

Different evaluation techniques

In 2021 we held a couple of interactive evaluation-focussed sessions with grantholders. Amongst other things, we wanted to know:

- a) what interesting techniques of evaluation they use when working with different groups.
- b) different approaches to collecting data from young people who sometimes don't engage with traditional data collection methods.

We've collected their feedback and share it with you below. Please note that this is not an extensive list of all techniques, but it reflects the responses we have received.

Age group	Quantitative methods	Qualitative methods	Creative methods	Collected / Completed by?
Early years (0-5yo)	Questionnaires	Questionnaires Interviews Observations	Put objects or feelings in a drawing of a Happy House or a Sad House Drawing of session-activities they like Games: <ul style="list-style-type: none"> • Traffic light game • Talking mats Stand near smiley face Thumbs up/down	Participant / Musician Parent / Carer / Guardian Music leader and practitioner Other member of staff External evaluator

Age group	Quantitative methods	Qualitative methods	Creative methods	Collected / Completed by?
			Vote with feet or clap Loud vs quiet sounds Practitioners collaborate with parents/carers to diary sessions	
Children and young people (6-17yo)	Questionnaires using photosymbols / emojis Scales (e.g. Development, Outcome stars, Warwick-Edinburgh, Youth Music, Life skills assessment) Surveys	Interviews (e.g. video recorded) Feedback Focus groups and Q&As Observations and debrief meetings Surveys Chats, emails and diaries Online tools: <ul style="list-style-type: none"> • Miro boards • Polls in Zoom • SurveyMonkey • Online interactions (e.g. Facebook) 	Use of post-it notes: <ul style="list-style-type: none"> • stick them on positivity wall • write words, thoughts or quotes Voting (e.g. beads into pots) Talking mats Smiley/not smiley touch pads Drawing/making things to represent the participant's views Scaling by standing across the room Weekly scrapbook Writing reviews	Participant / Musician Peer Parent / Carer / Guardian Key worker Music leader and practitioner Other member of staff External evaluator

Age group	Quantitative methods	Qualitative methods	Creative methods	Collected / Completed by?
Adults (18-25yo)	<p>Scales (e.g. Life skills assessment)</p> <p>Bespoke CRM</p> <p>Surveys</p>	<p>Interviews, voice note recordings</p> <p>Informal debriefs, chats, consultations and discussions</p> <p>Assessments and reports</p> <p>Phone diaries, video feedbacks</p> <p>Case studies, blogs and journals</p> <p>Polls (e.g. Zoom) and surveys</p>	<p>Scaling by standing across the room</p> <p>Drawing journeys</p>	<p>Participant / Musician</p> <p>Peer</p> <p>Parent / Carer / Guardian</p> <p>Key worker</p> <p>Music leader and practitioner</p> <p>Other member of staff</p> <p>External evaluator</p>

Age group	Quantitative methods	Qualitative methods	Creative methods	Collected / Completed by?
Young people who don't engage with traditional data collection methods	<p>Scales:</p> <ul style="list-style-type: none"> • Sound of Intent • Outcome Star • Sliding scales or smiley faces <p>Google forms (simple questions completed on an iPad)</p>	<p>Conversations/chats with participants:</p> <ul style="list-style-type: none"> • informal and individual about how they feel at each point • monthly 1:1 reviews • reflective chats about each session • check-ins & check-outs between peers with a list of evaluative questions <p>Recording sessions or using video:</p> <ul style="list-style-type: none"> • those who're not keen to / cannot write responses • this can be led by young people themselves • capturing moments that you wouldn't normally notice whilst you participate in the session <p>Participant diaries</p>	<p>Offer food/refreshment during discussions</p> <p>Observations from staff (guided from conversations with participants)</p> <p>Bespoke engagement document to track individual progress of participant</p> <p>Keep questions light touch and conversational</p> <p>Keeping track of spur-of-the-moment comments from young people during a session, rather than waiting for the evaluation session to collect data formally</p> <p>Voting boards (for those who cannot verbalise or don't feel confident)</p> <p>Use colours (at the start and the end of the session)</p> <p>Make it reciprocal - offer mentoring and collect data at the same time</p>	<p>Young person Their peer/s</p> <p>Music leader</p> <p>Mentor</p> <p>Senior member of staff</p>

Age group	Quantitative methods	Qualitative methods	Creative methods	Collected / Completed by?
Workforce	<p>Scales (e.g. Youth Music) and online forms (e.g. Google)</p> <p>Evaluation forms</p>	<p>Group discussions and Debrief sessions (e.g. formal / informal, recorded)</p> <p>Reflection sessions and focus group discussions</p> <p>Team meetings and minutes</p> <p>Questions sent via email and Surveys</p> <p>Reflective diaries and logs (e.g. using YM QF)</p> <p>Video diaries</p>	Magazines / Zines completed by practitioners	<p>Music leader</p> <p>Volunteer / Trainee</p> <p>Senior member of staff</p> <p>Young person</p>

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