

<b>EVALUATION TOOL 9:</b>	<b>SELF-ASSESSMENTS</b>		
<b>OVERVIEW:</b>	This paper-based tool can give you some really tangible evidence of how the young people (or adults!) rate themselves at the start and the end of a programme. Feel free to adapt the specifics as you need. You may want to use more, less or different words; you might want a set of cards for each young person to make it more tactile, or you might be happy with it how it is! It's very flexible, as you can tell.		
<b>WHAT YOU WILL NEED:</b>	<ul style="list-style-type: none"> <li>• 2 copies of the form for each young person (for the start and end of the programme), or two sets of cards per young person</li> <li>• Markers</li> </ul>	<b>PREPARATION:</b>	You may want to amend the words to be appropriate for your project.
<b>PROCESS:</b>	<p>Step 1: Welcomes, icebreakers, explanation of the programme. (You will need to judge when the right time to do this is: 'as early as possible' or 'when the group are ready to be open').</p> <p>Step 2: Hand out the forms and cards. Read through any of the difficult words. Discuss what they might look like in real behaviours.</p> <p>Step 3: Explain that you would like to know what the young people think about themselves and that you will use this form/these cards to find out. Link them to the course aims.</p> <p>Step 4: Carry out the self-assessment, scribe/read for any who need it. If you want, you can read them out one at a time, bingo-style. They can just circle them, OR score them 1–5. See how 'up for it' they are.</p> <p>Step 5: Carry on with programme as normal. Refer back to these self-assesments for coaching conversations or group discussions whenever useful.</p> <p>Step 6: Carry out an end-of-programme version in the same way.</p> <p>Step 7: Once they have finished it, compare it to the start of course version to see how much they think they have changed.</p> <p>Step 8: The Million Dollar Question: What did we do that helped you to learn/develop those skills? (Record on a flip).</p>		
<b>ANALYSIS:</b>	<p>You can identify the characteristics of the group:          'X% of young people thought that they were ...'          'The weakest characteristic in the group was ...'</p> <p>You can compare the two and see how many of them developed new skills:          'Overall 8/10 young people said that they had learned ...'          'The most learning was gained from ...'          'The things that promoted learning were ...'</p>		
<b>PHOTO:</b>	See sheet below.		
<b>STRENGTHS:</b>	<ul style="list-style-type: none"> <li>• Quick</li> <li>• Fun</li> </ul>	<b>WEAKNESSES:</b>	<ul style="list-style-type: none"> <li>• Paper based</li> <li>• You may have no indication why they thought those words might apply to them</li> </ul>