USEFUL TOOLS FOR

ENGAGING YOUNG PEOPLE IN

PARTICIPATORY EVALUATION

UNICEF CEE/CIS Regional Office

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The opinions expressed in this document do not necessarily reflect policies or views of UNICEF.

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The young people (aged 14 and up) participating in these workshops ably demonstrated that these tools can be used successfully by young evaluators. They are to be commended for their contagious positive energy and their commitment to the evaluation process. They provided invaluable insights for refining these tools.

Meg Gawler
December 2005

Context

Over the past few years, participation of civil society has taken hold in the region of Central and Eastern Europe / Commonwealth of Independent States as a necessary element for sustainable development. Within this context, young people's participation is emerging as a key strategy to achieve the Millennium Development Goals for the year 2015.

This toolkit was developed as part of a formative evaluation by the UNICEF Regional Office of young people's participation in the CEE/CIS region (UNICEF 2005). "Participation" is defined as "partaking in and influencing processes, decisions and activities" and, in the Convention on the Rights of the Child, is enshrined as a legal right for all children.

Who better than young people themselves to conduct research on young people's participation in the region? The evaluation included field work in five countries (Albania, Belarus, Georgia, Moldova and TFYR of Macedonia), in which young people participated in the research design, were trained in evaluation techniques, and carried out the field research under the guidance of an experienced principal investigator. In each country the young researchers were trained in the following participatory and traditional evaluation methods, and a first draft of this toolkit served as a reference manual for the young evaluators during their field research.

What is Participatory Evaluation with Young People?

Participatory evaluation differs from more conventional approaches to evaluation in that it seeks to engage project stakeholders more actively in the evaluation process: in the design stage, in carrying out the field research, and in analysing, interpreting, and documenting the results. Stakeholders are people who have an interest in how the evaluation comes out. In this toolkit, it is young people who are the stakeholders targeted by these participatory processes.

Whereas the purpose of conventional evaluations is often to provide accountability to donors, participatory evaluation by young people seeks to build young people's capacity, and to strengthen their ownership of the evaluation results. The relevance of an evaluation is enhanced if it reflects both the subjective perspective of the programme implementers and beneficiaries, together with the more objective view of an outside evaluator. Conventional evaluations are often conducted by an external evaluator to ensure objectivity. Participatory evaluations involving young people, however, are carried out by young people assisted by an outside facilitator, who is skilled in capacity building and the in process of promoting participation.

Classical evaluation techniques include surveys, questionnaires, semi-structured interviewing, and focus group discussions. Participatory evaluations rely on a range of methods that encourage reflection, creativity and discussion, and that are accessible to marginalized groups such as vulnerable young people, ethnic minorities, and others.

Effective facilitators of participatory evaluations are not attached to their own ideas and viewpoints; they have highly developed listening skills, are respectful, and know how to establish rapport with a wide variety of audiences; they are ready to "hand over the stick" to others when designing and implementing the evaluation; and they are open to criticism and are even grateful for their mistakes, as these are their very best teachers. Good facilitators are also ready to "roll with the punches", to improvise and adapt the methods according to the needs of the situation.

Traditional evaluations extract information from a variety of sources, and produce a report that stimulates management responses from the organization or programme evaluated. The most important characteristic of participatory evaluation with young people, on the other hand, is that it is focused on empowerment rather than on extracting information. The main purpose is to give young people a better understanding of local realities, together with tools to analyse their situation, and to involve them in learning and in decision-making related to moving forward on the issues addressed in the evaluation. Participatory evaluations are solution-oriented – they do not dwell primarily on problems, but focus rather on learning lessons from both successes and failures.

Nevertheless, participatory evaluations must remain results-based, and like other evaluations, they rely on triangulation and verification of results.

Some of the most common mistakes in participatory evaluation are:

- trying to get too much information too quickly (participation takes time!);
- insufficient self-criticism;
- lack of verification of information;
- insufficient planning of and preparation for data analysis;
- getting carried away with the participatory techniques, to the detriment of focusing on the objectives of the evaluation.

Many of the tools derive from Participatory Rapid Appraisal (PRA) methods. Participatory evaluation tools are essentially positive vehicles for group discussion, analysis, problem-solving and corrective action – vehicles that empower young people to be more actively involved in decisions affecting their lives.

Some of the benefits of involving young people more actively in programme evaluation include the following:

- Their involvement in the evaluation design helps ensure that the evaluation addresses appropriate issues of concern, and makes good use of local knowledge.
- Involvement of young people builds their capacity in evaluation methodologies, promotes learning, and increases their understanding of the strategy of the programme, its strengths and weaknesses, and the context in which it is operating.
- The interactive process during the evaluation can contribute to improved communications with and among young people, and with adult stakeholders.
- Participatory monitoring and evaluation builds mutual responsibility, and strengthens young people's commitment to the programme.
- Participation gives young people a sense of ownership of the results, and leads to greater use of the evaluation by decision makers.

Participatory evaluation with young people is meant to empower young people, and can make a real contribution to the development process itself. It has the potential to transform situations in the process of learning more about them.

Ethical Approaches to Involving Children and Young People in Evaluation

Observing ethical standards is important in all evaluations, but especially so when young people are involved as informants or researchers, as they are especially vulnerable to exploitation and abuse. Following are some key points, drawn from Schenk & Williamson (2005) and UNICEF (2002), to keep in mind for evaluations targeting young people:

- All rights guaranteed by the Convention on the Rights of the Child must be available to all children without discrimination of any kind.
- Strict ethical principles are especially important when working with children and adolescents because of the difference in power between participant and investigator.
- The best interests of the child must be a major factor in all actions concerning children. Researchers must thus consider how the evaluation will support the best interest of each child. Ethical supervision mechanisms must be in place to independently protect the best interests of the children and adolescents participating.
- If the information-gathering will not directly benefit the children and adolescents involved or their community, the evaluation should not proceed.
- There may be social or individual costs associated with participating in an evaluation. Researchers are responsible for protecting children from placing themselves at risk, even when they are willing to participate.
- Young people's views must be taken into account in all matters that affect them – they should not be used merely as data from subjects of investigation. Researchers are responsible for ensuring that children and adolescents receive the information they need to form their views, to express their views, and to decide whether or not to express them.
- Children, young people and adults must give their agreement to participate.
- In designing the evaluation, researchers must ensure that the selection of children and young people who participate, and the processes and methods used serve to correct – and not to reinforce – patterns of exclusion. This requires attention to the barriers of socio-economics, gender, age, ethnicity, disability, etc.
- Children in especially vulnerable situations require additional safeguards to protect their welfare.
- It is important that the intended goals and audience of the evaluation are clearly defined, and that there are sufficient human and financial resources to conduct the research in an ethical manner.
- Interviewers must have experience in working with children, and must be trained and supported. They must also know how to respond appropriately to the discovery of a child in serious danger. Guidelines should be set for when information reveals that a child is a risk and confidentiality should be broken in the best interest of the child.
- Managers commissioning the evaluation are responsible for ensuring that ethical issues are identified and resolved in the design of the methodology.

UNICEF (2002) provides a useful set of questions that evaluation managers must answer to ensure that ethical issues are thoroughly addressed.

The Toolkit

The toolkit includes:

- classical evaluation tools;
- tools for participatory research;
- tools for participant evaluations of workshops;
- ice-breakers and team-builders;
- energizers;
- a note on body language.

Each tool is presented in a user-friendly format to enable the practitioner to easily put it to use. For each tool, information is given on: its purpose; instructions on how to use it; the time required; materials necessary; sample questions that it might be used to answer; its advantages and disadvantages; tips; and a real-life example.

The classical tools begin with a framework for structuring the evaluation which will increase the chances of success for the evaluation. They go on to address questionnaires, key informant interviews, and focus groups. The classical evaluation tools can all be used with adults, and can be adapted for use with children and young people.

The tools for participatory research – card visualization, smiley-face scale, testimonials / stories, impact drawings, historical timeline, social mapping, trend analysis, force-field analysis – are ideal for encouraging participation, discussion, interaction, group and individual discovery, and learning. They are especially appropriate for empowering young people to formulate and share their views and experience.

The tools provide a variety of methods of data collection that can be used with a broad range of data sources, including for example: ministers, decision makers, NGO partners, community members, children and youth, rural communities, and many others. Different tools will be appropriate for different informant groups, and this should be taken into account when planning the evaluation. These evaluation tools have all been used with success by young researchers in the CEE/CIS region in the formative evaluation of young people's participation in the region (UNICEF 2005).

Since these participatory tools are often best used in workshop situations, the toolkit also includes several tools for participants to evaluate the workshops in which they are participating.

In most cultures one of the best ways to keep energy levels high and to maximize young people's participation in workshops is to make generous use of ice-breakers, team-building exercises and energizers. The toolkit thus includes over 30 of these games that have been used with success.

The toolkit also includes a short note on body language, as this has a tremendous influence on a researcher’s effectiveness – whether young or old – as a facilitator or interviewer.

Most of these tools are designed to collect qualitative data. Having a clear outline of the format of the evaluation report in advance can provide a useful framework for data analysis. It is also recommended that when the field work is completed, the evaluation team meets together in a workshop format to discuss and deepen the data analysis.

An excellent reference for ensuring high quality in an evaluation report is the UNICEF Evaluation Report Standards (UNICEF 2004).

Classical Evaluation Tools

Tool # 1	**Evaluation Framework**
Purpose	The first step in any evaluation is to determine the key research questions and develop a data collection strategy to answer them. To this end, it is useful to prepare an evaluation framework in the form of a matrix, with specific research questions, together with indicators, the sources of data for each question, and the evaluation tools to be used for each data source. Then the sampling strategy should be decided (data collection zones and sites, sample size, etc.) for the set of data sources. This is an invaluable tool to structure, focus, and design evaluation so that all major questions are answered, and to provide the basis for the evaluation sampling strategy.
How to	Decide on the purpose and objectives of the evaluation, e.g.: learning, accountability, improving implementation, assessing outcomes or impacts, etc. Decide on the type of evaluation (e.g.: self, internal, external, joint, participatory, etc.) and identify the evaluation team. Identify the stakeholders for the evaluation, and their specific needs – what would they like the evaluation to cover? Identify the key questions or issues to be covered by the evaluation. Formulate specific research questions to explore each of the key questions in depth. Where appropriate, identify indicators for the specific research questions. Identify one or more data sources for each specific question, together with the tools you will use to collect the data from that source. The tools will be specific to the data source. Identify a sampling strategy: What geographical areas? What locations? What projects or activities? What groups? What individuals? How many of each? etc. Ensure that ethical issues are fully addressed in the research methodology. Check the realism of the evaluation framework and sampling strategy in the light of the evaluation budget, and prioritize as necessary. Decide on an evaluation timetable together with the evaluation team. For a traditional evaluation, the evaluation framework can be done by the principal investigator, together with the client. For a participatory evaluation, hold a workshop with stakeholders to develop the specific research questions, indicators, and data sources.
Time	Depending on the complexity of the evaluation, one to several days are usually necessary to develop a good evaluation framework. For a participatory evaluation, add a workshop of 1-3 days with representatives of key stakeholder groups.
Materials	For the workshop: see materials for participatory tools such as card visualization, smiley-face scales, group drawings, etc.
Sample questions	Typically, the key issues covered by an evaluation are: relevance, effectiveness, efficiency, impact and sustainability. These five key issues raise the following types of questions: • Do stakeholders care about the project and believe it makes sense? (relevance) • Is the project achieving the intended results? (effectiveness) • Is the project achieving results at a reasonable cost? (efficiency) • What effects has the project had on the broader context, e.g., stakeholder

<table>
<tr><td></td><td>groups, organizations, communities, policies? (impact)
What evidence is there that the results or activities of the project will continue beyond the project lifetime? (sustainability)</td></tr>
<tr><td>Advantages</td><td>Preparing an evaluation framework is an essential tool to focus an evaluation and keep it on track. Well worth the effort!
A participatory approach to designing an evaluation will inevitably result in a very different evaluation. Stakeholders will have their own perspectives on what is important, and will also contribute specific knowledge that the evaluation team would not otherwise have.</td></tr>
<tr><td>Dis-advantages</td><td>None.</td></tr>
<tr><td>Tips</td><td>A skilled facilitator is needed to get a useful and coherent result from a multi-stakeholder group.</td></tr>
<tr><td>Example</td><td>
<table>
<tr><th colspan="5">Evaluation Framework</th></tr>
<tr><th>Key Issues / Questions</th><th>Specific Questions</th><th>Indicators</th><th>Data Sources + Tools</th><th>Sampling Strategy</th></tr>
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Tool # 2	**Questionnaires**
Purpose	To collect quantitative and sometimes qualitative information on specific questions from a large number of respondents.
How to	A questionnaire is a structured group of questions to gather information in a consistent way with each respondent. The quality of the information you will receive from a questionnaire is directly related to the care with which you design it. Begin the questionnaire by clearly explaining its purpose, and ensuring the respondent of the confidentiality of their responses. Include an identification section to gather voluntary information on the respondent (e.g., name, function, age, gender, location, telephone number, etc.). Then formulate questions in a logical sequence. Questions are either fixed-response questions, where the respondent is asked to choose one or more answers from those provided, or they are open-ended, free-response questions, where the respondent answers in their own words. Likert scales are often used in questionnaires and surveys. Here the respondent is asked to assess a positive statement expressing an opinion, and to record their level of agreement with that statement. Four-point scales such as "strongly agree; agree; disagree; strongly disagree" oblige the respondent to take a side. A five-point scale adds "neutral" in between "agree" and "disagree". In both cases, the results can be analysed and presented quantitatively. In addition it is always important to provide a "Don't know" option, to avoid forcing a respondent to give an opinion they don't really have. Always check the clarity of your questions by piloting the questionnaire with a few typical respondents, and ask them to give you feedback on the questionnaire in general, how long it took to complete, and especially on anything that is not 100% clear. A good pre-test invariably results in changes being made to the questionnaire: wording, sequence, length, etc. At the end of the questionnaire, thank the respondents for answering the questions.
Time	Developing, testing, and revising a questionnaire can take days of work, depending on the complexity of the evaluation and the length of the questionnaire.
Materials	Questionnaires can be in the form of hard copies, with the respondents returning paper versions, or electronic versions to be returned by email, or web surveys to be completed online.
Sample questions	"Was the methodology used to conduct the Young Voices poll appropriate? (choose one): Don't know / not applicable; Not appropriate; Slightly appropriate; Appropriate; Quite appropriate; Very appropriate".
Advantages	Can be distributed to a large number of people. Written questionnaires are much less expensive than interviews. Data analysis of fixed-choice questions is easy.
Dis-advantages	Written questionnaires obviously are not a suitable tool for people with low levels of literacy. In this case, a questionnaire can be answered orally (interview method).
Tips	The questionnaire should be designed to be a quick and painless as possible for the respondent. How your questions are formulated will be absolutely critical to the quality of the data collected. Here are some tips on formulating questions: • First of all, check every question to make sure it is not a double or multiple

	question. If so, split it into two (or more) questions. • Check all questions for clarity – word them as simply as possible. The ideal length is not more than 20 words. • Make sure that questions cannot have more than one meaning to respondents. • Avoid jargon! • Avoid negative or complicated formulations. • Avoid inexact words such as "generally", "usually", "often", "rarely", "typical" – they may elicit information that is unreliable. • Most importantly, be on the lookout anything resembling a leading question – one that subtly, or not so subtly, suggests the answer. • Arrange questions in a logical sequence, to the extent possible with the easier ones first. • Take care that the order of the earlier questions does not influence the answers to later questions. Make the questionnaire visually attractive, with clear sub-headings, spaces, etc. Mark each page with a header and page number. Be sure to take the time to pilot the questionnaire. If you fail to pre-test the questionnaire properly, your entire evaluation may be compromised.
Related tools	**Group questionnaire**: In some situations, questionnaires can be completed as a group activity, following discussion and agreement on each item. **Participatory analysis of results**: Stakeholders and respondents can be involved in summarizing and analysing the answers; a workshop may be organized for this purpose. **Interview guide**: If it is short enough (ten questions or less), a questionnaire can be used as an interview guide.

Tool # 3	**Key Informant Interviews**
Purpose	Key informant interviews (KIIs) are designed to obtain information on specific research questions. "Key informants" are people who have extensive experience and knowledge on one or more topics of interest to the evaluation.
How to	The first thing the interviewer must do is to establish trust and rapport with the respondent so that they will readily share their experience and insights. It is often useful to prepare a data collection instrument or a brief interview guide beforehand, to ensure that all key points are covered, and the interview stays on track. This can be shared with the respondent ahead of time (together with a summary of the Terms of Reference for the evaluation) to give them the opportunity to organize their thoughts before the interview. One should not plan to ask more than ten questions (fewer are better). Begin by introducing yourself and the purpose of the interview. Assure the respondent of the confidentiality of their responses. Start with easy, wide-open questions; then follow up with more specific questions as necessary. Any questions that may be a bit difficult or sensitive should be left until the end of the interview when a maximum of rapport has been established. When pertinent and possible, it is good to record direct quotations of the respondent, together with observations by the interviewer. A good interviewer is: • an active listener, skilled in inter-personal communication; • respectful of the respondent's ideas and values; • committed to learning from the interviewee; • aware of the importance of non-verbal behaviours; • good at drawing people out and in following up with gentle probing; • skilled in taking notes. Plan in advance how you will record and analyse the information. Notes should be recorded in the first person, and salient ideas or descriptive phrases should be recorded word for word as quotations. Information should be recorded exactly as it is heard, and not filtered through the interviewer's ideas and values.
Time	15-60 minutes for the interview, depending on the age, knowledge and availability of the respondent. Allow time for setting up the interviews. Analysis of qualitative data is very time consuming. As a rule of thumb, for each interview, allow as long for data analysis as the interview itself.
Materials	Interview guide. Business cards. Notebook and pen, or alternatively a laptop computer (this saves a huge amount of time in typing up, but can only be used by those who can touch type, while keeping eye contact with the respondent). The interview guide is not used for taking notes because the length of the responses cannot be anticipated and should not be limited. A tape recorder requires permission of the respondent (and it may inhibit the discussion), and it also requires a lot of person-hours in typing up.
Sample questions	The interviewer's primary tool is the question, and it is very important to be aware of the kind of questions you ask. Avoid closed questions (they limit discussion), double-barrelled or multiple questions (confusing), and be especially careful to avoid leading questions that suggest the answer. Good interviewers use primarily: • open questions, e.g., "Tell me about your collaboration with UNICEF ..."; and

	• probing questions, e.g., "Why do you say they were effective?".
Advantages	A good way of getting targeted information from targeted data sources. Best done in person, but can also be done over the telephone. If well conducted, can also lead to an interesting exchange of ideas, benefiting both parties. Can also build support for the project by opening up avenues of discussion and awareness. Provides an opportunity to test theories inherent in the project or in the evaluation, or that have come up in the course of the evaluation, as well as opportunities to triangulate and verify other points of view.
Dis-advantages	Time consuming for both the respondent and the interviewer. Setting up interviews can be very labour-intensive.
Tips	The most important thing you can do is to convey to your respondent that you are actively listening to and keenly interested in everything they have to say. Be aware of your body language and tone of voice! (See chapter below on body language.) Body language that invites discussion includes keeping your body, arms and hands "open", and maintaining eye contact. Body language is also important on the telephone: when you smile, people can hear it!
Related tools	**Group Interview**: Similar to the individual interview, but with a group sharing similar characteristics and experiences. This has the advantage of promoting discussion of various opinions and attitudes. Ideally the number of persons in a group interview should be limited to 10-12 (but this is not always possible in situations where everyone wants to be present, at least to listen). **Field Observation**: An observation guide can help the observer record their observations of community processes and other aspects of the project that are of interest to the evaluation.

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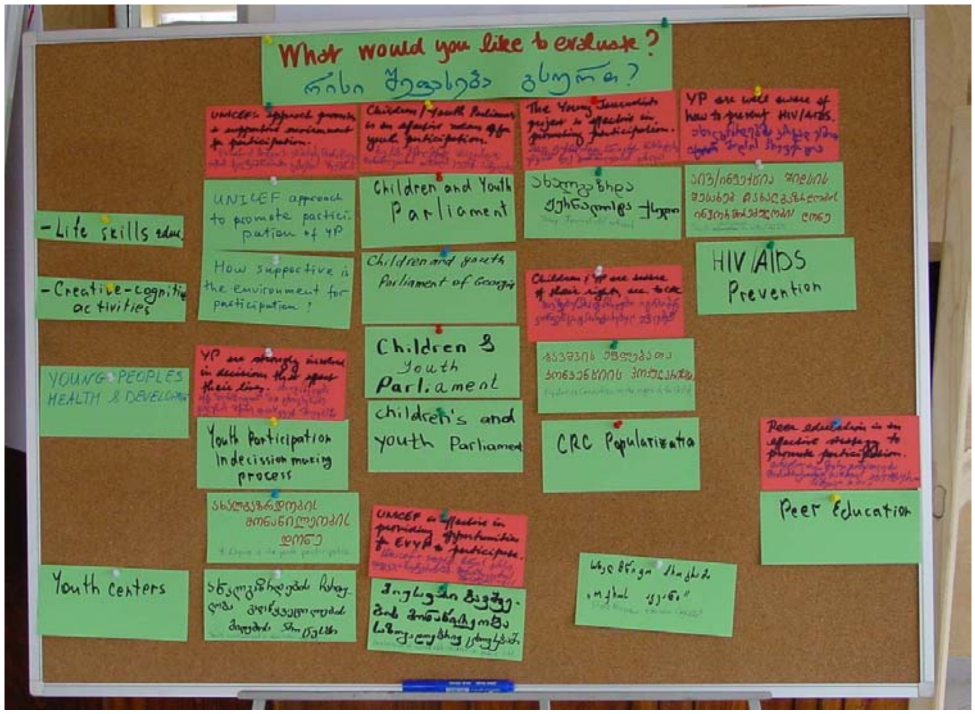
<tr><td>Tool # 4</td><td>Focus Groups</td></tr>
<tr><td>Purpose</td><td>Focus groups are designed to collect data in a social context where people can consider their own views in the context of the views of others. Focus groups allow specific topics to be explored in depth with a group of selected individuals. They seek to provide a setting where the participants are comfortable with self-disclosure, and where the group dynamics and synergies create a chain of reactions designed to exhaust the views on a given issue. Focus groups are intended to help understand why people hold the views they hold about a given topic. The purpose is not to achieve consensus.
Focus groups are useful for:
• determining stakeholders’ preferences;
• understanding programme implementation problems;
• developing recommendations and suggestions exploring a range of views on a particular subject.</td></tr>
<tr><td>How to</td><td>An effective focus group depends primarily on the skill of the facilitator and the composition of the group.
Planning is important. You need a clear idea of the purpose of the exercise.
Often there are only five to six carefully constructed questions – designed for both content and process. Questions are always open ended. Open questions are best because they allow participants to tell the story in their own words.
Avoid quantifiers such as “How much…?” as they tend to restrict answers.
Avoid questions with a yes or no answer.
“Why” questions are not common because they are often too directive, and they tend to put people on the defensive. Allow about a half an hour per question.
The sequence of questions should flow naturally from one to another. Participants should not have the impression they have finished one question, and are then asked another – but instead, they should feel that the session is an overall discussion.
Group composition is fundamental. Participants must have at least one common characteristic that bonds the group together, and that is related to the research topic. It is best if the participants do not already know each other – people benefit more from the ideas of complete strangers. The ideal size is 6-12 participants: enough to achieve group dynamics, but few enough so that everyone has a say. Participants should be relatively homogeneous and are pre-screened by telephone or letter.
Begin by welcoming the group and explaining that the session will be filmed (or taped) and requesting the participants’ consent for this. During the introductions, participants are welcome to give fictitious names if they like, in order to protect their privacy.
In the data analysis, look for the big ideas and concepts, and organize these into a framework. Narrative summaries can be complemented by verbatim quotes.</td></tr>
<tr><td>Time</td><td>One to two hours for the focus group itself.</td></tr>
<tr><td>Materials / resources</td><td>A facilitator skilled in group process, who can unobtrusively direct the process, controlling those who dominate the conversation, and drawing out the shy ones.
An assistant to take extensive notes, even if the session is taped, and to take care of logistics and any needs that may arise.
Video camera and tape recorder.
Light refreshments.</td></tr>
</table>

Sample questions	"What did you think of the programme?" "What did you like best about your training?"
Advantages	Cost-effective: in one hour you can get data from 6-10 people, instead of one. Interactions among the participants tend to enhance the quality of the data. Participants provide checks and balances on each other, weeding out false or extreme views. Can be used with specially targeted populations in action research. One can quickly assess the extent to which there are relatively consistent – or highly diverse – views. Well-conducted focus groups are enjoyable for the participants. In participatory evaluations, local people and youth who are not professional researchers have been successfully trained to facilitate focus groups. As a collective, rather than individual method, focus groups have become important tools in collaborative and empowerment evaluation.
Dis-advantages	Only a restricted number of questions can be addressed. The flexible format makes focus groups susceptible to facilitator bias. Those who realize their viewpoint is in the minority may not speak up. Focus groups work better for topics that are narrowly focused than for exploring complex issues in depth and in detail.
Tips	The most critical factor in a successful focus group is having an experienced facilitator, skilled in active listening, questioning, and synthesizing. Facilitation tips: • Keep the group focused – on task, on process, and on time. • Remain neutral. The participants are the experts – not the facilitator! • Listen more than you talk. • Encourage everyone to participate. • Energize the group or slow it down, as needed. • Recap from time to time, synthesizing the group's views. Probing techniques include: • repeating the question; • conveying a limited understanding of the issue and asking for specific details; • pausing for an answer – a thoughtful nod or an expectant look; • repeating the reply; • asking when, what, where, which and how questions; • neutral comments, e.g. "Anything else?" or "Why do you feel this way?"
Related tools	**Computer-based focus groups**: Computer-mediated environments provide new forms of focus groups, that may make it easier for people to share embarassing information, but that may also have limitations in the validity of the information provided.

Tools for Participatory Research

Tool # 5	**Card Visualization**
Purpose	Brainstorming individual ideas, and converting these into several overall ideas that represent a group consensus.
How to	Begin with tips on how to write cards effectively: ○ *Write legibly with big, bold letters that can be read from a distance.* ○ *Use both upper and lower case for clarity.* ○ *Only <u>one idea</u> per card.* ○ *Bullet style – key words, not a long paragraph.* ○ *No more than 3 lines per card.* ○ *No one-word cards (insufficient to express an idea).* ○ *Follow the card colour code established for different types of ideas.* Write the overall question to be answered on a flip-chart or on a card up front. Give each participant one or more cards, and a thick black marker. Use different coloured cards for different questions. Be clear about the colours. Explain the question, and encourage everyone to contribute one or more ideas. Ask if the task is clear. Collect cards and read them out to the group, checking that the meaning of each card is clear to everyone. If a card is unclear, ask who wrote it, and seek clarification. Add the clarification to the card, or ask the person to write another one. Make sure that all cards relate to the central question. If necessary, duplicates can be removed with the permission of the author. Cluster the cards with input from the group. Ask for ideas about clusters. Ask the group to propose labels for the clusters. Label the clusters in red, with cards of a different colour. Recap the results.
Time	10-30 minutes, depending on complexity.
Materials	Ideally: large pinboards (125cm wide x 150cm high, supported on legs 45cm high), pinned with oversize sheets of paper, cut to fit the boards, and covered with repositionable glue, so that cards can be moved easily. Otherwise cards can be taped on flip charts or on walls with scotch tape or masking tape. One non-toxic, water-based, thick black marker for each participant (bevelled points are best). A couple red markers for the facilitator for titles and labels. Coloured cards 10x20cm – or A4 paper cut in thirds will do nicely.
Sample evaluation questions	"What two results would you like to get out of this workshop?" "What aspects of this programme would <u>you</u> like to evaluate?" "What does participation mean to you?"
Advantages	Gets a written contribution from each participant, even the shy ones. Clarifies ideas that may be a bit fuzzy. Encourages discussion. Visualizes the discussion for everyone, and ensures transparency. Empowering – people see their ideas are taken seriously. Leaves a written trace – easy to document. Excellent method for synthesising group ideas and promoting consensus.

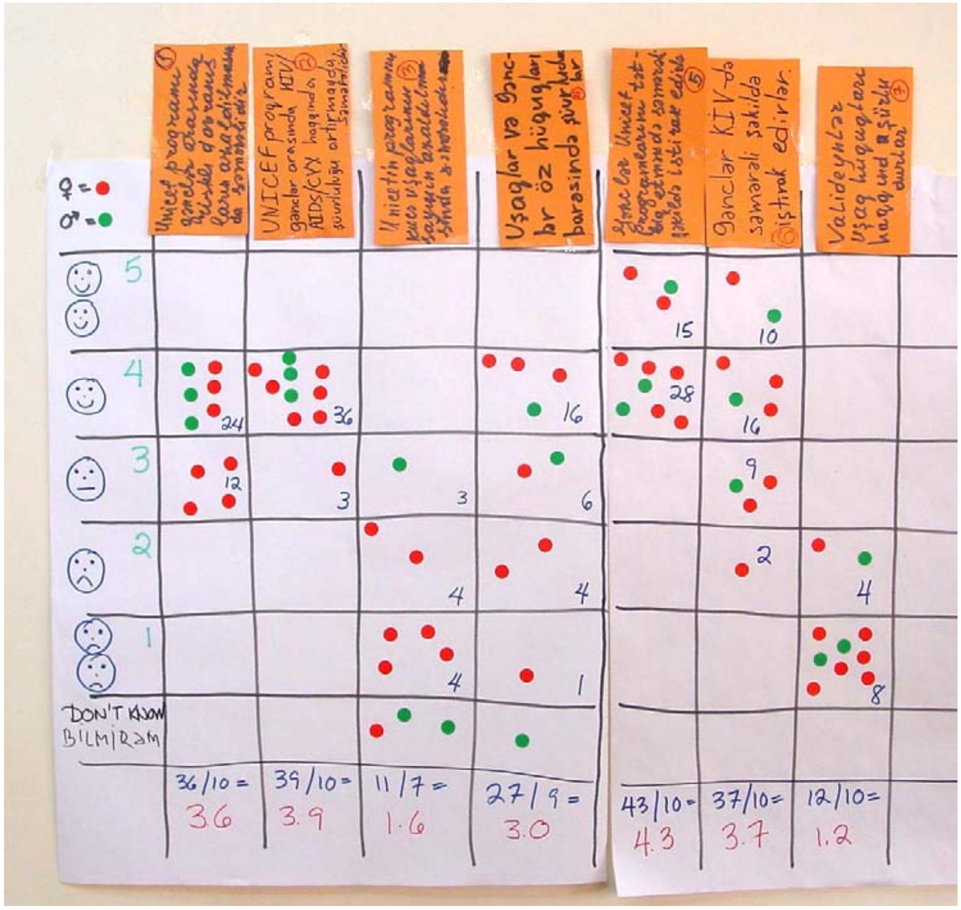
Dis-advantages	Time-consuming. Requires skilled facilitator.
Tips	You can start intuitively clustering the cards spontaneously as you first put them up, as long as you put the cards up quickly. Encourage participants to help facilitate. They can help read out the cards, or cluster, or prepare cards to name the clusters, etc. It is always a good idea to put a little label in the corner of each card with a red pen. That way if the cards fall off, you will still know which cluster they were in. At the end of the workshop, scotch tape all the cards to the paper before taking it off the pinboards, in order to keep everything in its place.
Illustrations (Georgia, Moldova)	 

Tool # 6	**Smiley-face Scale**
Purpose	Quantitative group evaluations of specific research questions.
How to	First decide on the research questions. These can be generated in a participatory fashion, using card visualization techniques (above), or you can use pre-determined, standard research questions with a number of different groups. The research questions must be formulated as positive statements of opinion that can be evaluated by stakeholders according to whether they "Strongly agree, Agree, are Neutral, Disagree, Strongly disagree, or Don't know". Make sure the questions are appropriate for the group – that they know something about them. Prepare a worked example in advance to help explain the process. Prepare a blank matrix (see illustration below), with the statements to be evaluated, and the various levels of agreement or disagreement. Write the meaning of the smiley faces underneath them ("Strongly agree; Agree; etc.) Then turn the matrix away from the group so that participants can vote privately. Give each participant one voting dot per statement to be evaluated. Instruct participants to be careful to put one, and only one, dot in each column, under the different statements to be evaluated. Ask participants to vote one by one. Then calculate the results (or ask a participant to calculate the results) for each statement (Strongly agree = 5; Agree = 4; Neutral = 3; Disagree = 2; Strongly disagree = 1; Don't know = 0 and the vote is not counted). Calculate the mean for each research question, and interpret the results together with the group.
Time	After deciding on the research questions: explain the methodology (5-10 min); allow 15-20 min for voting and interpretation, depending on the number of people.
Materials	Two sheets of flip-chart paper, or large sheet of brown paper. Markers to make to matrix. Adhesive voting dots for each participant (one for each research question).
Sample questions	"I think that the programme on … is effective." "Peer education has provided sufficient information to young people on HIV/AIDS." "Youth Parliaments collaborate effectively with local governments to solve problems."
Advantages	Flexible: Can be replicated on a large scale for standard questions – or can generate participant-driven questions from each group. Provides a transparent and rapid assessment of the group's evaluation of specific research questions. Involves all participants. Quantitative – easy to analyse and interpret. Provides immediate results.
Dis-advantages	Requires thorough explanation. If participants are not careful about putting one and only one dot in each column, the result is invalidated (see tips below).
Tips	It may happen that people put their dots in more than one column, or skip a column. This totally invalidates the results. To avoid this problem, you can give each participant a personal code (a heart-shaped sticker with A, B, C, etc.), and also label the dots that you give out to each participant: A, B, C, etc. That way, if someone makes a mistake, you can see where it is, and can invite that person to re-do their voting. You can also divide the participants into groups (e.g., male and female, different age groups, different projects, different regions, especially vulnerable groups, etc.), giving each group a different colour dot. Then the data can also be dis-aggregated by group, and the results tallied by group. Put a key to the groups on

	the matrix (e.g., red=girls; green=boys).

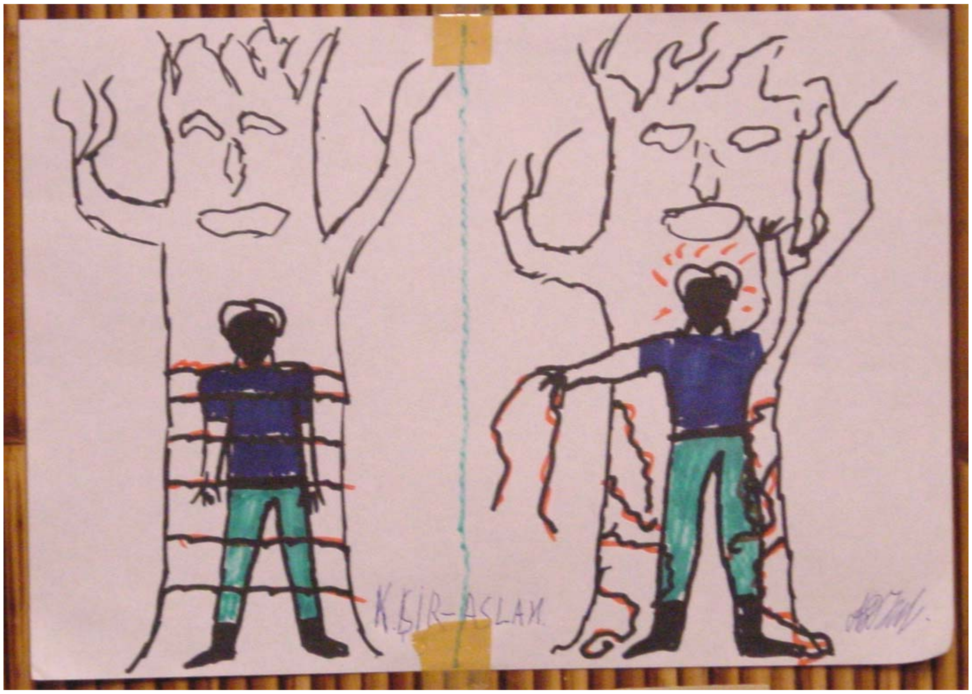
Illustrations

(Azerbaijan, TFYR of Macedonia)

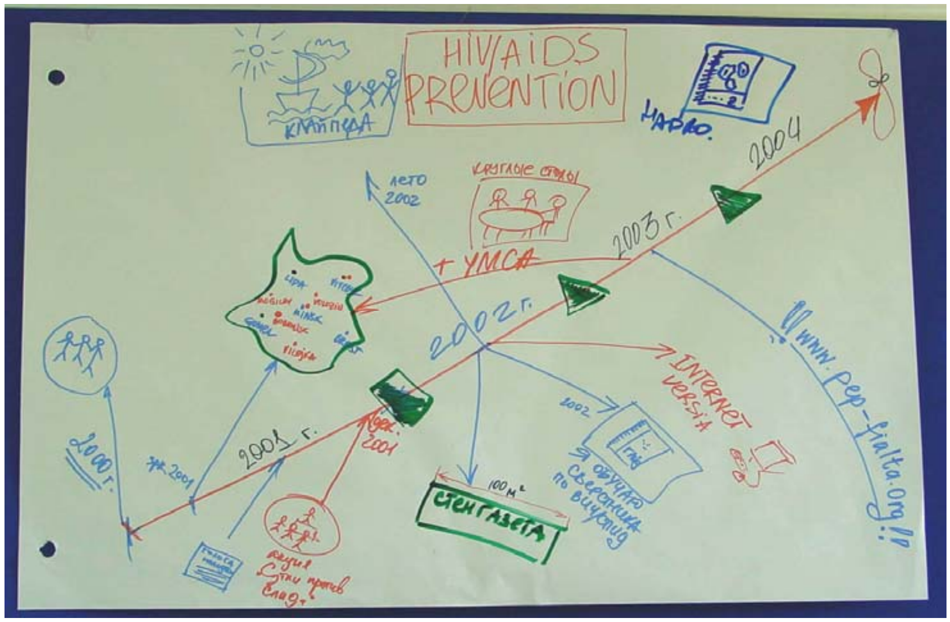


Tool # 7	**Testimonials / Stories**
Purpose	To gather targeted life stories with critical key points – in-depth stories, through the voices of young people, that illustrate and give meaning to salient issues behind the general qualitative and quantitative data. Testimonials bring a personal, human perspective to evaluations. They can corroborate other sources of data, and provide more in-depth insights.
How to	Arrange interviews with willing individuals, structured (or non-structured) according to open questions that encourage the person to convey their story, emphasising the critical key points relevant to the evaluation. Start by creating a climate of trust. Testimonials are usually taped, and at the end, the tape is played back to the respondent. Before beginning, explain the purpose of the interview and request the respondent's permission to tape the interview. Ask the person to talk about their experience, thoughts, and feelings. Testimonials are presented in the first person, narrative style. They are generally transcribed verbatim from the tape.
Time	20-40 min, depending on the story and the loquaciousness of the respondent.
Materials	Tape-recorder, or for an investigator who can take notes easily, notepad and pen.
Sample questions	"You say that participation in this project has made a tremendous difference in your life. I'd like to invite you to talk about how you became involved in the project, and what difference it has made to you."
Advantages	Testimonials provide a way of learning about a project and its impact through the genuine voices of the young people. They add a personal, human angle to an evaluation report that may otherwise be rather dry.
Dis-advantages	Testimonials are inherently subjective, and are not generally used as a sole source of information.
Tips	As with all tools designed to collect qualitative data, it is important to plan in advance how you will analyse your data.

Tool # 8	**Impact Drawings**
Purpose	Impact drawings are a great tool to boost reflection and creativity when soliciting testimonials. They can be used to describe past, present or future situations, and to illustrate change.
How to	Usually done in a group setting. Start with a moment of relaxation and reflection (can be done with relaxing music). Prompt people to think about their lives, starting with their earliest memories. "Visit happy moments and tragic moments. Think about what has made you who you are today." Then ask participants to <u>draw</u>, on A4 paper, something that changed their life – or some other specific research question, and to sign their drawing when they are finished. With young people, ask them to note their age on the drawing as well as their name. The only rule is that participants have to use at least three colours in their drawings. Tell them not to worry about not being great artists. When everyone is finished, each participant presents their impact drawing. Explain in advance that the presentations should be succinct (not more than 1-2 minutes each). The presentations should be taped, or carefully recorded verbatim (and in the first person) by skilful note-takers – just as for a regular testimonial. Recording the stories that go with each drawing is absolutely critical in being able to exploit the impact drawings as evaluation data.
Time	5 minutes to explain the method. 5 minutes for the relaxation and reflection exercise. 10-15 min for the drawings. Allow 1½ minutes per person for the presentations, and another few minutes at the end to discuss the process and the results.
Materials	A4 paper. A set of coloured markers (red, blue, green, black) for each 3-4 participants, to be shared. Scotch tape for sticking up the drawings. Tape recorder for capturing the stories. Digital camera to record the drawings and the presentations.
Sample questions	"<u>Draw</u> an event that changed your life - a key defining moment that has made a difference in who you are today." "<u>Draw</u> how participation in the project has changed you."
Advantages	Impact drawings are especially effective with young people, and provide a wonderful opportunity for creativity and sharing on a very personal level. Asking for a testimonial addressing the same question, but without the impact drawing, is likely to produce a more cursory or superficial response. The time for reflection and drawing really opens people up, with the result that the stories that are shared are far more personal, and are often quite moving. The sharing process creates a climate of intimacy and trust, and is a good first exercise in a workshop.
Dis-advantages	Not appropriate for more reserved stakeholders, who may feel inhibited or may take themselves a bit seriously (government officials, for example).
Tips	The relaxation exercise at the beginning encourages people to reflect on what has really made a difference to them. Impact drawings will be more superficial if the relaxation/reflection is omitted. The 3-colour rule allows for more lively drawings, which otherwise often tend to be monochromatic.

Illustrations (Azerbaijan, Georgia)	 

Tool # 9	**Historical Timeline**
Purpose	To understand the evolution of a project and record important events over time from the perspective of the stakeholders.
How to	Done in small groups in a workshop setting. Plan in advance how you will record, analyse and use the data. Choose a few projects with which participants are familiar. Divide the participants into groups of about four persons each, with representative(s) of that group's projects. Ask each group to draw a historical timeline, recording the important events in the lifetime of the project. Note key milestones and their dates. They can use words, symbols, pictures – or best of all – a mixture of the three. Each group should choose someone to present the timeline. Instruct the presenters to be concise. Groups present their results. For the data to be usable, it is very important to capture the story using a tape recorder or careful notes.
Time	5 minutes to explain the tool. 20 minutes for the groups to prepare the historical timelines. 3-5 minutes per team for presentations. 5 minutes for discussion at the end.
Materials	Flip chart paper. Thick coloured markers. Tape for pinning up the drawings.
Sample questions	"Describe the evolution of your project by drawing a historical timeline, recording the most important developments, and key milestones and dates.
Advantages	Interactive process encourages reflection, generates ideas, and stimulates discussion. Helps teams to organize their thoughts and history. Encourages people to be selective and focus on important events. Relatively easy to understand and execute.
Dis-advantages	Requires a clear strategy for data analysis.
Tips	Timelines can be done for specific subjects of interest.
Related tools	**Impact Timeline**: A combination of historical timelines and impact drawings, where participants individually draw how they have evolved over time. **Seasonal Calendar**: Pictoral diagrams, developed in small groups, of seasonal rhythms: crops, water availability, food availability, school or community events, etc.

Illustrations (Belarus, Albania)	 

Tool # 10	**Social Mapping / Community Mapping**
Purpose	To understand the context in which a project operates, as well as young people's perceptions of their environment, their natural and human resources, their problems, and resources for dealing with them. It provides insight into the interactions within a project setting.
How to	This tool involves stakeholders in drawing maps of community structures, institutions, associations, kinship groupings, boundaries, and resources. Done in a workshop setting. Select a few projects familiar to the group. Divide up into groups of about four persons each, according to projects. Start by asking groups to brainstorm ideas. They should first make a list of the main elements, then brainstorm to see what might be missing. Then ask groups to draw maps of community structures, institutions, associations and resources for their projects. When the groups are finished, they present their work to the plenary. It is important to capture the story using a tape recorder or careful notes.
Time	5 minutes to explain the exercise. 20-25 minutes to prepare the maps in groups. 3-5 minutes per group to present. 5 minutes to discuss and wrap up.
Materials	Flip chart paper. Thick coloured markers. Tape for pinning up the drawings.
Sample questions	"Draw a map of what activities young people have been involved in, and indicate the extent of their involvement." "Draw a map describing all the important elements of the context in which your project is operating."
Advantages	This tool can be used at various stages of a project. Social mapping can highlight different perspectives of a project's social environment. Mapping can give participants a wider and clearer view of their environment. In addition to its use in evaluation, mapping in small groups stimulates discussion, and can aid in analysis, planning and decision making.
Dis-advantages	Descriptive (not analytical) tool.
Tips	It is important to have a good cross-section of participants in a social mapping exercise, with different perspectives (gender, age, ethnicity, etc.). Because their values and priorities are different, different groups will produce very different perspectives even though they are mapping the same community or project. This tool can also be used for baseline research, for example to learn about how many parents are working abroad in a given community – a question to which one might not get straightforward answers if posed directly.
Related tools	**Small Group Drawings**: Drawings in small groups of 3-5 people can be used to explore ideas and perceptions, or for any number of research questions (e.g., "Draw what evaluation means to you"). **Narrated Observation Walks**: Field observation along a transect, with commentary by community members – to understand how they view both the problems and resources in their environment. The transect seeks to cover all the major ecological, productive and socially distinctive zones of the community, and includes observation, asking questions, and discussion together with local stakeholders. Observations provide an opportunity to check the validity and accuracy of statements that people make. Observations also provide a window on

<table>
<tr><td></td><td>the process of the project, not just its outcomes. Carrying out observations together with community members allows for feedback and conclusions to be made jointly. Photographs provide useful documentation of observations.
Venn Diagram: Circles of various sizes are cut out of coloured paper and given to small groups of stakeholders, who are asked to allocate them according to different institutions, community structures and resources, with the more important elements represented by larger circles. The overlap between the circles shows the degree of contact between the groups. This is another tool for assessing stakeholders’ perceptions of relationships within a community.</td></tr>
<tr><td>Illustrations

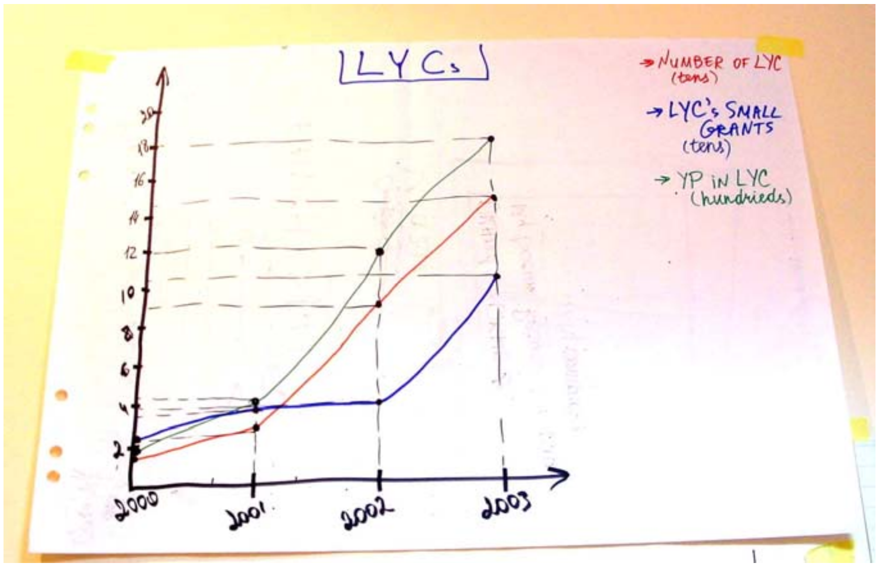
(Moldova, Belarus)</td><td>


</td></tr>
</table>

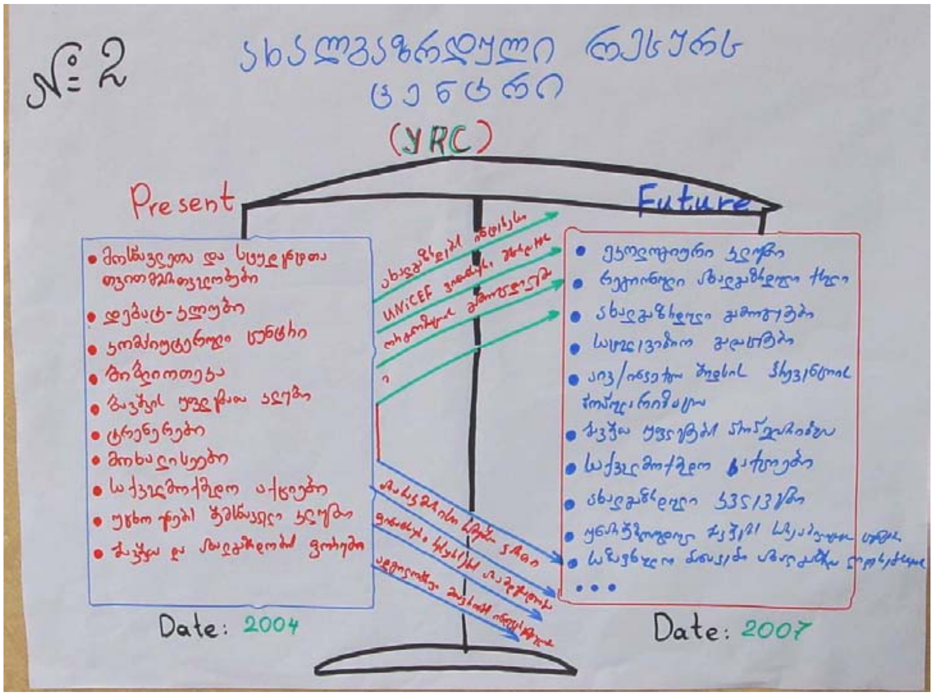
Tool # 11	**Trend Analysis**
Purpose	To track changes in one or more project parameters over time.
How to	Begin by explaining the tool, using a real-life example. Divide into small groups of people who are knowledgeable about a certain project. Ask them to graph the evolution of different parameters over time (can refer to milestones already developed in the historical timeline). Tell groups to think about what issues they would like to illustrate, and to begin by brainstorming together what the indicators should be. Explain that they can track multiple indicators along the same time scale. Emphasize the importance of legends and of carefully labelling the indicators graphed and the relevant scales. Suggest they do a draft of their graph on A4 paper before making the big drawing on flipchart paper. Ask groups to present their work when they are finished.
Time	5 minutes to explain the tool. 20-25 minutes for the groups to prepare their graphs. 3-5 minutes per group for presentations. 5 minutes to discuss and wrap up.
Materials	Flip chart paper. Thick coloured markers. Tape for pinning up the drawings.
Sample questions	"Make a graph of the key parameters illustrating the evolution of Local Youth Councils since they began." Examples of parameters that could be graphed: number of young people participating in the programme, number of Local Youth Councils operational, number of different youth newspapers produced, number of small grants awarded.
Advantages	Adds a quantitative aspect to the description of how a project has evolved. Gives a clear and convincing picture of how a project has changed over time. Trend analysis is an excellent tool for encouraging project teams to monitor their progress.
Dis-advantages	Requires data. Groups must have good familiarity with the project to be graphed.
Tips	When thinking about what indicators are appropriate, ask the groups to consider whether they have chosen indicators that may be inter-dependent (thus giving similar curves).

Illustrations

(Moldova, Belarus)



Tool # 12	**Force-field Analysis**
Purpose	To analyse <u>why</u> a project has evolved as it has (evaluation function). Can also be used to plan the future of a project (planning function). This is a more analytical tool, that promotes understanding, for a given project, not only of the changes from the past to the present, but also why – what have been the positive factors, and what obstacles have had to be overcome.
How to	Start with a careful explanation of the tool, using a flip chart with a real-life example to illustrate. Like the other participatory tools, this is done in small groups of 3-5 persons. For the evaluation function, groups first describe (in the field on the left) the <u>past</u>, i.e. the situation at the beginning of the project, and then describe (in the field on the right) the <u>present</u> state of the project. They then analyse and record forces, i.e.: the <u>resources</u> that helped create the present state, and the <u>constraints</u> that influenced this evolution, and indicate these on upward and downward arrows connecting the two fields. For the project planning function, instead of describing the past and present, they describe the present and then the future goals of the project, and, likewise, identify resources and constraints. The overall diagram should be given a title, and the two "fields" should be labelled in time. The facilitator should go around from group to group to make sure they stay focused on the central question, and to help out as necessary. Groups present their results, followed by a group discussion.
Time	5 minutes to explain the tool. 30-40 minutes for the groups to prepare their force-fields. 3-5 minutes per group for presentations. 5 minutes for discussion and wrap-up.
Materials	Flip chart paper. Thick coloured markers. Tape for pinning up the drawings.
Sample questions	Evaluation: "How has participation changed the children you work with?" Planning: "How could UNICEF increase young people's access to its programming?"
Advantages	Listing the positive and negative forces is useful for analysis. Doing this in small groups is a very good way of stimulating discussion and ideas.
Dis-advantages	May be conceptually difficult to understand – requires good explanation.
Tips	Depending on the sophistication of the groups, it can be very helpful to have additional facilitators, with one assigned to each group, to answer any questions and give advice on the process during the exercise.
Related tools	**Flow Diagram**: Shows the inter-relationship between different variables or events. Usually used to analyse causal relations, e.g., by identifying a central problem, and the all the problems leading up to the central problem, as well as additional problems caused by the central problem or its subsidiaries.

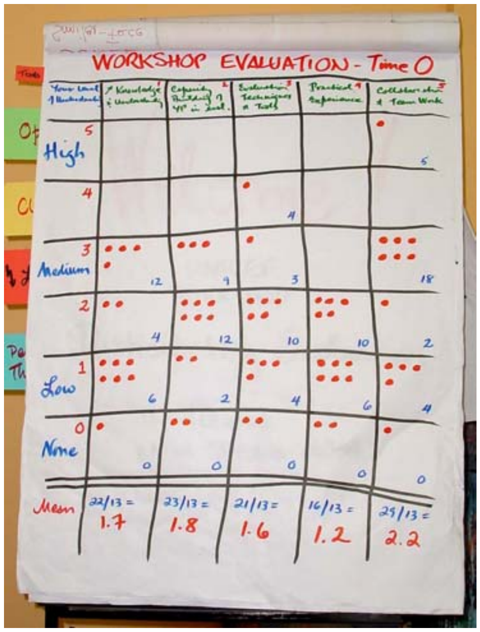
Illustrations	**Force-field Analysis**
(Georgia, Moldova)	 

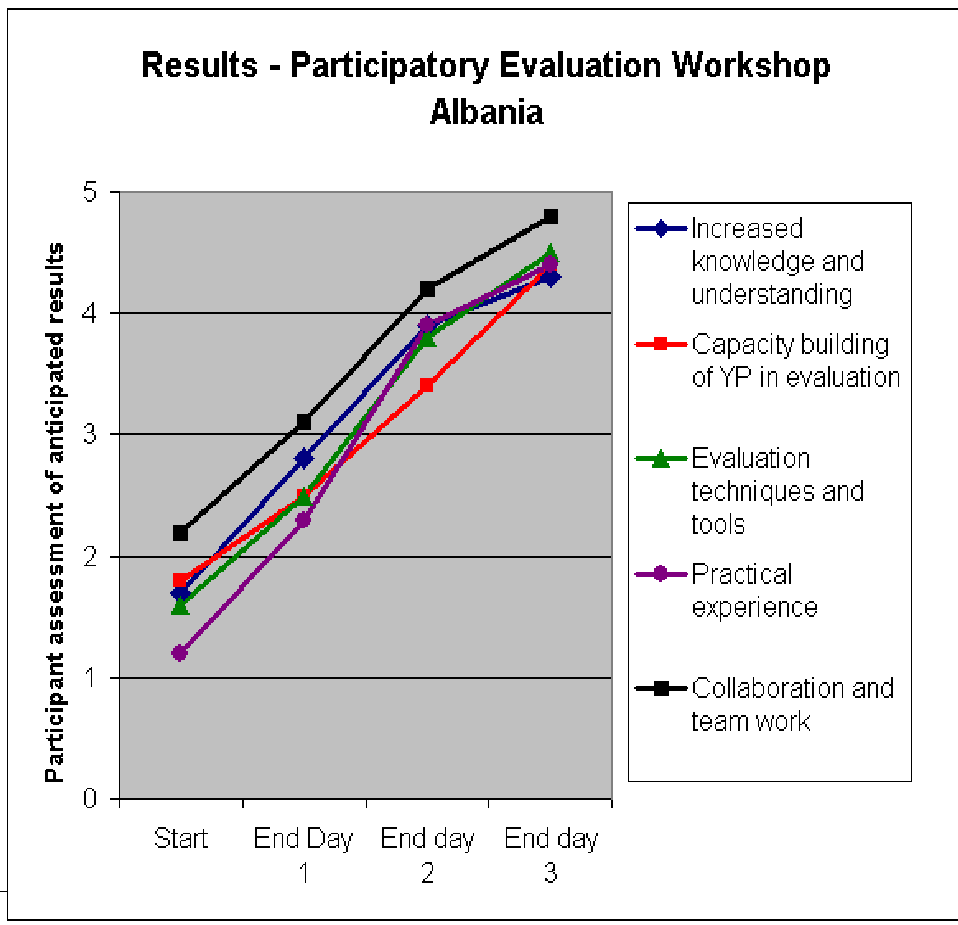
Tools for Participant Evaluation of Workshops

<table>
<tr><td>Tool # 13</td><td>Quantitative Workshop Evaluation</td></tr>
<tr><td>Purpose</td><td>This tracks the participants' assessment of the results defined for the workshop, from the beginning to the end, and including mid-points as well.</td></tr>
<tr><td>How to</td><td>First work together with the group to decide on what results people feel the workshop should accomplish. (Card visualization is a good tool for this.)
Distribute a baseline data sheet to each participant, and ask them to fill it out.
First each participant writes in at the top the results that the group has identified as expectations for the workshop. Then each person rates their opinion of their own level of understanding at this moment with respect to each of the expected results, by putting an X in the corresponding box of the matrix.
For the first data sheet, emphasize that the ratings should represent participants' understanding at Time Zero – so if you have no understanding of one or more of the anticipated results at the beginning of the workshop, that is normal.
Collect the baseline data sheets, and track the results.
A matrix with red dots can be used to track the group's ratings day by day.
Calculate the mean level of how participants perceive their level of understanding for each topic.
At the end of the workshop, plot the evolution of the mean levels, day by day, on a group chart, using different colours for different results.</td></tr>
<tr><td>Time</td><td>About 5 minutes at the end of each day for the participants to fill out the data sheets.</td></tr>
<tr><td>Materials</td><td>One data sheet for each participant for each measurement.</td></tr>
<tr><td>Example</td><td>
<table>
<tr><td colspan="6">Workshop Evaluation Data Sheet
Date. time:________</td></tr>
<tr><td>Assessment</td><td>Result 1</td><td>Result 2</td><td>Result 3</td><td>Result 4</td><td>Result 5</td></tr>
<tr><td>High (5)</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>(4)</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Medium (3)</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>(2)</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Low (1)</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>None (0)</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>
</td></tr>
<tr><td>Advantages</td><td>Quick. Quantitative. Easy to analyse.</td></tr>
<tr><td>Dis-advantages</td><td>Sometimes difficult for participants to understand the concept of "time zero".
A self evaluation, therefore subjective.</td></tr>
</table>

<table>
<tr><td>Tips</td><td>Filling out a data sheet for time zero is important for creating a baseline.
After the anticipated results have been defined at the beginning of the workshop, you can type them in to replace "Result 1, Result 2", etc. Then make copies of the updated data sheet for everyone, for the end of each day of the workshop.</td></tr>
<tr><td>Illustrations

(Albania)</td><td>





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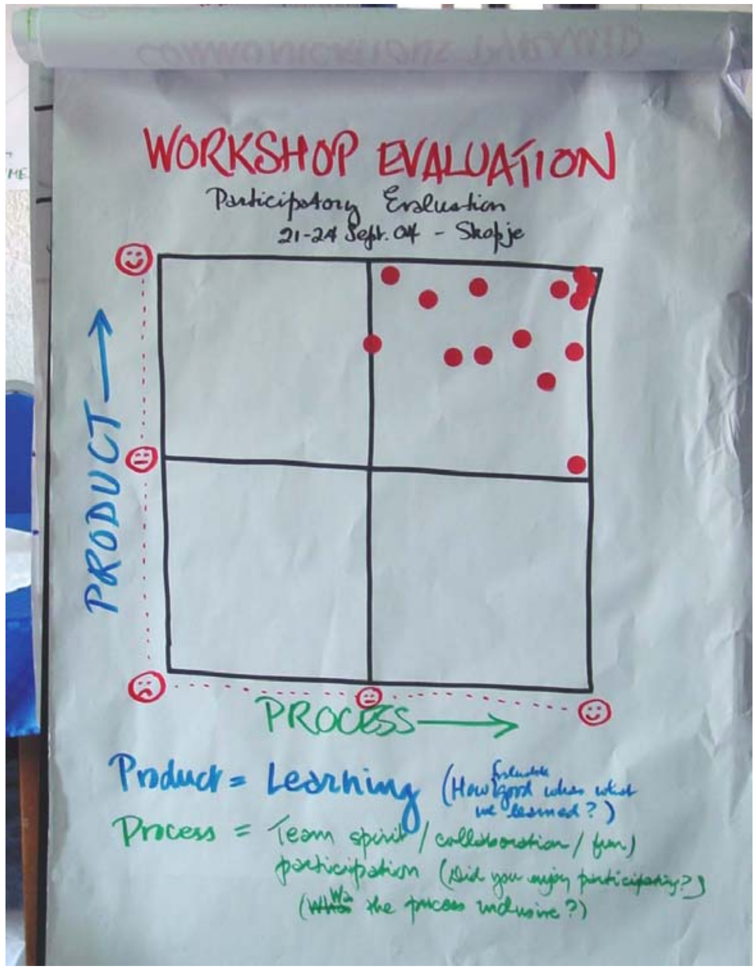
</table>

Tool # 14	**Taking Stock**
Purpose	The purpose of this exercise is to learn from our experience.
How to	At the end of the day, give participants cards of two different colours, e.g., green and red. Ask them to write, using their thick black markers, what went well on the green cards, and what could have been better on the red cards. Remind them to write legibly, with only one idea per card. They can have more than one card if they several points they'd like to make. When everyone is done, the cards are put up on pinboards or flip charts, and the facilitator reads them out loud, asking for clarification of any cards that are not 100% clear, and thanking participants for their constructive criticism. The facilitator uses the input to improve the workshop on subsequent days.
Time	15-20 minutes
Materials	Coloured cards and thick black markers for every participant. Tape or glue for putting the cards up on flip charts or pinboards.
Advantages	This is a very simple exercise, and yet it is one of best ways of improving one's facilitation skills. Highly recommended!
Dis-advantages	People may be tired at the end of the day, and not up for one more exercise. In this case, taking stock for that day can be done first thing the next morning, although the ideas will not be as fresh (the participants will be fresher however!).
Tips	When reading out the cards to report the results back to the group, start with what could have been better. End the day by reading out what went well – this finishes the workshop on a positive note, which makes everyone feels good.

Tool # 15	**Process / Product Workshop Evaluation**
Purpose	To provide a quick, visual assessment by the participants of the overall quality of a workshop in terms of product (learning or other outputs) and process (team spirit, inclusiveness, transparency, fun, etc.)
How to	Prepare a matrix in advance, with four quadrants (see photo below). Explain the process to the participants: If they thought both the product and the process of the workshop were bad, they should put their vote in the lower left quadrant. If they thought both were good, their vote would go in the upper right. If they thought the product was good, but the process was not, their vote goes in the upper left. If, on the other hand, they thought the process was nice, but the workshop was relatively useless, their vote would go in the lower right. Emphasize that the X and Y axes are a continuum from very unhappy, to neutral (in the middle), to very happy. People can vote anywhere along these continuums. Give each participant an adhesive dot to vote with. Turn the matrix around to face away from the group, so that people can vote in private. Ask everyone to vote one by one. The facilitator should also not see how individuals are voting. When everyone has finished, turn the flip chart around for everyone to see, and discuss the results.
Time	10 minutes
Materials	Flip chart with white paper and coloured markers for the preparation. Adhesive dots for the voting. If you don't have sticky dots, participants can draw dots with a coloured pen.
Sample questions	Product = "How useful / valuable was what we learned?" Process = "Did you enjoy the workshop? Was it inclusive? Did it build team spirit?"
Advantages	Fast and highly visual. The result provides a good synthesis of the group's assessment of the workshop.
Dis-advantages	May require some explanation, depending on the sophistication of the group.
Tips	Although the votes are anonymous, it is good to ask about any votes that are outside the upper right quadrant – if people are willing to explain what they were unhappy about.
Related tools	The process / product matrix can be used to evaluate things other than workshops. For example, in a workshop where participants were experimenting with different participatory tools, at the end they rated the different tools according to the quality of the information gathered (product) and the quality of the process, such as inclusiveness, team-building, etc. (see photo below).

Illustration

(TFYR of Macedonia, Moldova)



Ice-breakers and Team-builders

Ice-breakers, team-building exercises and especially energizers are absolutely essential for workshops with young people, and should be used frequently to keep energy and fun levels high. On the other hand, in workshops with middle-aged or older participants (especially high-level or very busy people), these types of exercises may go over like a lead balloon!

- ❒ **Ball toss**: Everyone in a circle. Participants throw a small soft ball from one person to the next. When you catch it, you introduce yourself. Once people have started to learn each other's names, when you catch the ball, instead of saying your name, you can say the name of the person who threw it to you.

- ❒ **Partner introductions**: Participants first organize themselves in pairs and introduce themselves to each other. Then each participant introduces his/her partner to the group.

- ❒ **Group portrait**: The facilitator writes the name of the workshop at the top of a flip chart, and then adds "Group Portrait". Everyone is invited to come up one by one, and to draw a symbol that expresses something about them, and then sign their name. Before going back to their seat, they explain to the group what the symbol means to them. When everyone is finished the facilitator draws a big circle around all the symbols and names, and comments on the team (e.g. diversity, richness etc.).

- ❒ **Group résumé** (for young professionals): Remind participants they represent a wide array of talent and experience. Divide into small groups of 3-6 members. Each group identifies and highlights their resources by composing a group résumé: educational background, positions held, total years of professional experience, professional skills, major accomplishments, publications, professional travel, hobbies and talents.

- ❒ **Share stories** of:
    - what you wanted to be when you were a child
    - an important turning point in your life, or the most important thing you ever did
    - the most dangerous moment in your life, or the riskiest thing you ever did
    - your wish for the world ("If I were in charge of the world…")
    - favourite leisure activities
    - people you admire.

- ❒ **Who is it?** Have everyone write something about themselves that no one in the group knows about and that might be a surprise; then collect them, read them out, and have the participants try to guess who it is.
  Alternatively, become someone else, mime it, and have people guess who it is.

- ❒ **Find me**: Just before coffee break, have everyone discreetly write 3 things about themselves on a card (favourite food, colour, animal, hobbies, sports; last movie they saw; dream vacation; personal characteristic or personality type …); explain that we'll redistribute the cards, and you'll have to find the person who wrote the card you have, and then tell the group who it is after the break.

- ❒ **Three truths and a lie**: Each person writes 4 statements about themselves on a card: 3 true and 1 false. Explain that the goal is to fool people about which is the lie. Allow 5 minutes to write the statements, then each person reads out their statements, and the group tries to guess which is the lie. Prizes to those who fool the group the most. This takes a long time.

❒ **Scavenger hunt**: Ahead of time make a culturally-appropriate list of 5-10 characteristics, e.g.:

FIND SOMEONE WHO…	
______________________________	… was born in the same month as you.
______________________________	… has a little sister.
______________________________	… is wearing blue.
______________________________	… goes to the movies at least once a week.
______________________________	… likes hiking.
______________________________	… has a pet.

Give everyone a list. They have to find someone corresponding to each of the criteria, and get them to sign on the left. They must find a different person for each characteristic.

❒ **Feeling circle**: Feeling circles are an opportunity for members to say whatever is on their mind. They can be general in nature, or they can be focused on a particular issue or a conflict. The goal(s) of the feeling circle are written where everyone can see them. Rules:

- Start all contributions with "I".
- Only one person speaks at a time.
- No interruptions or defensive reactions.
- End with a round of "I really appreciate … ".

❒ **"Check in – check out" + Group sculpture**: Can be used to begin and end a workshop. Everyone checks in, saying in one word how they are feeling. Then when it is over, everyone checks out, again saying how they feel in one word.
Variant: can be used to end a workshop. Everyone is invited to check in to a group sculpture, saying how they are feeling, and then illustrating that feeling with their bodies as sculpture. Each person checking in must touch someone already there, adding their pose to the group sculpture. When everyone is in, the facilitator invites everyone to make the sculpture move, without breaking the links. Then everyone checks out, saying how they feel now as they leave the group sculpture.

❒ **Appreciation**: When a group has worked together for a few days already. Everyone is invited to be silent for 30 seconds, and think of something specific and concrete that they have really appreciated about the person to their right. Then we go around the room, and share what we appreciate about the person next to us.

❒ **"What I like about you is …"**: Make copies for everyone of the list of participants, and highlight each person's name on their own copy. Then on the back write (in red ink) "(Name of participant), what I like about you is …". Everyone sits in a circle, and the facilitator passes everyone's own sheet out to them. Then everyone passes their sheet to the right, and everyone writes what they like about that person on the back of their sheet. The sheets get passed all the way around the circle until they come back to the owner, full of comments from all the participants on what they like about you. This exercise can take a while – allow 1 to 1½ minutes per participant. It makes a nice souvenir at the end of a workshop.

Energizers

- ❒ **Animals**: Everyone stands in a tight circle, linking arms. The facilitator tells the participants s/he will assign each person as one of four animals, but in fact s/he uses only two animals. The facilitator whispers the name of an animal to each participant, with about 1/3 getting animal 1 (cat, for example), and 2/3 getting animal 2 (e.g., rat). When the facilitator says "Cat!" all the cats fall down, and the others must hold them up. When the facilitator says "Zebra!" no-one falls down. When the facilitator says "Rat!" all the rats fall down, and since they are twice as numerous as the cats, the whole circle tends to collapse (with laughter).

- ❒ **Catch the robot**: Everyone has to shut their eyes (or is given a blindfold), except one person who is the robot. The robot moves around, saying "beep, beep, beep" from time to time, and everyone tries to find the robot. The robot moves around to try to avoid being caught. The person to catch the robot then becomes the robot in the next round.

- ❒ **Circle-massage**: Everyone in a circle. Turn and give a shoulder massage to the person on your right. The facilitator can add a story about the weather (sunny, rain, hail) to direct and vary the type of massage.

- ❒ **Countdown**: Everyone standing in a circle. Everyone waves their right hand in circles 7 times, then their left hand 7 times, then their right food 7 times, then their left foot 7 times. Then the whole process is repeated 6 times, then 5 times, then 4, 3, 2 – always going faster and faster.

- ❒ **Crocodiles**: Take a few pieces of flipchart paper (about 1 for every 6-8 participants); put them on the floor, and explain that they are islands. When the facilitator says "Swim!", everyone "swims" around the islands until the facilitator calls out "Crocodiles!" – at which point everyone jumps on to one of the islands. Anyone not on a piece of paper is out. Repeat. As the participants are swimming, the facilitator goes around and rips off parts of the papers so that the islands become smaller, then calls out "Crocodiles!" again. Keep repeating with smaller and smaller islands, and then with fewer and fewer small islands until there is only one very small island left. The result can be hysterically funny, with people jumping together and hugging each other to stay on the same little island.

- ❒ **Great orators**: The facilitator prepares some flash cards in advance with one word written in large letters on each card (onion, bra, trees, heels, coffee, condom, etc.), then asks for volunteers to come up and tell a story. The facilitator flashes a card, and the speaker has to tell a story or make a speech using that word. The facilitator also shows the word to the audience. Then the facilitator flashes another word to the speaker, who then has to use that word in the story. After four or five words, that speaker's turn ends, and everyone applauds. Then the facilitator asks for another volunteer. A provocative word here and there makes it more fun. The facilitator can choose from their collection of words as a function of how the story is evolving to spice it up or to add bizarre elements.

- ❒ **Gym class**: Everyone in a circle. One by one we take turns being the gym teacher, and give an aerobic, stretching, or other exercise to the group. Continue around the circle until everyone has had a chance to be the gym teacher.

- ❒ **Hands-on-the-floor concentration**: Everyone kneels down on the floor in a circle, with their hands on the floor. They cross hands, so that everyone's right hand crosses their right neighbour's left hand. Then the instigator starts a signal in one direction by tapping once on the floor with their hand. The hand next to that hand (thus the person one removed) has to tap once to keep the movement going in the same direction. If they tap twice, the movement changes direction, and the person on their other side has to tap once or twice to keep the movement happening. Whenever someone makes a mistake, they are out of the game. The last two people are the winners – it's nice to give them award certificates for their concentration.

- ❒ **Human knot**: The group sits on the floor in a circle with their legs towards the middle. They link hands with other people. However, they cannot link hands with the people beside them, nor can they give two hands to the same person. Then the group must stand up and untangle the knot without letting go.

- ❒ **"It"**: Participants in pairs. One is "it": they must catch their partner, but before they can start they must turn around twice (during which time the partner runs away). When caught, the other becomes "it". Very lively.

- ❒ **Mime a lie**: Everyone in a circle. The facilitator starts by miming an action (e.g., jumping rope), and they say "I am doing X" where X = something completely different (e.g., washing my hair). The person to the facilitator's right then has to mime what the facilitator said they were doing (washing their hair), while saying they are doing something else (e.g., riding a horse). The miming goes around the circle until everyone has had a turn.

- ❒ **Molecule**: Everyone in a circle. We all walk around randomly like lost atoms, with little antennae motions (index fingers curled on our heads), and making little beep-beep noises. When the facilitator calls out a number, then the participants have to quickly come together making molecules with that number of atoms. Anyone left out of a molecule is out. Repeat with different size molecules.

- ❒ **Pass the banana**: Participants stand in a very tight circle, touching shoulders, and with their hands behind their backs. One person volunteers to stand in the middle. The facilitator walks around the outside of the circle and secretly slips the "banana" (usually a marker) to someone. The "banana" is then secretly passed around the circle behind the participants' backs. The person in the middle has to observe the participants in the circle and guess where the banana is. When they guess right, the person with the banana becomes the person in the middle.

- ❒ **Slurp and send the energy**: Everyone in a circle. The facilitator makes a motion with their hand from under their chin, while slurping, and sends the energy either to the person directly to their right or left, or – if they extend their hand straight out towards the right or the left after slurping – it skips the person immediately to their right or left and goes to the next person. The designated person slurps and sends the energy to someone else. The trick it to react quickly and correctly when you've been designated, and keep the energy going, faster and faster.

- ❒ **The wind blows**: Like musical chairs. Chairs in a U shape. One less chair than the number of participants. Participants sitting on chairs. The first facilitator says "The wind blows at … (e.g., those wearing jeans; those with ties; those wearing red; those with ears). All the people corresponding to that description must get up and quickly find another seat. The one left out becomes the facilitator, and the number of chairs is reduced by one.

- **Threes** (or Sevens): This is an exercise in concentration. Everyone in a circle. Explain that we count out loud around the circle – except that everyone who has a number containing a 3 or which is a multiple of 3 must jump, and remain silent. Whenever a player makes a mistake (jumps when they shouldn't; says a number when they shouldn't, etc.), they are out. Continue until there is a winner, and then award them a diploma for concentration.
  You can also do this with sevens: 1, 2, 3, 4, 5, 6, jump, 8, 9, 10, 11, 12, 13, jump, 15, 16, jump, 18, 19, 20, jump, 22, 23, 24, 25, 26, jump, jump, 29, 30 … Keep going till you get to 50, then start over.

- **Watermelon**: Divide the group into four groups, who stand together. The four groups are in a circle. The facilitator throws an imaginary watermelon to Group 1, who make motions of catching the watermelon. Group 2 makes motions of eating the watermelon (with sound effects and corn-on-the-cob like technique). Group 3 then spits out the imaginary seeds. Group 4 says "Mmm" and rubs their tummies in satisfaction. Repeat around and around the circle, faster and faster.

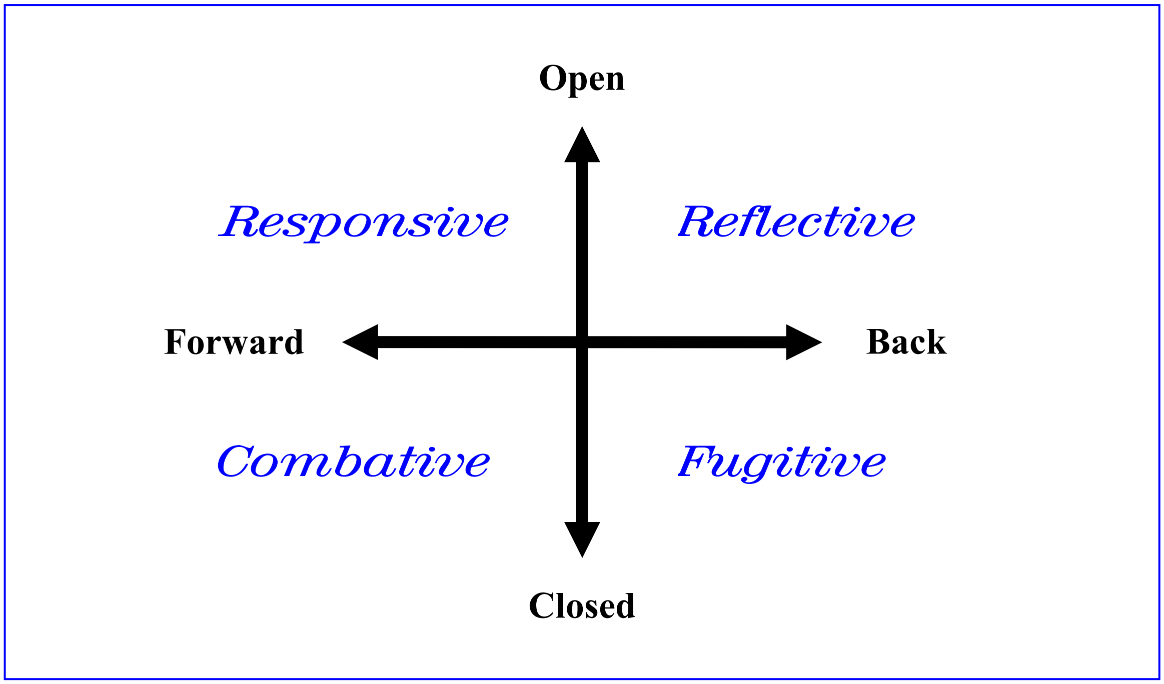
- **Transferring impulses**: Everyone stands in a loose, wide circle. Starting with one person, they turn to the right, look in their neighbour's eyes, and both clap their hands simultaneously. Then that person turns right and makes eye-contact and claps together with their neighbour. The impulse continues around the circle, faster and faster. Once it is going well, the instigator starts another impulse going, so there are two going around the circle, faster and faster.

Illustration (TFYR of Macedonia)	Transferring impulses energizer 

A Note on Body Language

Body language is of the utmost importance in how we communicate, and very much influences our effectiveness as facilitators and interviewers.

As shown in the diagram below, there are two major families of body language that represent continuums from open to closed and forward to back. These two continuums combine to create the four primary attitudes of body language:



The table below gives some examples of body language that invite rapport, or on the other hand that discourage rapport. Bear in mind that body language is very culture specific, and the notes in this table are indicative only, and do not necessarily translate into all contexts. These examples should be taken with a grain of salt – it is easy to over-simplify when talking about body language.

One can also learn to "read" body language to better understand how people we are relating to are reacting to us.

In one-to-one situations, one of the most powerful ways of creating rapport is to "mirror" the body language of the person we are relating to. People very often do this unconsciously. Mirroring gives the impression that we are on the same wavelength as the person we are talking to, for example: my friend leans on their elbow – I lean on my elbow; the boss unfolds his arms – I unfold my arms. Watch people carefully in a bar or other social setting and you will see examples of mirroring. Mirroring can expressed not only in gestures, but also in changes in breathing, eye movements, speech patterns, etc. It conveys a message of "I like you and agree with you". When people disagree, you can observe contradictory rather than mirroring body language.

Examples of Body Language and Non-verbal Communication …	
… That Invite Rapport	**… That Discourage Rapport**
Open leaning forward (interested, responsive)	Closed leaning forward (aggressive, combative)
Open leaning back (listening, reflective)	Closed leaning back (wants to escape)
Comfortable body space (one arm's length)	Too close (threatening)
Open arms	Closed or crossed arms (defensive)
Legs open	Legs crossed
Palms up, palms open	Hands closed
Upright posture	Slumped (bored)
Outward, upward hand movements (open, positive messages)	Chopping or downward hand movements
Calm hands	Drumming fingers (impatient) Doodling (bored) Hand-to-face gestures like touching your nose, rubbing your eye (uncomfortable) Twirling hair Ear-tugging (indecision, perhaps deception) Picking fluff off your clothing (disapproval)
Smile	Frown Yawn
Eye contact	Does not look you in the eye Shifting eyes Looking around (bored, wants to get away)
Steady	Frequent shifts of seat position (distracted)
Nodding (listening)	Too much nodding (lost interest)
Effective pauses (receptive, allowing message to sink in)	Filling pauses (impatient)

Believe it or not, people's understanding of our messages comes from:

- only 7% content (the words we say);
- 38% paralinguistics (how we say it: tone of voice, timing, speed, accent, inflection, structure, errors, tics);
- 55% body language (posture, gestures, eye contact, orientation, proximity/contact, appearance/grooming, facial expressions).

These figures vary depending on whether we are communicating likes and dislikes, or more neutral "factual" information, but the general proportions are roughly the same.

The script of what we say is only a minor part of what is received – the music, and especially the dance, have far more impact. This is not surprising if we think of humans in an evolutionary context. On an evolutionary time scale, verbal communication is a relatively recent addition to our communications toolkit. Most other mammals communicate primarily by body language, sometimes supplemented by vocalizations.

As evaluators and facilitators it is extremely important that we are aware of how we communicate, and that we convey to our respondents that we are actively listening to and keenly interested in everything they have to say.

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