

# A Mini-Evaluation pack for Youth Groups and Organisations



Plan



Do



Review





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# Small Grants - Big Gains



**Congratulations**, you are probably reading this Mini-Evaluation Pack because you have been successful in applying for funding to carry out a project in your youth group or organisation. You'll be looking forward to getting your project underway and to providing young people with some exciting new opportunities for fun and personal development.

Grant holders are usually required to report on their projects by completing an end of project monitoring form or report. You may feel that the end of your project is the last thing that you need to think about just now. However, it is never too early to plan for what you'll need to do to collect views from your young people and volunteers about the impact that the project has had on them.

This easy to use pack is designed to guide you through how to plan and do a mini-evaluation of your project, and how to use the information to complete your end of project report.

This pack was originally developed to support projects funded through the CashBack for Communities Small Grants Scheme. We have used the CashBack projects as an example to illustrate different sections within the pack.

# SECTION 1

## About the Mini-Evaluation

### INTRODUCTION

This **Mini-Evaluation Pack** has been produced to provide youth groups, volunteers and youth leaders with information and some simple tools that they can use to track and evaluate their projects. The pack is designed to help you to plan and conduct a mini-evaluation and to write-up the story of your project.

The pack includes a mix of **information** about evaluation and how to do it, some tried and tested evaluation **ideas and tools** that you can choose from, and **step by step guidance** to help you evaluate and complete an end of project reporting form.

This pack was originally developed to support projects funded through the CashBack for Communities Small Grants Scheme. We have used the CashBack projects as an example to illustrate different sections within the pack.

This pack provides everything that you need to carry out your mini-evaluation. In addition, we recommend that you visit the CashBack Small Grants Scheme website at <http://www.cashbacksmallgrants.org/> which has further information from youth leaders and volunteers about how they got on with the evaluation and reporting process.

### What is evaluation?

Let's start by looking at what we mean by evaluation and sorting out some common terms that we will use.

Monitoring or tracking involves keeping track of what you are doing and what you are achieving. It involves gathering relevant information, facts and figures, and asking key people in your group for feedback.

Evaluation is about using information that you collect to make a judgement about how successful your project has been in making the difference you intended to the people that you set out to support.

There are two types of information to think about collecting – quantitative and qualitative - and you will need to collect both types for your report.

Quantitative information: numbers – e.g. how many young people, ages of young people.

Qualitative information: words, written and spoken, by the people you ask for feedback.

## Why do we do evaluation? What are the benefits?

### Tracking and evaluating your project helps you to:

- » Gauge how well you are doing against your plans and make any adjustments to keep you on course.
- » Learn from your experience of the project and that of your young people, volunteers, parents, and the wider community.
- » Account for resources.
- » Be more effective and efficient.
- » Provide high quality activities for young people.
- » Demonstrate to yourself, your group, your HQ, and to your funder the difference that your youth group makes to young people.
- » Plan future events and activities.
- » Report back to your funder.

Here is what some voluntary leaders said about their experiences of completing the CashBack Small Grants Scheme report.

*“Don’t be put off by the project reporting; the CashBack Small Grants scheme report is very straightforward; just keep it simple and collect evidence like photographs of the project as you go.”*

Here are some **top tips** which other voluntary leaders found helpful for completing their report.



### Top tips:

1. Keep it simple – report on what you did, and especially the difference that your project made for young people.
2. Collect evidence and results from your project as you go. For example, keep all of your receipts and takes lots of pictures – don’t wait till after the project has finished!
3. Check what you said in your original application – this will help you identify what you have achieved.
4. Be honest – there may be some things that did not work out as you planned, but there might also be some unexpected achievements.
5. Ask young people about the project – what did they like, appreciate, and gain from being involved?
6. Ask other people such as parents, volunteers, and people from your local community – what do they see as the benefits?
7. Get permission – make sure that young people and parents are happy for you to use any pictures or comments, and try to make them anonymous.

## What does a Mini-Evaluation of your cashback project involve?

The **PLAN – DO – REVIEW** cycle is used by youth groups in planning activities and projects with young people. We will use this same cycle to show you how to evaluate your project, and take you through each stage of the process.

PLAN your project and PLAN how to track and evaluate it.

DO your project and COLLECT the information as you go

REVIEW your project and USE the information to complete your end of project report.

### PLAN your mini-evaluation

You have planned your project already – the next step is to plan how you are going to track and evaluate your project.



There are a few questions to consider: the answers will help you to track your project and ensure that by the end of the project you will have all the information you need to complete the end of project report:

- » What information do I need to collect?
- » When / where will I collect it?
- » From whom will I collect it?
- » How will I collect it? (which tools to use to help you collect the information? There are some tried and tested tools for you to choose from in Section 2 of this pack)

Now, create a **PLAN** for tracking your project by using the templates on the next 2 pages.



Top tips

### Top tips:

Use your completed grant application form and a copy of the example of the CashBack End of Project Monitoring Form (page 29 in this pack) to help you fill in the 2 templates.



## Collecting evaluation information

## About Numbers (Quantitative)

## Name of Youth Group:

What numbers do you need to collect?	How and when will you collect this information? (before, during, or after the project)	Source of the information	Results (fill in this column as you go along)			
Young people who participated in project	During	Attendance lists				
<b>Age range of young people</b>		<b>Group records</b>	Under 10	10-13	14-16	17-19
<b>Gender of young people</b>			Male		Female	
Young people and volunteers who consider themselves to have a disability						
Young people and volunteers from an ethnic minority background						
Sessions held						
Volunteers before the project	Before					
Volunteers participating in the project						
Volunteers after project						
Volunteer hours spent on project						
Young people gaining recognition or awards through the project	After					

- » Check your list against the End of Project Monitoring Form – have you identified all the information you need to collect?
- » Use this table to record and track the information as you collect it.

Once the table is completed, you will be able to transfer information from it directly onto the relevant sections of the End of Project Monitoring Form.

## Collecting information about the difference the project made to young people (Qualitative)

### Example

What do you think will change for young people as result of the project?	How would you describe the change?	Key people to ask for feedback	What tool will you use to collect the information?	When will you collect the information? (before, during, or after the project)	Date(s) for collecting information	√ Once complete
e.g. increase in self - confidence	Young people exhibit increased self-confidence in their everyday activities.	Young people  Volunteers  Parents	People Tree  H-form /review session  Postcards	Before and after  After  After	At Halloween party 31 October and at Jan group meeting next year.	√
e.g. have learned new skills	Young people use the skills at youth group activities  Young people achieve more badges/awards	Young people  Volunteers	Our Youth Group Activity Evaluation Form  H-form / review session	After  After		

A blank copy of this table, plus some tips on how to complete it, is to be found on page 11 & 12.



**collecting information**

## Collecting information about the difference the project made to young people (Qualitative)

### Blank Table

What do you think will change for young people as result of the project?	How would you describe the change?	Key people to ask for feedback	What tool will you use to collect the information?	When will you collect the information? (before, during, or after the project)	Date(s) for collecting information	✓ Once complete

### How to complete the table about the difference your project will make to young people

This table will help you plan what, how, when and from whom you are going to collect information so that you can demonstrate how your project has met its aims. The examples in the table will give you an idea of the sorts of things that might apply to a typical CashBack Small Grants project.

Use your project application form and your knowledge of your group and its activities to help you fill in the boxes in the table.

When thinking about the timing of your mini-evaluation, you may want to consider collecting information from the young people before your project starts and then again after the project has finished. Tools like the People Tree are really good for this and help to show what and how much has changed for young people as a result of the project.

### Other points to consider:

- **Who will collect the information?**

This is a group activity where tasks can be shared out. For example you may ask a volunteer to make sure that the attendance register is completed fully, and another volunteer to collect in the feedback sheets at the end of the activity. It is a good idea to have one person co-ordinating the evaluation tasks to ensure that they are completed properly.

- **What will we do with the information that we collect?**

It is a good idea to create a storage box or folder where all the information is stored to keep it together and in one place. Make sure that all the information is carefully labelled with the date and event or activity that it comes from. This is a task that the evaluation co-ordinator can oversee.

- **Are there any other aspects that we should be aware of?**

One thing to be aware of is the importance of making sure that the information you collect is kept in a safe and secure place and not left around for others to read. You are not going to be collecting confidential information, but it is a good idea to protect the identity of individuals giving you feedback. You can do this by either changing the names of people or by identifying what people say using their role.

For example:

*"I had great fun doing the activities. I learnt some new things and made some new friends. Thanks"* (Young participant quote).

Other role labels might include Parent, Volunteer, Youth Leader, Youth Worker etc.

## Do your project

You are now ready to do your project. Remember to track how things are going, and be prepared to change tack if necessary based on what your tracking is telling you about progress with the project.

**Enjoy the project! Enjoy collecting the information too!**

## Review your project

The last step in the Plan-Do-Review cycle involves reviewing your project. This means taking a little time to think about how well the project went; what the challenges were; and to identify any learning points for the future. It is a good opportunity to celebrate success and achievements, and it is also the opportunity to ask key people for feedback on their views about the project and about the difference that they think the project made to young people.

## What is involved in a project review?

To carry out a project review you will need to arrange a time for those involved in your activity to get together. A good time might be to include a review session as part of your normal meeting arrangements. You might even like to turn the session into a celebration opportunity for the group.

- **Who organises the session?**
  - » The voluntary leader(s) bring the group together and take them through the feedback exercise (s). You may want to try out some of the review tools in the Toolkit Section.
  - » It is a good idea for the leaders to share out the tasks involved in organising this such as: organising the meeting and inviting people; leading people through the session; recording the answers for the group.
  
- **Who should be involved?**
  - » Think about the people who were involved in your project: the young people who took part; the volunteers and other helpers.
  - » Include as many of these as you can, as a guide a good session can be run with a group of between 3 and 10 people. If you have lots of young people consider dividing them into small groups each with a leader and ask each group to record their answers and then to feed them back to the big group.
  
- **How long will the review take?**
  - » Plan for a time that is suitable for as many people as possible.
  - » As a guide you will probably need about 45 minutes to an hour to complete the review session.
  - » Remember, once people get talking about something they are interested in they may need prompting about the time.
  
- **What about other people whose feedback would be useful?**
  - » You may wish to get feedback from parents but it may not be practical or appropriate to include them in the group review session.
  - » Use a tool such as the postcards for young people to take home and ask their parents to complete and return to you.



**Arrange a Time**

## SECTION 2

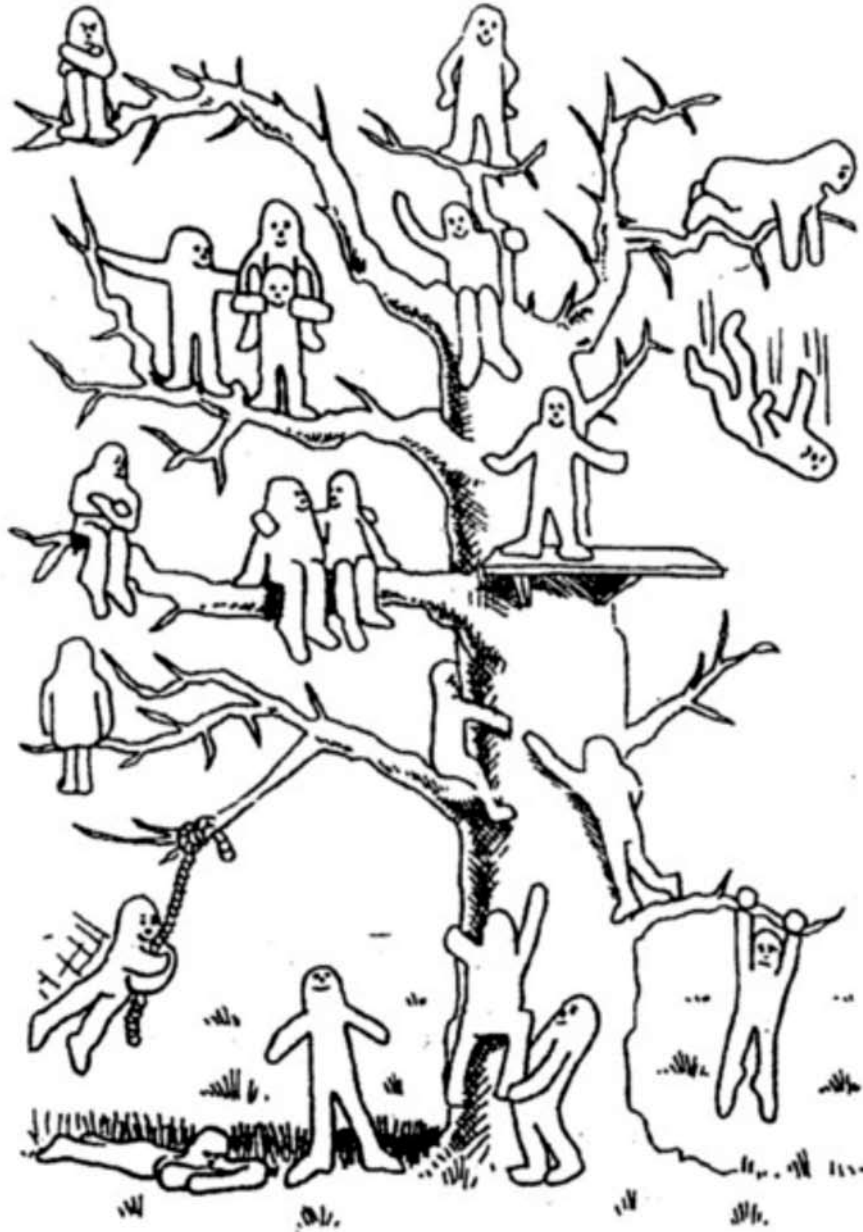
# Evaluation Tools

### OVERVIEW OF TOOLS IN THIS PACK

Here are a few simple, tried and tested, and easy to use evaluation tools. Pick which one(s) is best suited to your project. Each of these evaluation tools is described below along with a guide on how to use it.

Evaluation Tool	Purpose	You will need
People Tree	<p>For measuring change in young people.</p> <p>Can be used prior to the project and then repeated after the project to track change in the young person. OR used after the project to ask young people to reflect where they were before the project and where they are now as a result of the project.</p>	<ul style="list-style-type: none"> <li>• A copy of the People Tree for each young person.</li> <li>• Coloured pens.</li> <li>• If using the People Tree before and after the project, ask the young people to write their name on their tree so that they can compare the two.</li> </ul>
Post cards	<p>For collecting feedback from parents or members of the local community.</p>	<ul style="list-style-type: none"> <li>• A postcard for each young person to take home.</li> <li>• A postcard for each community member whose feedback you want.</li> </ul>
Our Youth Group – Activity Evaluation Form	<p>For identifying what young people have learned as a result of your project and what they think about it.</p>	<ul style="list-style-type: none"> <li>• Copies of the form enough for all young people taking part.</li> </ul>
H-form	<p>For reviewing your project.</p> <p>Designed for use after the project has finished.</p>	<ul style="list-style-type: none"> <li>• A large piece of paper with H-form drawn on it.</li> <li>• Post-its.</li> <li>• Pens.</li> </ul>
CashBack Project Review	<p>A guide for collecting feedback about how the project went.</p>	<ul style="list-style-type: none"> <li>• Flip chart sheets.</li> <li>• Pens.</li> </ul>

## PEOPLE TREE <sup>1</sup>



On the picture above choose which character best describes you at the moment. OR which character best described you before the project and which best describes you now after the project?

Ask young people to colour in their characters.

## PEOPLE TREE

**Which character(s) did you choose?**



**What made you choose that character(s)?**



**What new things have you learnt about yourself from completing the Reflection Tree?**



**Note down any other thoughts that are important to you.**



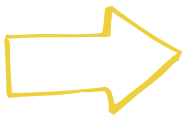


# POSTCARDS

This is a simple tool that was developed by Girlguiding Scotland as a way to gather feedback from parents or carers. They gave each young person participating a card to take away with them and were encouraged to pass on to a parent or carer. The postcard is simple, anonymous, and short and doesn't take very long to complete. You could even include a stamp if you wanted to ensure a higher rate of return.

**Front of postcard:**

The following template can be adapted to include your group's name and logo and the questions that are important for you. You can make your own postcards electronically and print them onto cards to make them look professional.



{Your Logo}

We hope that your daughter / son / ward had a fantastic time at the ..... (insert the name of the event) event they attended.

To help us plan for future events please answer the questions on the reverse and pop this card in the post to us / or ask your young person to bring it to the next group meeting.

Your feedback will be valuable, not only in terms of planning, but also to let us know the difference ..... (insert your group name) is making to our members / young people.

Thank you

Affix stamp

Name  
Address  
Post Code

{Your logo and website}

**Back of postcard:**

**Q1. Did your daughter / son / ward enjoy the ..... (insert event)?**

YES     NO    (If no, please say why under Q5.)

**Q2. Did she / he try a new activity? What was it?**

**Q3. Did she / he camp? And if so, was it for the first time?**

**Q4. This opportunity has been largely funded by CashBack for Communities.**

What difference has the event made to your daughter / son / ward that we can tell the funders about? (e.g. has she / he gained in confidence, made new friends, taken on new responsibilities etc.)

**Q5. Do you have any other comments?**




Ask the questions that are most important for your project. You can either use the questions above or swap them for your own. Keep a note of how many postcards you give out. In that way you can work out the % of feedback you receive.

OUR YOUTH GROUP - ACTIVITY EVALUATION FORM <sup>2</sup>

<b>ACTIVITY</b>	
<b>DATE</b>	
<b>NAME</b>	
<b>AGE</b>	

## Thinking about the activity

Which of these words describe what you feel about this activity? (Circle the ones that apply to you)			
<b>FUN</b>	<b>WORKED ALONE</b>	<b>EASY</b>	<b>GAVE ME NEW IDEAS</b>
<b>VALUABLE</b>	<b>DONE IT BEFORE</b>	<b>BORING</b>	<b>WORKED AS A GROUP</b>
<b>CREATIVE</b>	<b>HARD WORK</b>	<b>NEW</b>	<b>USELESS</b>
<b>EXCITING</b>	<b>WANT TO DO MORE</b>	<b>NEVER AGAIN</b>	<b>CHALLENGING</b>

 What did you like?	 What else could we do?	 What could we do better?

**Would you do this activity again?**

Yes

No

Don't know

**Would you recommend it to your friends?**

Yes

No

Don't know

### Thinking about yourself?

**Being involved in these sessions gives me ... (Tick all that apply)**

Skills	<input type="checkbox"/>	Exercise	<input type="checkbox"/>
Confidence	<input type="checkbox"/>	Fun	<input type="checkbox"/>
Social life	<input type="checkbox"/>	Something to do	<input type="checkbox"/>
Other	<input type="text"/>		

**Without these sessions/ this group I'd be ... (Tick all that apply)**

Bored	<input type="checkbox"/>	Less active	<input type="checkbox"/>
At home	<input type="checkbox"/>	By myself	<input type="checkbox"/>
Don't know	<input type="checkbox"/>	Hang about streets	<input type="checkbox"/>
Other	<input type="text"/>		

**How much have you gained from this activity?  
Circle your score to the following sentences.**

	<b>A lot</b>	<b>Some</b>	<b>Not much</b>
	<b>10</b>	<b>5</b>	<b>1</b>

I have made new friends.	10 – 5 – 1
I have done some new activities.	10 – 5 – 1
I have learned new skills.	10 – 5 – 1

**Being in this group makes me feel ... (Tick all that apply)**

Happy	<input type="checkbox"/>	Good	<input type="checkbox"/>
Proud	<input type="checkbox"/>	Safe	<input type="checkbox"/>
Cool	<input type="checkbox"/>	Involved	<input type="checkbox"/>
Appreciated	<input type="checkbox"/>	Active	<input type="checkbox"/>
Other	<input type="text"/>		



## H FORM EVALUATION

The H Form is an evaluation method that was developed along with a whole range of methods known as Participatory Appraisal (PA). They are methods that are designed to give everyone a chance to have their say.

The H Form can be used to evaluate anything from a conference to an event to a training course to an activity to local services. It uses a single question to ask: **How good was the .....**? The responses to the question come direct from participants' experiences, and their answers highlight the things that are important for them. In this way they create the agenda for improvement and change – very powerful and very empowering.

### How to use the H Form Evaluation Method

You should enlarge the recording sheet on the next page to A3 size, or you can draw it out on a single flip chart page. You will also need a pack of small post-it notes and pens available for participants to add their views.

1. First, ask individuals in the group to think about how they would each score the question: How good was your experience of our CashBack project? 0 = poor and 10 = excellent. They should each mark their score on the line across the middle of the H Form.
2. Next, given their scores, you should ask each person to identify 2-3 negative reasons for their score, or why they did not score their answer higher. People write their reasons on separate post-it notes and add them to the left hand side of the sheet. Using post-it notes means you can put similar ideas together to create themes. So for example: a number of people may have highlighted issues to do with running out of time or needing more time, these could be grouped together under the heading: Not Enough Time.

3. Now, given their mark, people should each identify 2-3 positive reasons for their score, or why they did not score their answer lower. People write their reasons on separate post-it notes and add them to the right hand side of the sheet. Again you can discuss the answers and group similar ones together. For example: a number of people might have highlighted the importance of support in the project, these similar answers can be grouped under the heading: Support.
4. Finally, look at all of the answers both positive and negative, and as a group identify 3-5 ways that the project experience could be better. In making recommendations people you should think about what they want to change from the negative side, and what they want to keep or strengthen from the positive side.

Add the recommendations to the sheet.





**2**

Negative reasons for score:

**1**

How good was your experience of our 'CashBack' project?



0

5

10

**3**

Positive reasons for score:

**4**

Identify 3 - 5 ways that ..... could be better:

## PROJECT REVIEW

The following instructions describe an outline for a reflection and review session. The questions and topics provide a structure for your group to reflect on their project. The session is designed to involve your group in conversations and sharing of their ideas and views.

You may find it useful for your group to record their answers on a flip chart or large sheets of paper as they go, you can then use these recordings to tell your story and complete your project report.

### Outline project review session

1. Welcome the group and if there are people who don't know each other, ask everyone to give brief introductions.

Explain that the purpose of the session is to reflect on and review the group's project.

2. Use the Story Telling structure (see below) to guide your group's conversations. Encourage discussion between group members.

This is often best carried out through small groups or pairs. For example: in the first topic you are asked to tell us what you did by identifying 10 key facts about your activity. This can be done by asking small groups or pairs to list what they see as the key facts. Then you can share the answers in the whole group. In this way you will be encouraging everyone to participate.

If you work in small groups, make sure you share your answers, to see which points people agree on, and where there are additional points. This approach is particularly useful if your group is bigger than 5 people.

3. When you are happy that you have fully explored the story of your project, and it is recorded on the story telling sheet you should have the information you need to complete your end of project report.
4. Thank all the participants for their time and contributions.



## Our 'Cashback' Project Story

### What did you do?

Make a summary of your project through **10 KEY FACTS**.

**For example:** we organised an outing to Edinburgh; 10 people came; there were 4 volunteers and 6 young people etc, keep going till you get 10. You might want to put them in a particular order.



<b>KEY FACT 1</b>	<b>KEY FACT 6</b>
<b>KEY FACT 2</b>	<b>KEY FACT 7</b>
<b>KEY FACT 3</b>	<b>KEY FACT 8</b>
<b>KEY FACT 4</b>	<b>KEY FACT 9</b>
<b>KEY FACT 5</b>	<b>KEY FACT 10</b>

If you have photographs of your event, choose three that best illustrate the key facts and attach them here. If you have any press cuttings which promote or report your activity attach them here.



**What were your 3 most memorable highlights?**

3 most memorable highlights	What made them memorable?
1.	
2.	
3.	

**What were your 3 biggest challenges?**

3 biggest challenges	How did you respond?
1.	
2.	
3.	

**What worked well? Write down your own Recipe for Success.**

**For example:** Ingredients – one good idea; 10 happy people; mixed together with a spoonful of co-operation, and a pinch of good weather.



Have some fun making up your own recipe!



Our Recipe for Success



**What difference did your activity make?**

Get a comment or quote from: a child or young person; a volunteer or helper; someone from your group.

Ask them: what difference has taking part in this activity made for you? Add your quotes to the boxes below.

**For the children or young people involved...** for example  
*"we did an activity for the first time"*

Quote from  
 young  
 participant

**For the volunteers and helpers involved...** for example  
*"we learnt new skills and our confidence increased"*

Quote from  
 a volunteer  
 or helper

**For your group or organisation...** for example  
*"we worked in partnership with another local group"*

Quote from  
 someone in  
 your group

**And finally, give your story a title:**

This should reflect the general theme of your story, for example: *A celebration to remember; Having fun; Didn't we do well; More hands make light work; etc.*

## SECTION 3

# Making sense of all the information you have collected

The information you collect from using the tools listed in Section 2 will need a little work done on it to pull it all together and to find out the results of your project. This is called analysing the information.

Analysing involves filtering the information you have collected through a number of stages to identify themes, key messages, and good quotes to use in your report. The process helps you to reach conclusions about the impact of your project on young people and to make recommendations for how to plan future projects.

Once you have collected all your information you need to sort through or filter it to identify what it is telling you about your project.

### **Analysing Quantitative information (the numbers):**

from your records it should be straightforward to determine the numbers, age, ethnicity, disability, and gender profile of the young people who participated in the project. It's simply a case of adding up numbers to get the total for each.

**Analysing Qualitative information (the words, pictures, feedback and stories):** needs to be boiled down to identify the emerging themes. Here's how to do it.

1. Sort the information into piles according to the people who gave you it, i.e. young people; volunteers; parents.
2. Working on one pile of information at a time, read through the information a couple of times to get a general idea of the contents.
3. Note down the key themes that emerge, e.g. confidence; enjoyment; fun; new skills, new friends.
4. Then read through the information again and use different coloured highlighter pens to categorise the statements which fit under the key themes. Re-reading helps you to see other themes and you may find that some themes are too broad and can be broken down into sub-themes, e.g. confidence may be too broad and might be broken down into personal growth and taking on responsibility.
5. Once you have identified all the themes, use them as headings and write a summary paragraph for each theme. Be sure to include examples and quotations in the summary.
6. **Repeat Steps 2 – 5 for each pile of information.**
7. Then compare the results for each group of people.
  - i. what 's the consensus view about the project?
  - ii. are there any surprises?
  - iii. are there any issues or aspects of the project that could be improved?
8. Compare the results with what you were hoping to achieve as stated in your application form.
  - i. How well has your project done in achieving its aims?
9. What conclusions can you draw?
10. Are there recommendations for future projects?

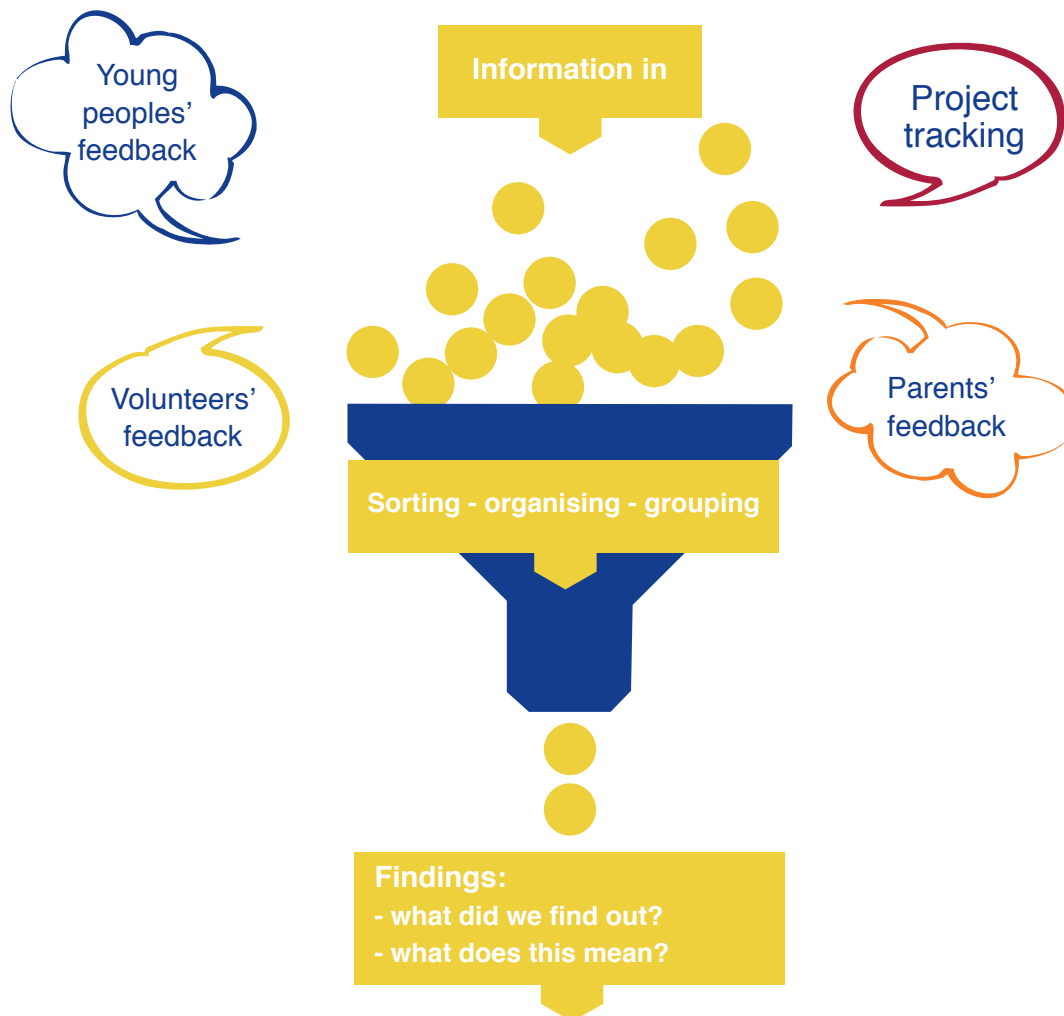


### Top tips:

use different coloured highlighter pens to categorise statements under the key themes that you see emerging from your analysis of the information.

Use the quantitative analysis, summary paragraphs, your conclusions and recommendations to complete your end of project report.

The diagram below illustrates the process and stages of analysis.



### Conclusions:

- What difference did the project make for young people?
- How well did we achieve the project aims?
- What will we do differently?

## SECTION 4

# Completing your end of project report

This is a bit like telling your story, and you can add to the quality of the story by using your findings and evidence from your mini-evaluation.

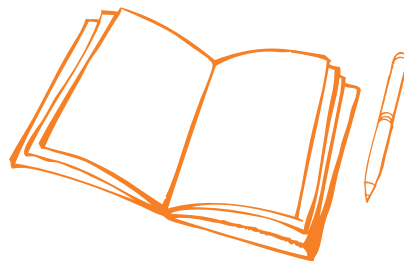
### Gather together the following:

- Your grant application form.
- Your quantitative information table.
- Your analysis of the qualitative information you collected and the summaries that you wrote.
- Any photographs of your project.
- Any press cuttings about your project.

Now that you have all these things to hand it's an easy job to complete your report. We have used the CashBack End of Project Monitoring Form as an example to show you how this works. Most funders will use very similar questions to CashBack. As you work through the example it is a good idea to have your own report form to hand to see where it matches.

The CashBack End of Project Monitoring Form: This form asks you to tell the story of your project. These pages have been recreated in the next part of this pack along with some tips on how to use the findings from your mini-evaluation to complete your report.

Enjoy writing up the story of your project!



## CASHBACK SMALL GRANTS SCHEME END OF PROJECT MONITORING FORM

# CashBack for Communities Small Grants Scheme End of Project Report Form

Please complete, sign and return this form as soon as your project has finished. All reports must be submitted to your member organisation within three weeks from the end date of your project.

INFORMATION ABOUT THE CONTACT	
<b>Contact Name:</b> (Unit leader/ youth group worker)	
<b>Position Held:</b>	
<b>Contact's Address:</b>	
<b>Contact's Email Address:</b>	
<b>Contact Tel No:</b>	

INFORMATION ABOUT THE AWARD					
<b>Name of Unit or Youth Group:</b> (as per the original application)					
<b>The postcode where your youth group or unit meets:</b>					
<b>Grant Reference Number (if known):</b>	<b>Total Award: £</b>				
<b>Type of grant:</b>	<table border="1"> <tr> <td><b>Start up</b></td> <td></td> <td><b>Programme</b></td> <td></td> </tr> </table>	<b>Start up</b>		<b>Programme</b>	
<b>Start up</b>		<b>Programme</b>			
<b>If the funding was for the purchase of equipment, what did your group purchase?</b>					

**REPORTING Please help us celebrate your project!**

**YOUR STORY**

**In the beginning...**

What needs were you trying to address? What did you hope young people would get out of the project?

**Along the way...**

How did you attract young people to the project? What activities did you run? What were the 'headline' achievements?

**In the end...**

What difference did you make? What did young people get out of it? What were your successes and challenges?

**And the moral is...**

What can be learned from your experience? Will you do anything differently? What happens next with your project?

**QUOTES ON VALUE OF PROJECT**

**Name of Young Person:**

**Age:**

**Quote:**

**Name of Worker:**

**Title/Position:**

**Quote:**

**Other leaders/ parents/ member of the community:**

**Please specify who:**

**Quote:**

## PROJECT ACTIVITY

How many people in the following categories benefited from the funding?

Ages	No of Male	No of Female	Totals
Under 10			
10-13			
14-16			
17-19			
20 & over			
<b>Totals</b>			
<b>Volunteers</b>			
<b>Total</b>			
<b>Grand Total</b>			

Was this Activity new?

YES

NO

## VOLUNTEERS

Have volunteers increased as a result of this grant?

YES

NO

How many new volunteers did this programme attract?

Please estimate the number of voluntary hours contributed to this project

no of hours (      ) x no of volunteers (      ) **Total Hours**

## PROGRESSION ROUTES AND RECOGNISING ACHIEVEMENT

Did young people gain recognition or accreditation through this project?

(eg. Dynamic Youth Awards, Youth Achievement Awards, Duke of Edinburgh's Award, MV Awards, Sports Leaders etc.)

YES

NO

Name of Award	No of young people	
	Gained the award	Working towards it



# Financial Report Form

Please complete and return the Financial Report Form along with your End of Project Grant Form which tells us how you spent the CashBack for Communities Small Grant funding. This is a relatively simple form which mirrors your original application. We do not require you to send invoices or proof of purchase for every item. However, if you have receipts or proof of purchase for items over £200 in value please submit them with your report.

Date	Description of spend	Total including vat £
<b>Total Spend (A)</b>		£
<b>Total of award (B)</b>		£
<b>Underspend</b>		£

Measuring the impact of this funding is important to the partner organisations and to the Scottish Government. Continuation of this programme of funding will depend on whether or not the partners can demonstrate that the programme has met its objectives. It is a condition of the grant that you provide the information that we are requesting on monitoring and evaluating your programme. If you need any support with this please get in touch.

**Statement to be signed by the Unit leader or Youth Group worker:**

To the best of my knowledge, the information given on this form gives a true and accurate account of how the CashBack for Communities Small Grant was used.

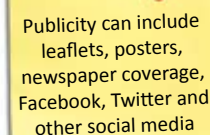
Signature:		Date:	
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## CHECKLIST

Please include:

Your 'Story' section of this form	
'Quotes' section of this form	
Financial Report	
Any Publicity	
Any Photos	



Publicity can include leaflets, posters, newspaper coverage, Facebook, Twitter and other social media

Please ensure you have the relevant permissions for all photos. Sending electronic copies of photos and publicity evidence is encouraged.

## EQUALITIES

Please record the ethnicity/ disability mix of your participants. This information is required by Scottish Government.

Ethnicity	No of young people	Disability	No of young people
White British		No Disability	
White Irish		Visual	
Other White Background		Auditory	
Mixed - White & Black Caribbean		Speech	
Mixed - White & Black African		Mobility	
Mixed - White & Asian		Dyslexic	
Other Mixed Background		Other	
Asian or Asian British - Indian		Combination	
Asian or Asian British - Pakistani		Prefer not to say	
Asian or Asian British - Bangladeshi			
Other Asian or Asian British Background			
Black or Black British - Caribbean			
Black or Black British - African			
Other Black or Black British background			
Chinese or British Chinese			
Other ethnic group			
Prefer not to say			
Don't Know			
<b>TOTAL</b>		<b>TOTAL</b>	

NB The totals in each column should be the same as the grand total of the number of young people who participated in the project.

**Please return this form  
by post or email to your  
member organisation**

For office use only

Checked by:

finalised:





To download the mini-evaluation pack free of charge go to [www.cashbacksmallgrants.org](http://www.cashbacksmallgrants.org)

For further information please contact Youth Scotland.

**Email:** [office@youthscotland.org.uk](mailto:office@youthscotland.org.uk)

**Tel:** 0131 554 2561

