Connect-Transmit

Evaluation Handbook

Evaluation Strategy checklist

	When	Who	Completion date
A: Planning			
Plan evaluation strategy for pilot project	Before project begins	Project manager/ project worker	
Agree plan with Radio Regen	Before project begins	Project manager/ worker and Regen coordinator	
B: Baseline assessment			
All participants complete speaking and listening star	Near beginning of the project	Participants	
	At end of project	Participants	
Practitioners complete speaking and listening star for each participant	Near beginning of project	Practitioners	
	At end of project	Practitioners	
All participants complete community quiz	Near beginning of project	Participants	
	At end of project	Participants	
Complete template with results	Near beginning of project	Project manager	
	At end of project	Project manager	
C: Case Studies (5 young people)			
Youth worker/ practitioner 'diaries'	Ongoing	Practitioner	
Young people's audio/ video diaries/ project journals	Ongoing	Participants	
Collection of stakeholder feedback	Ongoing	Project manager/ worker and stakeholders	
Interviews with young people	Beginning, middle and end	Practitioner	
Other methods (add for your project) - - -			

Connect-Transmit Evaluation Handbook

Introduction
Speaking and listening skills are important in all 'real world' contexts
- They are key aspects of employability: getting a job, maintaining employment and progressing at work
- Good speaking and listening skills are essential for building and retaining personal and professional relationships
- Good speaking and listening skills can help us to resolve misunderstanding, tensions and conflict
- Good speaking and listening skills help us to explain our ideas and be better understood
- They are important in learning and achieving certification for learning

Paul Hamlyn Foundation support activities that develop, in realistic and ideally 'real world' contexts, the speaking and listening skills that will help young people to achieve at least one of the following outcomes: 1) engage appropriately with the world of work; 2) lead and contribute to positive change in their communities; 3) resolve misunderstandings, tensions or conflict between groups in their communities

They also want to support inter-generational work that involves young people working with their families, carers and / or communities.

Connect-Transmit

This project intends to increase the capacity of the community radio sector and their partners' capacity to work with young people to increase their speaking and listening skills and enable them to become better informed, more positive, and more active in their communities.

This project intends to support the sector in a number of ways:

- Documenting existing practice, conducting evaluated pilot projects and disseminating the resulting evaluation report and good practice guide, including at regional seminars and through a national conference/event. This will provide a source of guidance and support to community radio stations across the UK, as well as providing the partner stations at which the pilot projects are delivered with detailed feedback on their youth project delivery. The dissemination will extend to schools and youth organisations who will be invited to attend the regional seminars and the national event, along with education and youth sector journalists.

- Creating 2 online networks – one for youth practitioners and one for young broadcasters. These will provide day to day support in running or participating in youth activities at community radio stations, as well as enabling the dissemination of best practice. Schools and youth organisations will be invited to join the adult practitioners' network, as well as community radio station staff.

- Lobbying policy makers. The lobbying that the project will deliver aims to make policy makers aware of the value of this area of activity, with the long term aim of creating a more favourable regulatory/policy environment for the development of similar projects. It is also hoped that these policy makers will help disseminate the project's findings. The broadcast regulator, Ofcom, and other policy-influencing networks including academia and specialist media will also be made aware of the project's recommendations and evidence of effectiveness.

Why is evaluation important for this project?

The pilot projects have been included in the project to provide up to date evidence on current good practice and the benefits of community radio training for young people. We are collecting data for Paul Hamlyn but we also want it to feed into the toolkit we produce and to assist with lobbying policy makers in order to support the sector as a whole. In addition we would like the evaluation to:

- be useful for youth workers – involve reflective practice

- involve young people, enabling them to engage in deeper learning, promoting their autonomy

- encourage young people to become more independent, critical learners

- involve consideration of the particular strengths of the sector in relation to this area of work (eg what kind of learning culture is created in community radio stations, how are social relationships developed?)

Evaluation Outcomes of Pilot Projects (as agreed with Paul Hamlyn)

Agreed Outcomes Year 1

1. Across the four pilot projects, at least 55 of the 60 young participants will demonstrate **improved speaking and listening skills** (negotiation, critical thinking skills, adapting appropriate spoken language for different situations) after participating in Connect-Transmit. This will be evidenced by youth worker observations (**including a sample of at least 5 in-depth case studies with interviews**), and will report increased confidence in their speaking and listening skills (baseline and end of project self evaluation – including Outcomes Star).

2. At least 30 out of 60 young participants will report feeling **better informed, more positive, and more active in their communities** since participating in Connect-Transmit. This will be evidenced by baseline and end of project soft outcome mapping, station staff and youth worker observations, and audio diaries (sample of at least 16 young people).

Evaluation Tools and Methods: Pilot Projects

There is some flexibility written into the evaluation strategy as each project will be different, involve different people and require different techniques. It is vital, however, that you plan your tools and methods before you begin the project and agree these methods with Radio Regen.

1. **Every pilot project MUST evaluate speaking and listening and 'community' using the Outcome Star/ outcomes mapping provided (see Appendix A)**

2. **Case Studies (5 per project): each project will need to produce case studies of at least 5 participants.** The way that data is collected for these case studies is (largely) up to you. However we would strongly recommend you adopt some or all of the methods outlined below:

   • **Youth worker/ practitioner audio diary/project journals/ observations (see Appendix B)**

   • **Young people audio/ video diaries/ project journals (see Appendix C)**

   • **Interviews with a sample of young people –** at the beginning, middle and end of the project

   • **Group evaluation** – using a method such as happy faces or the continuum method, the group would identify their current position on a scale and we would look for change over time

   • **Stakeholder feedback** –speaking to the teachers from the schools, other practitioners or friends and family of the young people to identify any change in behaviour and their capacities over the duration of the project. NB write down or preferably record what they say so that you have a record of the conversation

3. **Young people's participation in evaluation**: each project should also consider how they want to involve young people in making decisions about how to evaluate the project. This of course would be dependent on the young people involved but might include the audio diaries suggested above or other group evaluation methods.

What are we measuring?

NB : These are not the <u>only</u> things we need to measure but they are the things that all of us <u>HAVE TO </u>measure across the 4 pilot locations.

<u>Speaking and listening capacities</u>

1. Confidence: This scale is about how confident you feel about your speaking and listening skills, and stating your opinions, in a range of situations

2. Adapting talk: This scale is about how much you feel that you are able to adapt your talk for different audiences, purposes and contexts

3. Communicating clearly: This scale is about how easy you find it to communicate your ideas clearly and persuade people, in a range of different situations, that your ideas should count

4. Listening: This scale is about how good you think you are at listening to what other people are saying and responding to it.

5. Talking about talk (critical thinking skills): This scale is about how much you understand (and can talk about) the power of speech to make a difference in your life and others

6. Discussion (argumentation, persuasion): This scale is about how confident you are about contributing to discussions and building your own arguments

7. Negotiation: This scale is about using speaking and listening skills to resolve problems when they occur in group work or other situations and to encourage compromise

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<u>'Community' Criteria</u>

Measuring how people feel about their communities:

A: Knowing what's going on in your local community
B: Feeling positive about what's going on in your local community
C: Being active in your local community
D: Knowing people in your local community

APPENDICES

Appendix A: Speaking and listening star and guidance

Appendix B: Guidance youth worker/ practitioner diaries

Appendix C: Guidance young people's diaries

Appendix D: Community Quiz

Speaking and Listening Star
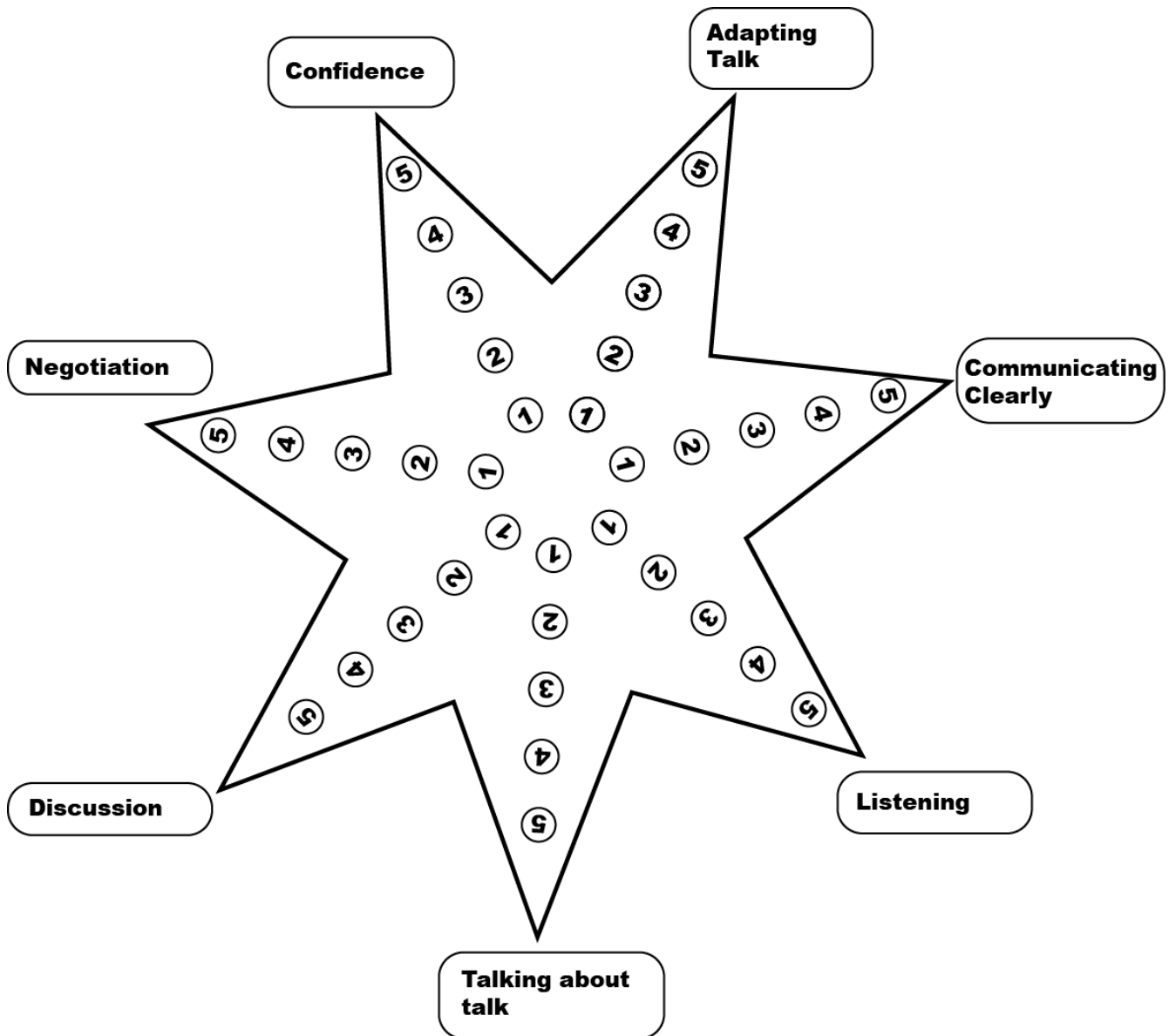
Name:

Date of

Completed by:

Practitioner and young person ☐

Young person alone ☐

Practitioner alone ☐

Confidence

Adapting Talk

Negotiation

Communicating Clearly

Discussion

Listening

Talking about talk

A: Confidence
This scale is about how confident you feel about your speaking and listening skills, and stating your opinions, in a range of situations

1   I am not at all confident when speaking in different situations
- You tend to avoid speaking in front of people if at all possible
- You only feel happy talking to good friends or very familiar people
- You are not very confident about stating your opinions

2   I can show some confidence when speaking and listening about topics that interest me
- You find it easier to speak and listen when you're excited about something
- You tend to find it hard to speak, or present your opinion, when faced with new people or in new situations

3   I can talk and listen confidently in some different situations
- You can sometimes speak confidently in new situations, depending on the people and place
- In some new situations you find it difficult to talk, present your opinion and to respond to what other people say

4   I talk and listen confidently in many different situations, including some formal situations
- You are quite confident about speaking in different places, including in front of adults and in formal places
- You are usually able to speak confidently and present your opinion in new and formal situations

5   I am confident speaking, listening and responding in all situations, even those that are new to me
- You feel very confident about speaking in front of people and presenting your opinion, even in formal situations
- You are able to listen to other people and respond to what they say, even when people and ideas are new to you

B: Adapting talk

This scale is about how much you feel that you are able to adapt your talk for different audiences, purposes and contexts

1 When I speak I don't really think about the person who is listening
- You tend to 'just speak' rather than thinking about who you're speaking to

2 I sometimes consider the listener and try and change what I am saying to suit them
- You are aware that you should try to think about your audience when you speak but only sometimes manage to do so
- You can recognise the different ways you need speak in formal and informal situations

3 When I speak, I usually think about my audience and make sure that what I'm saying is appropriate
- When you are speaking you usually think about who you are speaking to
- You are usually able to change what you're saying for different audiences, including in some formal situations

4 I think carefully about who I am speaking to make sure what I am saying is appropriate
- Before you speak you think about your audience and adjust what you say so that it is interesting and appropriate for them
- You are able to adjust your speech in formal and informal situations

5   When I speak, I am able to interest different listeners by adapting what I say and varying my expression and vocabulary.
- You are able to adapt what you say to suit a variety of different audiences
- You enjoy using a range of different words and ways of expressing yourself with different audiences and in a range of formal and informal situations

C: Communicating clearly
This scale is about how easy you find it to communicate your ideas clearly, persuading people in a range of different situations that your ideas should count

1   I often find it difficult to explain my ideas clearly
- You struggle to explain your ideas and this can be frustrating
- You get mixed up about what you're trying to say

2   I can organise my speech so as to communicate clearly in familiar situations
- When you are in familiar situations you can usually speak clearly and get ideas across
- You struggle to speak clearly and get ideas across in new places or with new people

3   I am usually able to communicate clearly and use some interesting vocabulary and expression in a range of situations
- You can usually explain your ideas
- You try to use interesting words and express yourself in different ways in order to get your ideas across

4   I am able to communicate clearly and my vocabulary and expression is varied and lively when I speak
- You communicate your ideas clearly
- You use interesting words and different ways of expressing yourself
- You can persuade people to listen and take account of your views

5   I structure my speech carefully and use a wide range of appropriate vocabulary, intonation and emphasis
- You consciously think about how you structure your speech and ideas
- You can use a wide range of words and vary the speed and tone of your speech in order to communicate complex ideas
- You are able to persuade a wide range of different kinds of people to listen to your ideas

D: Listening

This scale is about how good you think you are at listening to what other people are saying and responding to it.

1   I find it hard to listen and respond to what other people are saying
- You often 'drift off' when someone is talking
- You are not often sure how to respond when someone talks to you

2   I try to listen carefully and sometimes am able to respond appropriately
- You can listen and understand what others are saying but are not always sure how to respond

3   I can show that I have listened carefully through making comments or asking questions
- You are usually able to listen and respond to what others say, showing your understanding by asking questions

4   When others are speaking I listen very carefully and ask questions to help develop their ideas
- You usually listen carefully to others
- You often ask questions to help them think more about what they have said

5   I constantly show that I have listened perceptively, can follow how discussions develop and ask intelligent questions
- You listen perceptively and follow discussions
- You often ask intelligent questions that help to develop the discussion

E: Talking about talk (and 'voice')

This scale is about how much you understand (and can talk) about the power of speech to make a difference in your life and others

1 **I don't really understand why people talk differently in different situations**
- You are not sure what makes a good 'talker'
- You would not be confident about discussing why different people talk in very different ways, in different situations

2 **I am sometimes able to understand and discuss why people talk differently in different places and for different audiences**
- You can discuss some of the things that make a person a 'good talker'
- You can discuss some of the reasons why different people talk in different ways (eg accents) in different situations (eg online, text talk)

3 **I am usually able to understand and discuss why people talk differently in different places and for different audiences**
- You can discuss what makes a good talker
- You can discuss the different ways that people talk and the different kinds of talk that happen in a range of situations
- You can usually understand how the way that you talk can make a difference to how others receive your message

4 **I am able to understand and discuss why people talk differently in different places and for different audiences**
- You can discuss the different ways that people talk and the different kinds of talk that happen in a range of situations
- You can understand and discuss how the way that you (and others) talk can make a difference to how others receive your message

5 **I can talk perceptively and in detail about the different kinds of talk that happen in a range of situations**
- You can discuss, confidently and fluently, the different ways that people talk and the different kinds of talk that happen in a range of situations
- You can understand and discuss in detail how the way that you (and others) talk can make a difference to how others receive your message

F: Discussion
This scale is about how confident you are about contributing to discussions and building your own arguments

1   I often find it difficult to follow or contribute to discussions in unfamiliar situations
- You sometimes get mixed up about what people are discussing and find it hard to contribute to discussions

2   I sometimes understand the main points of a discussion but don't usually contribute or ask questions
- You can follow discussions and sometimes ask questions
- You don't very often feel able to contribute or make your own arguments

3   I listen carefully in discussions and usually say something or ask questions
- You listen and can follow discussions
- You usually contribute something to discussions or ask questions
- You sometimes present your own argument about subjects you feel familiar with

4   I take an active part in discussions, can assume different roles, and build my own arguments
- You listen and play an active role in discussions, contributing and making your own arguments
- You can take on different roles and ask relevant questions
- You are able to evaluate what others are saying

5   I take a very active part in discussions, can assume different roles, evaluate what others are saying and build my own coherent and articulate arguments
- You play an active role in discussions, including leading discussions and asking relevant questions
- You are good at evaluating what others are saying
- You can build coherent and well thought through arguments in discussions

G: Negotiation

This scale is about using speaking and listening skills to resolve problems when they occur in groupwork or other situations and to encourage compromise

1 I keep out of arguments and tend to just go along with what everyone else wants, instead of stating my own desires OR I get angry/ upset and lose control of my emotions
- You tend to take a back seat when arguments or differences of opinion occur because you know it will upset you or make you angry
- You find it difficult to state your own opinion if it is different to another person's
- You find it difficult to see things from other people's point of view

2 I can sometimes help to resolve problems and make compromises but am unlikely to take the lead
- You are happy to support others who are trying to resolve problems
- You sometimes struggle to see things from other people's point of view and to compromise

3 I am sometimes able to help to resolve problems and make compromises in different settings
- You are good at helping your friends to solve problems and to compromise and you can sometimes do so in other settings
- You are sometimes able to see things from other people's point of view

4 In an argument or discussion I can often see things from other points of view and am able to work with others to resolve problems and come to compromises
- You are good at understanding other people's point of view in a variety of settings
- You can see and suggest compromise positions

5 In a discussion or argument, in a variety of settings, I can see things from the other person's point of view and I am able to lead a group to help them to resolve problems
- You are very good at understanding others people's points of view in most settings
- You often take the lead in negotiating with different people in a variety of settings to help a group achieve their aims when difficulties arise

Speaking and Listening Star: Introduction and Guidance

This tool has been designed to provide baseline data about the speaking and listening skills of the young participants when they enter the project which we can then measure against the skills they have developed by the end of the project. It has been designed following the model of the Outcome Star approach developed by Triangle Consulting (see http://www.outcomesstar.org.uk/ for more information). The idea of the approach is that it makes it easier to demonstrate, illustrate and motivate change.

The star is designed to measure the outcomes we have agreed with the Paul Hamlyn Foundation. We have also taken into consideration everything we already know anecdotally and through previous research about the outcomes of community radio training for young people. We have also looked at curricula and targets across a range of courses and awards and tried to integrate some of these too.

The star is based on a model of stages that people may go through in order to become fluent and perceptive speakers and listeners, able to engage appropriately with the world of work, lead and contribute to positive change in their communities, and work with intergenerational groups in their communities.

Stage	What this means
1	This person is not a confident speaker and often struggles to express themselves or respond to what others say. They are also not very aware of how to improve the way that they speak so that more people will take notice of them. They find it very difficult to contribute to discussions and take a back seat in resolving differences of opinion.
2	This person is able to speak and listen confidently when they are in familiar situations or talking about things that they know a lot about. They have some awareness of the need to adapt their talk for different situations but struggle to do so. They sometimes contribute to discussions or step in to resolve arguments, but this is less likely if the discussion involves people they don't know very well.
3	This person is able to speak and listen confidently in familiar situations and some new situations. They usually contribute something to discussions. They are usually able to change what they say and how they say it for different audiences and they try to use interesting words to get their ideas across. They usually understand and can discuss different ways of speaking and the difference this makes to how a message is received. They are good at helping friends resolve problems but struggle to do so with people that they don't know.
4	This person is a confident speaker and listener who is able to communicate their ideas clearly, using a range of ways to express themselves and adapting talk for different situations. They understand other people's point of view, and can work with them to resolve problems and suggest compromise positions. They listen and play an active role in discussions, taking on different roles and asking relevant questions. They understand and are able to discuss how the way that they talk can have an impact on how their message is understood.
5	This person is a very confident and articulate speaker who is able to adapt what they are saying and how they say it to a wide range of different situations. They use interesting and appropriate expression and a varied vocabulary to engage different audiences. They listen perceptively and ask questions that enable discussions to develop, taking an active role in making sense of different points of view and supporting people to come to compromise positions. They understand and can discuss fluently and confidently, the different ways that people talk and how this affects how their message is received.

For the purposes of the Connect-Transmit project we would like a Speaking and Listening Star to be completed for each young person attending the project. It should tell us something about their own personal journey during the project.

Depending on your project and the time that you have with the young people you can complete the following phases in a variety of ways:

1. in a one to one discussion between the young person and the youth worker
2. all young people complete it individually but in a class/ group situation
3. friends pair up to complete the quiz as individuals but in discussion

Initial Stage: collecting baseline data

- Ask young people to complete the quiz themselves somewhere near the beginning of the project
- Youth workers also complete the quiz for each young person as soon as they feel that they know them well enough. NB: It may be that there are other adults involved in the project who may know the young people better and be able to complete the quiz for you.
- The quiz should be seen as an opportunity for young people to think about their own starting points – encourage them to be as honest as possible and to complete the quiz for themselves.
- Take every opportunity to involve the young people in discussion if they get stuck or are not sure how to respond. Use it as an opportunity to talk about what they'd like to improve/ work on in relation to speaking and listening.

Follow up phase

- Ask young people to complete the quiz themselves somewhere near the end of the project
- Youth workers should also complete the quiz for each young person as they approach the end of the project NB: It may be that there are other adults involved in the project who may know the young people better and be able to complete the quiz for you.
- The quiz should be seen as an opportunity for young people to think about their own development and learning during the project – encourage them to be as honest as possible and to complete the quiz alone and for themselves.
- Take every opportunity to involve the young people in discussion if they get stuck or are not sure how to respond. Use it as an opportunity to talk about what they think they have improved/ not improved in relation to speaking and listening skills and why this is the case.

Analysis of data

Once you have collected data from participants at the beginning and at the end of the project and from practitioners at the beginning and end of the project you will be able to analyse the results for your project.

Collate all the results that you have and work out average scores across all participants and then present this as a table (example table 1). You could do separate tables for participant views and for practitioner views in this way. **NB** don't worry too much about this at the moment as Radio Regen will be providing you with a template to complete with your results to make things easier for you.

Example Table 1: Average scores at the start and at the end of the project (according to participants)

Outcome area	Start score	End score	Change
Confidence	3.2	3.7	0.5
Adapting talk	2.8	3.5	0.7
Communicating clearly	3.0	4.5	1.5
Listening	3.4	3.6	0.2
Talking about talk (critical thinking skills)	2.5	3.7	1.2
Discussion (arguing and persuading)	2.8	4.0	1.2
Negotiation	2.9	3.6	0.7

Example Table 2: Proportion of project participants making changes

Outcome area	% positive change	% no change	% negative change
Confidence	54%	32%	14%
Adapting talk	67%	23%	10%
Communicating clearly	75%	14%	11%
Listening	80%	7%	13%
Talking about talk (critical thinking skills)	62%	32%	6%
Discussion (arguing and persuading)	68%	12%	20%
Negotiation	54%	32%	14%

Case studies: Audio diaries/project journals/observations

Aims
- To record additional data concerning the 'distance travelled' for the young participants
- To collect rich data to assist in writing case studies of 5 individual participants

Form
It is up to you how you choose to gather the data together. You could use audio or video diaries or blogs, a simple notebook/ scrapbook or even Pinterest boards, FlickR streams, VoiceThread (http://voicethread.com/) or Cowbird (http://cowbird.com/faq/)

Contents
- Use the 7 capacities and the 4 community criteria to guide your 'note taking'. However, don't feel limited to only observations about those criteria and capacities. We should also be looking for the unexpected outcomes from the pilot projects.

- We are also interested in any observations you might have about partnership working, accreditation, evaluation, use of social networking, the role of mentors in your project and any major challenges you face.

- Make notes on case study young people during the project including informal notes on behaviour around the station/ organisation and outside of it – how are they able to use new skills and confidence beyond the project/ in other settings as well as within it (this might mean speaking to other people in their lives as well as talking to the young people at regular intervals)?

- You might include audio from interviews or informal meetings that you have with young people

- You could also annotate or provide captions for photos that you take and create a kind of 'scrapbook' as you go along – perhaps with young people's contributions and examples of their 'actual words'

Audio diaries/ Project Journals: young people

Aims
- to find out more about young people's experiences during the project
- To ensure young people's voices are central to the evaluation
- For ongoing evaluation of how the course is going
- Additional evaluation data to feed into future projects
- Additional data for the case study write ups.

Form
Audio diaries
OR
Some participants may prefer to write and illustrate project journals using a notebook. Alternatively they could be presented in any form, as blogs, audio/ video blogs (eg Voice Thread), or even Pinterest boards, annotated flickr streams or cowbird 'stories'. Some people might also want to use techniques such as mind mapping, diagrams, sketches or cartoons.

Content
These would be reflections on events/ sessions of the pilot projects and their experiences in other aspects of their lives that the project has influenced.

Key questions for learning journal entries:

1. **What happened?**

2. **What did I learn** (think about speaking and listening skills but also other aspects of learning that were important to you)?

3. **How did I feel about the experience?**

4. **How can I use my learning in the future?**

5. **What changes (if any) will I make as a result of this experience?**

Method
In order to ensure the success of this aspect of the evaluation you should provide participants with time to produce these journals (in any form they wish) during the course of the project. It wouldn't need to be done for every session of the project/ every time they meet but as often as possible would be good. Alternatively you could ask participants to complete a journal entry for 'critical' moments or incidents during the project. The trick is to let young people do what comes naturally to them and allow them to adopt a method that they are going to enjoy.

Additional guidance for journals (young people).

NB may also be useful for practitioner diaires

- Write/ record in your journal regularly, even if individual entries are short
- Focus on one event or issue for an individual entry - think about how you could address or resolve the issue, or what you'd like to improve
- Be yourself – be honest, open and chatty
- Use the questions or prompts provided to help you think
- Try to avoid just describing what happened – try to work out what the experience meant for you.
- Look back at the entries you've written to see if you can find themes and think about what you might do next
- Remember that doing a journal can itself help you to explore ideas as a way of understanding them.

You and your local 'community'

Name [   ]   Project [   ]   Date [   ]

Age [   ]   Male/ Female (Delete as appropriate)

Please choose the answer that best describes how you feel about your local community in each section.

A: Knowing what's going on in your local community

1   I am aware of a wide range of groups and activities happening in my local community
2   I know about some local groups and activities, as well as this organisation
3   I know about the activities of this organisation but not much about other things going on locally
4   I would like to know more about what's going on in my local community
5   I am not really interested in what's going on or getting involved locally

B: Feeling positive about what's going on in your local community

1   I like living in my local community – I feel safe and happy here
2   I mostly like living in my local community but sometimes I feel unsafe or anxious
3   I feel safe and happy in some areas of my community but am not happy to go into other areas or at night time
4   I don't really feel safe and happy in my local community but I think it is getting better
5   I don't feel safe or happy about living in this community and it's not getting better

C: Being active in your local community

1   I am actively involved and believe I can influence what happens in my community
2   I have some ongoing involvement locally
3   I do something in my area occasionally
4   I would like to get more involved locally
5   Nothing I could do would make a difference. I am not interested in getting involved.

D: Knowing people in your local community

1   I have regular contact with different kinds of people around here (including different ages and minority ethnic communities)
2   I have contact with quite a few people locally, most of them similar to me
3   I am trying ways to meet people locally
4   I would like to meet people locally but I'm not sure how to go about it
5   I am not interested in getting to know people around here