



PLANNING & EVALUATION

Guidance Notes

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If you have any comments regarding this pack, or need any additional help in using it, please contact me:

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All information in this pack was correct and all links active at time of upload but may be subject to change

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Introduction

This pack will draw heavily on resources developed by Sue Speed (presented at County Training Day) and the 'Toolkit for Planning, Evaluating & Reviewing your Youth Work' (Youth Work in Cumbria Partnership, 2006). The toolkit is available for download here: <http://www.cumbria.gov.uk/childrensservices/childrenandfamilies/familysupport/cyss/toolkit.asp>

The toolkit covers all stages of planning and evaluating your youth work practice with adaptable resources e.g. Planning sheets and ideas for evaluation.

Other useful resources include:

Student Youth Work Online – a range of useful essays on youth work theory <http://youthworkcentral.tripod.com/Home.htm>

Infed – the informal education encyclopaedia has a vast amount of information on youth work in theory and practice <http://www.infed.org>

Thanks Sam has a range of session plans that look at youth work & planning http://www.thankssam.org.uk/Resources/Resource_Pack_Part_2.pdf

SALTO guide to evaluation <http://www.salto-youth.net/tools/Evaluation/>

Using planning and evaluation techniques to your advantage should also enable you to deliver recorded outcomes that derive from reflective youth work practice. Planning and evaluating what you deliver means you are striving to improve what you do and to offer the best to the young people you work with.

Recording your planning and evaluation is also an effective and useful way to record distance travelled with young people as well as reflecting on and improving the quality of your youth work as part of a development cycle.

This pack focuses on the theory and practice of planning and evaluation. The accompanying pack contains planning sheets and ideas to enhance your existing good practice.

PLANNING an overview

WHY SHOULD I PLAN?

- To create high quality youth work that meets the needs of young people
- To use the right activities and methods to challenge and inspire young people
- To use appropriate methods of working to deliver your aims and outcomes for young people
- To engage young people and give them ownership of a project, session or activity
- Planning is an essential part of the 'Plan-do-review' cycle

WHAT SHOULD I THINK ABOUT WHEN I TAKE A PLANNED APPROACH TO YOUTH WORK?

- The needs and interests of young people
- The skills, abilities and experiences of young people
- The resources available to carry out the activity
- Having a suitable environment for the activity
- Internal and external influences on the group
- What methods should be used to deliver aims, outcomes and accreditation in line with the youth service's framework

REMEMBER:

- Planning is an organisational tool and best practice requirement for youth workers and their organisations.
- Involving young people in session and project planning is also an important part of the youth work process.

Things To Consider When Planning

Activity is agreed with young people

Aims of the activity

PLANNING SESSIONS

- ** Session aims/objectives**
- ** Group size/dynamics**
- ** Individual v group needs**
- ** Timing**
- ** Youth Worker input v group input**
- ** Resources/materials to be used**
- ** Staff support**
- ** Assessment methods to achieve recorded/accredited outcomes**
- ** Every Child Matters criteria**

ENVIRONMENT/RESOURCES

- ** Decide on location(s) and book if necessary**
- ** Carry out Health & Safety/Risk Assessments**
- ** Complete E-Go forms**
- ** Work out the cost**
- ** Advertise activity**
- ** Obtain permissions**
- ** Book visitors, organise transport**
- ** Arrange staffing**
- ** Ensure all resources are available/obtainable**

Planning Checklist



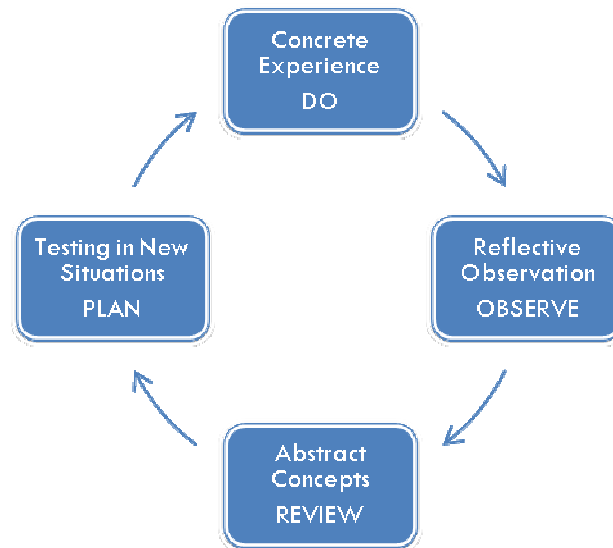
WORKERS

- ☐ Time management & accountability
- ☐ Logistics
- ☐ Funding & other requirements
- ☐ Session plans
- ☐ Needs assessment/evaluations
- ☐ Input from workers
- ☐ Input from young people
- ☐ SMART targets
- ☐ NAOMIE planning

YOUNG PEOPLE

- ☐ participation, ownership & responsibility
- ☐ Participation that is appropriate for all
- ☐ Session plans
- ☐ Group discussions
- ☐ Individual tasks
- ☐ Existing youth forum/starting up a youth forum
- ☐ Doing it with them not at them!
- ☐ Situational leadership - when do you let young people experience consequences of poor planning and when do you step in to avoid failure
- ☐ Are young people's ideas safe?

Kolb's Theory of Experiential Learning



You can start at any point in the cycle, but you must follow the steps in order – however, the cycle is endless with each process informing the next. Kolb's cycle is important for reinforcing the importance of planning and evaluation in good youth work practice not only for evidencing your practice to employers/partners but developing as a self reflective practitioner. Remember the 5 Ps PROPER PLANNING PREVENTS POOR PERFORMANCE

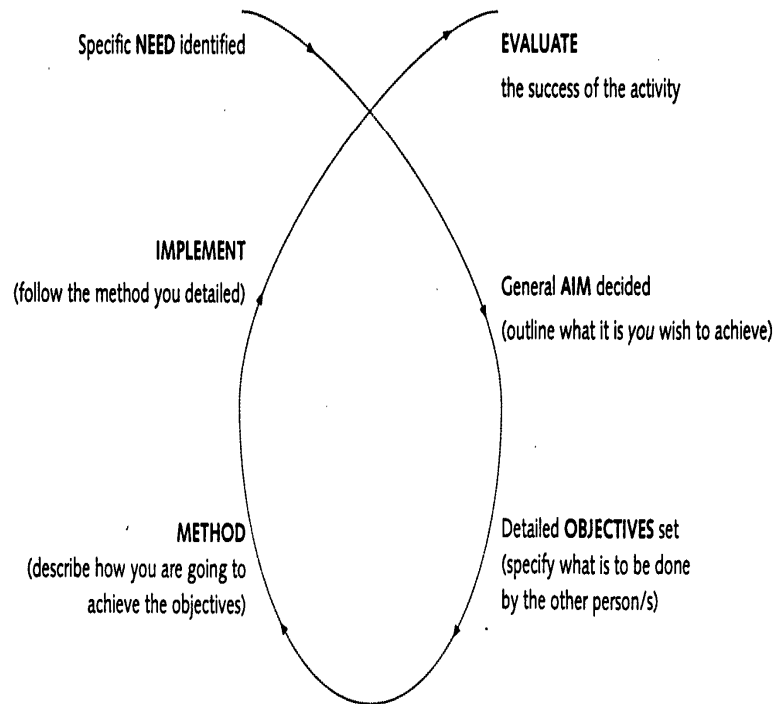
It should also be recognised that not all learning is planned, and that youth work can and does occur spontaneously in response to certain situations. This is a legitimate and important part of youth work, but doesn't take away from the importance of good planning. For ideas for planning sheets using Kolb & NAOMIE see

<http://www.cumbria.gov.uk/childrensservices/childrenandfamilies/familysupport/cyss/toolkit.asp>

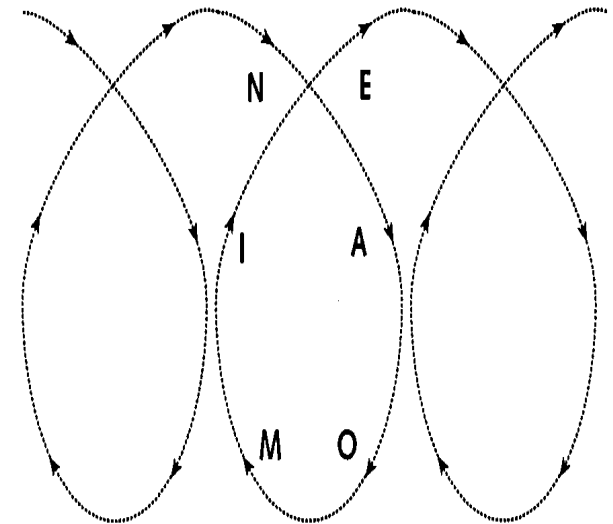
NAOMIE Planning

Systematic Planning (NAOMIE)

This approach is represented diagrammatically as follows:



The planning loop is continual:



NEED

What is the NEED?

- ☐ Of young people?
- ☐ The project?
- ☐ Professionals?
- ☐ Legal or regulatory requirements?

- ☐ **EXAMPLE: Young people are complaining there's 'nothing to do' at the centre and there is little structured provision. There have been conflicts between groups of individuals. Several young people have been excluded from school.**

Your example:

What do I aim to do about this?

- What do I want to do and why?
 - Where do I want to go and why?
 - What's the end goal?
 - What will be the overall learning point of the project?
-
- **EXAMPLE: After consultation with young people, you decide to start a drama group at the centre to explore young people's issues and concerns through improvisation, performance and groupwork. You expect to see an improvement in relationships between young people and those excluded from school will be given a platform to explore their issues. Young people will be able to participate in a project that is in line with their ideas of what they want to do.**

Your example:

OUTCOMES/OBJECTIVES

What specific objectives/outcomes can be set?

- How will effectiveness be measured?
 - What specific changes will happen?
 - What are the key things young people will learn?
 - What exactly will be the end result?
 - When does the plan need to be completed?
-
- **EXAMPLE: You expect young people develop a range of skills including drama and performance skills and teamwork and team building skills. Young people will be expected to show consideration and respect for others and group dynamics are explored and improved. Young people will gain recorded and accredited outcomes. You will work towards a performance examining issues that are key to young people and present this at your centre. It will be videoed by other young people.**

Your example:

METHODS

What's the best method to use to achieve the results you want?

- What activities should I use?
- Should I work with individuals, groups or pairs?
- What resources do I need?
- What's my time plan?

- **EXAMPLE:** The drama group will focus on giving young people the space to play games and act out “issue-based” work with the assistance of youth workers. A variety of dramatic role-playing will take place, and the group will have the opportunity to strengthen their skills in this area. Young people will be encouraged to mix with different people that they would not normally.

Your example:

IMPLEMENTATION

How do I implement the project?

- Do it!
- Make sure you have resources (including time, money and staff) you need
- Make sure you have involved young people in planning and delivery

- **EXAMPLE:** The group will be run with assistance from volunteers at the centre and with input from specialist arts workers. The group will run for eight weeks. Each individual session will develop a resource list of games used and information on how to use them. Young people will plan and develop the final piece that they will perform. The group will need a budget of £X to be provided from the centre funds. A video camera, CD player and one room will be needed in order for the work to be carried out.

Your example:

EVALUATION

How do I evaluate the project?

- ☐ Did it meet the objectives?
- ☐ What went well?
- ☐ What difficulties occurred?
- ☐ What was learnt for the future?
- ☐ What new needs have been discovered?
- ☐ How will you involve staff?
- ☐ How will you involve young people?

- ☐ **EXAMPLE: Young people will feedback at the end of each session in a group discussion. The format of evaluation will change each session using informal and formal evaluation techniques. Workers will incorporate evaluation into the end of each youth club session. Supervision will be provided by full time worker. Project leader will write a report at the end of the project incorporating feedback from young people and partners involved in the project.**

Your example:

NAOMIE recap



NEEDS ASSESSMENT	How you know the work is needed and not duplicating anything else
AIMS	The ultimate goal of the session/project
OBJECTIVES	Steps on the way to achieving the overall aim
METHOD	How you're going to deliver the work and engage young people
IMPLEMENTATION	Doing it
EVALUATION	Reviewing it

EVALUATION overview

WHY SHOULD I EVALUATE?

- To measure the effectiveness of a youth work activity against the intended learning outcomes
- To assess the effectiveness of the methods and processes used
- To help young people assess and evidence their own learning
- To help youth workers reflect on, assess and evidence their own practice
- To prove that something is both needed and working
- To improve practice or a project/activity

WHEN & HOW TO EVALUATE

- With young people as part of the ongoing monitoring process of sessions/programmes/activities
- With young informally after a session to gather feedback and consolidate learning outcomes
- With workers informally after a session to reflect on youth work practice
- Formally at the end of a project to evidence objectives, explore operational issues and celebrate achievements

REMEMBER:

- Evaluation is an integral part of the development and change process – it is essential to good youth work practices as part of the 'Plan-Do-Review' cycle
- Evaluation can be formal or informal but the emphasis should be on dialogue, listening and observation
- Evaluation should be seen as a democratic, empowering process for everyone involved in it

Things to think about when evaluating

Things to consider when evaluating a session

Views of young people

PERSONAL PERFORMANCE

- ** Did I engage with the group?**
- ** Did I establish rapport with the group**
- ** Was everyone motivated?**
- ** Did I use language/vocabulary that everyone understood?**
- ** Did I give everyone support and feedback?**
- ** Were there any behaviour issues? Did I deal with them effectively?**

SESSION PLAN

- ** Did the young people enjoy the session?**
- ** Were objectives achieved?**
- ** Was the group well-managed?**
- ** Did the choice of activities suit the purpose**
- ** Were the timings accurate?**
- ** Were the needs of all young people met?**
- ** Was one or more of the ECM criteria met?**

ENVIRONMENT/RESOURCES

- ** Was the environment suitable for purpose**
- ** Was policy followed at all times?**
- ** Were there sufficient resources?**
- ** Did the choice and design of resources enable the right evidence to be gathered?**

Why Evaluate?



WITH YOUNG PEOPLE:

- To celebrate achievement
- To encourage reflection on learning
- To give young people the opportunity to shape & steer the project
- To identify areas for improvement
- To give young an opportunity to express their opinion – and to feel they're being listened to

WITH WORKERS:

- Reflection forms part of the planning cycle
- To gauge youth work practice and continue/adapt as appropriate
- Individual performance feedback
- Develop team performance
- Provide evidence for employers/partners
- Evidence, monitor & evaluate practice

Evaluation Checklist



FORMAL/INFORMAL

- ☐ Is the evaluation exercise appropriate for the group you're working with?
- ☐ Is there a good balance between qualitative/anecdotal and quantitative/statistical evidence?
- ☐ Have you built time for evaluation with young people/workers into your session plans?
- ☐ What is your desired outcome for evaluation? Never evaluate because you have to but because you need to!
- ☐ Does everyone involved in the evaluation have ownership of the process?
- ☐ Don't forget: evaluation = celebration!

REPORT

- ☐ Brief overview – who, what, where, when, why
- ☐ Aims & objectives – targets & learning outcomes
- ☐ Outputs & outcomes – statistics, case histories
- ☐ Planning & organisation – partnerships, timelines, what went well/what didn't
- ☐ Feedback & evaluation summary (provide some examples as an appendix) – young people, workers, partnership agencies
- ☐ Recommendations & future planning
- ☐ Appendices :
 - ☐ Evidence (photos, promotional materials etc)
 - ☐ Forms used with examples
 - ☐ Risk assessments
 - ☐ Financial information (budgets & funding)
- ☐ Acknowledgements & thanks

EVALUATION Recap

E every session/project

V value

A ask questions

L listen

U understand

A achievements

T take action (planning)

E evidence

What does evaluation mean to you? Use this space to record your thoughts: