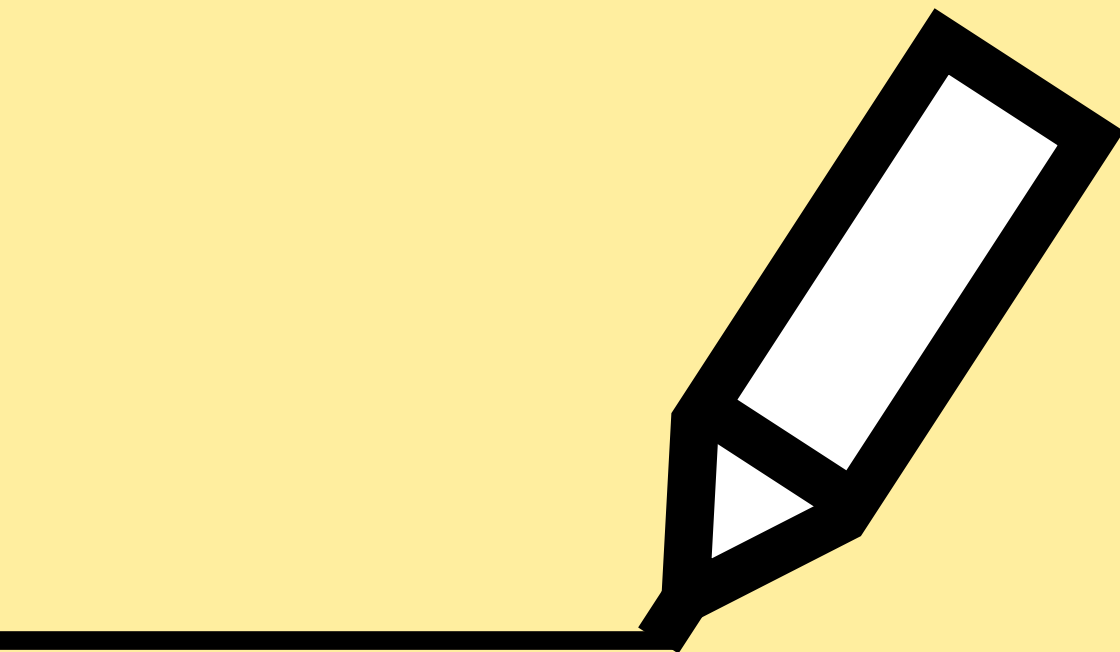

MONITORING AND EVALUATING LIFE SKILLS FOR YOUTH DEVELOPMENT

VOLUME 2: THE TOOLKIT



THE JACOBS FOUNDATION GUIDELINES ON

MONITORING AND EVALUATING LIFE SKILLS FOR YOUTH DEVELOPMENT

VOLUME 2: THE TOOLKIT

DEVELOPED IN COOPERATION
WITH CLARE HANBURY AND TINA MALTI

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GLOSSARY

Templates that can be downloaded from our website www.jacobsfoundation.org for direct use



Definition of core concepts, crucial information and recommendations



Examples and quotes from our partners



Advantages of a tool



Case studies and "real life" examples from our partners



Disadvantages of a tool

FOREWORD

JACOBS FOUNDATION AND A FOCUS ON LIFE SKILLS

The mission of the Jacobs Foundation is to foster children and youth development. It does this by supporting institutions and projects that contribute to the welfare, social productivity, and social inclusion of current and future generations of young people by understanding and promoting their personal development and employability, their respect for and integration with nature and culture, and the challenges posed by social, economic, or technological changes. The Jacobs Foundation pursues this goal in two ways: by funding excellent research and through social interventions. Many of our operational partners in the Area of Social Intervention focus on the development of life skills, such as self-confidence, leadership, self-efficacy, decision-making, responsibility, in children and youth. Many times our operational partners find it difficult to clearly understand, define, track and measure the development of life skills in their projects, particularly in settings where learning is less formal.

THE PURPOSE OF THIS TOOLKIT

Inspired by the willingness of our partners to take up the challenge of project level evaluation, we have developed these guidelines: Monitoring and Evaluating Life Skills for Youth Development. The guidelines aim to provide a better understanding of what we mean by life skills and why we think they are of such importance for children and youth development. This toolkit represents the second part of the guidelines and aims to provide a hands-on practical tool box for our operational partners about how to monitor and evaluate the development and acquisition of life skills. The guidelines were developed in close cooperation with representatives from our existing operational partners, and with the precious support of two experts in the field of M&E and life skills. We hope that the guidelines and the toolkit are useful to your work and wish you great success with your life skills programs for child and youth development.

Dr Bernd Ebersold
CEO

> INTRODUCTION

Volume 2 is a “basket of ideas” for tools to use to evaluate the life skills to develop within your youth development projects.

Among the most common monitoring and evaluation tools are: surveys (structured questionnaires), interviews (structured or semi structured), observation, discussions (stimulated by questions or other creative means), expert reviews, testimonials, tests (for knowledge and skills), photos or videos; and keeping a diary or journal.

Selecting the tools depends upon the purpose of the evaluation, the indicators you wish to test, the time you have and when you might undertake the monitoring and evaluation activities. For example if you wished to establish a cause-effect relationship for an external audience (such as a donor) you may wish to include in your evaluation the use of a structured tool that generates numeric data. Some of the less conventional tools reveal different aspects of the project and are appropriate for professional and programmatic development. Where possible, combine tools.

In this section, the tools are arranged in three categories: Observation tools, Documents, and Discussion and Interviews (ODD):

Observation tools

- ▶ Observation schedules
- ▶ Role plays
- ▶ Rating scales

Documents

- ▶ Written surveys or questionnaires
- ▶ Rating scales

Discussions and Interviews

- ▶ Interviews and other types of discussions
- ▶ Responding to an image, case study or scenario
- ▶ Twenty creative activities to stimulate discussions

The advantages and disadvantages of the types of tools are set out.

Piloting the use of the tool and refining its use is the best way to begin. Remember that the selection of the tool is only one step in the twelve-step planning framework outlined in Section Three. Careful consideration needs to be given to how you will record the information generated by the tool and how you will analyze this data. Think about the skills of your team and the time they have for evaluation. These considerations help to select the right tool.

OBSERVATION SCHEDULES

OBSERVATION TOOLS

Observation tools are used to collect data by seeing or listening. They can be structured by using a schedule (see below) or be unstructured. Young people are observed demonstrating life skills. For example, communication skills observed in role play. Observations can also be made in natural settings, such as when young people are working in groups. Skills or behaviors such as problem solving and knowledge and attitudes can be inferred from observations.

Observations are sometimes carried out in a single session or to measure change over a period of time (anecdotal records). Changes over time can reveal patterns in skill or behavior development.

**ADVANTAGES**

Observations assess skills and behaviors in real or realistic situations.

**DISADVANTAGES**

Many situations that would test life skills cannot be easily simulated in the classroom.

While opportunities for observations in real settings can be created, the opportunity to practice particular skills or behaviors may not arise, and the frequency of those opportunities cannot be controlled.

Keeping anecdotal records may be too time-consuming for educators.

Assessing knowledge, attitude, and skill objectives from an observation requires the development of clear criteria. Interpretations of behavior are subjective, and may reflect educator bias.

In this section we take a closer look at the following tools:

- ▶ Observation schedules
- ▶ Role plays
- ▶ Rating Scales

> OBSERVATION SCHEDULES

An observation schedule is a way of planning, recording and organizing information for analysis later. It might include recording:

- ▶ the frequency of a specific behavior such as the number of times girls/boys contribute in a discussion;
- ▶ the quality of a specific behaviour communication style such as how well a young person communicates with another – active listening skills or open questioning techniques. The specific individual or group behaviour to be observed needs to be set out and, if relevant, there needs to be a scoring mechanism.

Here is an example of an end of project observation schedule to assess young people's communication skills. Three indicators are tested. There is a mixture of **quantitative** (observable things that can be counted) and **qualitative** (observable things that are interpreted).

OBSERVATION SCHEDULES**OBSERVATION SCHEDULE**

Template 1

**Observation activity start time:****End time:****Numbers/names of persons:****Class/Group:****Observations schedule for testing the following communication indicators**

Young people listen respectfully

Young people take turns and behave cooperatively in a group

Young people ask thought-provoking questions

At the end of a life skills or related activity, young people discuss its success and how to improve it. They are observed for their communication skills, not for their ideas. (The young people can be trained to be the observers too.) This can be administered at the start and at the end of the program.

Draw a line each time
this is observed

Write what you notice about the group
and about the skills the young people
are showing

Area**At start****At end****Notes (to do at end only)**

The young person/people
are listening to each other

||||

|||||||

How do they show they are listening?

The young people are
smiling and being encouraging
of each other

Is it a happy group and how do you know?

The young people are
challenging each other

Are they using thought-provoking questions?

The young people are
taking turns

Describe why anyone is being left out.

OBSERVATION SCHEDULES



CASE STUDY

Fútbol con Corazón (FCC) uses soccer to provide new life opportunities for 1,800 vulnerable boys and girls, ages 5–16, in Colombia's Caribbean coast. In their evaluation activity the overall purpose was to understand our program better, to better understand the needs and circumstances of the young people and to improve our work.

They wanted to test young people's skills in tolerance, respect, solidarity and honesty. All core aims of the FCC program. The indicators used for each of these were defined by the young people as follows:

Tolerance

- ▶ To accept differences of the others
- ▶ To accept the limitations of the others
- ▶ To accept the differences of others
- ▶ Not to be aggressive to one another

Respect

- ▶ Not to call friends bad names or be aggressive verbally
- ▶ Not to use vulgar words
- ▶ To accept the decisions of the other and of the rivals

Solidarity

- ▶ Where appropriate, to interrupt the match to help others
- ▶ To say the truth during the match
- ▶ To applaud goals from both teams

Honesty

- ▶ To say the truth about the match
- ▶ To say the truth once they made a mistake

The tool to test these indicators was to observe specific behaviours during a football match. The young people discussed the aims and indicators before the match. They then played the match and evaluated themselves after the match. The coaches evaluated the players before, during and after the match.

Information was collected on two record sheets, one for the young people who self-evaluated and one for the football coaches who evaluated the players individually.

The activity tested the application of the FCC values on the soccer field. They focused on two other skills: 1. communication style and 2. the ability to recognize achievements and errors.

The indicators of communication styles included scoring whether players were assertive, passive or aggressive in the way they resolve conflicts.

An example of the findings from one group

No conflicts happened during the match, but sometimes the players did not help each other when they fell. There was an atmosphere of fair play and a high level of engagement. The youngsters were good at admitting when they made an error. One player displayed signs of intolerance. He took off his shirt and left the football ground yelling at his friends. At this the match was suspended and the group accepted the attitude of the boy.

> ROLE PLAYS

A role play is a situation that is acted out. It can be a short role play (1–5 minutes) which tests a specific skills or an indicator for this skill. Or it can be a longer one that tests several indicators and several skills. Some role plays can last several hours. Longer role plays are usually called simulations. Role plays can demonstrate the level to which young people have developed their skills, such as the ability to negotiate for less risky sexual behaviour. Attitudes, such as assertiveness or confidence, can also be inferred from behaviour observed during a role play. Role plays can be constructed to allow young people or the educator or evaluator to observe the level of knowledge demonstrated. Role plays can be assessed by educators or others.



ADVANTAGES

Role plays allow the evaluation of skills in a situation close to reality. They allow young people to demonstrate their abilities to apply their skills in unpredictable circumstances. They also allow young people the opportunity to demonstrate the ability to apply their knowledge in a new situation, rather than simply recall information.



DISADVANTAGES

It can be challenging to assess skill level when watching a short or long role play. Different observers may interpret what they see in a role play differently. A clear set of criteria must be developed for assessing the skills to be demonstrated through a role play. The same is true for assessing knowledge or attitude objectives.

Here are just a few of many examples that can be used to assess indicators for several life skills such as problem solving, decision-making, managing relationships, etc.:

- ▶ A girl thinks that because she wants to use a condom, her boyfriend thinks that either she has an STD or she thinks he has a disease. In pairs act out the conversation between them.
- ▶ A girl/boy argues that because everyone else is using drugs at a party, you should too. In pairs act out the conversation.
- ▶ A girl argues that her boyfriend should have sex with her, to prove that he really loves her and plans to marry her. In pairs act out the conversation.
- ▶ Young people practice and perform a 1-minute monologue on a given topic: e.g., Can I help to increase the family income? The evaluator has an observation schedule to both score and note the data generated by the role play.

As before it is important to decide on the skill(s) being observed and the indicators for this skill that suit your project's objectives and then to develop an observation schedule like the one above and/or a list of criteria such as the one on next page.

ROLE PLAYS


**CRITERIA TO ASSESS YOUNG PEOPLE'S SKILLS
IN PROBLEM SOLVING**

Template 2

Indicators

The ability to know how to personalize arguments to support a view that is not taken by an influential friend.

The ability to show confidence in staying on the right track.

Level of skill			
	Level 1	Level 2	Level 3
A young person knows how to argue and take action to resist peer pressure	Incorrect or illogical information provided; little or no evidence of arguments/excuses or actions provided	What is said provides evidence of some knowledge of arguments/excuses, or actions, but not a comprehensive list	What is said demonstrates broad knowledge of arguments, excuses, and actions that can be taken to refuse to have sex
A young person is able to show confidence in resisting if pressure continues	Is not able to continue to resist ongoing pressure	Is not able to consistently resist ongoing pressure with confidence	Able to continue to resist with confidence, when pressure from peer persists
Overall level			
Areas for improvement			



CASE STUDY

A Swiss Contact project in Burkina Faso aims to develop the social and economic skills of young people who have been “on the move.” They use role play to assess young people’s problem solving skills.

They use four indicators of problem solving:

- ▶ The ability to listen
- ▶ The ability to identify a problem
- ▶ The ability to find a realistic solution
- ▶ The ability to name skills that help to solve problems such as multi-tasking, assessing situations, decision-making, regulating emotions, flexibility, managing stress

The role play they set up is with three characters. An audience of youngsters comment on and direct the action. The scene is set in a small shop where there is a shop keeper and two customers who want to buy something at the same time. The shop keeper has to decide how to deal with the situation and whom to serve first.

Questions to the group included:

- ▶ What should the shop keeper do?
- ▶ Who should the shop keeper serve first and why?
- ▶ What skills help the shop keeper manage this situation?
- ▶ What is meant by xyz (ask group for clarifications on each life skills mentioned)

Two surveyors were needed in the evaluation team, one to facilitate the task and the other to record the information on an observation schedule. The evaluation was done of the group as a whole and recorded.

- ▶ Number of participants
- ▶ The groups ability to listen to each other (score plus comments)
- ▶ The number of suggestions made (score)
- ▶ The quality of the suggestions made (score and comments)
- ▶ The number of life skills mentioned (note of life skills plus a general idea of how many understood what was meant by this life skills)
- ▶ Other

It was noted that this activity evaluated the young people and it developed their skills too.

RATING SCALES

> RATING SCALES

Rating scales are useful for assessing attitude objectives such as “confidence.” They can also be used by young people to self-assess skill objectives such as an intention to behave in a certain way.



ADVANTAGES

Scales produce information that can be scored and counted. This means it is easy to compare the results before and after a project activity.



DISADVANTAGES

Unless they are combined with other tools, scales do not produce information about why the young people hold the attitudes that they report.

VOTE WITH YOUR FEET

Vote with your feet is a rating activity where young people have to move to one end of the room or the other depending on whether they agreed or disagreed with a given statement. Statements can be facts such as,

- ▶ HIV/AIDS doesn't really exist and/or opinions,
- ▶ Adults should never beat children.

After this individuals would give their reasons for moving to the place they did. The numbers and notes from the discussion would be recorded. This is a good activity to use before and after an intervention.



CASE STUDY

In the **Luta pela Paz project in Rio, Brazil**, a group of young people were brought together to do an evaluative exercise to test their decision-making skills.

They were told a short vignette in which they were asked to imagine that they witness a neighbour beating his wife. They are then invited to move to different parts of the room according to the action they would take. The three options are:

- ▶ Intervene and stop the neighbour beating his wife (left side of the room)
- ▶ Ignore it (right side of the room)
- ▶ Don't know (centre of the room)

From their three physical positions in the room, participants then defend and discuss the reasons behind their decision to stand in one of the three places. An observation schedule was used not to judge the decision but the reasoning.

It was noted that this activity could identify other skills besides decision-making and that it is an activity that develops and evaluates life skills.


CONFIDENCE CHART

Make a simple chart entitled **My Confidence**. Draw a horizontal or vertical line on the chart and number the line 1–5. Tell the young people that the chart is there for them to rate their confidence. Give them a specific skills indicator or activity to think about in order to rate their confidence. Ask them to place their initials somewhere on the line. Explain that 1 = low confidence and 5 = high confidence.

This can be done anonymously using ticks of a chart or with stickers or if you want a young person to track their progress (and they agree to this), using their initials. If using as an evaluation tool then it's important to return to same individuals before and after the activities.

Questions you could ask to assess the life skill of managing relationships. Example indicators are:

- ▶ Young people are able to assert themselves if someone close to them has treated them unfairly or scared them; and
- ▶ Young people know what it is to manage relationships and feel they can cope with the ups and downs (the confidence chart would be used to assess one element of this).

CONFIDENCE CHART		Template 3 
Rate yourself on the confidence chart between 1 and 5		1–5
1	If someone more powerful than you – like a teacher, a parent, an older sibling shouts at you about something you have not done, how confident are you that you can put your point of view?	
2	If someone you love hits you or speaks to you in a way that makes you afraid, how confident are you to tell someone about it?	
3	Are you good at managing relationships with friends?	

WRITTEN SURVEYS OR QUESTIONNAIRES

DOCUMENTS

Creating and using written documents like questionnaires is the most common form of evaluating a project. Questionnaires are called surveys when large numbers of people are asked to complete them.

Other documents that can be used are documents like project plans or reports and basic information on the persons in a project.

> WRITTEN SURVEYS OR QUESTIONNAIRES

Many projects rely on written questionnaires to collect information for evaluation and research. Information (or information) from questionnaires are usually collected together as the results which are then analyzed and conclusions are then drawn from this analysis.

Questionnaires must be very carefully designed and tested. If a questionnaire is given to a young person to complete then it will test their language skills as well as their life skills. Those designing the questionnaire must ensure that this is not a barrier unless this is part of the purpose of the evaluation!

Questionnaires for young people whose literacy levels are low might include multiple-choice questions with pictures or symbols as well as words to make the choices easy to understand.

The questionnaire can be used to record young people's verbal answers. This can be time consuming and young people can be influenced by the person helping them.

In this section we focus on different types of questions that can be used in questionnaires to collect quantitative and qualitative information.

We include a look at

- ▶ Using closed-ended questions
- ▶ Using open-ended questions (written)
- ▶ Using a mixture of closed and open questions
- ▶ Using rating scales and
- ▶ Using checklists

Questionnaires work best in life skills projects when they are short and closely linked to specific objectives and indicators.

USING CLOSED-ENDED QUESTIONS

Closed-ended questions require young people to select answers from a set of options. They can evaluate knowledge objectives and as part of a self-report survey, they can also be used to assess attitude, skill and behaviour objectives.



ADVANTAGES

Closed-ended questions are easy to score.

They test a large amount of information in a short time. When used in self-report surveys, closed-ended questions allow the educator to generate quantifiable results, making comparison with other young people or other classes easier.

WRITTEN SURVEYS OR QUESTIONNAIRES



DISADVANTAGES

These questions must be carefully structured, and this takes time, pilot testing and skill. The question writer needs considerable knowledge of the subject matter. When used to assess knowledge objectives, they do not provide information on the young people's ability to actually use that knowledge. Some young people will answer certain questions by guessing among the options, rather than demonstrating recall. The usefulness of closed-ended questions in self-report surveys depends on the degree of honesty with which young people respond. If people are only able to respond to closed-ended questions, they can become frustrated.

There are several evaluation tools that use closed-ended questions:

TRUE/FALSE QUESTIONS

These present a series of statements and the young person must record whether s/he thinks the statement is true or false. A variation on this is to add the option, "not sure." This can provide the educator with feedback about topics that may need to be taught more thoroughly.

MULTIPLE-CHOICE QUESTIONS

When used to assess knowledge, multiple-choice questionnaires present a question and a list of three to five possible answers, only one of which is correct; the young person must select the correct one. An example might be:

Multiple-choice items are often used in self-report surveys to assess attitudes, skills and behavioural objectives. They can combine the closed answer with a follow-up question to explore attitudes more deeply.

EXAMPLE OF A MULTIPLE-CHOICE ITEM THAT ASSESSES ATTITUDES

Template 4



How serious a problem do you think harassment of girls is in your school?

Please tick which one you agree with and state a reason

A	Very serious	
B	Somewhat serious	
C	Not very serious	
D	Not serious at all	
E	No opinion	

WRITTEN SURVEYS OR QUESTIONNAIRES


**EXAMPLE OF A MULTIPLE-CHOICE ITEM THAT ASSESSES SKILLS
(BY PROXY; IN OTHER WORDS, THROUGH YOUNG PEOPLE'S OWN
EVALUATION OF THEIR SKILL LEVEL)**

Template 5

Please tick which box applies to you and state your reason

If you had to describe the way you solve conflicts with friends, neighbours or family members, do you:

- | | | |
|----------|--|--|
| A | Use a peaceful way to reduce the conflict with them | |
| B | Sometimes peaceful and sometimes violent | |
| C | Forget all I learnt about nonviolent conflict resolution | |

Which of the following statements best describes how you would react if someone in your school was harassing a young woman?

- | | | |
|----------|---|--|
| A | I would not get involved | |
| B | I would want to stop it, but I don't know how | |
| C | I would get someone else to intervene | |
| D | I would intervene myself | |


**EXAMPLE OF A MULTIPLE-CHOICE ITEM THAT ASSESSES
BEHAVIOURAL OBJECTIVES**

Template 6

How frequently have you consumed alcoholic beverages in the past week?

- | | | |
|----------|------------------------------|--|
| A | Not at all | |
| B | Once or twice per week | |
| C | Three or four times per week | |
| D | Every day | |
| E | Once a day | |



Where the goal is to select a single answer, care must be taken in development of choices such that the right answer does not overlap and is distinct from the others.

WRITTEN SURVEYS OR QUESTIONNAIRES

OPEN-ENDED WRITTEN QUESTIONS

Open ended written questionnaires can evaluate knowledge and attitudes and young people's perspective on their skills. Usually they do not provide responses. They can take the form of:

- ▶ Questions that usually begin with the words what, who, how, when, where and sometimes, why
- ▶ Incomplete sentences that require young people to fill in the blanks (see example below)
- ▶ Questions that require the young people to recall or apply knowledge to a new problem. Responses can be oral or written, short or long (such as essay)

Open-ended questions should be structured, but not leading.



ADVANTAGES

Open-ended questions demonstrate recall; they allow the young people to express the full range of their knowledge on a subject. They allow for creativity and imagination. They demonstrate the young persons' ability to apply knowledge. Answers can help find out unintended effects of a program and unearth why young people hold particular attitudes.



DISADVANTAGES

Open ended questions are more difficult to score or standardize as meanings must be interpreted – this can lead to misunderstanding or bias. If more than one person is analyzing the results, efforts need to be made to provide guidance on how to score the responses. A higher order of literacy skills may be required for some activities.

EXAMPLE OF AN OPEN-ENDED QUESTIONNAIRE WITH A GUIDANCE SHEET FOR SCORING

Template 7



Student questionnaire: How do I see myself?

- 1 Three words I would use to describe myself are:
- 2 One way that I am special is:
- 3 Something I've done that I am proud of is:
- 4 A goal I have for the future is:
- 5 When I meet new people, I feel:
- 6 Being a good friend means:
- 7 When I have a conflict with a friend, I usually:
- 8 When I look at my body in the mirror, I feel:
- 9 One thing I like about my body is:
- 10 If I could change something about myself, it would be:

The example demonstrates that lots of careful thought needs to go into how the information from open-ended questions is collected and analyzed.

WRITTEN SURVEYS OR QUESTIONNAIRES



GUIDANCE SHEET FOR INTERPRETING AN OPEN-ENDED LIFE SKILLS QUESTIONNAIRE

Template 8

How do I see myself?		
Question	Possible indications of positive self-image	Possible indications of poor self-image
1 Three words I would use to describe myself are	Words that have a positive connotation: strong, kind, smart, brave, etc.	Words that have a negative connotation: stupid, fat, lonely, etc. No response.
2 One way that I am special is	Descriptions of differences in positive terms, such as: I am a good singer. Descriptions that is personal, such as, My family loves me.	Descriptions of differences in negative terms, such as I get the worst grades in the class. Descriptions of possessions, rather than personal qualities, such as, I have a new jacket. No response.
3 Something I've done that I am proud of is	Descriptions of positive personal achievements: I passed my science test; I read a book last week.	Descriptions of negative personal achievements: I beat up John when he called me a name. No response.
4 A goal I have for the future is	Descriptions of academic achievement, career goals, goals involving developing a skill, interest, or personal quality.	Descriptions of activities that are anti-social. No response.
5 When I meet new people, I feel	Feeling words that indicate liking, connection, curiosity, interest.	Feeling words that indicate fear, withdrawal, lack of confidence.
6 Being a good friend means	Descriptions of behaviour such as kindness, loyalty, honesty, communication, etc.	Descriptions of behaviour that suggest passivity or compliance, or going along with anti-social behaviour.
7 When I have a conflict with a friend, I usually	Descriptions of behaviour such as talking about it, compromising, problem-solving, etc.	Descriptions of behaviour such as fighting or avoiding.
8 When I look at my body in the mirror, I feel	Feeling words that indicate positive emotions, liking, pride.	Feeling words that indicate negative emotions or judgements.
9 One thing I like about my body is	Descriptions of positive qualities, such as strength, or abilities, such as, I am a good swimmer.	Descriptions of abilities to do anti-social things (fight, drink alcohol, etc.). No response.
10 If I could change something about myself, it would be	Descriptions of things that one can realistically change, such as abilities, learning new things, developing better interpersonal skills, etc.	Descriptions of things that cannot realistically be changed.

WRITTEN SURVEYS OR QUESTIONNAIRES

MIXING OPEN AND CLOSED QUESTIONS

In some cases a closed question format can be used but with more than one answer being allowed. One example of this has been shown.

Answers to the multi-answer questions may be best clarified with explanations. In this case the “closed” question format has become more of a stimulus for an open response.

TWO EXAMPLES OF MIXING OPEN AND CLOSED QUESTIONS

Template 9

1 How do you feel about the project?

Tick all the ones you agree with.

I am proud to come
It is something to do
I feel I belong here
I like to belong to a project that is in the UK too
I come because my friends do
I enjoy it
I'm not sure
Another reason

Please write reasons below:

2 Where do you encounter violence?

Tick all the ones that you agree with.

When I leave the house
In the streets
In my work

3 Have you been directly involved in violent situations?

Describe this in a few sentences in the box below:

WRITTEN SURVEYS OR QUESTIONNAIRES

Questionnaires are difficult to write and need to be tested. It is important that they are really “testing” the indicators and not leading young people to confirm something because they think it is the right answer.



CRITERIA FOR THE CONSTRUCTION OF QUESTIONS FOR A QUESTIONNAIRE

Template 10

Criteria	Bad example	Good example
Questions should be clear and unambiguous.	What are safe ways of showing your affection?	What are ways of showing affection to a boyfriend/girlfriend that do not place you at risk of getting an STI?
Ask only questions that the young people could reasonably know the answer to (information that has been covered in class).	List, in order, the three most common sexually transmitted infections in your country today.	Name an infection that can be sexually transmitted.
Short items are best.	True or false: It is safe to care for a person with AIDS if you take precautions such as not coming into contact with open sores or body fluids, wearing latex gloves if you might come into contact with body fluids, and disposing of gloves and other soiled items properly.	True or false: If you are caring for a person with AIDS who has open sores, wearing latex gloves will prevent the spread of HIV.
Avoid negative items.	Which of the following is not a way that HIV can be spread? Eating food prepared by an HIV positive person. Sharing needles used for injecting drugs. Through breast-feeding. Not cleaning syringes.	Which of the following is a way that HIV can be spread? Eating food prepared by an HIV positive person. Sharing needles used for injecting drugs. Being bitten by a mosquito that has bitten an HIV positive person.

RATING SCALES**> RATING SCALES**

There are various types of rating scales. We present some of the most common and easy to use scales here.

LIKERT SCALES

Likert scales present a statement which people respond to indicating a level with which they agree or disagree with that statement.

EXAMPLE OF A LIKERT SCALE FROM THE HOPE PROJECT ADDRESSING ATTITUDES TO VIOLENCE.

Template 11



In the past year, how often have you encountered these situations?

	Never	Once	2 x	3 x	4+
Somebody pushed you on purpose					
Someone hit you					
You felt threatened					
You have had a verbal fight with someone					
You've been in a physical fight with someone					

RATING SCALES



ANOTHER EXAMPLE OF A LIKERT SCALE WITH A DIFFERENT METHOD WHERE THE STATEMENTS ARE READ BY THE EDUCATOR OR EVALUATOR.

Template 12

Interviewers read the following: Now I am going to read you some sentences. For each sentence I want you to think about your own feelings and tell me how much you agree or disagree. You can tell me you agree a lot, agree a little, disagree a lot or disagree a little. Let's try an example: Green is the most beautiful colour. Do you strongly agree, agree, disagree, or strongly disagree?

Question	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	No response
For older children and young people						
I am comfortable asking teachers for help						
I would not be friends with someone who has a different religion						
All children should be treated the same way						
When making decisions in a group, voting does not matter						
It is important to consider other points of view to make a decision						
For younger children						
I am comfortable asking teachers for help						
I would not be friends with someone from a different religion						
All children should be treated the same way						
It is important to consider others when making a decision						
There are laws to protect children from being taken advantage of						
I am able to make changes in my life to improve it						
I have talents and skills that others do not						

RATING SCALES

SEMANTIC DIFFERENTIAL SCALES (SDS)

A SDS asks people to choose a point between two opposite positions. SDS's usually contain

several dimensions for each issue. The placement of terms that are related to each other are varied in the scale to discourage young people from responding in a patterned way.

EXAMPLE OF AN SDS ADDRESSING ATTITUDES TO SEX BEFORE MARRIAGE

Template 13



Choose the response that best represents your opinion

For young people, abstaining from sex before marriage is ...

RESPONSIBLE	Very	Somewhat	Neither	Somewhat	Very
IRRESPONSIBLE	Very	Somewhat	Neither	Somewhat	Very
PRACTICAL	Very	Somewhat	Neither	Somewhat	Very
IMPRACTICAL	Very	Somewhat	Neither	Somewhat	Very
UNHEALTHY	Very	Somewhat	Neither	Somewhat	Very
HEALTHY	Very	Somewhat	Neither	Somewhat	Very
CARING	Very	Somewhat	Neither	Somewhat	Very
UNCARING	Very	Somewhat	Neither	Somewhat	Very

BOGARDUS SOCIAL DISTANCE SCALES (BSDS)

A BSDS asks people to respond to a series of statements regarding association with persons from a particular group. Each possible response represents an increase in intensity of attitude.

EXAMPLE OF A BSDS

Template 14



Indicate your response to each statement below:

1.	I would sit next to a person with HIV on a bus.	YES	NO
2.	I would shake hands with a person with HIV.	YES	NO
3.	I would hug a person with HIV.	YES	NO
4.	I would kiss a person with HIV on the cheek.	YES	NO

INTERVIEWS AND DISCUSSIONS

DISCUSSIONS AND INTERVIEWS

Discussions and interviews with the beneficiaries or other stakeholders in projects are a common way to evaluate projects and activities. There are several different styles of interviews and discussions and these are set out below. We also set out ten creative activities to stimulate discussions. Interviews can sometimes feel formal and frightening to young people and creative activities work better to stimulate their ideas and to demonstrate their developing skills and abilities.

In all cases it is very important to have a very clear plan on how answers to questions will be recorded, organized and analyzed. It is always a good idea to pilot the interview and discussion questions, processes and activities. This is especially true if there is more than one person doing the evaluation. Sometimes just a change in one word in a question for example in the Draw and Write activity can have a big impact on what results you get. If you have conducted training or participated in training you will know that the method used to conduct interviews, discussions and activities has a big impact on how people respond. When working with young people, the relationship between them and the facilitator is very important. If people do not feel comfortable or do not trust the facilitator or the evaluator, this too will have an impact on the results.

Think carefully how you will record the information you gather. You may use written notes or a tape recorder. If you tape the discussion ask for permission from the young people. Clearly explain what will be done with the information, how it will be stored and for how long.

In this section we outline ideas and examples for the following:

- ▶ Interviews and discussions
 - > Structured interviews
 - > Semi-structured interviews
 - > Informal discussions
 - > Focus group discussions
 - > Cluster discussions
- ▶ Responding to an image, case study or scenario
- ▶ Ten creative activities to stimulate discussions

> INTERVIEWS AND DISCUSSIONS

An interview is a face-to-face encounter, carried out either by the educator or by other young people, which allow young people to report on their own knowledge, attitudes and skills.

The basis for all interviews and discussions are questions. Questions have to be very carefully designed as they can lead the person being questioned to imagine the answer that you “want” to hear. They may then give an answer that does not reflect their actual view.

Interviews can use closed and open questions. Interviews can pose situations to allow young people to self-assess their skills. For example using questions such as: If someone pressured you to share needles used for injecting drugs, and you didn’t want to, what would you do?

INTERVIEWS AND DISCUSSIONS



ADVANTAGES

Interviews allow the possibility of probing for more information, to look more deeply at the reasons why young people's attitudes have or have not changed, and to determine the types of situations in which young people may feel they need more skills. A skillful interviewer can probe to find out more about young people's comprehension than can be revealed by a questionnaire. Interviews allow young people to express themselves freely, and are therefore a good way to assess the knowledge of children whose writing skills are poor.



DISADVANTAGES

Interviews can be time consuming to carry out. Interviews about certain types of situations may make young people feel uncomfortable or pressured. Some types of questions could be perceived as intrusive or inappropriate. Interviews require a level of trust between the young person and the interviewer to get good information. There is a risk in interviews that young people will say what they think the interviewer wants to hear. The results may require skilled analysis and interpretation.

A STRUCTURED INTERVIEW

A question and answer session where the interviewer plans the wording and order of the questions in advance. Good listening and careful note taking (or recording) is important to an interview. It is helpful to record the interview.

Structure means that the same issues can be returned to accurately at evaluation stage and answers compared.

A SEMI STRUCTURED INTERVIEW

A guided conversation in which the topics are decided in advance. The interview might be tape-recorded. New questions or insights can

come up during the interview. Someone who conducts the interview needs to prepare well, be sensitive in her listening and questioning, be able to record and self-reflect on what the interviewee has brought to the interview.

AN INFORMAL DISCUSSION

An informal method usually taking place somewhere where those involved feel relaxed, e.g., a group of youngsters at camp or engaged in creative task where they feel happy to chat. The results of informal discussions can help to create indicators or generate research or evaluation questions, e.g., they help to design more formal methods of monitoring and evaluation. They are good for checking something with a target group.

Discussions are less formal ways to generate information on knowledge, skills and attitudes. Good questions and careful listening are at the heart of good discussion. It is also important to think about how to record the information from a discussion. How you record the discussion and analyze the results depends on what you need the information for. There are many creative ways to stimulate different types of discussions about life skills projects. In the next section, 11 creative activities to engage young people in participatory evaluation and stimulate discussion are set out. You will have ideas for many more.

FOCUS GROUP DISCUSSION

A group discussion in which several persons are involved with one facilitator. The persons will have something in common that the facilitator wishes to investigate (age – participation in a program). The facilitator has prepared objectives and issues for discussion and can follow or expand upon one or more key questions. The choice of language and language level needs to suit the people involved and respect any special

INTERVIEWS AND DISCUSSIONS

needs so all participants play an equal role in the discussion. The discussion can be stimulated using stories (scenarios) which persons react to. For young children these stories can be drawn out as strip cartoons. In external evaluation or research, FGD's would be taped, transcribed, and then analyzed for information and

patterns. For project level discussions, notes can be taken or key points written up on a flip chart. The FGD might be tape-recorded.

A good combination of tools is to conduct a creative activity to get the young people thinking and talking and then conduct a focus group discussion as a follow-up or to conclude the activity.



CASE STUDY*

The purpose of the three step visualization tool called Door Dynamics is to test the ability of young people to project themselves into the future and articulate their interests and motivations.

Step one

The facilitator selects a number of photos of doors and displays them.

The young people are invited to look at and select one of the doors.

When all the young people have done this, the facilitator leads a focus group discussion using the following questions

- ▶ Where do you think this door could lead you?
- ▶ Why did you chose this door?
- ▶ What do you imagine is beyond the door?
- ▶ What are you hoping for when you enter the door?
- ▶ What could stop you from entering that door? What are your doubts?
- ▶ Which obstacles could you encounter entering that door?

Step two

Write the word "door" on a black board or poster.

Ask the group, What does this word mean to you?

Discuss the meaning of doors

- ▶ Every day we open doors
- ▶ Doors open and close
- ▶ Which door do we chose
- ▶ What types of doors do we know? What are their functions?

Step three

Ask each participant to look again at all the photos of doors!

Select a photo (the same or different to step 3)

Write a word or phrase that characterizes that door

- ▶ Describe where the door gets you to
- ▶ Draw a sign showing where it'll lead you
- ▶ Answer the question, can I create a door that leads me where I would like to go?

* Example from "por un mañana proyecto", GenteNueva

INTERVIEWS AND DISCUSSIONS**CLUSTER DISCUSSIONS**

A discussion that begins with each person noting down their own views or reflections in response to the statement or question, e.g., List three skills you have learned from the project; or ask, "How confident do you feel to cope with an argument between you and a close friend?"

You allow only a few minutes. Then go around the group asking everyone for a comment. List these on a flip chart. Take everyone's first answer before allowing anyone a second choice. Cluster similar items together but do not discuss issues.

Allow each person to allocate six votes to cover their views. They can do this using a dot, a tick, a sticker. (Stickers are good as they prevent people making too few or too many votes.) They can give all six votes to the item they feel most strongly about or they could give one point to each of six items or four points to one item and two to another, etc. This identifies items with high scores and those with low scores from many people. People can then discuss the top issues to dig deeper into the problems, actions, etc.

RESPONDING TO AN IMAGE, CASE STUDY OR SCENARIO

> RESPONDING TO AN IMAGE, CASE STUDY OR SCENARIO

Young people look at a picture, pictures or series of pictures or they read a scenario or case study. They can respond to events or characters in the story or complete the story, change the endings, etc. They can do this in writing or orally.



ADVANTAGES

Give young people a chance to demonstrate thinking skills (such as problem-solving and decision-making), and apply knowledge, skills and attitudes to new situations. It is one way of determining a person's intention to behave in a certain way or that they have certain attitudes.



DISADVANTAGES

A need to design carefully. Criteria must be developed to help with analysis



SCENARIO ON VIOLENCE AMONG PEERS*

This scenario was used as part of an evaluation of a life skills program in Sierra Leone. The life skills being tested are shown in the brackets after each question.

Alex and Thomas are best friends. One day after school, they were playing football. Thomas's friend, Marie, was watching the game from the sideline. It was a very good game, and after a while, Thomas scored the first goal. Alex was on the other team and argued, saying that the goal didn't count.

The two boys began to argue about the goal. Thomas said, "It was a goal! I scored." He was very angry because he was certain it had been a goal and he didn't understand why his friend Alex would not accept it.

"No way, it was wide!" Alex shouted back angrily and he started to move closer to Thomas on the pitch. "You are such a cheater," Thomas yelled, as he tried to push Alex away. Thomas really didn't want to have a fight with Alex – after all, he was his best friend – but he felt so angry.

Suddenly, Alex hit Thomas, and the two boys began slapping and kicking one another. Marie didn't know what to do! She was very worried because Alex was much bigger than Thomas, and she was afraid that Thomas would be badly hurt.

DISCUSSION QUESTIONS

What do you think Marie should do now?

(Decision-making and problem-solving)

Should Alex have hit Thomas?

(Coping with stress and emotions)

Instead of hitting, what else could Alex have done?

(Critical and creative thinking)

What could Alex have said to express his feelings to Thomas?

(Communication)

Should Thomas continue to be Alex's friend in future?

(Communication and inter-personal relationships)

Have you fallen out with a friend in the last year?

Did you make up? What did you do to become friends again?

(Communication and problem-solving)

* Developed by Sally J Price, Heartspeak International sallyjprice@aol.com
for the Catholic Relief Service Sierra Leone Life Skills Program

TWELVE ACTIVITIES TO STIMULATE DISCUSSION

> TWELVE ACTIVITIES TO STIMULATE DISCUSSION

In this section we set out 12 participatory evaluation activities to engage young people and to stimulate discussion and information. Young people can feel uncomfortable in a formal interview or even a focus group discussion. A creative activity can help to get their attention and focus and stimulate opinions. The informal chatting that happens during a creative activity acts as “warm up” and often results in deep and interesting reflections at the end of the activity.

1. CD COVERS
2. COLLAGE
3. SHIELDS
4. MASKS
5. THE MOST SIGNIFICANT STORY
6. SPEECH BUBBLES
7. PICTURE THIS
8. BUILDER
9. DRAW AND WRITE
10. MOVING CIRCLES
11. IMAGE THEATRE
12. FILL IN THE BLANKS



Image by David Gifford

As with other activities, careful thought needs to be given to which indicators are being tested and the precise questions being asked. The information and examples in the **documents** section provide ideas on this. Thought also needs to be given to how the information will be collected, organized and analyzed.

The activities can be used to test young people's thoughts about a life skills project as a whole or about specific aspects of a life skills project. They can be used to demonstrate life skills such as problem solving; expression of thoughts and emotions (for older children as it requires abstract thinking); self-reflection, etc. They can be used to test indicators – for example you might decide that an indicator of flexible and creative thinking was that young people can respond to a single issue or problem from different points of view, in which case the “Masks” activity might be useful.



ADVANTAGES

Stimulus activities are often more engaging to young people than traditional paper-and-pencil evaluation tools. They help address the needs of young people with a range of learning styles. They can be created to use visuals such as photos and pictures, which may be helpful in assessing young people with low reading and writing skills. They can be carried out either individually or in focus groups.



DISADVANTAGES

Stimulus activities may require time and creativity on the part of the educator. The results they yield may be difficult to assess unless clear criteria are set for the demonstration of each skill.

TWELVE ACTIVITIES TO STIMULATE DISCUSSION

1. CD COVERS

Prior to selecting this tool, remember to define the purpose of the evaluation, define your key questions and select or develop indicators that relate to the purpose and the questions.

What you need

- ▶ Blank CD cases
- ▶ Glue
- ▶ Pens
- ▶ Scissors
- ▶ Range of magazines/images that will appeal to the group
- ▶ Card cut to fit into the CD cases.
Two pieces per person

Process

1. Select a life skill to demonstrate (or an indicators of a life skill), e.g., about communication and the expression of thoughts and emotions.
2. Explain to the young people that they are going to make a CD cover.
3. Ask the young people to talk in pairs about something they have had a strong emotion about recently, e.g., love for a parent/friend or anger at an incident or with a friend.
4. Individually make a collage image of one or more of these emotions on a piece of card.
5. Ask them to create a collage image of their personal experience of the subject.
6. Ask them to think of acknowledgements – such as you find in CD covers –, do they have any they would like to write? If so ask them to write them on the back of the card.
7. Do they have any lyrics/words that link into the subject? Can they make up any? They should place these on the back.
8. They should place in a CD case to make the front cover. This should be placed so that the acknowledgements are placed outward to make the back cover – the image being on the inside.
9. Invite the young people to share their personal CDs with the rest of the group.
10. Discuss and record their ideas.
11. Conclude by asking for the views about the activity.

CASE STUDY



In a workshop setting, this tool and recording mechanism for gathering the information generated by the tool were tested. The purpose of the evaluation was to understand how the participants manage stress in their professional and personal live.

The key questions was: **How do people in this group manage stress?**

Four indicators were used to answer this key question:

- ▶ To be able to describe when I feel stressed
- ▶ To know how I react when I am stressed
- ▶ To have one or more strategies to manage stress; and
- ▶ To be able to express myself about managing stress positively

The CD cover evaluation tool was selected. An actual CD and blank cover was provided for each participant with pens, pencils, glue, scissors, magazines and coloured paper such that each participant could make a unique image about managing stress on the CD cover. Surveyors asked participants to think about stressful situations they encountered in their lives and then the strategies they used to cope with stress. They were then asked to think of images or several images that represented how they cope

with stress. While they were creating the images, the surveyor asked three sets of questions:

- ▶ The first set requiring only yes/no/don't know answers;
- ▶ The second set requiring responses to predefined categories with scope for extra ideas and comments; and
- ▶ A third set where the respondents themselves created the categories with scope for noting extra ideas and comments.

The images created for the CD covers did not generate information set considered in the analysis. Some participants created images about feelings of stress instead of coping with stress. The design of the tool combined quantitative and qualitative approaches.

Three surveyors were briefed and practiced introducing the session and asking questions in a way that was consistent with each other. In addition, surveyors were not to provide extra information or "leading" explanations. As groups were small, one surveyor led the activity and recorded the results in each group.

EXAMPLE OF A CLOSE ENDED QUESTIONNAIRE ON STRESS

Template 15



Name of project/group	# of participants in group		
Frequency of responses to close-ended questions			
	Yes	No	Don't know
1. Are you able to describe a situation that is stressful to you?			
2. If you are in a stressful situation do you know what happens to you physically?			
3. If you are in a stressful situation do you know what happens to you emotionally?			
Total			

TWELVE ACTIVITIES TO STIMULATE DISCUSSION**EXAMPLE OF PRE-DEFINED CATEGORIES TO RECORD RESPONSES AND FREQUENCIES OF RESPONSES ON STRESS**

Template 16

What happens to you physically when you are stressed?

	Tick	Notes
Get headaches		
Sweat		
Shiver		
Heart palpitation		
Other		

Other comments

What happens to you emotionally when you are stressed?

	Tick	Notes
Feel fearful		
Feel worried		
Feel sad		
Feel tense		
Other		

Other comments

What would you do to reduce stress?

	Tick	Notes
Physical activity		
Social activity		
Other		

Other comments

TWELVE ACTIVITIES TO STIMULATE DISCUSSION**EXAMPLE OF RECORDING SHEET FOR RESPONSES ON STRESS**

Template 17



Define up to 5 categories and record frequencies of category use

What kind of situations make you feel stressed?

Record the categories participants create

Record # who give this answer

Notes

1

2

3

4

5

Other comments

What makes a strategy effective/not effective?

Record the categories participants create

Record # who give this answer

Notes

1

2

3

4

5

Other comments

How do you personally manage stress?

Record the categories participants create

Record # who give this answer

Notes

1

2

3

4

5

Other comments

TWELVE ACTIVITIES TO STIMULATE DISCUSSION

Suggestions how to approach the data analysis for the CD cover activity

The next stage for this evaluation is to assemble, clean and organize the information. This turns it into the data that is then analyzed.

At the most simple level the yes/no/don't know questions would be counted and conclusions drawn about how many participants in the group are aware or not of what stress is and what the physical and emotional symptoms are. These results could be expressed as percentages. The results give only knowledge-based information to indicators 1 & 2. However these results can guide project work with young people on raising awareness about what stress is and our reactions to it and be a useful baseline.

The second two sets of information generate richer insights into what participants know about physical and emotional reactions to stress, personal experiences of it and coping strategies. The design of recording frequencies of responses enables some quantitative analysis (see volume 1, The Guidelines, page 47 ff., data analysis for more detail on how this can be done). The results give more knowledge-based information about all the indicators. The notes and comments would be assembled and examined for patterns such as repetitions of words and phrases to assess how aware the participants are about their reactions to and coping strategies for stress. Unexpected results and powerful statements would be noted alongside a sense of how representative these ideas/views are. This might require returning to the group to check.

What this evaluation did not test directly is participants actual skills to manage stress. It may however be useful guidance for a project on managing stress and for helping to develop further evaluation.

2. COLLAGE

Prior to selecting this tool, remember to define the purpose of the evaluation, define your key questions and select or develop indicators that relate to the purpose and the questions.

Making a collage is a creative activity and the results of the images created by the collage and the discussions it stimulates can be useful to find out information for your life skills project. As well as being evaluative, the activity can generate baseline information and information that can help design a more quantitative or a mixed tool – such as a questionnaire with a focus group discussion. As with other creative tools, this activity will be developmental as well as evaluative.

What you need

- ▶ A selection of magazines, images and catalogues
- ▶ Glue
- ▶ Scissors



This session may raise sensitive issues for some young people. Ensure that the surveyors or facilitators know the procedures to manage disclosures (of abuse) and have the skills and the support to deal with young people who may need extra support during or after the session.

TWELVE ACTIVITIES TO STIMULATE DISCUSSION

Process

1. Ask the young people to fold their paper in half.
2. Identify the area you wish to explore, e.g., a life skill or an indicator or broader themes and issues to do with the life skills project.
3. Ask the young people to cut out images about the subject.
4. They should stick these on one side of the card. This can be done in small groups or as an individual exercise.
5. In pairs or groups young people talk about (or draw and write) what they have created and why and how they manage relationships when they are good and when they go wrong.
6. Record what is said using written notes or a tape recorder. Collect the draw and write sheets.
7. If appropriate bring the young people together as a group and talk about some of the key themes. Record what is said.
8. Conclude the activity by sharing in the group what the young people felt about this activity and what they learned. Record what is said.



EXAMPLE

The collage activity is used to evaluate how the young people establish and maintain relationships (life skill 11 on the list). The purpose of the evaluation in this example is to understand young people's strategies for establishing and maintaining friendships (on type of relationship). The activity aims to establish a baseline for a life skills program and to generate information that can be used to design an evaluation tool that could be used in the middle of the project and at the end (mid-term and final evaluation). Two indicators are as follows:

- ▶ young people can identify up to three strategies for establishing relationships; and
- ▶ young people have three constructive strategies for dealing with friendships that go wrong.

It is important that the surveyor (the person facilitating the activity) does not provide the young people with ideas. It is also important to decide if the work is to be done individually or in groups. When in groups (as in this example), the young people will give each other ideas. Key questions to ask are:

What is friendship?
 What do you do to make friends?
 What do you do if friendships go wrong?

TWELVE ACTIVITIES TO STIMULATE DISCUSSION



EXAMPLE OF AN OBSERVATION SCHEDULE FOR THE COLLAGE ACTIVITY ON FRIENDSHIP

Template 18

RELATIONSHIPS (family and/or friends)	
Images representing friendship	Notes: how people make friends
	Notes: what to do to keep a friendship going

1. Give each young person a card or paper divided into sections such as the one below. A large piece of paper could be provided and this would be especially useful if young people do this activity in groups.
2. Ask the young people to locate, select or create images that represent friendship. You may need to have a discussion to make the distinction that a friendship is one type of relationship. Explain that the images can include people or colors or abstract shapes and that they will have a chance to explain and write about their collage.
3. Ask the young people to use the images to create the collage.
4. Ask the young people to discuss and then write their answers to the three questions beside the image. Ask them to leave it blank if they don't have ideas.
5. What is friendship?
6. What do you do to make friends?
7. What do you do to keep a friendship?
8. In small groups or in the larger group (as appropriate to the dynamics and size of the group), display and discuss the images that have been created.
9. Conclude in a circle sharing what the young people felt about this activity and what they learned.
10. A further evaluative dimension in this exercise would be to discover not just what the young people are saying or writing about their friendships but how they are relating to one another during the activity.

Recording information

If you want to include information about this in your evaluation, you need to develop a structure or an observation schedule. If the observation activity is done during the activity then two facilitators are needed to conduct the activity, one to facilitate the collage and the discussions and the other to observe behaviour.

Information is recorded on the posters from the collage and the notes. Note any other information during the discussions. You may want to audio- or videotape the discussions to compile more information for analysis later. If you feel that the information generated by the collage images is useful, include this too when you assemble the information.

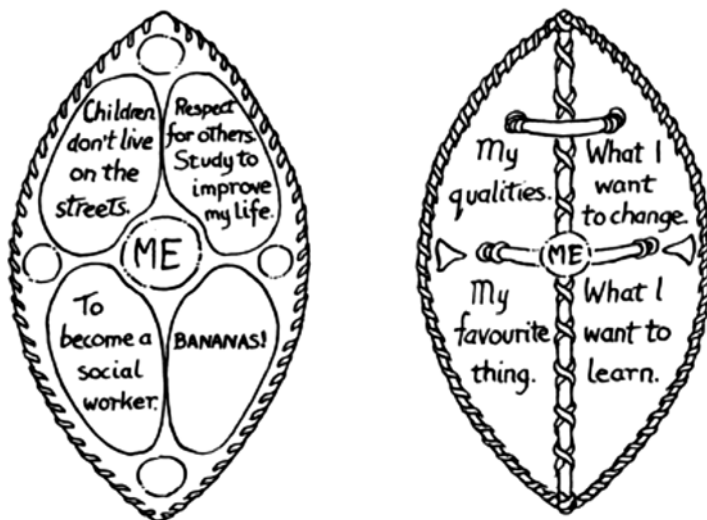
TWELVE ACTIVITIES TO STIMULATE DISCUSSION

3. SHIELDS

Prior to selecting this tool, remember to define the purpose of the evaluation, define your key questions and select or develop indicators that relate to the purpose and the questions.

What you need

- ▶ Large pieces of card (if working in groups)
- ▶ Small pieces of canvas if working individually
- ▶ A range of fabrics, felt, cotton, etc.
- ▶ Ribbon of varying thicknesses and colours
- ▶ Glue guns or strong glue
- ▶ Scissors
- ▶ Strong tape
- ▶ Thin pieces of wood or sticks
- ▶ Images of shields to share



Process

1. Identify the skills you want the young people to demonstrate or explore, e.g., a life skill or an indicator or broader themes and issues to do with the life skills project. This activity can be used to get the young people demonstrating flexible and creative thinking and/or self-reflection.
2. Explain to the young people that warriors use shields to protect themselves in warfare. The shield above is divided into four areas at the back and the front. The young people have thought about: what they want to change about their community; their qualities they possess; what they want to learn or do; and their favorite thing. Use these or create other topics for the shield.
3. Ask the young people to divide up their banner into four sections at the back and the front sections. They will make a shield to reflect who they are and to protect themselves from negative remarks.
4. Ask them to sketch some images from their ideas onto paper first.
5. Ask young people to design the banner. They may want to divide it into positives and negatives again.
6. Cut the fabric into large/small banner shapes.
7. They use the fabrics and ribbons to make the shield.
8. Ask the young people to share their banners and what they symbolize with the rest of the group.
9. Discuss and record their ideas.

TWELVE ACTIVITIES TO STIMULATE DISCUSSION

4. MASKS

Prior to selecting this tool, remember to define the purpose of the evaluation, define your key questions and select or develop indicators that relate to the purpose and the questions.

What you need

- ▶ Large pieces of thin card, one for each person
- ▶ Scraps of card
- ▶ Craft materials (optional)
- ▶ Scissors, Glue, Tape
- ▶ Laminated speech bubbles if desired

Process

1. Identify the skills you want the young people to demonstrate or explore, e.g., a life skill or an indicator or broader themes and issues to do with the life skills project. This activity can be used to get the young people demonstrating problem solving.
2. Ask the young people to choose a shape for their head mask (curved top/straight top/asymmetric, etc.)
3. Ask them to cut the top of the card (width ways) to the required shape.
4. They should then make the card into a giant cylinder that will fit over their heads and rest on their shoulders. This is the basis for the mask.
5. Ask the young people to decorate the masks using pieces of card or crafts materials to create ears, eyes, eyebrows, noses, etc. It is very effective if you can score the card pieces to create a 3-dimensional effect.
6. The young people should identify a character for the mask, such as a football coach, a social worker, project worker, parent, etc.
7. Ask the young people to think of problems that might be faced by these different characters.
8. Make a list of these.

9. Each person chooses one of the problems that the character could face and thinks of ways in which they might solve the problem.

10. They get into pairs and act out a role play where an unmasked character explains a problem (or creates a problem) for the masked character. The masked character then demonstrates solving the problem or explains how they would. Other characters can be brought in from the group to help with this.

11. Conclude in a circle by summarizing the problems posed by the scenarios, the problem solving skills that were demonstrated and what the young people felt doing this activity.



As the role plays take a few minutes each it is best to do this activity with a small group. People can focus and give their attention to about 4–6 role plays, however good they are!

5. THE MOST SIGNIFICANT STORY

Prior to selecting this tool, remember to define the purpose of the evaluation, define your key questions and select or develop indicators that relate to the purpose and the questions.

The Most Significant Story (MSS)¹ is a method to monitor and evaluate the impact of a project. The idea is that a group of people affected by the project (this could be the young people and/or their families or staff members share their personal views about the success of a project (or aspect of a project). Each person has his or her experience and story.

The MSS method can be used periodically through the life of a project. For example, Grass-roots Soccer, do an MSS session every three months in order to select four success stories per year. These success stories then form part of their evaluation.

TWELVE ACTIVITIES TO STIMULATE DISCUSSION

The MSS method

1. Participants are divided into small groups or 4–6 people.
2. The groups are asked a key question such as: What do you feel has changed in your life by participating in this life skills program? The key question must be linked to the purpose of the evaluation.
3. The participants spend a few minutes thinking about their success story. If the participants are not experienced in MSS, consider providing the following tips on storytelling.

Elements of good storytelling

- ▶ Include specific details to create vivid images: who/what/when/where/why
- ▶ Make it personal, a good story touches people!
- ▶ Include dialogue
- ▶ Keep it simple and short
- ▶ Be honest and be real

4. Participants take it in turns to share their stories with each other (5 minutes each).

5. In the whole group they discuss the importance of each story.
6. Each participant votes anonymously for the story that they think best illustrates the project's impact.
7. The stories with the most votes from each group are then shared with the whole group. (Decide on how stories go into this final "round" – for example – three).
8. The whole group then discuss the value of each of these stories.
9. Each participant votes anonymously for the overall Most Significant Story. The story with the most votes "wins". If two or more stories score the same, hold further round(s) of voting.
10. Once the Most Significant Story is identified, the author of the story meets with someone who is able to accurately document the retelling of the story. This is then passed to those involved in the evaluation. The stories can be shared with funders and partners.

TIPS FOR DATA ANALYSIS ON THE MSC TOOL



Quantitative: There can be "countable" elements within the story selected:

- ▶ How many people were involved
- ▶ How many activities took place
- ▶ The number of affects of the activities

Once the story has been selected, participants in the process can be asked further questions about that story to determine how common and important the themes and issues, e.g., of a child being bullied and other children resolving that situation. It is possible to ask participants to use a scoring system, e.g., 1–5 for how common and how important the situations are.

Quantitative: Using a framework like the one in volume 1, The Guidelines, page 48, template 3, the task here is to remind oneself of the objectives of the evaluation, to get familiar with the themes, make a chart showing the themes, go through one or more stories to identify subthemes and the depth and scale of these subthemes. As per this example on conflict resolution.

¹⁾ This has been adapted from a one page guide developed by Grassroots Soccer, <http://www.grassrootsoccer.org/> and based on the Most Significant Change methodology developed by Rick Davis. His guide on this method is available from <http://mande.co.uk/docs/MSCGuide.pdf>

TWELVE ACTIVITIES TO STIMULATE DISCUSSION

6. SPEECH BUBBLES

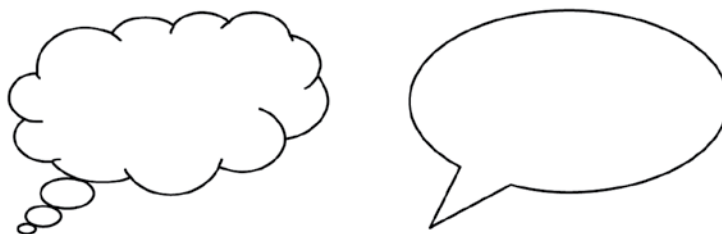
Prior to selecting this tool, remember to define the purpose of the evaluation, define your key questions and select or develop indicators that relate to the purpose and the questions.

What you need

- ▶ Large roll of white paper
- ▶ Felt tips
- ▶ Blue Tac

Process

1. Identify the area you wish to explore, e.g., a life skill or an indicator or broader themes and issues to do with the life skills project. This activity is especially useful to get young people to think about the difference between what people say and what they actually do. It can be used to demonstrate life skills like empathy, decision-making and autonomy or test indicators of life skills – like being able to hold and act on your own views regardless of the pressures of others.
2. Ask each young people to make several pairs of speech bubbles and thought bubbles.
3. Give young people an example of a situation they might face. It might be something risky like being in a bar and being offered drugs for the first time. Individually ask them to write comments in their thought bubbles on what they might be thinking at this moment and then what they actually say.
4. Ask them to discuss these in pairs.
5. Repeat the exercise with a different scenario or as appropriate.
6. Ask the young people to display their ideas and give them time to look at each other's work.
7. Conclude in the whole group by talking about what this exercise tells us about ourselves and our skills.



Another version of this activity

1. Create a comic strip cartoon. This can be drawn on newsprint very simply with stick people and with speech bubbles. Thought bubbles can also be used. The cartoon may be about two or three people having a dialogue about a topic related to the life skill you want demonstrated or discussed in this activity.
2. The young people read out what the different characters say (and/or think).
3. Encourage them to ask questions to clarify their understanding.
4. In a circle conduct a focus group discussion to explore the skills, values or attitudes further.



This is a useful activity to clarify understanding and to determine moral attitudes. It can be used to good effect with sensitive issues such as attitudes and skills in relation to topics like violence prevention and child abuse.

TWELVE ACTIVITIES TO STIMULATE DISCUSSION

7. PICTURE THIS

Prior to selecting this tool, remember to define the purpose of the evaluation, define your key questions and select or develop indicators that relate to the purpose and the questions.

What you need

- ▶ Selection of images
(it is useful if these are laminated)
- ▶ Flip charts
- ▶ Pens
- ▶ Camera
- ▶ Paper

Process

Identify the area you wish to explore, e.g., a life skill or an indicator or broader themes and issues to do with the life skills project. This activity can be used to demonstrate a life skill such as assertiveness or creative thinking or test an indicator of a life skill.

Give the young people a topic to reflect on. Abstract topics such as these can be used with older children: Death, Life, Dreams, Work, Study, etc.

Ask the young people individually or in groups to select images to show what they feel about it. The images can be used as metaphors.

Discuss and record how the young people demonstrated this life skill.

Conclude with a discussion in a circle about how the young people felt doing this activity.

8. BUILDER

Prior to selecting this tool, remember to define the purpose of the evaluation, define your key questions and select or develop indicators that relate to the purpose and the questions.

What you need

- ▶ Newsprint
- ▶ Marker pen
- ▶ Post-it notes (optional)

Process

Identify the area you wish to explore, e.g., a life skill or an indicator or broader themes and issues to do with the life skills project. This activity can be used with young people to evaluate their view of a life skills project or activity.

1. On a large piece of newsprint, draw a figure of a person.
2. On the head, draw a hat. Ask the young people: What have you learned from this project (or activity)? What new ideas do you have?
3. Draw a toolbox. Ask the young people: What skills and abilities have you learned from this project?
4. Draw a heart on the person. Ask the young people: What did you like about this project/activity? How do you feel about this project?
5. Draw a wastebasket by the person's feet. Ask the young people: What would you throw away (or get rid of)?
6. Have the young people write their answers on small pieces of paper or on Post-it notes, and attach them to the person's head, heart, toolbox, or wastebasket.
7. Collect and record the answers.
8. Conclude by discussing in a circle the activity and the ideas. If there are any especially strong or new ideas check that these are helped by more than one person.

TWELVE ACTIVITIES TO STIMULATE DISCUSSION

9. DRAW AND WRITE

Prior to selecting this tool, remember to define the purpose of the evaluation, define your key questions and select or develop indicators that relate to the purpose and the questions.

What you need

- ▶ Paper
- ▶ Pens and colour crayons or pens for all young people


Process

1. Clarify the purpose of the evaluation and identify the key questions you wish to explore: e.g.
2. Give each young person paper and pens. Ask the young person to draw their responses to one or more key questions.
3. Ask the young people to write words, phrases or sentences related to the topic, under the drawings.



When this technique is used in research it is the phrases and words that are the main focus for analysis.

CASE STUDY



1 TOLERANCIA


Nombre: _____
 Edad: 12
 Sexo: la Piz
 Evaluador responsable: Yisell Mora
 Línea de base: 2020

Vive en el Barrio: La Piz
 Fecha: 26-02-2021
 Grupo: 12

Para mí tolerancia es:


Aceptar a las demás personas tal y como son.
 Aceptar las diferencias, las cosas.

4 Este dibujo es un ejemplo de tolerancia en mi colegio.



5 Explica.
 que tenemos que aceptar las diferencias de las demás personas en este caso a ella no quiere ir a la fiesta y todos tienen que respetar su decisión.

2 Este dibujo es un ejemplo de tolerancia en la cancha de fútbol.



3 Explica.
 Cuando una niña o niño le dan la oportunidad de patear el balón hacia el marco y la desafortunada por que se comete el gol, los demás tienen que aceptar que todos cometemos errores.

6 Este dibujo es un ejemplo de tolerancia en mi casa.



7 Explica.
 La hermana le había prestado una blusa a la otra hermana y la hermana sin querer se la dobló y la hermana aceptó y la le perdono.

Translation

1) TOLERANCE

Personal details

To me, TOLERANCE is: to accept people exactly as they are. To accept differences, mistakes.

2) This drawing shows an example of tolerance on the soccer field.

3) When a girl or boy has the chance to shoot at the goal but don't score, the others must accept that we all make mistakes.

4) This drawing is an example of tolerance at my school.

5) We must accept the differences of other people. In this case the girl doesn't want to go to the party and people must accept her decision.

6) This drawing is an example of tolerance in my home. Characters say, "I'm sorry, it wasn't my intention", "It's ok, I'll get a new one."

7) One sister borrowed a shirt from the other and ruined it by accident. The sister accepted and forgave her.

TWELVE ACTIVITIES TO STIMULATE DISCUSSION

CASE STUDY



1 **Solidaridad**

Nombre: _____
 Edad: 14 años
 Sede: In. 142
 Evaluador responsable: Patricia Buzza
 Línea de base: _____

Vivo en el Barrio: LA PAZ
 Fecha: 4 mayo - 2009
 Grupo: C-4
 C: 5 A: 5

Para mi solidaridad es:

ayudar a las personas en lo que necesitan. Si hay personas que no tienen donde vivir, darles un techo. Si no tienen para comer, darles de comer. Si yo tengo unas personas de esas que tienen plata yo les doy a todas las cosas que necesitan a mi me gusta mucho ayudar me gusta ser una Solidaria con los demás. Personas que son una muy buena persona y que lo son de todas maneras a todos los lados.

2 Este dibujo es un ejemplo de solidaridad en la cancha de fútbol.

3 Si un compañero se cae, uno lo ayuda. También darle la oportunidad a los otros compañeros que participen.

4 Este dibujo es un ejemplo de solidaridad en mi colegio.

5 Si un compañero no fue al colegio y no está al día, emprestarle el Cuaderno así no entiende alguna lección explicarle.

6 Este dibujo es un ejemplo de solidaridad en mi familia.

7 Ayudar a mi mamá. Si mi mamá viene cansada de su trabajo y después viene hacer cosas en la casa, hay que ser solidaria y ayudarla también.

Translation

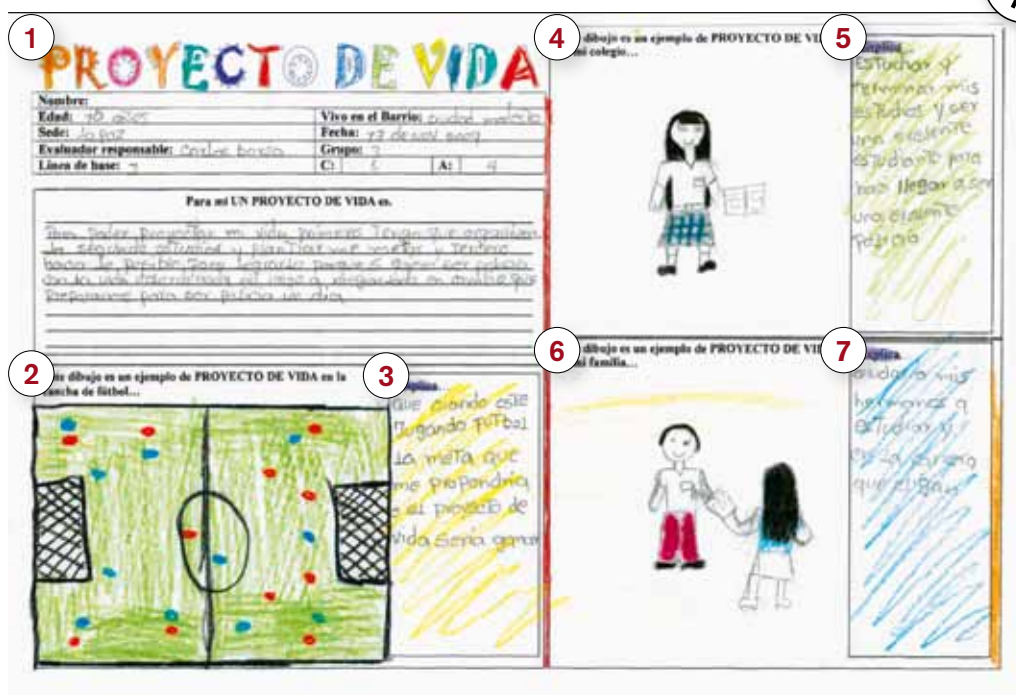
1) SOLIDARITY

Personal details

To me, SOLIDARITY is: to help people in what they need. If there are people who don't have a home, to give them a roof over their heads, if they don't have food, to give them something to eat. If I were one of these people who have money, I would give it to all the needy children. I really like to help. I really like to be useful and sympathetic towards people. But I am a very humble girl and though that is what I am, I try to help.

- 2)** This drawing shows an example of solidarity on the soccer field.
- 3)** "If a buddy falls, others help him up; also to give other friends a chance to participate."
- 4)** This drawing is an example of solidarity at my school.
- 5)** If a classmate is absent, and isn't up-to-date, lend him your notebook or if he doesn't understand a lesson, explain it to him.
- 6)** This drawing is an example of solidarity in the family.
- 7)** To help my mother; if my mom comes home tired from work and still has to do work at home, I must show her my sympathy and help her out.

CASE STUDY



Translation

1) LIFE PLAN

Personal details

To me, a LIFE PLAN is: In order to plan my life, I first have to organize myself, secondly I must study and set objectives for myself and thirdly I must do what I can to succeed because I want to be in the police. With my life in disarray I can't get anywhere and I must prepare myself to be a policewoman some day.

2) This drawing is an example of a life plan on the soccer field.

3) In playing soccer, the objective that would mean a life plan to me would be to win.

4) This drawing is an example of a life plan at school.

5) To study and finish my studies and to be an excellent student so that I can be an excellent policewoman.

6) This drawing is an example of a life plan in the family.

7) To help my brothers and sisters study towards the career they choose.

TWELVE ACTIVITIES TO STIMULATE DISCUSSION

10. MOVING CIRCLES

Prior to selecting this tool, remember to define the purpose of the evaluation, define your key questions and select or develop indicators that relate to the purpose and the questions.

What is needed

No materials needed

Process

1. Identify the area you wish to explore, e.g., a life skill or an indicator or broader themes and issues to do with the life skills project. This activity can be used with young people to evaluate their view of a life skills project or activity.
2. Young people make an inner and outer circle with partners facing each other. This can be quickly done by numbering the group either 1 or 2 and then making the number ones form the first circle facing out and the number 2's stand opposite one person facing them.
3. Young people in the inner circle think of a problem or a response to a question, and ask their partner in the outer circle to suggest advice. The partner makes a suggestion.
4. After a few minutes, all the people in the outside circle move one place to the right. The children with problems ask the same question to their new partner in the outer circle.
5. The game continues.
6. Here are some questions that could be used:
 - ▶ What were your hopes for the project?
 - ▶ Were those hopes met?
 - ▶ What was the best part of the project? Why?
 - ▶ What was the worst part? Why?
 - ▶ What was our biggest success?
 - ▶ What would you do different next time?
 - ▶ What is the biggest change in our community as a result of the project?

7. Conclude with a general discussion on these same issues. The ideas and themes can be written on a chart. Young people can vote for the three issues they feel most strongly about. This can be done using a limited number of tick or stickers (e.g., 3 or 5).



CASE STUDY

Adapting Moving Circles 1

This activity was conducted in 45 mins in the following way with 17 girls aged 12–13 years.

We introduced the session and asked the group what they know about research using these questions:

What is research? What is it for? What kind of research have they heard of?

What questions do you have?

We gave the group an example of opinion polls using the example of their favorite team in the world cup.

We talked to the group about the importance of reviewing & reflecting after an experience, to improve it and invited them to participate in a research process.

We placed questions on the wall:

What did you think about the program at the beginning?

In relation to the regular activities in school, how do you think Aflatoun is different?

What was your favorite part of the project? Why?

What was the most important thing you learned about the program? Why?

What was the biggest success of the program?

What would you like to do different this year, in relation to the program?

What is the biggest change in your school/grade as a result of the program?

What new things would you like to do/discuss as part of the program?

We asked them to form 2's or 3's. Each group was given one question.

They discussed what the program was about last year to help them create a second question.

Groups pair up and interviewed each other taking in turns to answer and ask the questions.

They then move on until every group has interviewed or been interviewed by every other group.

They note the questions and answers.

In the whole group, ask the young people to discuss the experience.

Collect papers and inform them that you will provide feedback.

Each young person fills out a further individual survey of 10 questions.

TWELVE ACTIVITIES TO STIMULATE DISCUSSION



EXAMPLE OF THE WAY THE INFORMATION WAS THEN ORGANIZED

Questions presented to the girls	Answers
1 What did you think about the program at the beginning?	That it was a program about selling tuna (atunes); that it was a handicraft program; that it was a selling campaign; that it was about games; that it was a fun program; at the beginning I didn't understand it, then I started understanding it and now I think it is very interesting; at the beginning we didn't know what it was about and then we understood it was about saving; I didn't know how to save and then I realized I could save; I thought it was good to save.
2 In relation to the regular activities in school, how do you think Aflatoun is different?	We sold things and made money; the saving teaches us how to save; the activities it does are different; different decoration of the classroom (2); the visits to the school; that it makes students work harder; the selling.
3 What was your favorite part of the project? Why?	When we started making the crafts (it was fun)and when we started saving (because it teaches us to save); the fairs (2); to learn how to make crafts; when we sold most of our products; when we explained people who did not know it, what Aflatoun is (3); when we started it was nice because it was fun – to save, to sell, the fairs, we made money.
4 What was the most important thing you learned about the program? Why?	To save (3); make crafts and sell them (3); to do things that would teach me how to save; about rights; that saving is enterprising; the most important was to control my spending; to do things I thought I couldn't; to know more about Aflatoun; to save a lot of money; to make crafts.
5 What was the biggest success of the program?	To sell all our products in the Aflatoun fair (7); to save more in the program (2); the fair (2); that it taught us to control our spending; that I sold my purses (2); I sold my food; the selling (2); that we decorated our classroom; it helped me earn money through the selling; that we worked really hard (2).
6 What would you like to do different this year, in relation to the program?	More fairs and fun events; do different crafts from the rest; fairs and shows; make a children's show; decorate the school and change many things this year; decorate the classroom; more manuals/materials.
7 What is the biggest change in your school/ grade as a result of the program?	We've had money after selling; we've learned to save; students can organize themselves better, nothing (2); decorate more our class (3); that we sold our products; that we have discussed about new things we can do with the program; to save for our end of the year needs; that we all keep saving.
8 What new things would you like to do/discuss as part of the program?	When did it start and until when will we have this program (in Viso it is only till II-8th grade); make new handicrafts or knit; learn how to make different things –pillows, blankets; learn how to make jewellery (earrings, necklaces, etc); take pictures and sell them; make different crafts; do more things; prepare and sell dishes from different regions.

TWELVE ACTIVITIES TO STIMULATE DISCUSSION



Questions the girls came up with:	Answers
What would you like to do after the activities you are carrying out?	Other types of crafts that are a novelty/different (3); other activities to keep saving (2); more products to save collectively and go on a trip together, ceramics, t-shirts, caps, jewellery; sell our crafts and save that money in Aflatoun; many things.
What do you want to save for?	To buy things I need; to buy school materials; to buy clothes (2); to have a better life; for my birthday; to get anti-reflex for my glasses; to give it to my mom at the end of the year; for some emergency I might have; to buy things or travel; to buy a mobile (2); to give it to my mom and buy something, to travel; to give a gift to someone special.
What does Aflatoun mean?	To save (2); it is like a piggy bank to save.
Do you like to save or do you just do it because the Miss (teacher) says so?	I do it because I like it, not because they make me, because saving can help us in an emergency; I save because I like it and that way I can buy myself things; no, I like to save because it teaches me many things; I like to save because it is more economic; no, I like to save because it helps us enterprise; I like to save because then I can buy myself things I need; I like to save because then I can make many handicrafts; I like to (3).
Do you like the program? Why?	Yes, because now I know what saving is about; cause I can save; cause I learned many things (2); cause I like to save; cause it is an educational program; cause it teaches us many things; cause I save to be a better person; yes, I love it; cause I learned how to save.
What is Aflatoun for?	To save money; to explore, investigate and act with happiness and optimism; to have enthusiasm to save; to save.
How was this program made (unclear how was it designed or how they carried it out)?	I don't know; they started with the savings; we started with the fairs.
Which lesson does Aflatoun leave you with?	That I can save (2); about rights, that they are very important; to improve the economy.

TWELVE ACTIVITIES TO STIMULATE DISCUSSION

11. IMAGE THEATRE

Image Theatre² involves quickly making simple, silent, statue-like images with our own bodies to represent a word, feeling, idea or problem. Other names you might hear or use in connection with these silent, unmoving statues are “tableau,” “statues” or “frozen pictures.” These simple, fixed physical images to explore how young people feel about a range of issues and to allow them to express what they think or feel about those issues. There is little or no speech or movement involved. It gives everyone an equal “voice.” The confident and articulate do not dominate at the expense of the shy, boys do not sideline girls, the rich have no advantage over the poor, and the literate do not eclipse the non-literate.

Young people often find Image Theatre a safe way to express difficult thoughts or emotions. They can show you things they would otherwise be uncomfortable speaking about or which they might have difficulties expressing clearly in words. Because it relies on spontaneity, Image Theater also helps children to bypass their own internal censors. Through the images that they make, they will sometimes reveal more about their hearts and minds than they realise.

There are many ways of using Image Theatre. All it requires is an open floor or space. Here are three of the most common:

What is needed

No materials needed

Process

1. The leader calls out ideas, words or emotions and the young people respond immediately by making their own individual images in response to the stimulus.

OR

Young people work in pairs or groups. The leader gives ideas to make images, the young people discuss the stimulus, agree on

how their image should look, then all individually get into place and position so as to form a group image.

OR

Young people work in groups or pairs. One uses the others as “props” out of which s/he fashions a group image. S/he does this by asking the others to relax so that she can move their bodies into the shapes and positions she wants. This is called “sculpting an image.”

2. The evaluator photographs, sketches or takes notes about the images.
3. The young people talk about the images and the discussions are noted.

12. USING VIGNETTES AND FILL IN THE BLANKS

Prior to selecting this tool, remember to define the purpose of the evaluation, define your key questions and select or develop indicators that relate to the purpose and the questions.

What is needed

- ▶ A vignette (handout)
- ▶ Pencils/pens

What are vignettes?

Vignettes³ are carefully constructed verbal pictures, drawn from common experiences of a group. They simulate or re-create real events and situations and are designed to identify attitudes and elicit opinions. Vignettes place abstract ideas within a familiar context and thereby help the person understand or identify with the idea more easily. We have found that vignettes are an effective way to help a career chooser learn about his or her thoughts,

²) Developed by Sally J Price, Heartspeak International sallyprice@aol.com for the Catholic Relief Service Sierra Leone Life Skills Program.

³) This evaluation activity was provided by Gideon Arulmani, of the Promise Foundation, India.

perceptions and unexpressed feelings about matters related to career choice and development. Vignettes offer a certain “distance” from one’s personal opinions and hence provide an opportunity to move beyond socially acceptable responses and discussions.

Process

1. Create a vignette that’s close to the young person’s life experience and the project’s aims and the purposes of the evaluation.
2. Select the words and phrase that are to be deleted from the vignette.
3. Administer the fill in the blanks “test.”
4. When assembling, cleaning and organizing the resulting information for analysis, ensure that the tool was testing knowledge and skills and not language and memory.

CASE STUDY*



Developing vignettes to address career beliefs

Step 1: Listen to commonly used statements

Quite often, career beliefs are reflected in sentences and phrases commonly used by a group of people when they describe career development ...

The best careers are science careers

Only poor people do blue collar jobs

... for example, are phrases one commonly hears in India.

Who knows what will happen in the future? There even maybe war again.

I have to think of “now” not of tomorrow

... are poignant statements I elicited from 16 year olds in the interiors of Rwanda.

Embedded within these statements are belief patterns that could have a powerful influence on career preparation.

Step 2: Look for patterns in these statements

Career beliefs may be “stated” in different ways by a client group, but they may all cluster around a certain career belief theme. Our experience with the vignette technique has shown that patterns and common “threads” can be identified in repeatedly used statements. Step 2 in the vignette technique is to look for the themes that lie behind the statements. We use the career belief themes described above as a framework within which to analyse statements.

Step 3: Embed the content of these statements into vignettes

The next step is to write vignettes that reflect the career belief content of the statements that have been collected. Given below is an example that shows the conversion into a vignette, of a set of statements that reflect the proficiency belief.

* Gideon Arulmani, Jiva Project, The Promise Foundation, Bangalore, India.

TWELVE ACTIVITIES TO STIMULATE DISCUSSION



EXAMPLE OF HOW TO DEVELOP A PROFICIENCY BELIEF VIGNETTE FROM STATEMENTS

Statements commonly used by adolescents and parents from a low socio-economic status background in India

If I can earn there is no need to study further.

Studying after high school is of no use.

My son keeps on failing in school. So what is the use of sending him to school?
Better he just goes to work.

I am a self-taught mason. I did not go to school. If my son just works with me he will learn the job. So why send him to school?

If I go to the training program, it means I cannot earn. In fact I have to spend rather than earn. So it is not worth it to go for any training.

Vignette

Sunder is so lucky! He got a job in a petrol bunk. He is paid 2000 rupees a month. His earnings go to the family which helps them all very much. Sunder feels so proud that he has a job and can support his family so early in his life. He has decided to continue working at the petrol bunk. This means he has to go to work during school time. Sometimes the work even goes into the night. It means Sunder has to stop going to school.

Note: The name of the boy in this vignette is an Indian name. It is important that these details accurately reflect the local context.

Conversion of this vignette into a Fill in the Blank Activity used as evaluation

The purpose of this evaluation is to assess if the youth (individual or group) are able to reflect on negative thinking patterns and move to more positive ways of thinking. Use the vignette to stimulate discussion and provoke young people to think about strongly held beliefs. This discussion of the vignette is considered in this example as an intervention. Use the vignette to create a fill in the blank activity designed to assess if any change has been effected. Administer the fill in the blank, after the intervention.

TWELVE ACTIVITIES TO STIMULATE DISCUSSION

PROFICIENCY BELIEF VIGNETTE

Template 19



Earning a living is _____. The sooner one is able to earn a living the _____ it is for me and my family. If I can _____ it will give me the chance to get a better job. Therefore _____ is important. In case I have start to earning soon, then I can also study _____ and _____ part time. Learning and earning at the same time is _____. But if I can bear this difficulty for _____ I will soon get a good job. By _____ I am making sure of a good future.

Possible answers

There would need to be some flexibility as the answers each child gives may differ.

Earning a living is important. The sooner one is able to earn a living the better it is for me and my family. If I can study and learn a skill it will give me the chance to get a better job. Therefore completing my education is important. In case I have to start earning soon, then I can also study part time and earn part time. Learning and earning at the same time is hard. But if I can bear this difficulty for some time I will soon get a good job. By completing my education I am making sure of a good future.

Action lists

The intervention could then stimulate the participants to list clear and simple action points. E.g., from a worksheet of one of our students: I am going to:

- ▶ go back to my school and ask my teacher how I can complete my education.
- ▶ read the career dictionary to see what training programs are offered.
- ▶ By January, I will make a plan to study and work to complete my education.

Action lists such as this offer a useful checklist for further follow-up of the participant.

> LIST OF TEMPLATES

Template 1	Observation schedule
Template 2	A checklist to assess young people's skills in problem solving
Template 3	Confidence chart
Template 4	Example of a multiple-choice item that assesses attitudes
Template 5	Example of a multiple-choice item that assesses skills (by proxy; in other words, through young people's own evaluation of their skill level)
Template 6	Example of a multiple-choice item that assesses behavioural objectives
Template 7	Example of an open-ended questionnaire with a guidance sheet for scoring
Template 8	Guidance sheet for interpreting an open-ended life skills questionnaire
Template 9	Two examples of mixing open and closed questions
Template 10	Criteria for the construction of questions for a questionnaire
Template 11	Example of a Likert Scale from the Hope Project addressing attitudes to violence
Template 12	Another example of a Likert Scale with a different method where the statements are read by the educator or evaluator
Template 13	Example of an SDS addressing attitudes to sex before marriage
Template 14	Example of a BSDS
Template 15	Example of a closed-ended questionnaire on stress
Template 16	Example of pre-defined categories to record responses and frequencies of responses on stress
Template 17	Example of recording sheet for responses on stress
Template 18	Example of an observation schedule for the collage activity on friendship
Template 19	Proficiency belief vignette

