensitive to this too.

# WHAT CAN THE CHILDREN DO?

The children can both provide information on their own account and collect information from others. As a source of information alone, there is a risk of their being instrumentalised and passive, whereas we are aiming to make this a participatory process. Involving children in the design and planning of the evaluation as well as the collection of information makes the process more active and participatory, but there are many other dimensions to this, and we must seek to work with them as partners.

As already mentioned, the children can identify the signs of success or failure (indicators).

Two of the most critical questions are:

• What do we need to know?
• How can we obtain that information?

The children can help us reply to those questions and so plan the investigation, prepare questionnaires, prepare discussion groups, carry out pre–tests, look for information in documents and other secondary sources, analyse and reach conclusions. They can also help write up the report and comment on the reports of others. They can give talks and explain the results and promote any changes necessary to improve the program. They can also help spread the results of the evaluation within the community.

Children can also collect secondary data, examine archival material and other documents and in fact do many of the things other researchers do, depending on their interest. They can discuss such data with others who have collected it and see how it fits with other kinds of data collected by themselves and others.

We should, however, be realistic in our expectations. There may well be activities which the children are not yet ready to do, might find difficult, or might not want to do. Some things may have to be done by the adult researchers, and we need to be able to assess this fairly.

# AT WHICH STAGES CAN WE INVOLVE CHILDREN?

Ideally, the children should be involved at every stage of the program or project and thus can monitor and evaluate from the start:

• **situation analysis:**  at this stage the children can help analyse the situation in the community and decide what kind of project needs to be carried out. Thus they can be involved in baseline surveys as well as community diagnoses. This should also involve the choice or identification of objectives. These objectives should be discussed and evaluated - are they appropriate in the context? Will it be possible to meet them? What may be the difficulties? How will we know if we have reached our objectives? How will we know if we have not been successful? What will be the signs? In this way, the children (with their facilitators) select the indicators right at the start of the project. This will allow them to monitor the project/program throughout.

• **planning:**  While planning a project, we can discuss with the children how appropriate the chosen solutions are for the problems or difficulties that they are designed to solve and if they are likely to be successful. Thus making them more aware of the monitoring aspect.

• **implementation:**  This is the stage where children are most commonly involved but if they are also assessing the outcomes and process, their participation and their awareness of the process are greater. They can also adjust some activities in line with the results of their observations, making them more effective (formative evaluation).

• **monitoring and evaluation:**  being discussed in this guide.

Likewise they can be involved in every stage of the evaluation itself:

• **design:**  It is helpful if the children take part from the earliest possible stage including the design of the evaluation. They can help establish the signs of success and follow them at the outset of the project (part of the baseline). If possible involve them in deciding what we need to know, who can help us find out and how we can get that information, that is the methods to use. They can help devise questionnaires and if they are going to complete them with others they will need to know them well and have practice in asking the questions. If there is a pre–test of these questionnaires they should be involved in this too, as this is all valuable learning for them and will help them administer the final questionnaire.

• **implementation:**  This can involve research into archives and relevant documents as well as research from the field. Children can help with both. They are often better at getting information from other children, as they use the appropriate language and methods, for example play.

• **analysing the data:**  This can be the most exciting part, but there does need to be some organisation. The researchers have probably been divided into teams and have collected and completed many questionnaires and other documents. Their results need to be compared and collected so that overall trends and variations can be identified and analysed.

We may find some unexpected or unintended results of the program or project and these should be carefully noted. They may be positive or negative. If they are negative, there may need to be some form of correction, whereas if they are positive, we may want to reinforce the result in some way.

• **presenting the results:**  Once the results have been collected and analysed, we need some kind of report that collects all this information. This can take the form of written reports, videos, photos, tables, graphs, etc., or usually some combination of these. The children can be involved in compiling such reports and discussing them as they advance, to ensure that the report is as clear and concise as possible. Remember that reports should be:

  • clear
  • concise
  • current
  • correct

• **Disseminating the results:**  Sharing results with all partners and stakeholders is very important, and others may also be interested. Children can take an active part in disseminating the results they have obtained and explaining them to other stake–holders and other interested parties. This can be done through debates, the media and meetings, at which they can explain the results. Photos and charts can provide very helpful illustration of their findings. If the media are to be involved, children and indeed the adults too may need some preparation in how to deal with them.

• **Assessing the process itself and any consequences:**  It is important that the participants in the evaluation have opportunities to discuss how the evaluation in going and how they feel about the work they are doing. It is also important that they can see how the results of the evaluation have produced any changes in the program/project and what the results of those changes are.

# WHAT TECHNIQUES CAN BE USED?

Although children find some techniques particularly interesting, many of the same techniques can be used with children as in any other evaluation:

**1. for collecting information:**  interviews (structured and unstructured), group discussions (focus groups), questionnaires, observations, drama, role–plays, mapping, time–lines/trends, photos, drawings, matrices, ranking, flow diagrams, problem trees, impact diagrams, cause–effect diagrams, literature reviews, archive and document research, etc.

**2. for presenting information:**  charts, tables, role–plays, reports, diagrams, essays, maps, etc.

**3. for disseminating information:**  meetings, posters, photos, exhibitions, radio/TV/newspaper reports, community discussions, etc.

Clearly the techniques chosen will depend on the information we are trying to find. Quantitative evaluations are usually based on surveys and questionnaires although other methods can also provide good information, for example maps, photos, problem trees, etc. Qualitative evaluations are usually a little more difficult as they are measuring less obvious factors, such as level of participation, degree of respect for children's rights, etc. These need more complicated methods to measure, and we usually have to look for indicators (or signs) of success.

Some interesting techniques to use with the children, such as body maps, impact diagrams, spider webs, etc. are given in greater detail in Appendix 4.

# HOW CAN WE BE SURE THAT THE CHILDREN ARE SAFE AT ALL TIMES?

We should be aiming for the children's complete safety throughout the whole project/program and this will automatically include the monitoring and evaluation stages. If the children do not have any ground rules or guidelines for their activities together which ensure that they know what is acceptable/unacceptable behaviour and what to do in the case of any harm resulting from this activity, whether from other children, the adults working with them or any accident, discuss this aspect at the beginning with them and ensure that rules are agreed with them.

It is important to ensure confidentiality both for the children and all the people involved in the evaluation exercise, and that there will be no harmful repercussions after the activity. For this reason it is important to have parental and community agreement in advance.

The following shows Plan's Code of Conduct in relation to child protection, and this can provide a good basis for work with children.

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## Child protection issues

Children's health and safety must be protected and their best interests must be our guiding principle at all times. To ensure this, Plan has devised a Code of Conduct which should be adhered to by all Plan staff and partners working with children, and we should like to recommend these to be followed at all times, not just during Plan programs and activities:

- respect the rights and dignity of the children, families and communities with whom we work, and always act according to the best interest of the children

- be loyal and honest in dealings with children, their families and communities participating in Plan's programs

- avoid any behaviour which is or might be seen as less than honourable

- never act in ways intended to shame, humiliate, belittle or degrade children, or otherwise perpetrate any form of emotional abuse

- never discriminate against, show differential treatment to, or favour particular children to the exclusion of others

- never hit or otherwise physically assault or physically abuse children

- never use behaviour towards children which could be interpreted as being abusive

- never develop relationships with children which could in any way be deemed exploitative or abusive

- never condone or participate in behaviour of children which is illegal, unsafe or abusive

- never develop physical/sexual relationships with children or behave in a manner which could be considered sexually provocative or culturally inappropriate

- never use language, make suggestions or offer advice that is inappropriate, offensive or abusive

- do not hire children as "house help" or provide shelter for children in your home in inappropriate circumstances

- never have a child/children with whom you are working stay overnight at your home unsupervised

- never sleep in the same room or bed as a child with whom you are working

- do not ignore any behaviour which you consider inappropriate or which contravenes this code, but report it to somebody who can do something about it

Although the above refers mainly to harm done to children by adults, we need to be aware that the children can also harm each other, whether intentionally or unintentionally, while working together and we need to reduce this as much as possible, while encouraging the children to put procedures in place which can serve to protect them both from adults and other children, as well as any other dangers.

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# PROCEDURE

## Invite the children to a meeting to introduce the activity

Explain what is involved in this task and ensure that all the children understand that their presence is voluntary and that they can withdraw at any time. This is in line with children's rights, in particular the right to participate or not.

## Ask for volunteers and aim to form a representative group to take part in the evaluation.

It is difficult to work with more than about 20 children at a time, so the selection should aim for this number, and also to obtain as representative a group as possible. We should like to include different ethnic, social and religious groups, as well as some school–going and non–school–going children, and some children with disabilities. A special effort should be made to enable all these groups to attend the meetings, by trying to arrange a venue and times which allow them to attend.

Although the ideal time to start monitoring and evaluation is at the time of the baseline, this very rarely happens. In the Togo example, we carried out our evaluation eight months after the beginning of the project, at the end of the first phase. This allowed our results to feed into the second phase of the project, so that the new clubs formed during this phase would benefit from the experience gained.

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### Criteria for a good club
(as identified by the members of the Girls First Clubs in Togo)

• the members respect the ground–rules

• there is solidarity among the members

• members are dynamic

• it must have some activities

• it must have an action plan

• members are chosen by their peers

• it needs a meeting place

• it must have objectives

• it needs a supervisor

• there needs to be a committee

• there needs to be a training plan

• meetings need to be programmed

• resource mobilisation needs to be planned and organised

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### Program for preliminary meeting with club members

1. Greetings and introductions

2. Explanation of the reasons for the meeting:
   • to know whether or not you like the club and why
   • identify the criteria of a good club
   • improve the club's activities
   • learn about the club's experiences in order to improve new clubs

3. Game

4. Preliminary evaluation
   • what you like about the club
   • what you do not like about the club
   • suggestions for improvement

5. Game

6. Brainstorm on the criteria of a good club

7. Explanation of the next steps

8. Game

9. Thanks and arrangements for next meeting

We worked with the club members, who were very well–aware of the advantages and disadvantages of the club.

After brief introductions and an explanation of the reasons for the visit, we played a game to relax the atmosphere and then did a brief preliminary evaluation to get a first impression of their opinions of the club, using a simple chart divided into three sections:

• things we like about our club
• things we don't like about our club
• suggestions for improvements.
(See figure 1.)

Figure 1



The club members were given small pieces of paper and asked to answer these three questions on the pieces of paper, with only one idea on each piece. They could have as many pieces as they wanted. When everyone had finished, the pieces were collected, sorted by idea and then placed on the chart. This gave us a good preliminary idea of the club members' feelings about the clubs.

Many ideas came up and this was a very informative exercise. Not all the children contributed at first but being allowed to write their ideas rather than having to say them out loud gave the shyer members courage to speak up later.

We then played some more games, and indeed they really knew a lot of games, before embarking on a brainstorm on the criteria of a good club. This was so that we could use the children's ideas of a good club to measure the success of the Girls First Clubs. Here is the list the club members gave.
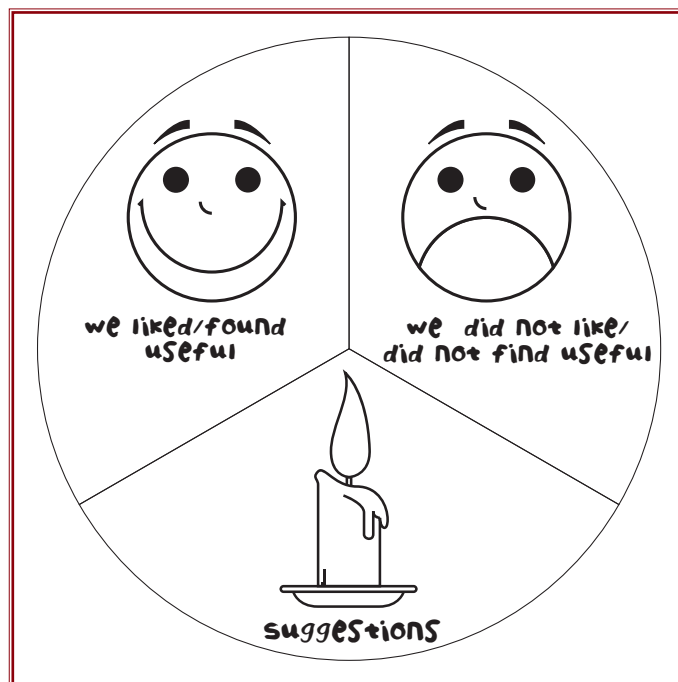
## Who can provide us with useful information?

• club members (interview each other)
• children who are not club members (interviewed by club members)
• parents (interviewed by club members, but preferably not their own children)
• school headteacher/teachers (interviewed by adult researchers)
• club supervisors (interviewed by adult researchers)
• community members (interviewed by adult researchers and club members)
    • village development committee
    • village head
    • other resource people
• partners (interviewed by adult researchers)
• plan staff who have taken part in the activity/project (interviewed by adult researchers)

This example is also taken from the Girls First Clubs in Togo. The club members had exams at the time of the evaluation which reduced their possible contribution and made it necessary for the adult researchers to do many of these interviews. Normally, however, the children could have done them or helped the adults with them.

## Discuss what we need to know

On the basis of the objectives of the project or program and their own criteria for success, discuss with the children what they consider

| What | How many | Who | When | Where | How |
|---|---|---|---|---|---|
| Examine village pumps and surrounds | 3 | Peter and Mary | Friday | In village | Observations and note–taking |
| Interview parents | 20 | Sylvie and Thomas | Friday | In village | Questionnaires |
| Interview village chief | 1 | Guillaume and Sophie | Friday | At chief's house | Questionnaire |
| Interview village development committee members | 3 | Moussa and Mathilda | Friday | In village | Group discussions |

would be the signs of success. This can be done in the form of a brainstorm and a list made of the signs of success. These would be the indicators we would look for in evaluating the project or program. We can also ask for the signs of failure as this helps clarify what we need to know. You may wish to add some more signs based on the objectives. If so, discuss these with the children before adding them.

The goal and objectives of the Girls First Clubs in Togo were as follows:

### Project goal:

To promote girls' participation in decision–making processes at family and community level through establishing youth leadership and demonstrating children's capacities.

### Specific objectives:

• to empower girls in children's organisations to work up to their full potential
• to build up a network of children and youth organisations in Plan Program Areas
• to increase awareness of child rights with emphasis on the girl child at family and community level
• to facilitate an exchange of experiences and views of children at regional level
• to increase the capacity of Plan and partner NGO staff to work with children

Now we need to form a question on the basis of each of the signs of success, for example in a project to increase awareness of child rights, a sign of success would be that more people were aware of child rights, another would be that more people respected child rights. The question would be:

• Are more people aware of child rights than before the project?
• Are child rights respected more than before?

## How can we find out what we need to know?

Discuss with the children how we can obtain this information. Some may be available in records or documents related to the project. It may also be possible to collect some information from local authorities but almost always we need to speak to the beneficiaries of the project to see if there has been any change in their lives.

Now that we have our list of sources of information, how will we get the information from each one? We can use questionnaires, interviews, discussions, group discussions, or some PLA tools such as the spider's web, to get information.

## Planning the investigation

We now need to decide who will do what, when, where and how. Here are some examples:

This means that questionnaires need to be prepared and piloted, and discussion topics need to be planned. We can do this with the children, using their ideas and helping them phrase the questions in as neutral and unbiased a way as possible.

Questionnaires should cover both the objectives and the children's suggested indicators and concerns, for example, the preliminary meeting with the club members in Togo showed us that personal relations were difficult in the club and that there was a lot of gender stereotyping still within the clubs, so we needed to take these aspects into account in the following investigation to ensure that we understood them as well as possible, and could take remedial action, or avoid some of these issues in the new clubs that were soon to be formed.

## Analysing the results

This can be the most exciting stage but can also be a bit tedious, if there is a lot of information to analyse. If a computer is available for this, it really can reduce the work involved a lot. We need to group all the answers to each question together and see what those replies tell us. If different groups of people have been asked the same or similar questions, we should also compare their replies. There may be contradictions as well as agreements and we must try to establish as wide a view of the situation as we can. There should be a lot of discussion on the results as these are telling us how well or badly we have done. There are many ways to interpret and the children should be encouraged to give their views on each aspect. Everything should be noted down and kept for the report and for future reference.

## Presenting the results

Now that we have got all those results and discussed their implications, we should be able to present them in the form of a report, graphs, tables, videos, photographs, etc., to other people who would be interested in our findings. These can be the community, the various stakeholders in the project, the evaluators themselves, the funders, etc., and our report needs to answer as many of their questions as possible. The children can help write and edit the report. It is interesting to discuss it with them at various stages, and integrate their input. Pictures, photographs and diagrams can be useful additions to reports and here again the children may have some useful contributions to make.

Remember that the results should be presented in a manner that is:

• correct
• clear
• constructive
• current

There may also be some unexpected results which should also be noted. They are often very important and significant, and can give us very interesting information.

## Disseminating the results

It is important that the results or report reach all the appropriate people and a suitable list can be drawn up with the children, so that the dissemination can be organised. Whether or not media need to be involved and, if so, how this should be organised, should be decided with the children.

## Evaluating the process

Give the children an opportunity to discuss this whole process, how they feel about it, what they learned, what they liked about it, etc. This is very important, both for the children and the adults, and can provide very useful support for all the researchers. Any action to be taken as a result of the evaluation can be decided with them. If this is not possible, they would like to know about them decisions that have been taken and the reactions to their work.

# APPENDIX 1:  EVALUATION – A ROUGH GUIDE

## What is evaluation and how do we do it?

We evaluate all the time for many things, for example to assessing a situation. It is really just seeing how well we are doing, whether or not we are going in the right direction, or if we could do better. Children should do it too. It is not intended just to criticise, but also to seek improvements.

## What do we evaluate? What are we looking for?

Have we met the objectives of our activity? In whole or in part?

Have we produced any changes, such as improvements in knowledge, skills, attitudes, practices? Are the changes positive or negative? They may be difficult to measure, but are important. Were the investments worth the results?

If we are considering a project, were the objectives suitable in the particular situation?

Let us consider some common objectives of child–centred projects and whether these were included in the project. Examples include:

• Improve child health

• Improve health of communities

• Involve children as much as possible in promoting their own well–being/health and that of their families and communities

• Are we considering all aspects of well–being/health?

• Are we dealing with important topics for the community? For the children?

• Are the children able to do what is asked of them?

• Is the process fun and interesting for the children?

• Are the children acquiring new knowledge and skills?

• Are they gaining in confidence and self–esteem?

• To what extent are the children participating?

## When do we evaluate?

Beginning (planning) stage and during the process - to allow modifications

End/outcomes stage - to allow improvements next time and to measure results.

## For whom do we evaluate?

All the participants, funding agencies, parents, teachers, ministries, etc.

## Who should evaluate?

Internal/external. There are many discussions as to whether it is better for evaluations to be done by external people or internal people. There are advantages and disadvantages to both, but in any case, we should be evaluating our programs and projects all the time, even if we do ask external evaluators to complete the task.

## How can we present our results?

Graphs, tables, videos, reports, photos, maps - it depends on who we are preparing the results for and why they want it.

Results should be presented in a manner that is:

• correct
• clear
• constructive
• current

### Unexpected results

It is important to note these - they are often very important and significant.

## How do we evaluate?

This is the missing big question. Quantitative/qualitative?

What do we want to know?

Take the work you did with the children to see how you can evaluate whether or not the children have acquired the knowledge, skills, attitudes and practices that you hoped they would acquire.

**1. Decide what we need to know\* -** In this case, we need to assess changes in knowledge, attitudes, practice, behaviour and health (in the children, families and communities)

**2. How can we collect that information?**

a) Observations

For example:
Is there a latrine? [yes/no]
How people do things? (cross the road)
Who does certain things? (for example childcare)

Recording these observations should be done as soon as possible and be understandable to others. Leave space for the unexpected, such as children buy from friendly market–sellers rather than clean ones. You can also use maps, photos, etc.

b) Questions and questionnaires

The first step is to formulate the right question:

• open rather than closed; indirect rather than direct
• ask simple and more general questions first, leading to more difficult questions
• keep language appropriate and use tact
• if the answer to one question looks interesting, follow this lead and ask for more information
• avoid questions which suggest the answer you want
• be respectful and discreet

Where possible support your answers with observations.

c) Written materials

Archives, health records, children's exercise books, text books, curricula, teachers' preparation, attendance registers, posters, reports, etc.

d) Conversations, discussions and meetings

Discussions are useful in assessing what has been achieved, sharing and learning from experiences, and deciding upon the way forward.

• more information if more people participate (but pay attention to group dynamics)
• should be relaxed and comfortable atmosphere - small groups are usually preferable to large
• need some control/guidance of the discussion, but free discussion should also be allowed (it can be very informative)
• respect everyone's opinion

# APPENDIX 2: DOING SURVEYS WITH CHILDREN

Surveys are good ways of helping children get to know their communities, its resources and its limitations. Surveys involve children in research and, depending on the level of their involvement, can develop their skills in designing, conducting and analysing the survey and its results. This can prepare them for more complex forms of research.

Surveys do not need to be complicated, especially while the children are becoming accustomed to conducting them and the community is becoming more comfortable in seeing them collecting data and asking questions. Initially, use safe topics that people will not feel sensitive about discussing. As the children gain experience and the community gains confidence in the children, they will be able to ask more sensitive questions.

Asking children to conduct a survey is a powerful way of helping them become more aware of issues affecting the community's well–being. Children can be involved actively at every stage of the survey process:

• in creating the questions to be asked
• in collecting the information
• in making charts to show the results
• in drawing conclusions from what they have discovered

## Introducing surveys

To introduce children to the idea of surveys, first conduct some surveys with the children themselves. These can start with very simple yes/no type questions, such as "Have you ever had a cut that needed stitches?" or "Are you left or right–handed?"

To record the information, show the children how to make a tally chart. Each child can tick the box opposite their answer.

### Have you ever had a cut that needed stitches?

| Yes | x | x | x | x | x | | | | |
|---|---|---|---|---|---|---|---|---|---|
| No | x | x | | | | | | | |

### Are you right or left–handed?

| Right–handed | x | x | x | x | x | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Left–handed | x | x | x | | | | | | |

Then move on to more complicated charts, those with more than two possible responses:

### What is your favourite fruit or what is your favourite colour?

| Mango | x | x | x | x | | | | |
|---|---|---|---|---|---|---|---|---|
| Banana | x | x | x | | | | | |
| Pawpaw | x | | | | | | | |
| Pineapple | x | x | x | x | x | | | |

### How many brothers do you have?

| 0 | x | x | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | x | x | | | | | | | |
| 2 | x | x | | | | | | | |
| 3 | x | x | | | | | | | |
| 4 | x | x | x | x | x | x | x | | |
| 5 | x | | | | | | | | |
| 6 | x | | | | | | | | |
| 7 | x | | | | | | | | |

This can be changed into a bar chart by colouring in the ticked squares.

| 0 | x | x |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| 1 | x | x |   |   |   |   |   |   |   |
| 2 | x | x | x | x |   |   |   |   |   |
| 3 | x | x |   |   |   |   |   |   |   |
| 4 | x | x | x | x | x | x |   |   |   |
| 5 | x | x | x |   |   |   |   |   |   |
| 6 | x | x |   |   |   |   |   |   |   |
| 7 | x | x |   |   |   |   |   |   |   |

This can also be illustrated by giving each child a matchbox and asking them to place their matchbox on a square. The chart can also be produced in human form (very easy if you have a squared design on the floor - the children represent themselves in the squares rather than using matchboxes or ticks), which helps the children see easily what a bar chart indicates.

## The first simple survey

Next it is a good idea to let the children conduct their own survey within the group. It may help to observe that they should ask four key questions when preparing a survey:

1. What do we want to find out?
2. How are we going to collect the information?
3. How are we going to display the information collected?
4. What can we learn from the results of our survey?

Each child can ask a question to the rest of the group. It can be a preference question, such as "Which is your favourite colour?", or a number question, such as "How many sisters do you have?" They should prepare a tally chart to record the collected information. When they have completed their charts, they should analyse them and write two or three simple sentences showing any information they have been able to obtain from their charts.

When the children are familiar with the idea of a survey, they can conduct them in their community. Prepare the children well so that they respect local customs and are fluent and clear in asking their questions. They often find it useful to rehearse their questions before facing the public and to make it a habit to note down any answers immediately.

# APPENDIX 3: WORKING AND COMMUNICATING WITH CHILDREN

Child–to–Child encourages children to take an active part in the promotion of their own health and well–being and that of their families and communities. In order to do so, it is necessary to establish a different kind of relationship with the children, one in which they are considered as partners with a responsible and valuable role to play in the community. Their opinions and efforts must be respected and encouraged, so that they can develop the knowledge, skills, awareness and attitudes which will allow them to fulfil this important role.

This is rather different to the traditional role children play in most societies and involves a new way of behaving with children and relating to them. This is not always easy because our behaviour with children is very much dependent on how we were treated as children and society's view of how they should be treated. However, in all the places where children have been allowed this type of initiative and responsibility, they have done as much and even more than was expected of them. The role of adults in encouraging them to participate in action to promote health is an important one and can be considered under four main sections:

1. establishing a good working relationship with the children
2. helping them learn and develop their potential
3. building their self–confidence and self–esteem
4. encouraging them to develop a responsible attitude towards others and a sense of community

All of these are important but the last three all depend on the first.

## Establishing a good working relationship with the children

This means a relationship of mutual respect and trust, in which they are considered partners.

Everyone forms relationships according to their own personality. This is natural and indeed it would be insincere to do otherwise. However, our culture and our own experiences as children also influence how we behave with children. If adults treated us as though we were stupid and irresponsible when we were children, this will affect our behaviour and feelings as adults and in turn how we treat others, especially children. It is important to be aware of this and treat children in a way that will make them feel good and confident.

• Children are people and should be treated as such, even if they are younger and less experienced. We should not treat children as though they know nothing and we know everything. They are not empty vessels, as many adults think.

• Children are almost always shy with people they do not know well. It takes time and patience to get to know each other and build up a relationship of trust, in which it is easy to communicate and work together. Be patient and encourage the children, but do not push too hard or they will feel uncomfortable. Playing games and enjoying yourselves together often helps to establish a more relaxed atmosphere. **It is very important to create a pleasant atmosphere.**

• Not all children are the same and so we need to get to know them in order to find the best ways to work with them.

• Listen to them carefully and let your expression and actions show this. Respect and value their opinions and efforts, their feelings and needs. If they make a mistake, point this out tactfully and discuss the situation, but do not just criticise them in a negative or brusque way. This will destroy any relationship that you have built up so far.

• Children express themselves in several different ways: verbally, through play, and through gestures (including body language and facial expressions). We need to be aware of all of these forms and respect the importance of play for children, both as a means of discovering the world but also of expressing themselves.

• Be patient and try to understand their needs. Only help them when they need help. If they can do it themselves, let them. **They will learn best by doing.**

• Treating children kindly will achieve far better results than excessive discipline and will build trust, whereas rudeness and unkindness will only make them (like everybody else) withdraw and not want to continue.

• Try to treat all children equally - having favourites can be very destructive.

# Helping them to learn and develop their potential

Children spend most of their time learning and preparing for adult life. Through play and imitating others, they are experimenting all the time and discovering as much as they can about the world. We should encourage them as much as possible.

- Teaching means "**helping people learn**", so we are only good teachers to the extent that our pupils learn. Knowing a lot is not enough, neither is talking a lot, if no one can understand what we say. It should be important to us that our students learn and it should also be important to them. But this often depends on our attitude too. Use stimulating and interesting methods, for example discussions, problem–solving, discovery methods, and not just lectures to help the children learn better and develop their potential and self–esteem.

- Avoid the top–down approach. Do not treat them as empty vessels into which your job is just to pour information. Always find out what the children know already and base future work on their experience and knowledge. They already know many things and you can also learn from them. We learn from each other.



Children are not empty vessels to be filled with knowledge

- If the children participate and are active in the learning process, they will learn much better.

- Do not pretend to know everything. Nobody does! Allow questions and criticism as long as this is done in a friendly and respectful way. This honesty will encourage trust.

- Children learn through play, not only how to think, but also how to use their muscles, to coordinate their movements, to balance, express themselves, socialises, etc. They should be encouraged in this and helped with toys and games.

- Children are naturally curious and we should stimulate this with questions, discussions and activities which help their intellectual development. We should encourage them to discover things for themselves and to learn to think, observe, question and explore. Small children especially need a stimulating and challenging environment. **But all learning can and should be interesting and fun.**

# Building their self–confidence and self–esteem

If children (and indeed adults) are to play an active role in their communities, they need to feel able to do so and feel that they are valuable members of that community. **All education should increase children's feelings of self–confidence and self–esteem.**

- Use methods and treat the children in a way which encourages them to develop their self–confidence and self–esteem, this will help them feel that they have a valuable contribution to make.

- Allow them to develop their own ideas and initiative. Encourage them in this. Even if their ideas are not the best possible ideas, they are theirs and it is important that the children feel that they are valued. We should be sincere in this and point out any problems or mistakes but in a friendly and constructive way. Holding discussions also helps them gain experience and confidence in their ability to express themselves.

## Encouraging them to develop a responsible attitude towards others and a sense of community

What the children learn should be applicable in everyday life and therefore practical. Based on what they know already, it links their home and community life to what they are learning, whether in school or elsewhere.

• Make sure that what they learn can be put into practise in the community and now rather than in a few years time when they may no longer remember it.

• Encourage them to be cooperative, rather than competitive, and to help the children who are a bit slower, for whatever reason.

• Use the information that they bring from their homes and communities as a basis for as much work as possible. This makes it immediately relevant to them and allows them to take what they learn back into their communities, where it may be of use.

> ### Work with children always needs to be planned very well.
>
> If they are to perform in school, the community or on the radio,
> they need to be very well–prepared,
> or they will not feel comfortable and the results may be disastrous.

# APPENDIX 4:  SOME SIMPLE TECHNIQUES TO USE WITH CHILDREN IN EVALUATION

In this section, you can see some interesting visual techniques to use with children, not just for evaluation, but on many occasions where visual techniques can help them explore their own knowledge and feelings. We have found many of these very helpful, and hope that you will too.



Stress affects...
sore eyes
headache
lungs – asthma
heart attack!
Skin on hands eczma
indigestion

## Body map

The body map is one of many ways to get an idea of the children's views on a process in which they have been involved, thus it can be a single training session, a project or a program. It can be used on many different occasions and in many different ways. It also makes an excellent and interesting teaching tool.

This example shows how stress can affect various parts of the body, but this technique can be used to collect many kinds of information by linking it to the body, for example what we feel about a particular training can relate to anxiety in the stomach area, as well as good dancing around the feet, and arms.

**MATERIALS:** Flip-chart paper, markers.

**TIME:** 20 to 30 minutes.

**PROCEDURE:**

**Evaluating our work with the children - the body map:**

1. Divide the children in groups of six or seven.

2. Invite one child in each group to lie down on a large sheet of paper and let the others draw the outline of his or her body.

3. Ask the children to write everything they have learned, felt, done during the particular activity on the large sheet, near the part of the body involved (for example if they have learned to dance, they can write this near a foot, if they were happy about the drawings, they can put this next to the heart or a hand, if they enjoyed making new friends, they can write this near their hearts).

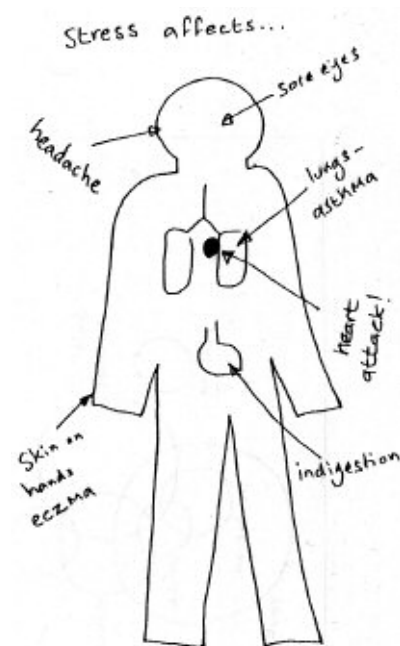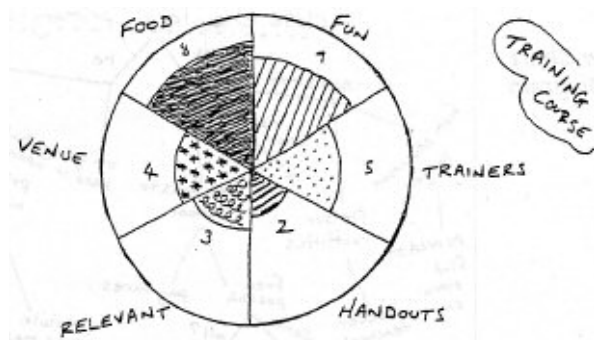4. Ask the children to explain their drawings.

5. Thank the children.

Figure 2



## Evaluation wheel

This is another technique to allow children to express their views on a project or an activity. A wheel is divided into sections, representing various aspects of the activity or project in question, and a value given to each (See figure 2).

**MATERIALS:** Large sheet of paper or this can be done on the ground if you are in a suitably protected area. Coloured cards (about 4–5 inches square), coloured markers.

**TIME:** Up to $2^{1/2}$ hours.

**NOTES FOR FACILITATORS:** This activity can be done with the whole group together if the group is not too large, but if it is, then it is useful to do the work in small groups but if possible create a single diagram from the work of all the groups.
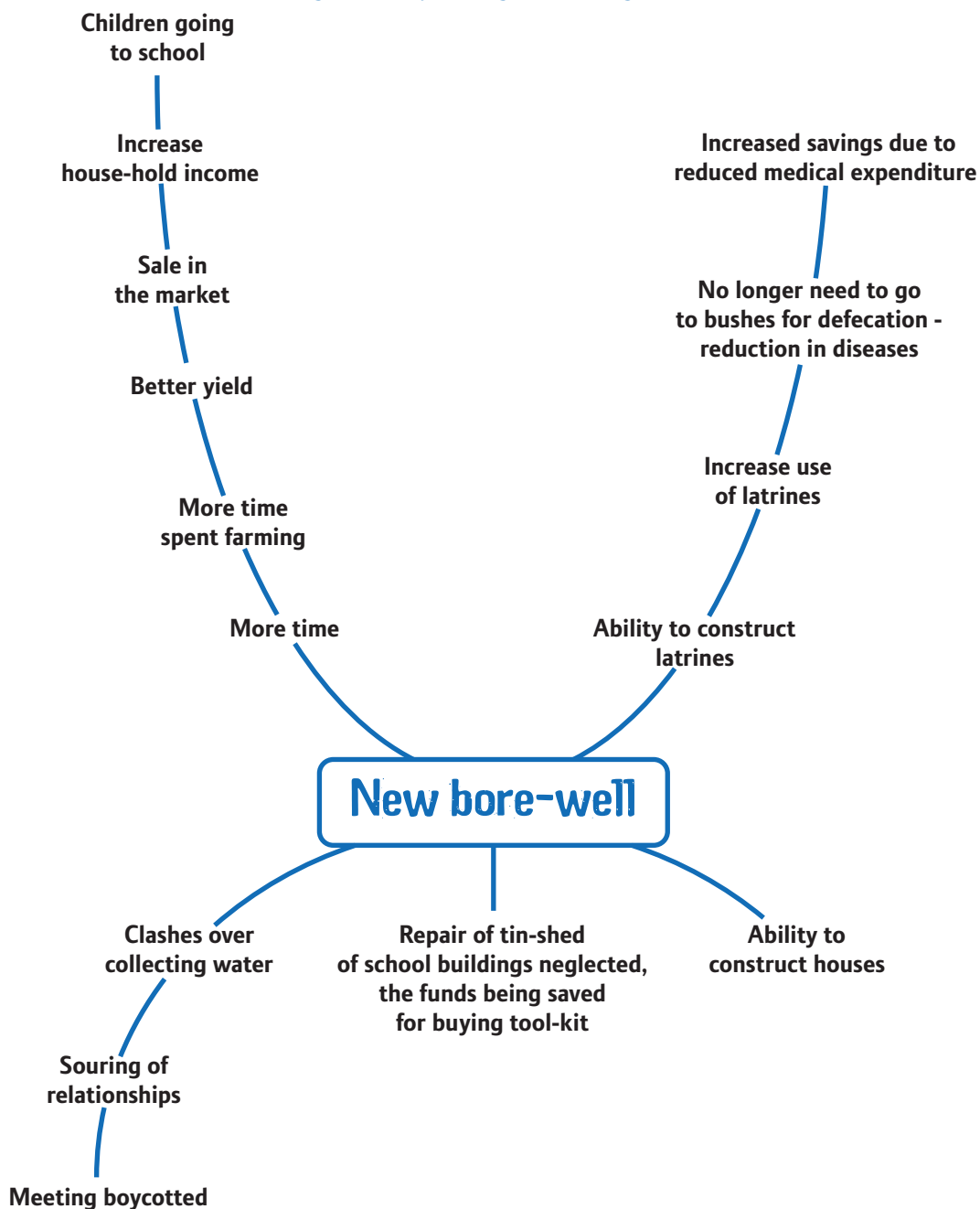
**PROCEDURE:**

1. Write the name of the project/program on a card and place this in the centre of the large sheet or area where you will work.

2. Ask participants to think of all the effects of this project/program that they have noted, whether on themselves, their families, or others in the community or elsewhere. Ask them to note these down. Consider whether the effect is positive or negative.

3. Ask them to write the positive effects on cards of one colour (one per card) and the negative effects on cards of a different colour (one per card).

4. Arrange these cards around the card with the project/program name, separating the negative and positive effects. If any of the effects is the result of another effect, place them on the same line running from the first card.

5. Draw arrows from the project name card to the others.

6. Ask them now to take these effects one by one and think of all the consequences of this change, and so on, until they have noted everything that they have noticed resulting from the project/program.

7. Again write each effect on another card, being careful to distinguish between positive and negative (or useful and harmful) effects. Place these around the cards indicating with arrows the links between them.

8. If the participants like, these cards can be replaced with drawings which indicate the effect as well as the words, making a very attractive diagram.

9. Ask the participants to explain their diagrams and encourage an in–depth discussion among the entire group.

# Impact diagrams

These are used to explore the many different impacts that an activity can produce, and the relations between them. The impact can be very far–reaching as in the example given opposite (see Figure 3), and this type of analysis can reveal impacts of which people were not very aware before this analysis. It is an ideal tool for evaluation as it allows the impacts of an activity, in this case a project or program, to be explored in depth. The results of the intervention are considered and then the results of these results are similarly explored, and so on, until there are no more ideas. This is more effectively done by the people affected by the project or program, in our case the children, who often have the most useful information.

Figure 3:  Impact diagram showing the effects of a new bore-well in Odubwo, Nigeria 4

**Children going
to school**

**Increase
house-hold income**

**Increased savings due to
reduced medical expenditure**

**Sale in
the market**

**No longer need to go
to bushes for defecation -
reduction in diseases**

**Better yield**

**Increase use
of latrines**

**More time
spent farming**

**More time**

**Ability to construct
latrines**

**New bore-well**

**Clashes over
collecting water**

**Repair of tin-shed
of school buildings neglected,
the funds being saved
for buying tool-kit**

**Ability to
construct houses**

**Souring of
relationships**

**Meeting boycotted**

Taken from:  Kumar S. Methods for community participation. A complete guide for practitioners. ITDG

This is another kind of impact diagram where the causes and results of a problem, in this case homelessness, can be seen. Some factors like poverty can be shown to be both causes and results.



This type of analysis is often also done with a Problem Tree, where the roots represent the causes of a problem (there can be secondary and even tertiary roots or causes) and the fruits represent the consequences of the problem (there can also be secondary and tertiary consequences - more easily represented by branches as well as fruit).

Problem Tree
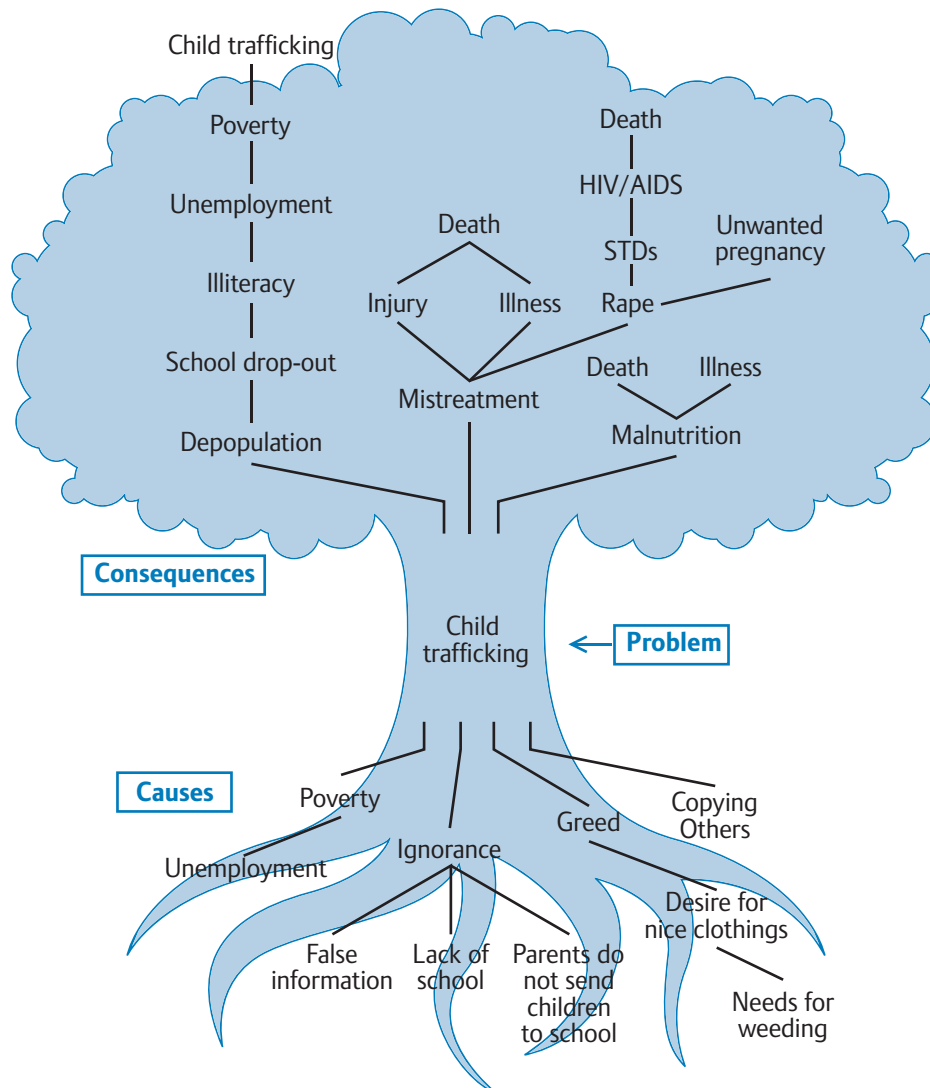
# Flow charts

Such as the one below, can be used to help in decision making. They can help us analyse the consequences of different actions to compare them. In this example we can see the results of closing and not closing the local primary school. This flow chart helps us see whether or not it would be a good idea to close the local primary school.
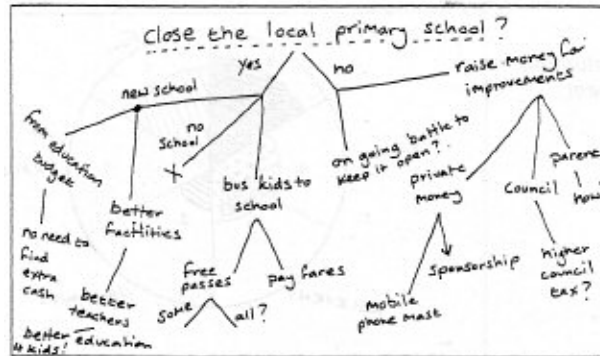


# Force field analysis

It is very useful to help us look at the advantages and disadvantages of something or even to measure the things that can help or hinder us in a particular activity. The arrows can vary in length to represent the respective strength of the factors under consideration. In this example, the young people were looking at the advantages and disadvantages of the local health centre, but we have also used this to examine the factors helping and hindering the campaign to stop child trafficking in Togo.
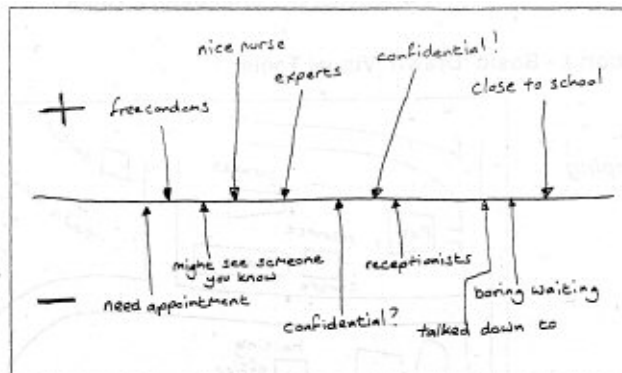


# Village or community map

This is usually done as part of the situation analysis but can also be used to see if any changes have occurred and where as a result of a particular activity.
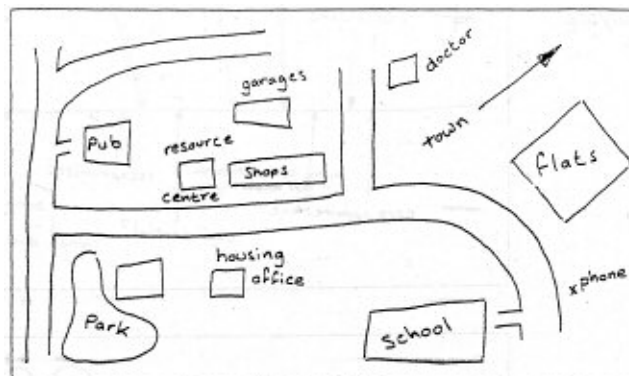
## Spider diagrams

These can be used to assess various aspects of a situation and then compare them with another situation, whether in a different village or in a different population group. Equally they can be used to compare situations over time, which serves for monitoring (as it can be repeated as often as necessary) and evaluation.

Spider diagram showing improvements in children's clubs over time.
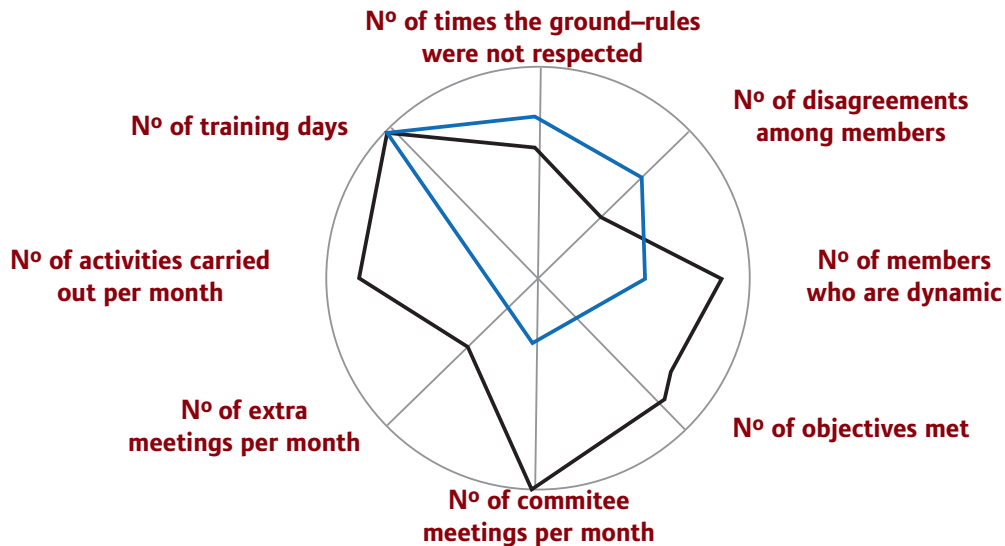


An alternative form is shown below. The various barriers to different activities are shown and can be linked up where they are the same for various activities.
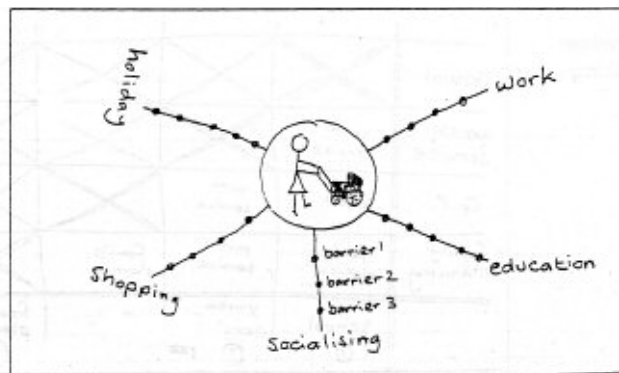


## The "H" method

It can be used to evaluate a particular activity or event by highlighting the negative and positive aspects or effects, and asking for suggested improvements.
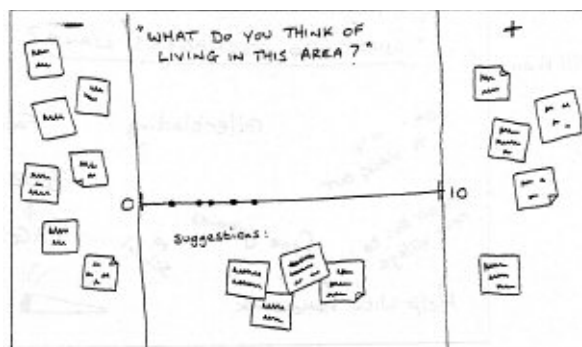
# Time line

The time line is used to show changes over time. This can help in seeing the impact of a particular action, the changes in a community or even simply the events in the life of an individual or a community.
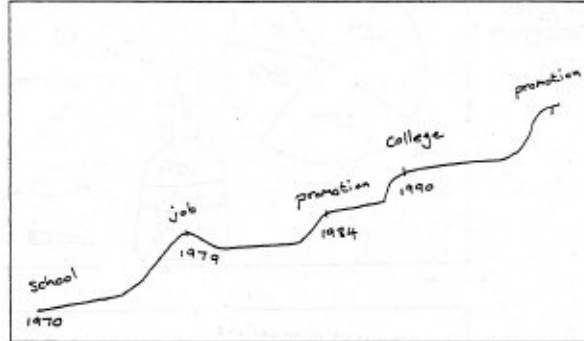


This is another kind of timeline where the day is divided up to show the different activities which take place during the day and how much time is given to each.
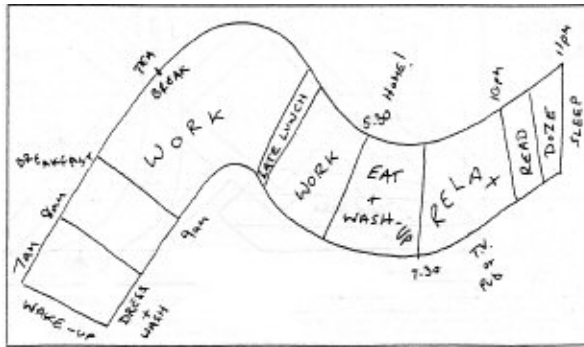


# Pie chart

The pie chart and its many equivalent forms are very useful for presenting information once we have completed our research. Percentages are very clearly presented in the pie, bottle or other forms, making these very useful tools for reporting our findings.

# CHECKLIST FOR EVALUATING WITH CHILDREN

- Have the children or young people been involved in identifying the indicators? ................................................... ❑
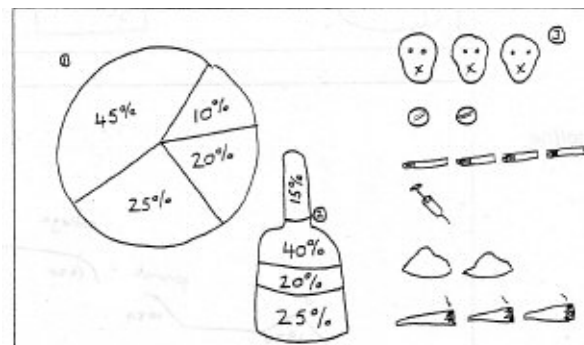- Will the children and young people benefit from participating in the evaluation? ................................................. ❑
- What risks and costs are the children exposed to as a result of participating? .................................................... ❑
- Did the children agree willingly to participate and were they free to refuse? .................................................... ❑
- Do the children know that they can withdraw at any time? ................................................................................ ❑
- Do the children know why we are evaluating the project? .................................................................................. ❑
- Do they know all the times, meeting places, etc? .............................................................................................. ❑
- Have the children been involved in designing the evaluation? ........................................................................... ❑
- Have the children been involved throughout the project/evaluation? ................................................................. ❑
- Do they know that the results will help to improve the program? ...................................................................... ❑
- Will they be informed of the main findings? ..................................................................................................... ❑
- Who will be informed of the main findings? ...................................................................................................... ❑
- What have the children learned during the evaluation process? ......................................................................... ❑
- What have the adults learned from the children? .............................................................................................. ❑
- Is the group as representative as possible? ....................................................................................................... ❑
- Are there any excluded groups and if so is there good reason for this? .............................................................. ❑
- Have the children enjoyed the evaluation process? ........................................................................................... ❑
- Have confidentiality and privacy been respected at all times? ........................................................................... ❑

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