Newham College
CHILD-TO-CHILD
PROJECT
2007

EVALUATION REPORT
Compiled by Paula Valentine for SHiNE
Acknowledgements

Thanks to all those who shared their views on the project: the students, SHiNE facilitators, and college staff.

In addition, many thanks to LBN Children's Commissioning for funding this pilot project, to Newham College, especially Julian Gerrish for supporting it, to Caroline Early from SHiNE (Newham PCT) for her encouragement, and to Carolyn Conway and the Child-to-Child Trust for their support.

Paula Valentine, April 2007
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**Introduction**

This report outlines the background, rationale, aims, process, and evaluation findings from a pilot Child-to-Child (CtC) project conducted at Newham College in Stratford, East London. The project took place between January and March 2007 and was delivered by SHiNE Young People’s Sexual Health Service (Newham PCT) and funded by London Borough of Newham Children and Young People’s Commissioning.

**Background**

**College**

Newham College is one of the largest general further education (FE) colleges in England. The college’s response to educational and social inclusion is outstanding; attracting students that do not normally enter FE (Ofsted, 2004). The college offers a very wide range of learning opportunities for 26,000 students aged 14 to 19 and adults from entry level to level 3, ranging from full time, part-time, distance learning and community courses. There are five faculties within the college: Young People’s Academy (for pre-16s, post-16 ESOL, GCSE, and A Level); BASC (Business, Health and Social Care, Art, and Media Studies); Foundation Studies (ESOL); and Technology (including Construction, and Engineering).

There are sixty 14-16 year olds studying within the Young People’s Academy (YPA). The average attendance rate for this group is around 50%, which is some 10 percentage points below the national average (Ofsted, 2004). Approximately 10% of students of this group have statements of Special Educational Need, with 20% considered to have learning difficulties, approximately 10% are on the Child Protection register, 5% are Looked After Children (children in the care of local authorities) and all are classified as ‘of concern’.

**Participants**

All of the 15 project participants are male and in Year 11 (15-16 years old) studying on the Pre-16s New Steps Programme in the Young People’s Academy. All have chosen to study Engineering and Construction within the Pre-16s programme. Integral to New Steps is the Enrichment programme, which comprises health, personal development and well-being.

The group participants were selected as they constitute a group of hard to reach young people who have all been permanently excluded from school, as part of SHiNE’s targeted work for groups who have specific sexual health needs.

The programme was designed to be inclusive of people of different learning abilities and special needs. All participants are considered to be of concern in some way, however there are a number of specific concerns, including: 2 statemented young people, 2 young people receiving extra support as they have ESOL needs, 1 young person with ongoing child protection issues, 1 young person diagnosed with ADHD (Attention Deficit Disorder), and one young person being monitored for ADHD.

**Facilitators**

Three facilitators from SHiNE were present in any one session: Paula Valentine (Project Coordinator) and Khobir Abdul facilitated throughout the whole programme and Beverly Playfair, Caroline Early, and Meroe Bleasdille facilitated between 1-4 sessions each.

One tutor (Patrick Whitcombe) supported the learning and behaviour management over 7 sessions, and three learning support workers and two tutors attended an average of 3 sessions.

One facilitator mentor from the Child-to-Child Trust (Carolyn Conway) assisted the project coordinator in setting up the CtC project, and developing monitoring and evaluation activities.
Rationale

The project came about as a result of a consultation with young people from the previous year’s cohort and Newham College staff to assess the group’s Sex and Relationship Educational needs. Newham College had experience of a pilot peer education project in 2006 with the Enrichment programme students. This had not been successful due to the lack of motivation or volition of the young people to become peer educators. SHiNE and Newham College staff decided that there was a need for a more empowering approach where young people could learn about sexual health according to their own needs. This was the reason for choosing the Child-to-Child approach.

The Child-to-Child approach is an educational process that supports young people to identify key health issues, find out more about the issues they select, and then plan and take action to promote the health, well-being and development of themselves, their families and their communities. It introduces and reinforces children’s participation, student-centred and active learning approaches and active citizenship in schools.

The approach develops three kinds of skills:

- Knowledge and improved health relating to the chosen topic.
- Life skills linked with behaviour change, e.g., decision-making, confidence, critical thinking, team work.
- Basic learning skills, e.g., language, number, reasoning, literacy, investigating and coming to conclusions.

The CtC approach fulfils many of the criteria set out in local and national strategies and health and education outcomes. It was selected by Newham College in collaboration with SHiNE to contribute to the fulfilment of requirements of the National Curriculum PHSCE (Personal and Social Health and Citizenship Education) syllabus for the pre-16s Enrichment programme as part of New Steps. The approach also complies with the government criteria laid out in the Green Paper: ‘Every Child Matters’ (2005) which promotes the health, protection, education, and economic well-being of children and young people.

Aims and objectives

The following aims and objectives were developed over the course of the project:

1. To achieve positive personal impact on students involved in the project over a period of three months:

   Students increase their understanding of:
   - The issues and concerns of young people around sex and relationships in their community;
   - How attitudes, values, behaviour impact on sexual relationships;
   - How young people can have happy and healthy relationships in being satisfied / satisfying someone else.

   Students:
   - Recognise they choose their own behaviour
   - Recognise that they can take control of their own learning

   Students develop life skills in decision-making, assertiveness, empathy, critical and creative thinking, team work, negotiation, and communication.

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1 Following the World Health Organisation (WHO) definition, ‘health’ in the Newham College CtC project is interpreted as “a state of complete physical, mental, and social well-being, not merely the absence of disease”.

2 I have chosen to use the UN definition of ‘child’ from the CRC: “The Convention on the Rights of the Child defines a child as a boy or girl under the age of 18.”
Students strengthen friendships and relationships amongst themselves and with adults.

Students develop basic learning skills of language, literacy, numeracy, reasoning, investigating, coming to conclusions, and presenting information.

2. To achieve positive professional impact on facilitators:

SHiNE facilitators develop their skills in becoming reflective practitioners through using participatory approaches and active learning methods to increase student participation during one Child-to-Child step-cycle with a group of Year 11 students over a period of three months.

SHiNE facilitators feel more confident in their ability to use student-centred approaches and techniques.

Process

The project was part of the Enrichment Programme for New Steps and was conducted within the Engineering and Construction department. The group met for one double period (2 hours) each week for 11 weeks.

Two introductory sessions were conducted which included ice-breakers, sexual health activities to introduce the topic and promote group cohesion, establishment of ground-rules, introduction of the Child-to-Child step approach, and collection of baseline evaluation data. The remaining sessions were spent progressing through one Child-to-Child step-cycle following step 1-3 outlined below. The Child-to-Child step cycle comprises of 6 steps, however, due to time constraints, staffing issues, and behavioural problems the group successfully completed steps 1-3.

To ensure that students were involved in a comprehensive sexual health programme interactive sexual health activities were interspersed between CTC sessions. This enabled students to learn about more factual issues around sexual health, which would not be covered in the topics they chose, for example: how HIV and other sexually transmitted infections are transmitted, treated and prevented; how conception happens; how to use a condom properly; and about the various methods of contraception, including where to access these methods for males and females.

Step 1 – Choosing a topic and understanding it well

The Child-to-Child approach in its purest form encourages young people to choose any topic within the wider concept of health and well-being that affects themselves and their community. However, as Newham College had invited SHiNE to come in and deliver a programme around Sexual Health, the topic was to some extent predetermined within the realm of sex and relationships.

The group discussed what concerns they had regarding their health (with regard to sex and relationships, including physical, emotional, and social well-being). They ranked each topic, scoring each in terms of how common the problem is, how serious, and how much they felt they could do about it. Example topics the group came up with were: HIV and AIDS, Sexually Transmitted Infections, Early Pregnancy, Under Age Sex, and Being satisfied and satisfying someone else sexually. The group decided to vote on which topic they preferred to work on and chose “Being satisfied and satisfying someone else sexually” as their topic.

To explore their understanding of their chosen topic, the group divided itself into four smaller groups to unpack what this topic meant to them in the form of mind maps (The four groups also wrote specific questions around their topic about additional information they wanted to find out - See Unpacking the Topic Appendix 1).
Step 2 – Finding out more

The questions the group had written were divided into two themes: Factual Information we need to know, and Attitudes and Opinions we’d like to explore.

With the factual questions, each group selected up to 4 questions they most wanted to research and decided what information to collect and how to collect it. They used the internet and sexual health leaflets to find the answers to their questions. They presented the information back to the rest of the group to share the knowledge.

The group established that there were three main themes to explore around attitudes and opinions within the topic ‘Being able to satisfy someone else and yourself’. These were:

A) Worrying about body shape;
B) Being able to satisfy someone else/yourself in a relationship; and
C) Not getting consent in a relationship.

Each student selected topic A, B, or C and worked with that group to carry out the following activities:

- Conducting research in the College SIS (Student Independent Study) Centre, accessing the internet;
- Designing a questionnaire and carrying out anonymous surveys in the college.
- Interviewing other young people, tutors, learning support workers, Student Welfare staff, and administrative staff.

The students then worked with tutors and SHiNE facilitators to manipulate and interpret the data they had collected, in order to present back the information to the rest of the group in a variety of ways.

Conducting surveys in the College

Step 3 – Planning action

Each group shared their experiences of Step 2 and presented the results of their research to the whole group. Methods that were used were: producing bar and pie charts using Microsoft Excel, drawing illustrations, and even singing and rapping!
Due to time constraints, it was not possible to proceed further with step 3 to discuss or plan what action to take, or move onto step 4 to take any action. However, the students were able to reflect on and evaluate what they had learned over the 11 sessions.

**Step 5 – Reflecting and evaluating**

Formal participatory evaluation activities were carried out in this step with each member of the group, expressing their views on, and feelings about, the project as a whole. The group also divided into their 3 topic groups and focus group final evaluations were conducted (see Monitoring and Evaluation).

**Monitoring and Evaluation**

**Approach**

The purpose of the evaluation was to explore the process and outcomes of the project. It was participatory and qualitative. Information was collected from participating students, facilitators and school staff at the start of the project (baseline), during the project on an ongoing basis (ongoing), and at the conclusion of the project (final).

**Methods**

A range of methods was used to collect data from different sources. Information collected using different methods and sources was compared to ensure some triangulation of data. (For examples of M & E tools used see Appendix 3.) The tools used are outlined in the table below. In addition, a situational analysis of the college was conducted.

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<th><strong>Students</strong></th>
<th><strong>Facilitators</strong></th>
<th><strong>College staff</strong></th>
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<td>Confidence chart (baseline and final)</td>
<td>Confidence chart (baseline and final)</td>
<td>One-to-one interviews (final)</td>
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<td>Participation spidergram (baseline and final)</td>
<td>Session monitoring forms (ongoing)</td>
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<td>One-to-one interviews (final)</td>
<td>One-to-one interviews (final)</td>
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<td>Focus group discussions (final)</td>
<td>Observation of sessions (ongoing)</td>
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<td>Observation of sessions (ongoing)</td>
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<td>Communication Mapping (baseline)</td>
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**Ethical issues**

All students and adults were asked for their consent to participate in the evaluation. Each student was given the option of not participating and asked to sign a consent form if they agreed. All participated.

All students were assured that their information would be confidential. Consequently no names have been used in this report.
Findings

We found the CtC pilot had an incredibly positive impact on the students participating in the project, on the college tutor and management staff, and on the SHiNE facilitators.

Positive impact on students

- Year 11 students increased their understanding of and knowledge about sexual health:
  - “I learned that you should always wear condoms.”
  - “I liked learning different things about sex – like new facts and getting people's different opinions.”
  - “I learned you can get gonorrhoea from sucking someone's penis.”
  - “I now know where to get condoms from and times of clinics.”
  - “I learned what dental dams are and where to get them from.”
  - “You can get serious infections from sharing needles (eg: HIV/ Hep B)”

- Year 11 students were able to explore different attitudes and opinions about sex and relationships and developed a much more mature and responsible attitude than when the programme began:
  - “I learned that size does not matter.”
  - “I learned you don’t just get infections from ‘dirty’ people.”
  - “I learned that if someone wants sex with me and I have no feelings for them, why would I say ‘yes’?”
  - “I’ve learned that even if I have [sexual] urges I'll be more controlled now because I need to think about the bad things that can happen.”

Anecdotal evidence observed from students’ conversations among the group is that the programme has had an extremely positive impact on the students’ own sexual behaviour. A small number of students have accessed sexual health services and found out information for themselves around protecting themselves against sexually transmitted infections from oral sex (use of dental dams), and seem to be consistent in their use of condoms.

- Over the course the CtC project the students' behaviour in the sessions noticeably improved:
  - “Our behaviour is better in these lessons.” (Year 11 student)
  - “It is unbelievable the difference between 10 weeks ago and now – they’re communicating with each other in groups, using appropriate language around sex and relationships – and there’s a much more positive attitude to the sessions.” (CtC Project Coordinator, Newham PCT)
  - “They were productive, mature, organised – and we had a lot of fun!” (Tutor, Newham College)

- Another major change noticed by students, tutor and facilitators was the development of life skills and basic learning skills especially in communication, interpersonal skills, presentation skills, decision-making, assertiveness, leadership, critical thinking, and team work:
  - “I’ve learned how to talk to people – using proper language and not slang.” (Year 11 student)
  - “They communicated with each other, delegated tasks between each other. They don’t normally do that in lessons.” (Tutor, Newham College)
Year 11 Students developed basic learning skills of language, literacy, reasoning, investigating and coming to conclusions. Students’ comments and staff observations reflected that they enjoyed developing these skills:

- “I really liked carrying out surveys”
- “I like getting out and doing stuff outside the classroom”
- “I like finding out information for myself”

A facilitator, tutor and Learning Support Workers all noted that two students from the group, one of whom is diagnosed with ADHD, and both of whom are often pulled up for negative behaviour, had demonstrated significant progress in improved behaviour and development of life skills and basic learning skills:

- one student took the lead in presenting the information back to the group and worked incredibly hard with the tutor in manipulating and interpreting data from the surveys;
- The other student took it upon himself to ‘rally’ the rest of the group along and supporting the facilitators in getting the students to keep on task and complete tasks.

Facilitators noted that students exhibited good negotiation and communication skills and showed a higher level of respect to each other than they had before. Friendships and relationships in the group and with adults were created and strengthened.

- “In these lessons we talk to each other more” (Year 11 student)
- “We get to share our ideas” (Year 11 student)
- “I liked working in small groups” (Year 11 student)
- “I liked getting to know new people – from SHiNE” (Year 11 student)

Students felt more involved and active in CtC sessions than in other classes. From the baseline participation spidergram charts, students felt that they participated more in all areas monitored, as shown in the line graph below:

- One student commented, “I feel we’re involved more in these lessons.” (Year 11 student)
• Year 11 Students enjoyed the programme and changed their ideas about what learning can be, as demonstrated in these comments:
  - “I usually hate college lessons, but I don’t mind these lessons because we have a laugh and we can choose to do what we want.”
  - “I’d like all our lessons to be like this”
  - “Thanks, Miss, that was fun!”

Positive impact on the college and wider community

• Students demonstrated positive change in attitude and behaviour towards each other and towards the facilitators over the course of the project. They became more willing to communicate to their peers about important issues, such as practising safer sex. They also now understand the importance of using appropriate language when talking about sex and relationships with other people, and 75% of the participants reported that they would be willing to access SHiNE services and feel comfortable talking about sexual health issues with a health professional.

• The project has had a very positive influence on decision makers within the college and this may lead to future cycles of CtC. The Head of the YPA Department will bring up the CtC Pilot in the Departmental Review at the end of the College year as an example where innovation and promotion of participation and inclusion constitute good practice.

• Stronger links between education and health institutions in the borough were created. The College would like SHiNE to come in to deliver more sexual health workshops as part of the New Steps Enrichment programme.

Positive impact on facilitators

• Within the constraints of the behavioural context, facilitators consistently endeavoured to use active learning techniques and student-centred approaches. Almost all of the activities were carried out in small groups and facilitators tried to take as non-directive a role as possible during sessions, but offered appropriate levels of directive support when necessary.
  - “The increased challenge compared to other SRE programmes was commensurate with the increased sense of reward in seeing the approach work with such a difficult group.” (SHiNE Project Manager, Newham PCT)

• Facilitators reported feeling more confident in their ability to use the Child-to-Child Approach and student-centred techniques in the future.
  - “I like the idea of young people having to find out the answers themselves. I can see it working very well in other settings with different groups”. (SHiNE Facilitator, Newham PCT)
  - “I think the model works well. If I were to do it again I’d feel happy to go in to a class and explore any issue.” (CtC Project Coordinator, Newham PCT)
  - “It has been positive change in approach to the usual SRE programmes we deliver.” (SHiNE Facilitator, Newham PCT)
  - “Improvements in student behaviour, increased responsibility-taking from the majority of students, clear evidence of learning in terms of knowledge, skills and attitudes among students, and successfully completing 2 steps of the cycle proved to us that student-centred techniques can be extremely effective in encouraging young people to take ownership of their own learning.” (SHiNE Project Manager, Newham PCT)
• Facilitators (and other staff) learned a lot about student’s capabilities and willingness to take responsibility for their own learning and behaviour:

- “There was clear evidence that this group was not used to being given responsibility and the freedom to make choices / direct their own learning, perhaps due to lack of confidence in their abilities on the part of support staff and teachers in the college. Their behaviour in the classroom initially appeared to reflect an established pattern – or perception – of lessons/topics/activities being forced on them and the students resisting. Repeatedly putting choices in their hands proved a very effective strategy to counter this pattern. For example, when students asked ‘Why are we doing this?’ or said ‘this is boring’ we were able to reinforce their role in directing and taking responsibility for the lessons by reminding them that they had chosen the topics.” (SHiNE Project Manager, Newham PCT)

- “We consistently made sure that the young people understood what they were doing and why they were doing it. I think that was the real key to them embracing the approach and really working well with it” (CtC Project Coordinator, Newham PCT)

• Skills learnt during the course of the project have informed other areas of facilitator’s work and enhanced ability in becoming reflective practitioners:

- “As facilitators, we had to be highly responsive to students’ choices of topics and activities and this demanded that we put in place a structured and regular reflection session. This group reflection provided an invaluable forum in which we were able to find solutions together to some extremely thorny problems! This approach appears to have been useful in helping us all develop a habit of reflection.” (SHiNE Project Manager, Newham PCT)

- “Having the time to talk through the sessions provided me with a better understanding of the process, while also enabling me to and think about the next session.” (SHiNE Facilitator, Newham PCT)

- “Getting the balance right between facilitating, directing and supporting was extremely challenging – but a valuable learning experience as a practitioner.” (SHiNE Project Manager, Newham PCT)

- “Actually having the experience of doing Child-to-Child has really made me think about how to foster real participation and engage students in active learning.” (CtC Project Coordinator, Newham PCT)

Contributing and limiting factors

Aspects of the context and process that contributed to success

• The project was well supported by the SHiNE Project Manager and other SHiNE facilitators, the donor agency (LBN Children and Young People’s Commissioning), the College management and one of the tutors.

• There was a high ratio of staff to students, as CtC activities necessitate this.

• Mentoring and co-facilitation support was available from the CtC consultant. The CtC Project Coordinator felt that she and the other facilitators needed this level of support, even though they had received previous training as CtC Facilitators. This process of mentoring also helped to sensitisise the learning support staff and tutors to the project, and develop monitoring and evaluation tools.
• Facilitators made time to plan and debrief sessions.
• There was commitment to allowing students to voice their opinions and make their own decisions.
• Other aspects of sexual health were covered in order for the students to cover their own topic in depth, and come away with essential factual information around sexual health.
• The taking control of learning and the fun aspect of learning were emphasised.

Aspects of the context and process that limited success
• All of the learning support workers, who usually support the students on the Enrichment Programme, were unhappy about being present while the CtC sessions took place, as they objected to the discussions the participants were having around sexual health and relationships. The first 4 sessions were very difficult, as very little support was provided for SHiNE facilitators around behaviour management and learning support. It seemed that the lack of buy-in from learning support staff also had a negative effect on the students and there was some initial resistance to the project. After meetings with the Head of the YPA and one of the tutors, it was decided that a male tutor, who was well-respected by the students would provide behaviour management and learning support. The rest of the sessions went much better, behaviour improved immensely, and the students were much more motivated to participate in the programme.
  - “Having successfully used the Child-to-Child approach with an extremely challenging group has been confidence-boosting for us all! Overcoming the challenges of the first few sessions in particular – student resistance to the programme, lack of buy-in from support staff at the college, difficulty with choosing topics and behavioural problems, brought a real sense of achievement.” (SHiNE Project Manager, Newham PCT)
• Insufficient time was available to ensure students could plan and take action within the lifetime of the project.
• Although absenteeism was slightly lower on the project than the school average, activities were disrupted when some students missed sessions.

Conclusion
Child-to-Child proved to be an effective and empowering approach to providing vital sexual health education to Year 11 students in Newham College’s Enrichment Programme, as part of ‘New Steps’, in addition to fulfilling the requirements of the National Curriculum PHSCE syllabus. Its major successes were: increasing student's participation in, and commitment to taking control of their own learning; effecting changes in sexual health behaviour and in communicating around sexual health among the peer group; development of essential life skills, especially around practising safer sex; and strengthening links between education and health sectors.

Students, facilitators, management staff and tutors were very positive about the project, as the students clearly enjoyed directing their own learning about the topic, and finding out information for themselves. The college management, a number of students, and SHiNE facilitators expressed that they would like further similar programmes to take place in the future. In order for this to happen, backing from all college staff, in addition to the support already in place from the Management at Newham College Young People’s Academy, SHiNE and Children and Young People’s Commissioning would be required. Funding for further facilitator training would be advisable to maximise the potential of future projects and ensure sustainability.
Appendix 1 – Step 1 ‘Unpacking the Topic’

What do you do if a condom breaks?
Go see your doctor, clinic, or any place you can go get yourself checked.
and also make the other person to get checked, (if girl take morning after pill).

Do drugs effect your penis?
YES, Alcohol makes you not have an erection, reduces sperm production, testicles get smaller. And also breast get bigger for males.

What turns people on?
- people’s look.
- how you touch and crease a person.
- when people love each other.
- personality.

Does everyone like the same position?
not everyone likes the same position because everyone is different and have got their own opinion.
Appendix 2 – Step 2 Sample Survey

Please circle: Male / Female  
Age:

We would really like to know your opinion about sex and relationships. This survey is completely anonymous. After you’ve finished answering the questions, just pop it into the box provided.

1) How important is money to you in a relationship? Please circle
   a) very important 
   b) quite important
   c) not that important
   d) does not matter

2) How important are the following things in a partner (boyfriend / girlfriend)? Please number each thing between 1-5 (1=very important  5= not important)
   a) trust 1 2 3 4 5
   b) a sense of humour 1 2 3 4 5
   c) personal hygiene 1 2 3 4 5
   d) wearing designer labels 1 2 3 4 5

3) What do you look for in a relationship? Please circle the qualities. Feel free to add your own ideas:
   a) looks
   b) personality
   c) money
   d) having sex
   f) other ………………………………………………………………………………………………………

4) How important is sex to you in a relationship? Please circle
   a) very important 
   b) quite important
   c) not that important
   d) does not matter

5) In your own words how would you describe a good relationship?
   …………………………………………………………………………………………………………………
   …………………………………………………………………………………………………………………
   …………………………………………………………………………………………………………………

    Thanks for taking the time to participate in our survey! 
    Please help yourself to sweets!
Appendix 3 – Step 3 Sharing what we found out
**Appendix 4 – Monitoring and Evaluation tools**

**CONFIDENCE CHART**

Circle the number to show how confident you feel. 1 = Not confident 5 = Very confident.

How confident are you ........

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<tr>
<td>... about talking in front of the whole class?</td>
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<td>... that your teachers will be interested in what you say?</td>
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<tr>
<td>... about talking to your teacher about things that worry you?</td>
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<td>... about talking in class in a group of students?</td>
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<td>... that other students will be interested in what you say?</td>
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<tr>
<td>... about talking to your friends about things that worry you?</td>
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<td>... that you will be safe on the street?</td>
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PARTICIPATION SPIDERGRAM

choosing topics

choosing activities

responsibility for making decisions

involvement
Facilitator Session Monitoring Form

Facilitators complete one form together

Session: ____________________________  Session date: __________

Facilitators present: __________________  No of students present: ____

What worked well in today’s session?
(Consider the session itself - activities and materials as well as the planning)

What did not work so well in today’s session?
(Consider the session itself - activities and materials as well as the planning)

Action
What tasks did students carry out? (e.g. made a poster, wrote a letter, telephoned, decided what questions to ask) (Note: this is NOT just the C-to-C take action step)

Information and support / requests
What information or support was given to students? (e.g. suggestions, tasks done for them, linking them to external agencies/opportunities, your views)?

What information or support did the students request to help them with C-to-C (e.g. asked for help to write a letter, help to phone someone etc.)?
Facilitator roles
Guiding young students demands that adults adopt different roles at different times. The model below is to help facilitators reflect on the appropriacy of the roles they adopt in sessions.

<table>
<thead>
<tr>
<th>Non-directive</th>
<th>Directive</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Observer</strong></td>
<td><strong>Facilitator</strong></td>
</tr>
<tr>
<td>Reflect and feedback on what is happening in the group.</td>
<td>Ask questions to find out what students want to do.</td>
</tr>
<tr>
<td></td>
<td>Encourage inclusion.</td>
</tr>
<tr>
<td></td>
<td>Provide resources to take action.</td>
</tr>
<tr>
<td><strong>Activator</strong></td>
<td><strong>Adviser</strong></td>
</tr>
<tr>
<td>Challenge ideas and encourage students to develop their ideas further. E.g. may play devil's advocate.</td>
<td>Suggest ways in which events can move forward.</td>
</tr>
<tr>
<td><strong>Informer</strong></td>
<td><strong>Instructor</strong></td>
</tr>
<tr>
<td>Tell students what is happening. Provide other information.</td>
<td>Tell students what to do and how to do it. E.g. ensure structure, discipline and safety.</td>
</tr>
<tr>
<td><strong>Doer</strong></td>
<td>Take action on behalf of children.</td>
</tr>
</tbody>
</table>

List the key activities in the session and the facilitator role adopted

<table>
<thead>
<tr>
<th>Activity</th>
<th>Role(s) adopted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Decision-making**
What decisions were made in the session? How were they made? Who by? What was the level of consensus?

**Group relationships and skills**
How well did the students get on with each other? How well did they express their views, listen and respond to each other? (Consider team work, empathy and communication, relevant and/or supportive responses)

**Personal development**
What did the students learn? How did they develop? What did they get out of the session?