**Section 12**
Evaluation Techniques

12.1 Relationship Maps

These maps, which are also known as social network maps, help project promoters understand participants' networks and relationships. This is a useful technique for projects where the peace outcomes are about developing, building or improving relationships, making friends or building support networks. There are a number of stages including:

1. **Establishing the baseline** - finding the relationships which each user has when they first engage with the project.
   - Give participants a diagram (below) and pen
   - The X in the centre of the circle is the participant and s/he writes down the names of those whom s/he perceives to be in the various circles which surround the X. The closer the written names to the X, then the closer the relationship. See first diagram below.

Before the Project
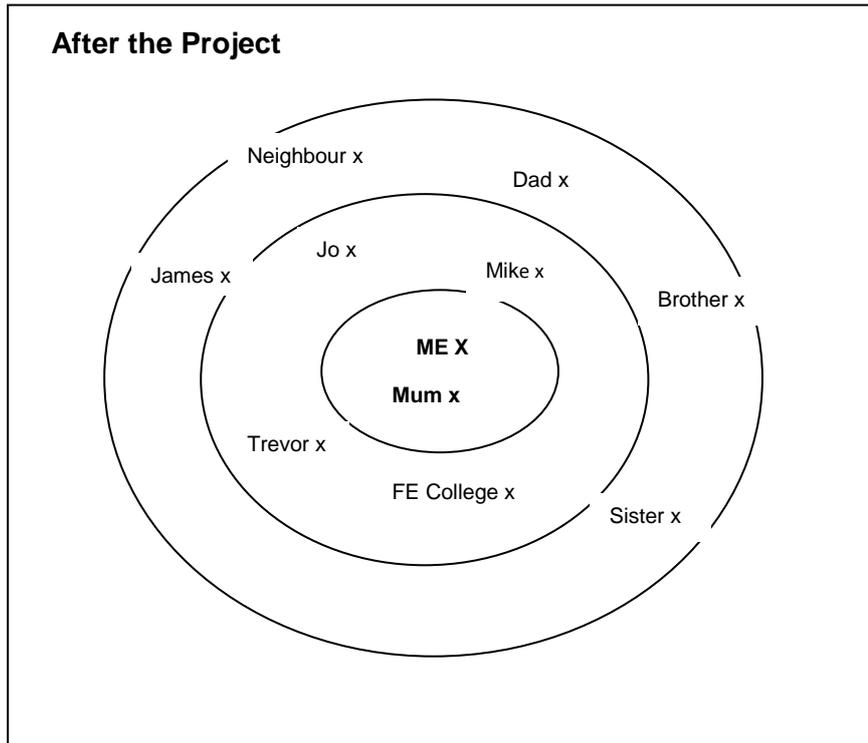
Jo x

Mike x

ME X

James x

Mum x
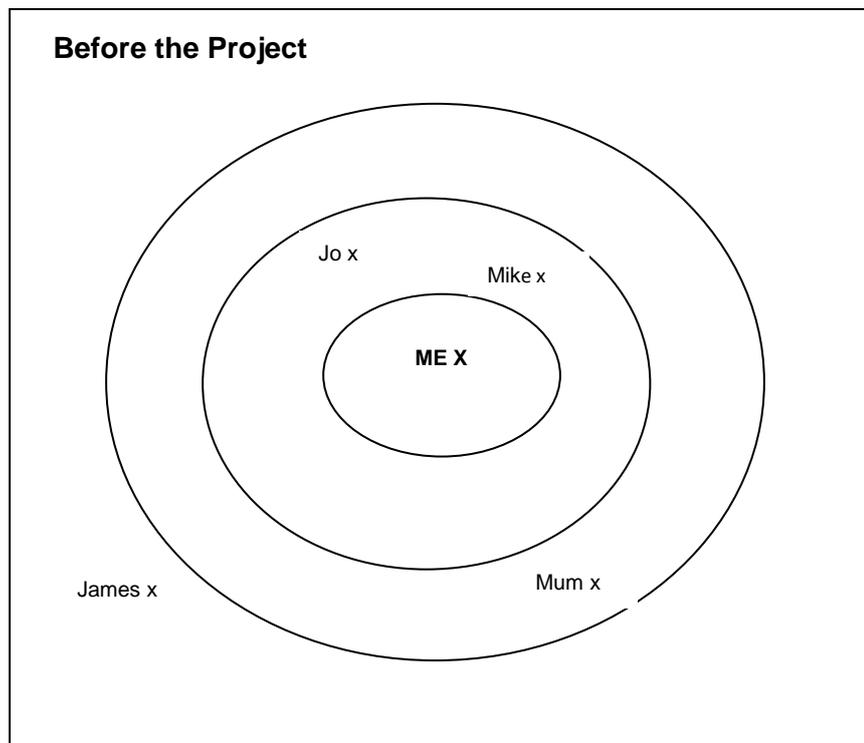
In this example, at the start of the project, X is close to Mike and Jo but not to Mum and James. The project promoter can then begin by asking questions including for example:
   - Who the various people on their map represent (if it is not obvious but in some cases people may not wish to identify individuals so it is important to be aware of this – symbols could be used instead or if preferred people could be categorised by ethnicity, religion, gender, where they come from)?
   - If they are happy with the situation?
   - If not, how do they want it to change?
   - Are there any relationships that they would like to be different?

When this has been discussed, either on a one-to-one basis or in a group setting, the information can be safely stored for use later on in the action learning process.

2. **Comparisons** - at a later date, say mid way or at the end of the project, the information can be revisited and the process completed again. The new map is placed alongside the first one and comparisons can be made.

After the Project

Neighbour x

Dad x

Jo x

Mike x

James x

Brother x

ME X

Mum x

Trevor x

FE College x

Sister x

The following or similar questions can then be asked:

- Who are the new people on the map?
- Has the peace project helped you to meet new people?
- If the same people have been used again have they moved in the diagram and if so, what was the reason for this?
- Is the participant happy with the changes?
- How is their life different now?
- How could this be further supported?

3. **Analysis** - in terms of the analysis of this method, the project promoter can analyse relationship maps quantitatively (by giving values for stars in different circles). For example, in the baseline there are 3 stars in the centre circle (1 x 3 points), 2 in the middle circle (2 x 2 points) and 1 in the outer circle (1 x 1 point), giving a score of 8. The follow-up map has a score of 19.

Information collected in this way can provide before and after material which can contribute to the evaluation of the peace building project by showing how relationships have developed throughout the project's lifetime.
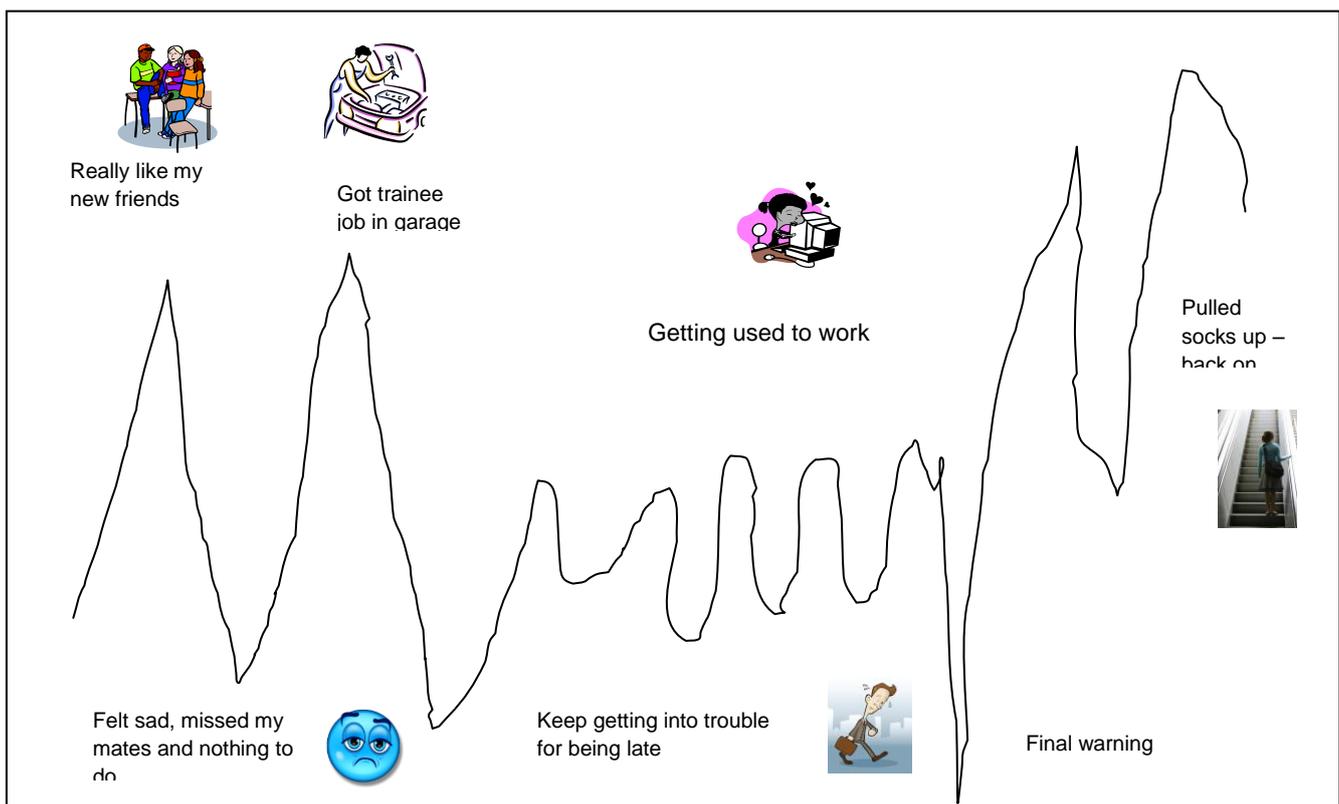
12.2 Lifelines

Lifelines (or timelines as they are sometimes called) help projects understand what has /is happening in a participant's life. This technique is particularly useful in helping projects understand key events before participants begin a peace project.

The stages in producing a personal lifeline at the beginning of a peace project include:
1. Setting Ground Rules – including for example, participants taking responsibility for what they share and what they do not; listening respectfully to what others have to say and not judging; being sensitive to the life experiences of others.
2. Each person in the group is given a pen(s) and flipchart paper, highlighting their life journey and how their experiences of the Conflict has and continues to affect them.
3. In small groups they explain their life journeys with other members of the group asking questions.

This process serves to establish relationships and understanding among participants and to enable the project deliverers to understand what individuals' life experiences have been. It sets a baseline for the work to begin. When the programme is over the person can re-evaluate their experiences and where they are now. An example of a young person trying to get back into work and education is illustrated in the diagram below.

Really like my new friends

Got trainee job in garage

Getting used to work

Pulled socks up – back on

Felt sad, missed my mates and nothing to do

Keep getting into trouble for being late

Final warning

Lifelines can also be used following on from a person's participation in a peace building project – when they leave and move on.

The stages in producing a personal lifeline at the end of the project include:
1. Each person in the group is given a pen and flip chart paper, showing the highs and lows that they experienced during and since leaving the project.

2. They explain the causes of the highs and lows using symbols or words. They use a particular symbol to show when they were helped by things they had learned on the project.
3. Each person presents their lifeline to the group. Then the other group members ask questions. The project worker also asks questions and takes notes of the conversation.

12.3 Body Maps

Body maps can help projects understand how people feel about themselves, for example body image or self esteem. Two types of body maps can be used:

1. using a pre-drawn body outline on a sheet of paper;
2. participants lying on a large sheet of paper and having someone else draw round their body.

In either case the participant writes or draws key features about themselves on the map. When they have completed their body map others can ask them about what the words or drawings mean.   This can be undertaken at an early stage of being involved in a peace building project, once trust has been established, and then again at a later date and compare the two maps.

This method may be an attractive one for young people who are caught up in rioting, taking drugs or behaviour in their community which is not acceptable to local people. Results from this type of programme show that young people may be angry and frightened at the start and then move on to being in a better place throughout and after the programme, some being able to move on to more mainstream types of programmes.

Before the Project

After the Project
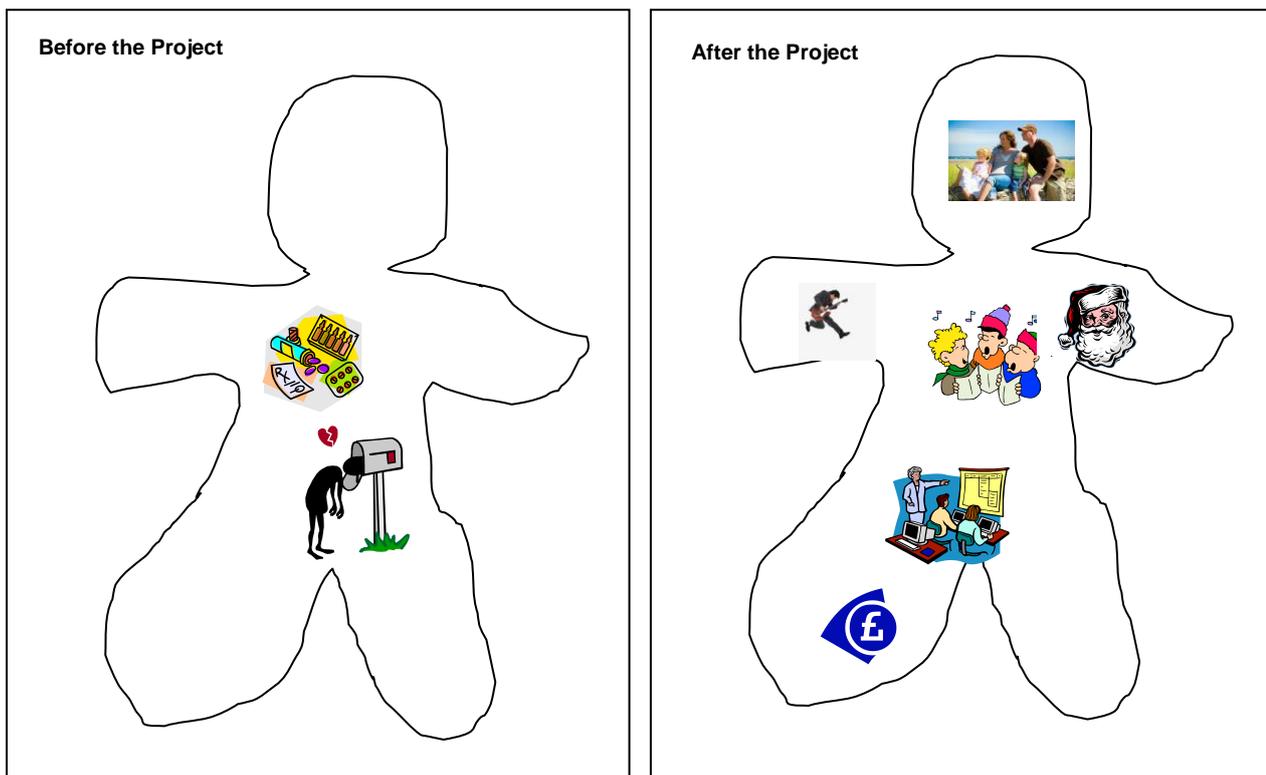
12.4 Evaluation Wheel

Using evaluation wheels in peace building is a simple and relatively fast way to get participants' opinions of a project. This technique can be completed individually or at group level and can be used at the middle of a project. Simply put:
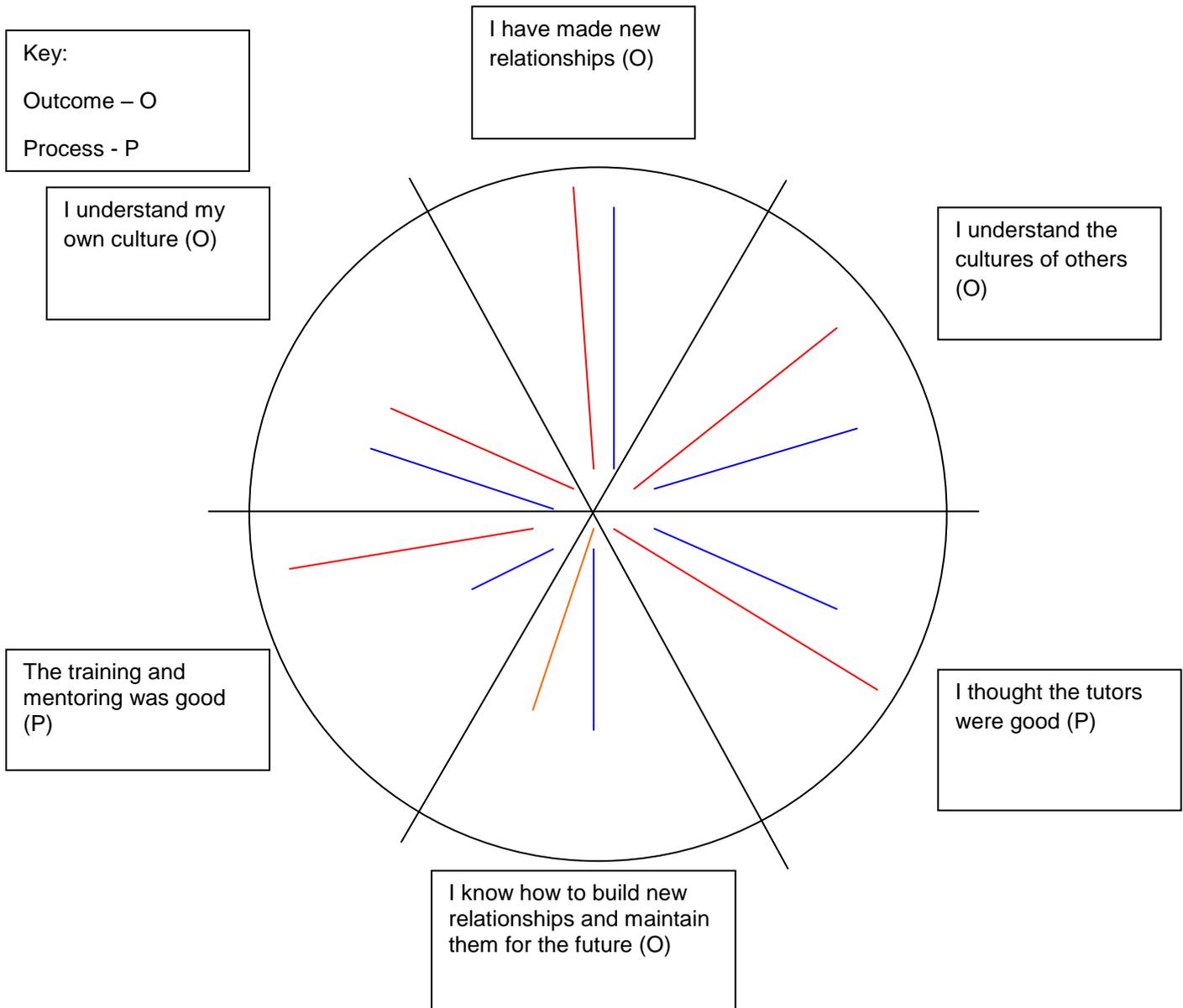
- Divide the wheel into segments relevant to the various aspects of the project (usually 6 or 8)
- Label each segment with a part of the project to be evaluated.
- Participants can show how they feel about the project by drawing a line (like a spoke of a wheel) in each segment from the centre to the rim. The closer the line is to the rim, the happier the person is with that part of the project.

This process needs to be facilitated by the project promoter explaining how to complete the wheel and then leaving the room to allow either the individual or group to complete the exercise comfortably and in confidence.

On their return, the facilitator can discuss with the group the findings with a view to improving the project. This is a qualitative tool and does not lend itself to producing quantitative data.

A template is attached below.

Evaluation Wheel and Instructions for use

Key:

Outcome – O

Process - P

I have made new relationships (O)

I understand my own culture (O)

I understand the cultures of others (O)

The training and mentoring was good (P)

I thought the tutors were good (P)

I know how to build new relationships and maintain them for the future (O)

How the wheel can be used

- The wheel can relate to an outcome. Each spoke should relate to an indicator.
- Participants can decide what should go on each spoke or this may be pre-set by the evaluator.
- Each person should mark where they think they are on the spoke. There can be rungs added to represent values, these can increase or decrease in value from the centre but must be consistent. Values may be left open or given an interpretation.
- The exercise can be repeated over time to check progress, with dots joined up to visually represent change.
- Group preceptions can be collated, however instead of a spoke a segment should be used to represent an indicator. In this case each person places a dot within the segment and daws a line from this to the centre. If each person uses a different colour a visual representation of a group can be obtained.