

The Citizenship Foundation:
evaluation of the
Young Citizen's Passport

1 June 2005

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1. Background

The Young Citizen's Passport is an important part of the range of activities of the Citizenship Foundation, providing a guide to the law for young people in England and Wales. (Separate editions of the YCP also cover the law in Scotland and Northern Ireland). The Citizenship Foundation wished to evaluate the ninth edition, of which 18,500 copies were distributed to schools, colleges, LEAs, youth clubs and the Connexions Service, across England and Wales.

It was hoped that the evaluation would provide information on which to make improvements to future editions, attract funding, and help provide accountability. The Citizenship Foundation was especially interested in finding out how far the aims of the Young Citizen's Passport (YCP) are achieved, ie how far the intended outcomes (changes and benefits for individual users) actually happen.

It was intended that the project team responsible for the YCP should participate directly in the evaluation, with external technical advice and support. This would provide for learning by the project team, and the contribution of an external evaluator would ensure that the evaluation approach was sound.

The approach proposed by CES, and adopted by the project team, was a partnership in which CES guided the team through a series of stages in which the team:

- clarified the aims and outcomes of the YCP
- identified the kind of information required from the evaluation
- identified and developed means, such as questionnaires and structured interviews, by which this information might be obtained
- collected the information.

CES then analysed data and evaluated the project, reporting in this document.

2. Preparing the basis of the evaluation

The Citizenship Foundation project team (see appendix one for details) worked with CES to clarify the aims and desired outcomes for the YCP. To do this we used the CES planning triangle, which enabled the team to express the aims and desired outcomes accurately and succinctly, and also showed the relationships between them. This information is shown in appendix two.

The immediate practical result of this was that we were able to describe the sort of outcomes, which, if they happened, and could be measured, would

demonstrate the success of the YCP. This was an important preliminary to setting up the design of the data collection.

Using the CES planning triangle to do this also meant that the project team learned the principles behind setting aims and intended outcomes, and would be able to use them in other contexts. (This they in fact did subsequently, with their work on a guide to the law for young asylum seekers and refugees.)

3. Data collection methods: overview

3.1 Overview

CES and the CF worked together to establish what data to collect and how. There were broadly two types of information needed. First, to know how satisfied users are with various aspects of the YCP as a product, such as the design, the topics covered and how accessible it is. Second, to know how far the YCP leads to outcomes, ie to changes in the users, such as increased confidence, knowledge and understanding about the law.

The following techniques were used.

- Questionnaires to young people, providing quantitative information on user satisfaction and on outcomes
- Focus groups with young people and with professionals, providing qualitative information on user satisfaction and on outcomes
- Telephone interviews with relevant agencies, such as Connexions, providing qualitative information about particular issues.

3.2 Relationship of the methods to the aims of the YCP

The outcomes monitoring framework (appendix three) shows how the methods and questions clearly link to the intended purposes of the YCP.

4. Data collection methods: detail

4.1 Questionnaires

Appendix four shows the questionnaire questions. The questionnaire was administered as follows.

a. Purpose of collection method

To gather quantitative information about changes in users resulting from the YCP and about user satisfaction.

b. Information being collected

Questions 1 – 7 collected outcome focussed information.

Questions 8 – 10 collected user satisfaction information.

c. Respondents

599 young people aged 14 – 19 in schools/colleges responded from a total of 2,000 questionnaires sent out.

d. Format

Questionnaires were distributed to young people who also received a free copy of the YCP. They were administered by teachers, who had been provided with guidance to try to ensure consistency in how the questionnaire was presented. See appendix four for the questionnaire.

e. How the information was recorded and managed

The information was recorded on individual questionnaires. Copies of all of the questionnaires received were taken (in case of loss), before sending to the statistician. See appendix seven for the statistics used.

6. Timing

Questionnaires were completed during January, February and March 2005.

4.2 Focus groups

Appendix five shows the focus group questions, and an example of how they were written up. Focus groups were administered as follows.

a. Purpose of collection method

In order to add qualitative detail to the information gathered from the questionnaires, a series of focus groups was conducted with both teachers and young people. The focus groups provided an opportunity to gather detailed feedback on the YCP with particular emphasis on user satisfaction and future development.

b. Information collected

The focus groups covered 5 themes. Themes 1- 4 related to user satisfaction, and feedback for further development of the YCP, and the fifth theme was outcome focussed:

- Design
- Access and readability
- Coverage/topics
- Use/Usefulness
- Knowledge and understanding

c. Respondents

2 groups with secondary school teachers, (Derby City and Torfaen)
2 groups with students in year 10/11, (Bennett Memorial School and Skinners' Company Girls' School)
2 groups with students in year 12/13, (New College Durham)

d. Format

See focus group script in appendix five.

e. How the information was recorded and managed
A note taker was present at each focus group and the sessions were recorded on tape. The information was written up using the focus group analysis sheets, (see example in appendix five) which group the feedback by theme and issue.

f. Timing
Focus groups took place during February and March 2005.

4.3 Telephone interviews

Appendix six shows the interview questions. Interviews were administered as follows.

a. Purpose of Collection Method
To collect information from non-school based purchasers, to help inform our knowledge of how and why the book is used beyond a classroom setting. This feedback will assist with marketing and future development.

b. Information being collected
The interviews covered 5 themes. Themes 1- 4 related to user satisfaction, and feedback for further development of the YCP, and the fifth theme was outcome focussed:

- Design
- Access and readability
- Coverage/topics
- Use/Usefulness
- Knowledge and understanding

c. Respondents
3 x Connexions Services
1 x Youth Association

d. Format
See interview questions in appendix six.

e. How was the information recorded and managed
The information was recorded on interview analysis sheets, (see appendix six) which group the feedback by theme.

f. Timing
Interviews were carried out in February and March 2005.

5. Roles

The way of working in this evaluation was important. It was a collaboration between a project team at the Citizenship Foundation and CES. Direct

involvement enabled the project team to get close to their users and to develop their skills in monitoring and evaluation.

Broadly, the respective roles of the Citizenship Foundation and CES were as follows.

CES provided training and support as the project team learned and applied the model which sets out the aims and outcomes of the YCP. CES continued to advise and discuss with the project team in order to establish what to measure and how. The project team then set out, with guidance, its plans for collecting the data. Detailed advice was given by CES on particular critical matters, eg the sampling, presentation of questions and methods of recording. The team then conducted all the collection of data.

CES evaluated the data and wrote up the report.

Tasks were undertaken as follows.

Citizenship Foundation

- providing a project team
- attending outcomes training run by CES
- attending planning meeting for overall evaluation
- discussing sampling
- contributing to questionnaire development
- administering the questionnaire (pilot and full)
- attending briefing on focus groups run by CES
- contributing to focus group schedules
- conducting focus groups
- writing up focus groups, to a framework agreed in briefing session with CES
- planning, conducting and writing up 'specialist' telephone interviews
- administration
- contributing to the report
- liaising with CES on the draft report

CES

- running training on outcomes
- running briefing session
- liaising with project team
- sampling
- drafting and finalising the questionnaire, in liaison with Citizenship Foundation
- inputting questionnaire data
- analysing questionnaire data
- interpreting and write up questionnaire data
- drafting and finalising focus group schedules, in liaison
- drafting reporting format for focus group data
- coordinating and writing the report
- presenting report

Shared responsibility of the sort described above can be difficult to manage successfully, and role clarification is important. It is notable that in the event, the collaboration was very smooth and effective, thanks largely to the CF team's success in fulfilling field work with accuracy, attention to detail and excellent time-keeping.

6. Results

In giving the results, we distinguish between overall satisfaction and outcomes. Outcomes are the changes in young people resulting from use of the YCP. First we look at overall satisfaction generally and then question by question. We then look at outcomes.

The quantitative data is reported in two ways. First, we show the percentage of people who responded positively to the question (ie agreed or strongly agreed with the statement). This gives an immediate impression of the response. We then give the average score (out of five), which gives more precise information. (Averages are calculated by summing the scores and dividing by the number of respondents.)

For detailed statistical analysis of the questionnaire responses, see appendix seven. The response rate of 599 out of 2,000 is a good one.

6.1 Overall satisfaction of young people with the YCP

We get a picture of overall satisfaction from considering questionnaire questions 8-10 together.

The percentage of people who gave a positive answer, averaged over the questions 8, 9 and 10 (would recommend, liked the design, found it readable) was 61%. The mean average score was 3.55.

We next look at particular aspects of satisfaction separately.

6.2 Views of young people, and of teachers and specialist agencies, on particular features of the YCP

6.2.1 Views of young people about whether they would recommend the YCP to friends

The percentage of young people who gave a positive answer was 51.8%, and the mean average score was 3.37.

6.2.2 Design of the YCP

6.2.2.1 Views of young people on the design of the YCP

The percentage of people who gave a positive answer regarding the overall design was 60.4%, and the mean average score was 3.55.

In the focus groups they comment as follows.

Overall design and size

Some approved of the overall design (but see the specific points below). The size was widely commended, and the comment was made that it was easy to put in a pocket or bag.

Title

The title was disliked, especially the term 'young'. The term 'passport' was seen as confusing.

Cover

There was little enthusiasm for the cover. One feeling was that it does not reflect how interesting the contents are. The recommendation was to change it, particularly the main figure, seen as too young.

Illustrations

Some found the illustrations satisfactory, and liked a mix of cartoons and realistic images. For a few, some of the illustrations (eg the foetus and a condom) were strongly disliked or shocking. For the majority, there was no problem.

Web

In the one focus group in which there was comment on an alternative, online version of the YCP, all the young people universally preferred the book format to an online version.

6.2.2.2 Views of teachers and external agencies on the design of the YCP

In the focus groups and telephone interviews they comment as follows.

Overall design and size

Almost all liked the design and everyone liked the size.

Title

Reaction to the title was mixed: some liked it, but others found the terms 'citizen' or 'passport' unsatisfactory

Illustrations

Most liked the illustrations, but one person disliked the abortion page images.

Web

One particular Connexions reported that their own research suggested that there was a general demand for more web-based resources, especially among males.

6.2.3 Accessibility of the YCP

6.2.3.1 Views of young people on accessibility of the YCP

The percentage of people who thought the YCP was easy to read was 70.8%, and the average score was 3.74. However, it is important to note that the standard deviation for this question was relatively high (see appendix 7). This means that views were not unanimous – they varied a good deal.

In focus groups they comment as follows.

Layout and accessibility

For a few, it was not straightforward to look up particular points, although the banding at the top of the page helped. But for many young people, getting access to topics was no problem. There were many comments that the language was accessible. Some liked having the "social stuff" at the beginning of the document. Font size was discussed, with some finding it no problem and others recognising that there was a trade-off between font size and the size of the book. The briefcases were noted as helpful.

Writing style

The writing style was commended as easy to read, clear and honest.

6.2.3.2 Views of teachers and agencies on accessibility of the YCP

In the focus groups and telephone interviews they comment as follows.

Layout and accessibility

For some, the layout was appropriate, with no problem in finding things. A few felt that finding things could be hard for less confident readers. Extending the colour coding to the contents page was suggested.

Readability

The language was seen by some as requiring a degree of literacy, having a dense, complex text, and thereby presenting a problem for less confident readers. More use of statistics and graphs was suggested, especially in the financial section.

Faith issues

This topic was not introduced by the facilitator, but emerged in discussion at one focus group. One teacher, who taught in a school with a large number of Muslim students, said that the pictures, (in particular that of the condom), and putting the topic of sex at the front of the document, would prevent those students from looking at it, or taking it home. One teacher from a catholic school felt that there could be more consultation with faith groups about this section. However, a number of other teachers felt this was not a problem, and that the section was providing factual information and not opinions and was not trying to provoke controversy.

6.2.4 Relevance of topics in the YCP

6.2.4.1 Views of young people on the relevance of topics in the YCP

In focus groups young people comment as follows.

Relevance

The contents were generally seen as all being relevant, with no deletions suggested. The exception to this was strong criticism from two members of one focus group of the photo of the foetus.

Additional topics

Several ideas were put forward, with no clear themes. They included covering, or saying more on:

- Male rape
- Abortion
- Citizen's arrests
- Underage drinking
- Religions
- Debt, loans and financial issues
- Travel
- Workplace issues eg breaks, being underpaid
- Buying a car
- Regional links
- Student grants and Educational Maintenance Allowance

Some topics suggested were more about general information or advice eg:

- Political parties
- Current affairs
- Dangers of smoking and alcohol

6.2.4.2 Views of teachers and agencies on the relevance of topics in the YCP

In the focus groups and telephone interviews they comment as follows.

Relevance

All topics were seen as relevant and no omissions were recommended. One teacher observed that the EU section was least popular but urged that it should remain, and commented that it was also useful to teachers.

Additional topics

Many respondents had suggestions, as follows:

- Mental health
- Pregnancy rights
- Benefits, including EMA
- Minimum wage
- Religions/multicultural issues
- Asylum seekers
- Alcohol (spiking, binge drinking)
- Sex education policy in schools

- Student finance
- Physical abuse

Some suggested topics which are more about general information or advice:

- Healthy eating
- Drug consequences

One person observed that there should not be any additions because it would make the book too big.

Faith groups

This issue was again raised, with some people in favour of more consultation with faith groups, and others disagreeing.

6.2.5 Usefulness of the YCP

6.2.5.1 Views of young people on the usefulness of the YCP

The questionnaire shows that 66% of young people would use the YCP if they needed to know something about the law (an average score of 3.59), and 51.8% would recommend it to a friend (an average score of 3.37).

In focus groups, young people made the following points.

Classroom/school use

The YCP was seen by one focus group (year 11) as mainly relevant to children younger than themselves. In another focus group, all young people said they would dip into the book in future and would find it useful and tell their friends.

Other uses

Useful as a reference for older children, and could be used by parents. They pointed out that in so far as it could replace CAB help, it could save resources.

Price

The price was seen as high. One group in particular suggested that £3.99 was too dear for young people and £2-2.50 might be acceptable.

6.2.5.2 Views of teachers and agencies on the usefulness of the YCP

In focus groups and telephone interviews they comment as follows.

Classroom/school use

One view was that it was not appropriate as a classroom text, but useful as a starting point or follow-up resource or in the library. It was used by some teachers for reference and in planning lessons, and the point was made that there could be more such use if more copies were available. Some teachers use the online lesson plans and wanted more of these.

Other users

School leavers, young adults, youth club attendees and young people generally were mentioned. Connexions advisers were specially mentioned ("Connexions advisers love them"). Parents were mentioned. In one area, copies were put in the open access Information Points across the region (e.g. Community Centres) and there is substantial take-up. The point was made that more reference to the Web in the text would increase usefulness, and would also help provide local relevance which is important and not currently in the document. One LEA ran a competition drawing on the YCP, and providing a copy to all year 11 students. The LEA saw this as useful in raising awareness and status of citizenship education.

Price

Some felt that the price was too high and that this may limit who actually gets a copy.

6.3 What the YCP achieves – the outcomes

Questions 1-7 in the questionnaire were designed to measure outcomes, ie changes in individuals from contact with the YCP. Together, questions 1-7 measure knowledge, understanding, interest and confidence in relation to the law. These questions relate directly to the specific aims of the YCP, as shown on the Outcomes Monitoring Framework which the team worked out at the start of the work (see appendix three).

Notes:

i) It was not appropriate to ask about willingness to engage with the law, or skills in relation to the law, although these are also intended outcomes of the YCP. This is because at the time of the evaluation, readers would not have had time yet to develop and apply these skills.

ii) Questionnaire data relating to increase in knowledge and understanding is augmented by data from focus groups and telephone interviews.

6.3.1 Questionnaire data on the overall outcomes of the YCP

6.3.2 Data related to specific aims of the YCP

Specific aim one: to raise knowledge and understanding of the law

We can get a picture of this by looking at the answers to questions 2,3,4 and 5 together (knowledge of the law, understanding of the law, the law having more coverage than they thought, and awareness of the law). The average percentage of positive responses was 61.2% and the average score was 3.44.

In focus groups with young people, they overwhelmingly report that the YCP does improve their knowledge and understanding. It can correct misunderstandings, for example about drugs, and it provides new information:

"There was a lot of stuff I didn't know."

"Not just what you can't do, but also tells you your rights."

Focus groups with teachers, and telephone interviews with agencies confirm what young people are saying: knowledge and understanding is improved.

"... to a huge extent."

"It's a great resource."

Some people felt that it improves knowledge and understanding particularly well if it is used as part of the directed lesson/activity.

Specific aim two: to raise young people's interest in the law and their willingness to engage with it

We can get a picture of the response on this by looking at questionnaire questions 1 and 7 together (interest in the law and would use the YCP). The average percentage responding positively is 57% and the average score is 3.6.

Specific aim three: to raise young people's confidence and skills in using the law

The questionnaire shows that 41.5% feel more confident about using the law, and the average score is 3.24.

6.3.3 Unexpected outcomes

The YCP is intended to benefit primarily young people. It is also recognised that it may help teachers. As reported above, it is clear that there are further beneficiaries, including parents, Connexions advisers and youth workers. Improving the knowledge/understanding of such groups can be inferred as an unexpected outcome, although it was not directly measured.

6.4 Agreement between questions

Answers to all questions are positively correlated with one another. A positive answer to one question goes with a positive answer to another question. The correlation matrix is shown in appendix seven.

6.5 Analysis by age

Analysis shows a clear age effect: younger people scored lower than older people. Younger people of 15 or less scored below the mean, whereas people of 16 or older scored above the mean. There was another effect, that of variability of scores. Those over 17 showed more variation in their scores than those aged 16 or less. In other words, older people liked the YCP more and were more discriminating in their responses.

6.6 Learning by the Citizenship Foundation project team

CES invited the project team to comment on their experience, which they did as follows.

6.6.1 Purpose of the YCP

The need formally to identify the outcomes and specific aims of YCP for the evaluation process has re-clarified the function and purposes of the guide within CF.

6.6.2 Working with CES

Working closely with CES on the development of the evaluation has enabled the project team to:

- Appreciate the relationship between the theoretical and practical aspects of evaluation
- Be aware of the need for flexibility in carrying out an effective evaluation
- Understand the objectivity and breadth of the evaluation process
- Appreciate the distinction between evaluation, needs analysis and user satisfaction, and understand that all three may be covered within the same overall process.

6.6.3 Direct access to user views

- Direct involvement in carrying out the evaluation has broadened the project team's knowledge and clarified their perceptions of the range of people who use the guide.

6.6.4 Results of carrying out the evaluation

As a result of carrying out the evaluation

- The number of CF staff with a direct involvement with YCP has grown as a direct consequence of undertaking the evaluation. Particular staff now have greater knowledge of contents, possible uses and users of the YCP.
- The team are able to speak with greater authority about the guide, its aims, content, uses and users.
- There has been a development in collaborative working, both within CF in the establishment of a team to carry out the evaluation and outside through the liaison with CES.
- There has been a development in staff skills and knowledge. This has covered knowledge and understanding of outcome based evaluation in theory and practice, techniques for collecting data and reporting objectively.
- There has been some transference of understanding and knowledge gained into the planning stages of two further guide-based projects.

7. Evaluation

Bringing together the above data, and reflecting on it, the following conclusions and issues emerge, from the perspective of CES.

7.1 User satisfaction: views on the YCP

Overall, young people and adults approve of the YCP. They like the design of the book, especially its size, and they find it readable. The writing style was commended as easy to read, clear and honest by young people, who gave a particularly high score to the readability of the document. There was general agreement that all topics were relevant. Young people said strongly that they would use the YCP if they needed to know something about the law, and that they would recommend it to friends.

We will next look in more detail at user satisfaction.

7.1.2 Design issues

Overall, the design was approved of, but some aspects of design were criticised. The title was not popular, especially the term "young", and the term "passport" caused some confusion. The cover met with little enthusiasm, and young people suggested changing it. For a minority, some of the illustrations (eg the foetus and the condom) were strongly disliked, but many people felt there was no problem with these illustrations.

7.1.3 Topics

All topics included were seen as relevant and various additions were suggested (but see below, section 7.1.7 on faith issues). Many possible additional topics were suggested, but there were no clear themes. See section 6.2.4 for some of the suggestions. Some of the suggested themes would take the document beyond the law into more general advice giving.

7.1.4 Age of readers

Young people in the research were aged 14-19. It is very clear that the older the young person, the more they liked the YCP. Also, older young people were more discriminating in their responses than the younger ones.

7.1.5 Types of use and user

The YCP is primarily targeted at young people, and as well as being relevant for school children it was seen as potentially useful to school leavers, youth club attendees and young people generally.

It is also helping adults with responsibility for young people. Some teachers reported that the document was useful as a starting point for lessons, a follow-up resource, or in the library. It was used by some teachers for reference and in planning lessons, and the point was made that use could be made of it if more copies were available. Some teachers use the online lesson plans and wanted more of these. Generally, the picture seems to be that the document is used by teachers for planning, reference and support rather than as a classroom text. There was particular mention of the value of the YCP to Connexions advisers ("Connexions advisers love them"). Parents were also mentioned.

There was also an interesting example of use at the level of the community: in one area, copies were put in the open access Information Points across the region (e.g. Community Centres) and there was substantial take-up. The point

was also made that in so far as the YCP could reduce queries to, e.g., CABs, it had the potential to save resources.

The overall picture is of a document which has value within the school, for use by individual students, with professionals responsible for young people, with parents and beyond in the community.

7.1.6 Price

At £3.99, the price was seen by young people as too high for young people. Some adults suggested that the price limits who actually gets a copy. The price reductions which are already provided must therefore be valuable and any way of reducing the cost more widely could increase takeup.

7.1.7 Faith issues

For a small minority of young people and adults, some of the contents of the YCP presented problems in relation to particular faith communities. One teacher, who taught in a school with a large number of Muslim students, said that some of the pictures (in particular that of the condom), and putting the topic of sex at the front of the document, would prevent their students from looking at it or taking it home. Another teacher from a Catholic school felt that they could be more consultation with faith groups about certain sections. Other teachers felt that the document was providing factual information and not opinions and was not trying to provoke controversy. However, such issues were of considerable importance to a small proportion of people, and the points were raised spontaneously, since they were not anticipated in the research. This suggests that in planning future editions, it is particularly important to consider whether/how to respond on faith issues.

7.1.8 The Web

One point made was that more reference to the Web in the text would increase its usefulness, and would also help provide local relevance which is important and not currently available in the document.

However, there was no preference for having the document online. The overwhelming preference was for the document in its current format.

7.2 What the YCP achieves – the outcomes

Outcomes are the changes in individual young people who have had access to the YCP. The specific aims of the YCP are as follows.

- to raise knowledge and understanding of the law
- to raise young people's interest in the law and their willingness to engage with the law
- to raise young people's confidence and skills in using the law

Questionnaire data and data from focus groups and telephone interviews confirm that these aims are broadly achieved. We will next look at each specific aim separately.

7.2.1 Specific aim one: to raise knowledge and understanding of the law

The YCP increases young people's awareness, knowledge and understanding of the law, and shows them that the law has more coverage than they thought. Young people report that the YCP can correct misunderstandings, for example about drugs, and it provides new information:

"There was a lot of stuff I didn't know."

"Not just what you can't do, but also tells you your rights."

Teachers and other adults confirm what young people are saying: knowledge and understanding is improved.

"... to a huge extent."

"It's a great resource."

This is a very encouraging research result, showing that an important purpose of the YCP is fulfilled.

7.2.2 Specific aim two: to raise young people's interest in the law and their willingness to engage with it

Young people report that their interest in the law is increased and that they would use the YCP if they needed to know something about the law. This confirms that the YCP does increase their interest in the law. It does not fully confirm that they would be willing to engage with the law, but, as stated above, the contact with the YCP which young people have had in this research was brief, and a question directly on this topic would not have been realistic.

7.2.3 Specific aim three: to raise young people's confidence and skills in using the law

Many young people were undecided in answering the question about increased confidence but of those who did give a positive or negative reply, far more were positive than negative. It was too early to ask about increased skills in using the law, so there is no evidence on that.

Overall, we can say that for a significant proportion of young people, the YCP increased their confidence in using the law.

7.3 Learning by the Citizenship Foundation project team

The team were closely involved in the whole process of clarifying aims, developing monitoring systems, and collecting and reporting data. They undertook this work with considerable interest, intelligence and skills. From the feedback which they provided about their involvement, it is clear that the benefits they experienced from this involvement included:

- clarifying the purpose of the YCP

- understanding the distinction between evaluation of user satisfaction, evaluation of outcomes, and analysis of needs
- increased knowledge of specific aspects of the YCP for particular members of staff
- improved team working
- improved understanding and skills in outcome-based monitoring and evaluation
- transference of skills to other projects

This means that at the end of the whole process, the Citizenship Foundation has the benefits not only of an objective evaluation of an important part of its work, but also significant increases in internal knowledge and skills. This knowledge and these skills are readily transferable to other parts of the work of the Citizenship Foundation.

7.4 Note on methods

The response rate to the questionnaire was good (2000 questionnaires sent out and 599 returned, with almost all fully completed).

With hindsight it would have been advisable to include questions on gender, faith group and ethnicity. Nevertheless, the returned questionnaires clearly had a reasonable gender mix. We have no evidence of how far the questionnaires reached a representative sample on the other two categories, but we do know that the focus group format did allow for faith-related issues to be raised.

8. The future: possible action

8.1 Development of the YCP

In developing future editions, the team may wish to consider how they want to respond to the most important points raised in this evaluation. Some suggestions are made below.

8.1.1 Overall style and content

The overall style of presentation, the style of writing, and the topics covered are broadly successful, and it is advisable not to change them without very good reason.

8.1.2 The cover

A completely fresh look at the cover is recommended, and should be relatively easy. The cover, especially if it has a face on it, sets up expectations about content and age group of reader, which can work in favour of or against the document. Piloting any planned changes with young people would be a good idea.

8.1.3 How universal can the document be?

A fully universal YCP -- one which is fully and equally accessible to every young person -- is an ideal goal but realistically there will be some limitations. In developing the next edition of the YCP, there are choices to be made about age range, literacy levels and sensitive topics.

At present, the YCP targets a particular age range (14-19). It is broadly effective across this age range but especially so at the top end. It is probably not advisable to extend the age range downwards.

At present, the YCP assumes a particular level of literacy, and because it scores high on readability, this assumption is right. However, it is likely that readers with a lower level of literacy will not have full access. The choice here is to attempt to simplify the document to increase access for those at lower levels of literacy, or leave it at the same level as at present. With the first choice, some readers will probably self-exclude because the document will be too insubstantial. With the second choice, a sufficient degree of literacy and/or help with access will be needed. It may be best to recognise that, given that the law is a topic which does require a degree of literacy, and that the current style is described as very readable by young people participating in this research, the present style is about right.

There are several topics in the current edition which for some audiences are sensitive or indeed shocking as topics for young people. They are primary to do with the law relating to sex and pregnancy. The decision here is whether to limit or exclude reference to the law on such topics, so that the document has the most inclusive readership, or whether to include the topics because most young people want to know about them. There are also various moderations which might be possible, such as putting more controversial topics later in the YCP, or offering more guidance to the adults who for the most part act as gatekeepers on access to the YCP (e.g. teachers). It is not likely to be financially realistic to produce a different edition from which any potentially sensitive topic is excluded. On the whole, it seems important to maintain the overall integrity of the coverage as it is, while seeking any rapprochement possible with schools who have difficulties.

8.1.4 Users and types of use

Given that the document is valued, extending the reach to other similar readers is desirable. Further support for teachers, in terms of advice about how to use it, seems to be welcome. One view was that the YCP especially improves knowledge and understanding particularly well if it is used as part of a directed lesson or activity, and advice on this could increase the effects of the YCP.

Decisions on the issues raised in Section 8.1.3 above will further define the target audience.

There may be further scope in promoting to particular groups such as Connexions advisers.

8.1.5 The Web

There is no real enthusiasm among young people for using the content of the YCP online. But more reference to pre-existing online information would provide for topicality and locally-based information. Development of on-line lesson plans for teachers could be useful.

8.2 Development of routine monitoring and evaluation

The monitoring undertaken for this evaluation was very thorough, and it is unlikely that the Citizenship Foundation would want to resource routine monitoring at this level. However, the project team now have enhanced knowledge and skills about clarifying the aims of a specific piece of work and developing simple ways of measuring how far these aims are achieved. They are well able to set up their own pattern of more modest but routine information collection for any project in the future. Some statistical support (internal or external) would be necessary.

It is recommended that in any routine information collection in future, information on the gender, ethnic origin and faith group of respondents is collected. For ethnic origin, the categories used in the last census are recommended. In the current research, we had detailed age information and that showed an interesting pattern. It may be that there are similar interesting patterns behind gender, ethnic origin and faith group membership to be discovered.

Appendix one: Members of the Citizenship Foundation Project team

Project Team:

Fiona Hogarth
Richard Jarvis
Shula Maibaum
Tony Thorpe

Administrative support

Sam Nicholson
Louise Scholl
Rachel Warman

Appendix two: Aims and outcomes of the Young Citizen's Passport

Overall aim

- To increase levels of legal literacy, particularly amongst young people

Specific aims

- 1. To raise knowledge and understanding of the law/to reduce fear and ignorance of the law
- 2. To raise young people's interest in the law and their willingness to engage with the law
- 3. To raise young people's confidence and skills in using the law

Examples of outcomes

[note: later refined to a definitive list and expressed in the questions used in the questionnaire in the research]

Young people are:

For specific aim 1.:

- better able to pass tests about the law
- talk more confidently about the law
- tell others about the law
- able to recognise legal aspects of particular situations

For specific aim 2.:

- consider studying or making a career in the law
- make more contacts with CAB and similar agencies
- exercise their rights more
- watch programmes about the law on television more
- have more awareness of their responsibilities legally

For specific aim 3.:

- approach legal bodies more
- exercise their rights
- successfully use the law
- can see when they have a legal problem

Activities/outputs

- To produce a reliable and up-to-date guide to the law
- To disseminate the guide as widely as possible

Appendix three: Outcomes Monitoring Framework

31.03.05

Specific Aims	Outcomes	Outcome Indicators	Information Collection Methods	Reporting Methods
1. To raise knowledge and understanding of the law	1A) Increased knowledge of the law	Q2. I know more about the law Q4. The law covers more areas of life than I thought Q5. I am more aware of how the law can help me T5. Knowledge and Understanding	Questionnaire Focus Groups and Interviews	Statistical analysis Qualitative analysis
	1B) Increased understanding of the law	Q3. My understanding of one particular area of the law has increased Q4. The law covers more areas of life than I thought Q5. I am more aware of how the law can help me T5. Knowledge and Understanding	Questionnaire Focus Groups and Interviews	Statistical analysis Qualitative analysis
2. To raise young people's interest in the law and their willingness to engage	2A) Increased interest in the law	Q1. My interest in the law has increased Q7. I would use the YCP if I needed to know something about the law	Questionnaire	Statistical analysis
	2B) Increased willingness to engage with the law	Too early to assess at time of evaluation		

3. To raise young people's confidence and skills in using the law	3A) Increased confidence	Q6. My confidence in using the law has improved	Questionnaire	Statistical analysis
	3B) Increased skills in using the law	Too early to assess at time of evaluation		

Note:

See appendix two for descriptions of each aim

See appendix four for questionnaire ('Q') details

See appendix six for interview ('I') details

See appendix five for focus group ('FG') details

Appendix four: Questionnaires: Format

<p>Young Citizen's Passport</p> <p>What are your views on the YCP?</p> <p>Please answer each question below by ticking one box</p>	Strongly agree	Agree	Neither	Disagree	Strongly disagree
1. My interest in the law has increased	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I know more about the law	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. My understanding of one particular area of the law has increased	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The law covers more areas of life than I thought	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I am more aware of how the law can help me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. My confidence in using the law has improved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I would use the YCP if I needed to know something about the law	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I would recommend the YCP to my friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I like the design of the YCP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The YCP is easy to read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name of school (or organisation)					
How old are you?	14 or under	15	16	17	18 or over
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please check you have answered all the questions!

Thank you for your help. Your answers will help us improve the YCP.

Appendix five: a) Focus group questions and b) Analysis sheets

a) Focus group questions and notes

These are for both students and teachers, unless otherwise indicated

Preparation

- Time of visit
- Address
- Contact name
- CF staff to attend
- Spare copies of YCP
- Notes re discussion
- Tape recorder

Introductions

- Our names
- Thanks for agreeing to help
- General purpose and context of meeting
- Names of individual members of group
- More detailed explanation
 - series of questions
 - recording
 - time it will take.

1. Starter

- How did you come across the YCP?
- What were your first impressions?
- How much of chance have you had to look at the book

2. Design & title

- What is your opinion of the design?
- What is your opinion of the size?
- What is your opinion of the illustrations?
 - suitability
 - mixture of styles
 - overall level
 - any particularly favoured or disliked?

3. Access & readability

- **Teachers:** What do you think about the way the book is arranged?
- **Students:** How easy was it to find or look up things in the book?
 - How easy is the book to read?
 - language level
 - font size

- size of information block
- What do you think of the writing style?
 - appropriate
 - patronising
 - suitable for use
 - inclusive

4. Coverage

- Does the guide cover the right topics?
 - particular relevance
 - suggested deletions
 - from your perspective and student perspective
(teacher only)
- Are there any additional topics or issues that should be included?
- Are there any sections or references that you feel are inaccurate or unrealistic?

5. Use & usefulness

- How has or might the YCP be used in your school?
- Why has it been used in this way?
- How useful did you find the guide? Explain why.

6. Knowledge & understanding

- The aim of the YCP is to improve young people's understanding and knowledge of the law - to what extent does it succeed in doing this?
- Why?

7. Conclusion

- Summarising and thanks

8. Liaison

Checking notes

b) Focus group analysis example

Focus Group Analysis

Focus Group: Teachers Group, Torfaen
Focus Group leader: Tony Thorpe

Date: 02/02/05
Note taker: Richard Jarvis

Theme 1: Design and title

Issue 1: Overall design

Appealing, modern, up-to-date figures. The right size -'small enough to be usable'. Query use of lower case 'e' and 'w' for England and Wales on the cover. It looks 'grown-up'. Suggestion that the colour coding of topics be extended to include the contents page.

Issue 2: Illustrations

Happy with mix of realism and cartoons. Found illustrations to be largely satisfactory. One member disliked the illustrations on the abortion page.

Issue 3: Title

'The title doesn't do much for me'. Some concern expressed re confusion that might result between Citizen used as a general term and as related to a specific subject of study in school. 'Passport' not seen as a meaningful term. Its association with crossing a border, literal or metaphoric, did not resonate.

Summary

The group found the overall design to be pleasing and appropriate and made a useful suggestion about colour coding. The group found the illustrations to be largely satisfactory. The group were not smitten by the title, but had no ready alternatives, either specific or general. Perhaps significant in the discussion that Citizenship is not a separate compulsory subject in Welsh schools, but covered in PSE.

Appendix six: a) Telephone interview questions and b) Analysis sheets

a) Telephone interview questions

- Prelims**
- In arranging the interview, we will need to find people with some familiarity with the YCP, either in terms of its use within the organisation or section for which they have responsibility, or as someone who has directly used the YCP in their work.
 - At a pre-arranged time we will ask them a series of questions designed to obtain their views on various aspects of the book, such as the design, content, accessibility and the kind of purpose that the book serves.
 - Notes will be taken of the interview, which is likely to last no more than 10-15 minutes
- Introductions**
- If not already covered in preliminary arrangements it would be important to give background details re purpose and scale of evaluation
 - Our thanks for the person's willingness to help
 - Again, if not already obtained, we need to have details of person we are talking to - their name, organisation, position, relevant area of responsibility, contact details
- 1. Starter**
- How did you come across/first hear about the YCP?
 - What were your first impressions?
- 2. Purpose/need**
- Why did you buy the book or request free copies?
 - What need did you hope it would meet?
 - for yourself and/or your organisation
 - for the young people with whom you work.
 - To what extent has it met your intended needs?
- 2. Title & design**
- We are interested to know your view of the title and the suitability of each word. Any recommendations for change?
 - What are your comments on the design?
 - What is your opinion of the size of the book?
 - What is your opinion of the illustrations?
 - suitability
 - mixture of styles
 - overall level
 - any particularly favoured or disliked?
- 3. Coverage**
- Does the guide cover the right topics?
 - particular relevance
 - suggested deletions
 - from your perspective and student perspective

- Are there any additional topics or issues that should be included?
- Are there any sections or references that you feel are inaccurate or unrealistic?

4. Access & readability

- : What do you think about the way the book is arranged?
- How easy is the book to read?
 - language level
 - font size
 - size of information block
- What do you think of the writing style?
 - appropriate
 - patronising
 - suitable for use
 - inclusive

6. Knowledge & understanding

- The aim of the YCP is to improve young people's understanding and knowledge of the law - to what extent does it succeed in doing this?
- Why?

7. Conclusion

- Any unexpected outcomes?
- Any further points?
- Summarising and thanks

8. Liaison

Checking notes

b) Example of part of a Telephone Interview Analysis sheet

Interviewee: Mandy Ricketts, Connexions Southwark

Date: 11 March 2005

Interviewer: Richard Jarvis

Theme 1: Title and design

Issue 1: Title

Respondent felt that the title was OK for adults, but doubted that young people would understand the 'Passport' analogy. She wondered if it should be more explicit and include 'Help' or 'Advice' or 'Information' more clearly on the cover.

Issue 2: Design

Respondent liked the design "A good size"
"Colourful"

Summary

Respondent had not known of YCP before the current distribution, but her first impressions were positive. She had some reservations about the title and felt that the purpose of the book could be more explicitly stated on the cover. She was happy with all other elements of the design.

Appendix seven: Statistical analysis of questionnaire results

Introduction

This report gives questionnaire results from the survey of 599 young people in educational establishments. This consisted of 10 questions about the YCP where young people were asked to rate an item relating to the YCP on a five-point scale where one is poor and five is excellent. The survey also asked about the age of the respondent.

This appendix starts with a brief overview, and then gives the main results in the form of charts. This is followed by some technical detail on variability, agreement and correlations. Finally, the appendix shows the relation between age and response to the YCP.

Overview of results

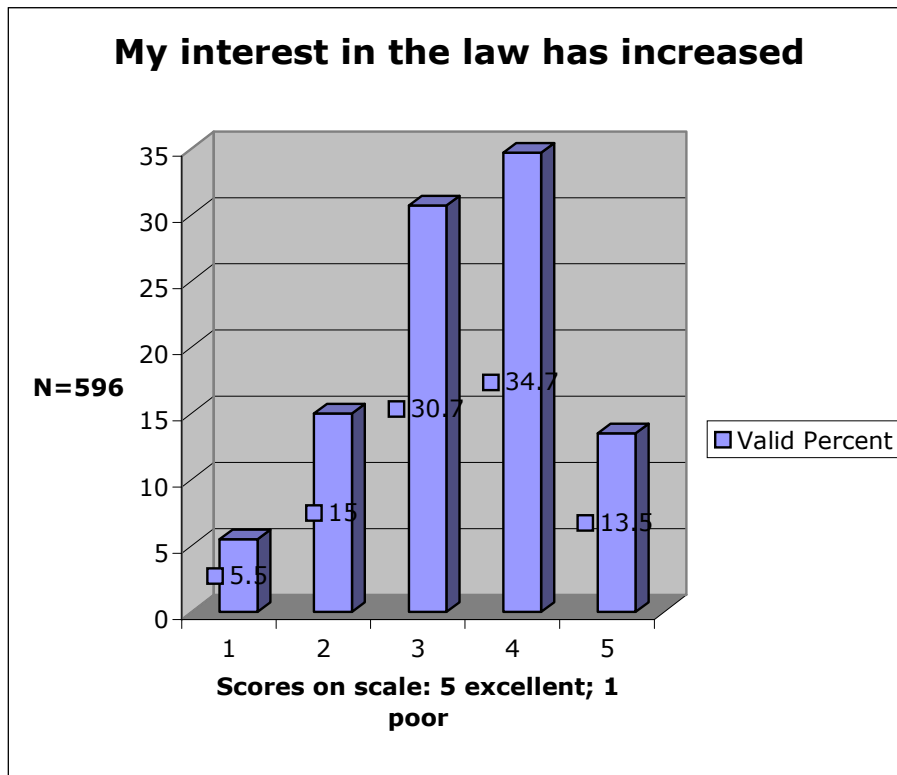
The general result is positive. On all ten questions the number who scored four and five on the scale exceeded the numbers who scored one and two. The mean was always between three and four suggesting above average to good satisfaction. The median was nearly always four, but on two occasions fell to three.

Overall people at the older age of the spectrum gave higher ratings than younger ones. They were also more likely to give more extreme scores using the full points of the scale, whereas younger people were more likely to cluster their scores around the mean.

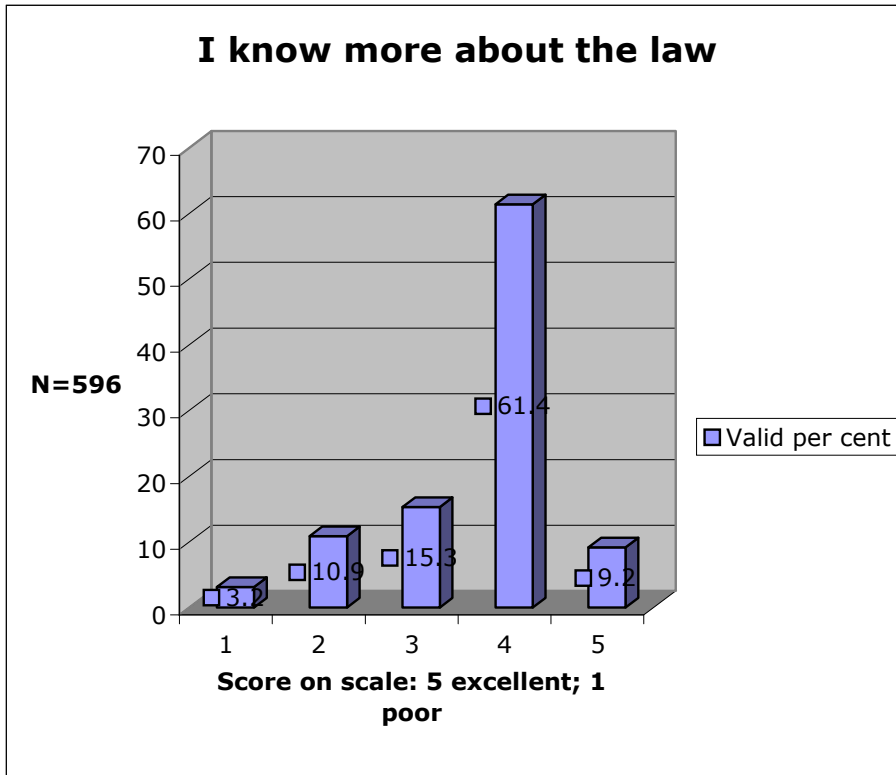
Answers to the questions

We will now describe the results relating to each question. In each case the report takes the form of a column chart. This shows the percentage of people in each of the categories of the scale of one (poor) to five (excellent). The number of people who answered the question is also given since some questions were not answered. This was rare and the valid sample never fell below 595 (which in this case means that there were four unanswered questions here). The column chart is designed to show at a glance all the basic information about the answers to the question.

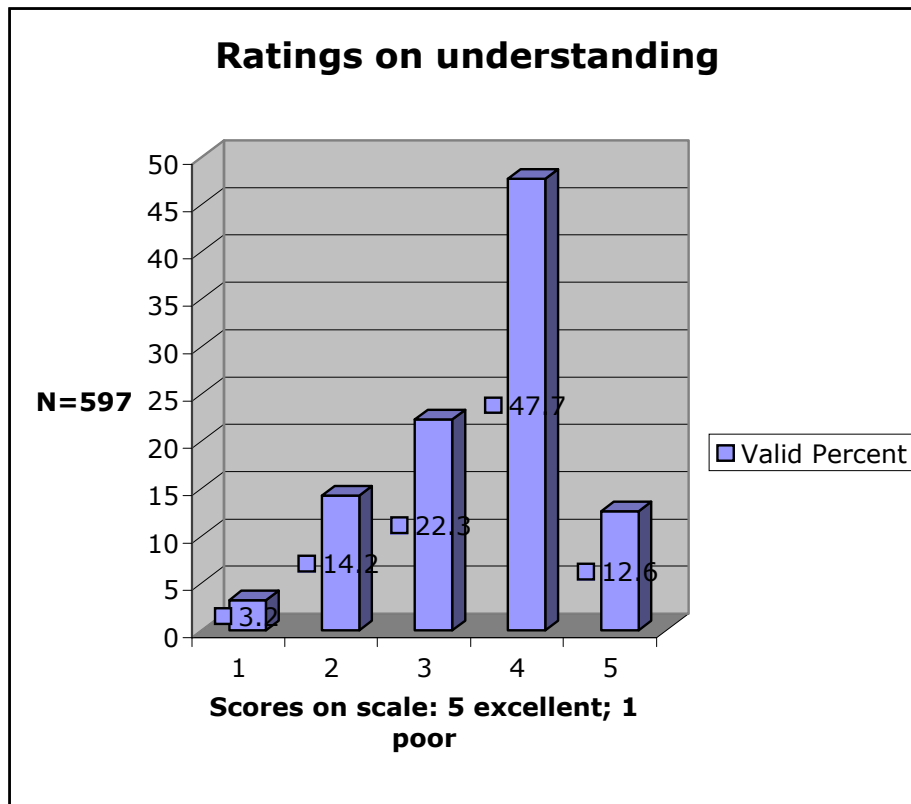
My interest in the law has increased



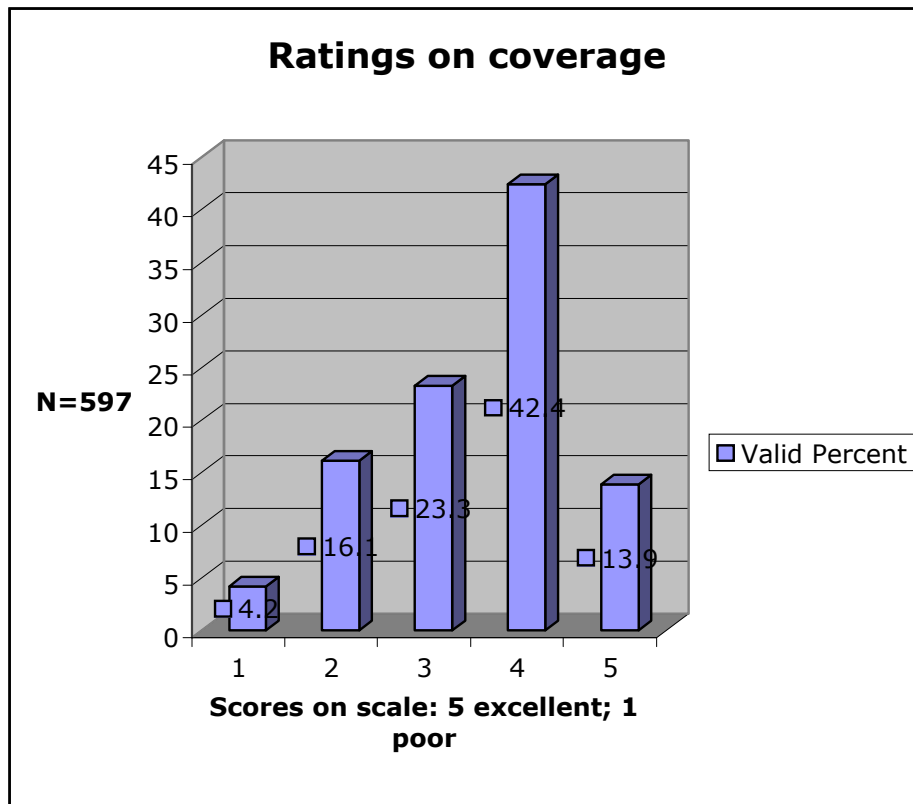
I know more about the law



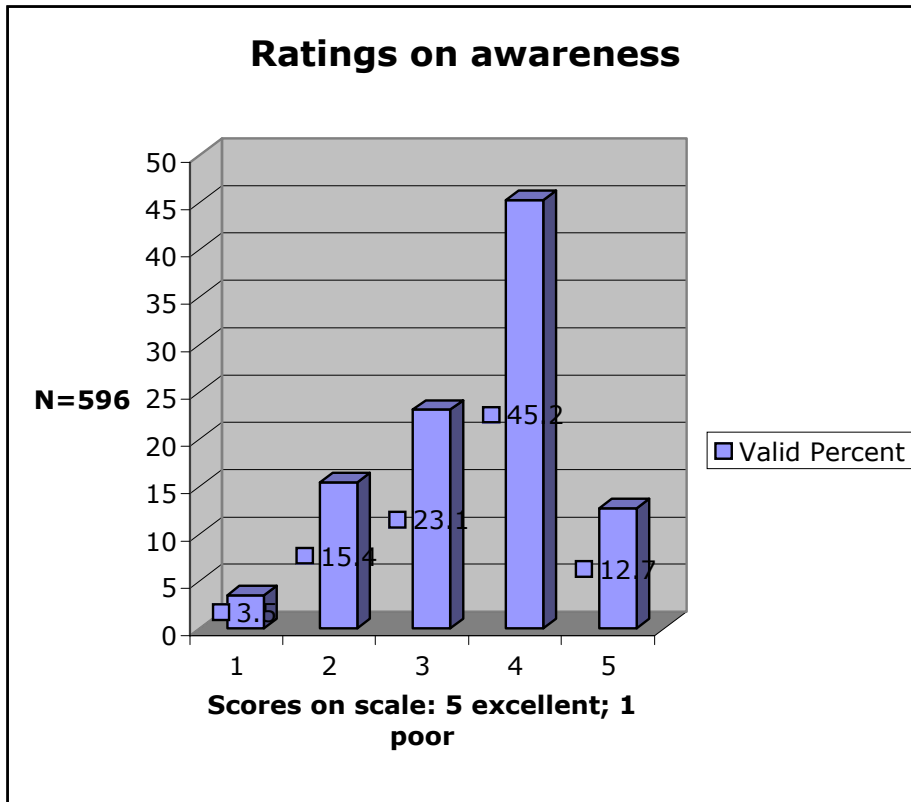
My understanding of one particular area of the law has increased



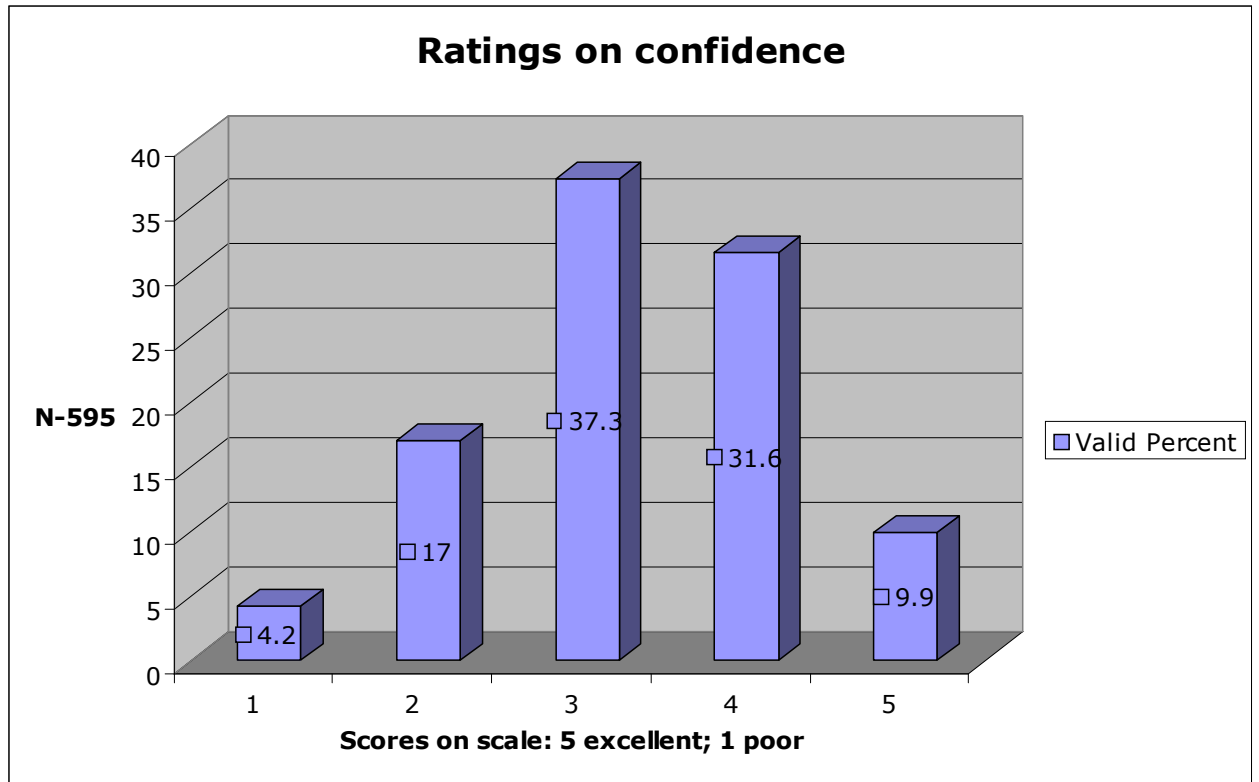
The law covers more areas of life than I thought



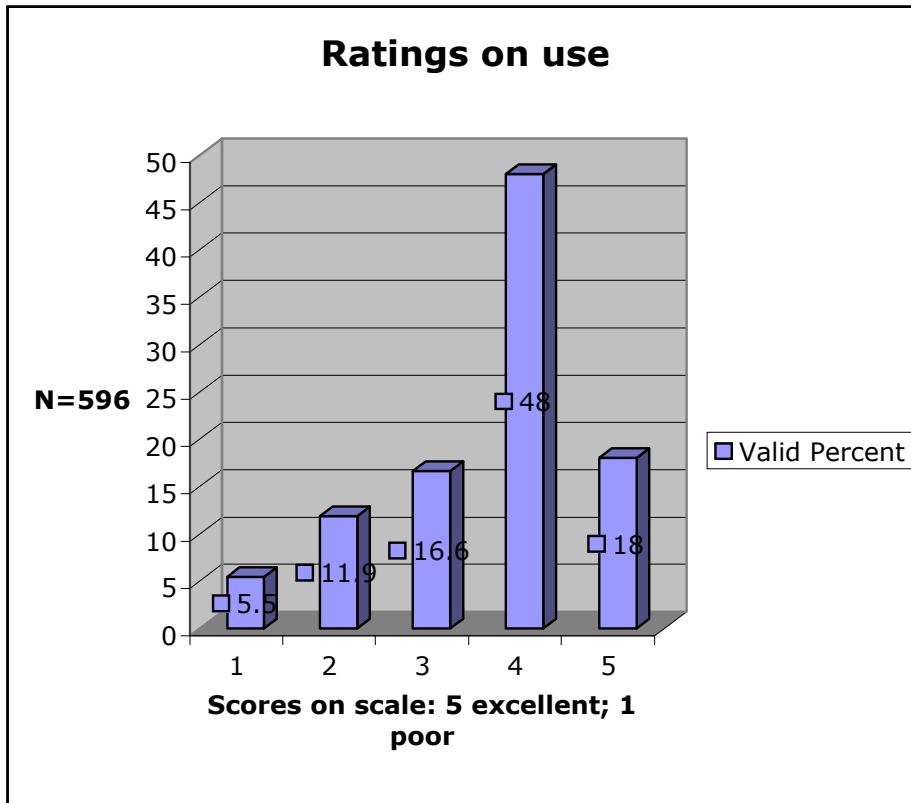
I am more aware of how the law can help me



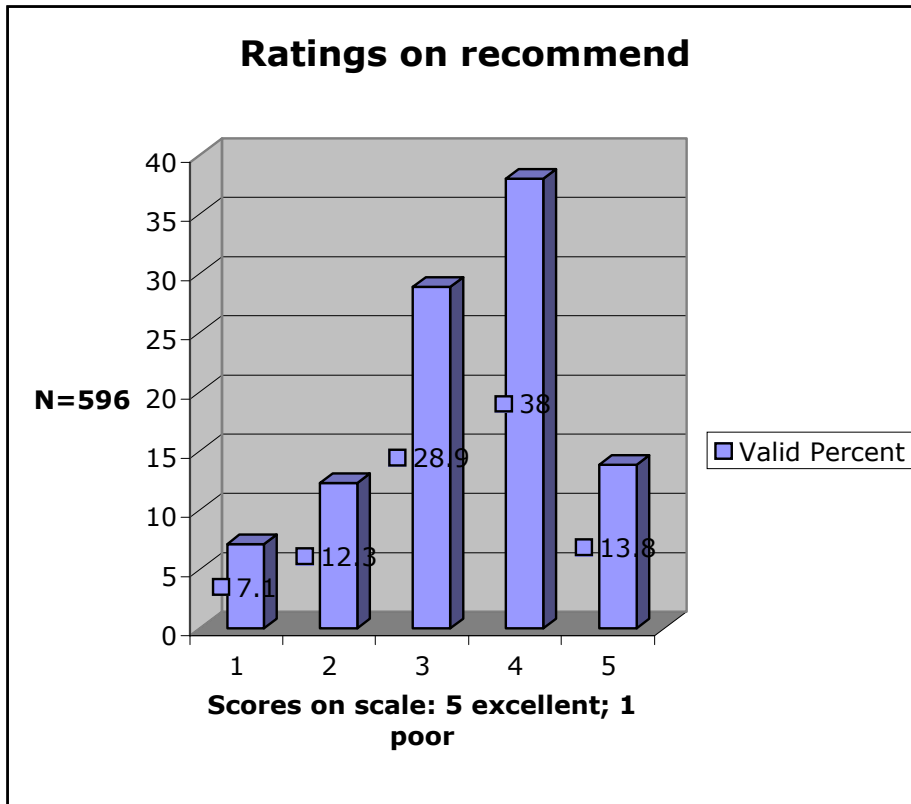
My confidence in using the law has gone up



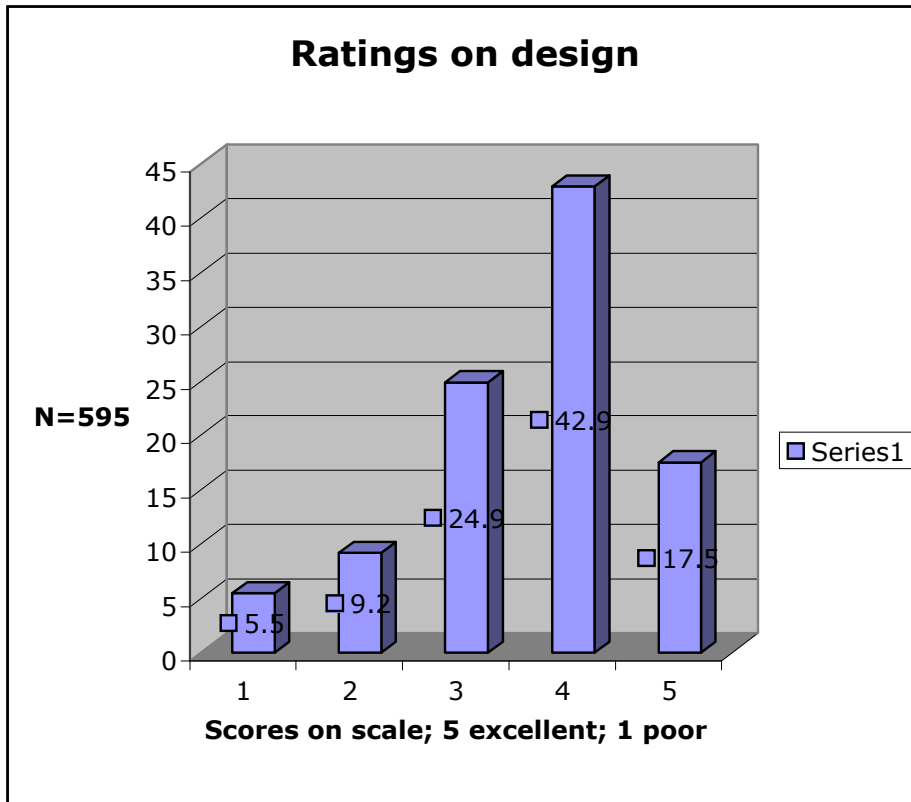
If I needed to know something about the law, I would use the Young Citizens' Passport



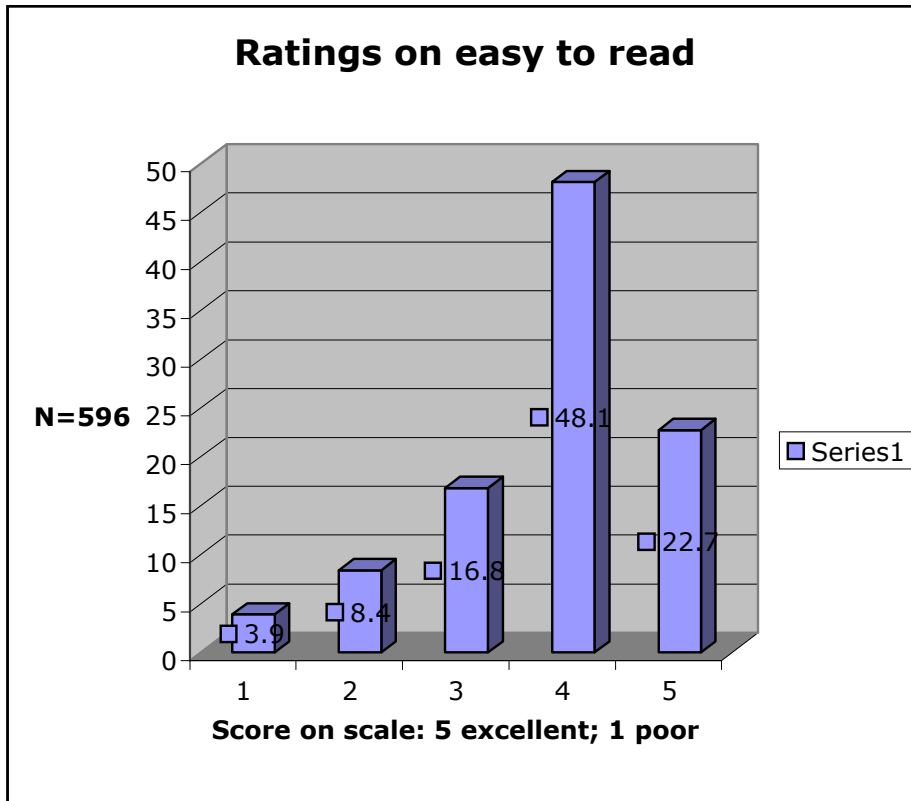
I would recommend it to my friends



I like the design

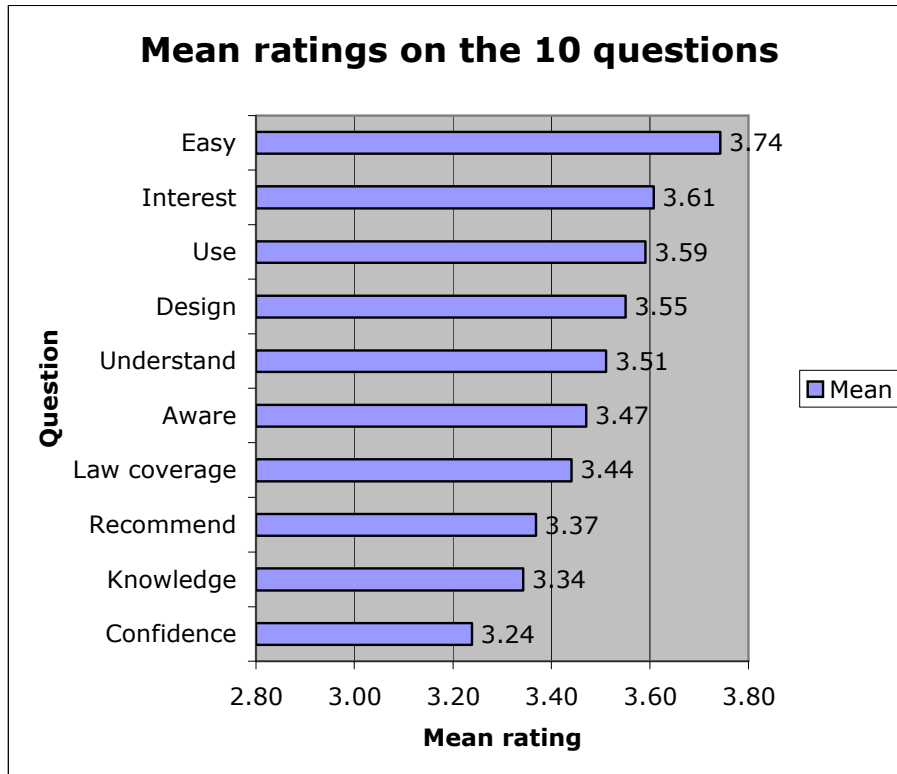


It is easy to read



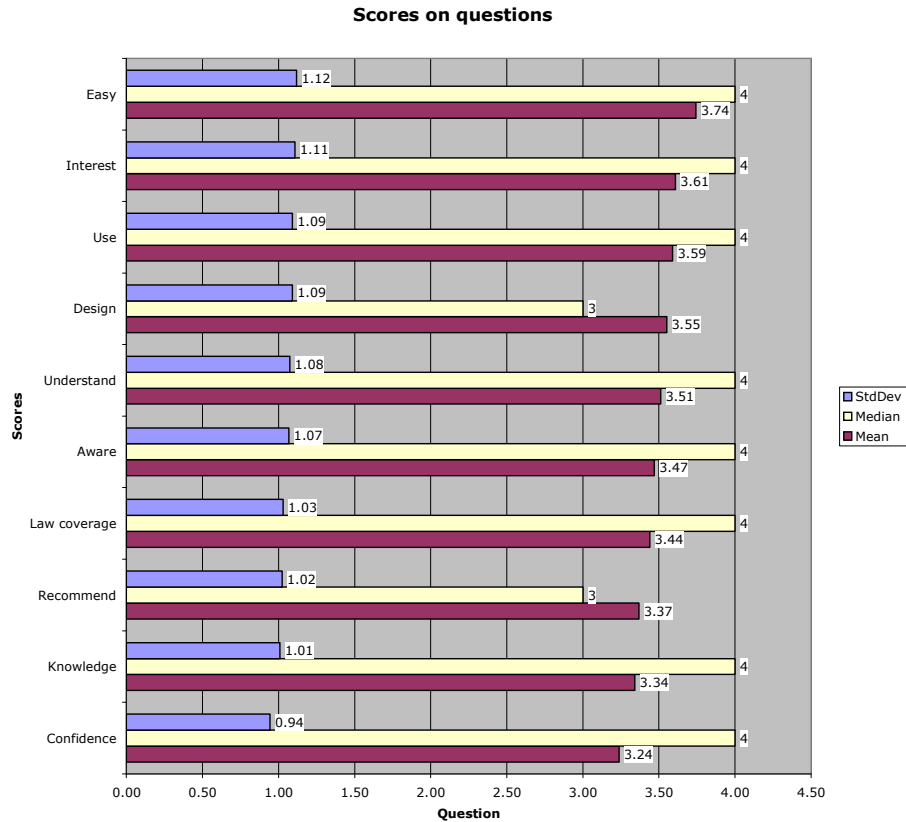
Variability in responses to different questions

Some features of the YCP were rated more highly than others. The mean ratings of the ten questions are shown on the next bar chart.



The mean scores range from the highest on 'easy to read' at 3.74 down to increasing confidence at 3.24.

The next bar chart repeats the information in the above bar chart and adds two other important measures: the median and the standard deviation.



The main point to look at in the table is the top line of the three. This is the standard deviation. It is a measure of dispersion in the scores. Those with high standard deviations mean that scores are more spread out, so there is less agreement between people so that results are more controversial. Easy to read has the highest mean score (bottom line) and a median (middle line) in accord with the highest, but it also has the highest standard deviation indicating that there is high disagreement between people in the sample. In other words there will be relatively more ratings of one (poor) and five (excellent). At the other extreme, confidence got the lowest mean score and also the lowest standard deviation – indicating a fair amount of agreement. There will be few ratings of one and few of five. Responses will be clustered around the average.

Agreement between the questions

A positive answer to one question would tend to lead to a positive answer to another question. Indeed answers to all questions were positively correlated with one another. This is shown in the following correlation matrix.

Correlations between answers to questions

	<i>Understand...</i>	<i>Interest law</i>	<i>Aware</i>	<i>Confidence</i>	<i>Easy</i>	<i>Use</i>	<i>Recommend</i>	<i>Design</i>	<i>Law</i>	<i>Knowledge</i>
Understand	1									
Law cover	0.42	1								
Aware	0.40	0.55	1							
Confidence	0.50	0.44	0.64	1						
Easy	0.42	0.32	0.39	0.42	1					
Use	0.52	0.40	0.47	0.54	0.45	1				
Recommend	0.51	0.50	0.56	0.57	0.54	0.63	1			
Design	0.40	0.29	0.39	0.44	0.64	0.47	0.56	1		
Interest law	0.54	0.47	0.57	0.58	0.40	0.47	0.55	0.42	1	
Know	0.57	0.31	0.46	0.53	0.37	0.42	0.45	0.35	0.57	1

The higher the number in the cell, the higher was the level of agreement between answers to the two questions. For example the correlation between 'easy to read' and 'design' is very high at 0.64. This suggests that there was a strong tendency to award high scores to both questions or, conversely low scores to both questions.

All correlations are high and, given the size of the sample, very highly significant statistically.

This suggests that people tended to feel positively about aspects of the booklet or feel negatively about all aspects of the booklet.

Ratings and age

What determines whether people like a product are often demographic factors like age, gender, ethnicity and other factors of social background. Unfortunately we could only investigate age because this was the only factor included in the questionnaire.

To investigate whether age determined rating levels, we created a global satisfaction score, based on addition of all 10 questions. Such a score was justified because of the levels of the significant and positive inter-correlations between how people answered all questions. We then used a statistical technique called one-way analysis of variance to see what, if any impact age had on satisfaction scores.

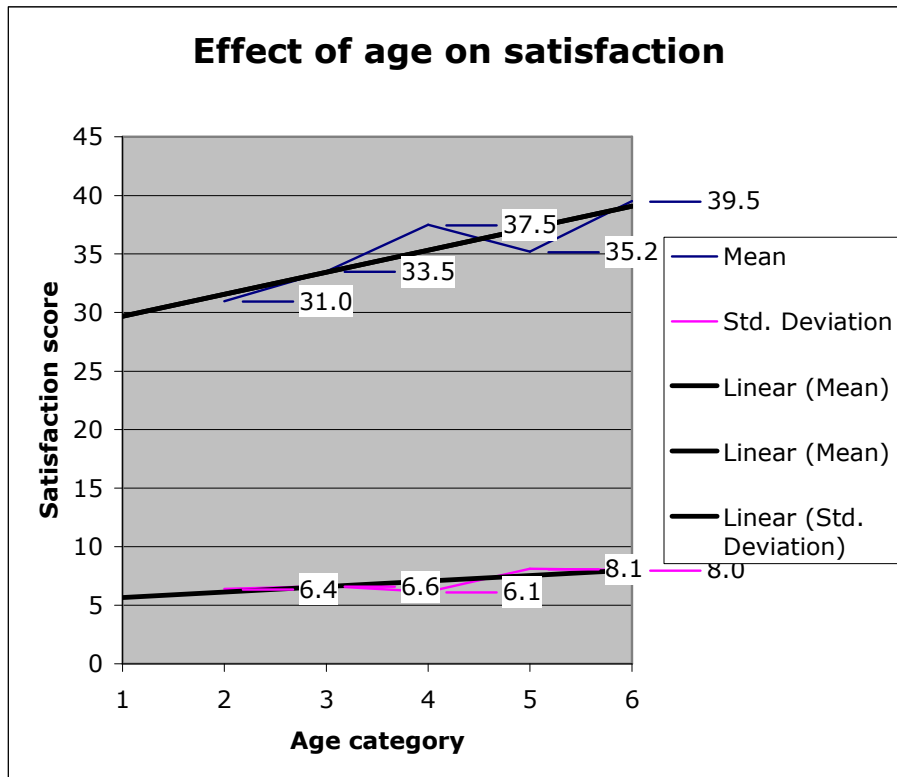
A significant effect was found.

This is displayed in the following table. Effect of age on satisfaction score

Age	N	Mean	Std. Deviation
14	121	31.0	6.4
15	160	33.5	6.6
16	113	37.5	6.1
17	92	35.2	8.1
18	94	39.5	8.0
Total	580	35.0	7.6

There was a clear age effect. The mean for the whole sample was 35.0. Younger people of 15 or less scored below the mean; whereas people of sixteen or older scored above the mean. There was another effect, namely on the variability of scores. Older people in the sample, namely those 17 or more displayed more variation in their opinions than those aged sixteen or less.

A line plot shows this visually.



Age category 1 is the youngest and 6 is the oldest.

The black thick lines represent a trend line which averages out fluctuations.

The top line is mean scores. The bottom line is the standard deviations. Both show an increase with age.

There is clear tendency in the data. Young people at the upper end of the age range were more impressed with the YCP, though there was more variance in their responses with greater levels of disagreement between them.