

PROJECT PLANNING & REVIEW TOOL

Guidance notes

These guidance notes have been prepared to help projects with the process of completing the 'Project planning and review tool'.

About the children using this project

1) Please identify the needs and / or problems of the children / young people your project works with. Why do these exist? E.g. *excluded from education, lack of literacy skills, lack of access to leisure services, at risk of bullying, affected by abuse or family breakdown.*

1a) Please tell us how these needs / problems have been identified. What evidence of need do you have about the children? How was this information gathered? *e.g. views of children and families, local mapping / baseline data, evidence from research, results of evaluation of existing services.*

2) Number of children who will benefit from the project

Only the 'Estimate' box should be completed when the tool is first completed. The 'review' and 'actual' figures will be added at review and when the project funding finishes. Please tell us how you have calculate the estimated number of children who will benefit from the project.

The '**Level of Intensity**' refers to the level of contact or involvement with the targeted children:

- Level 1 refers to projects working intensively with individuals (e.g. providing one to one support to children).
- Level 2 refers to projects working regularly with small groups (up to 20) of children.
- Level 3 refers to projects working with a larger number (more than 20) of children in a one off event.

3) Age of target children

Is your project directed at a specific age group?

4a) Ethnic groups - Please put down which ethnic group(s) the children targeted by the project are from. You may use the following codes (e.g. A, B):

A: White - White British / White Irish / Any other white background

B: Mixed ethnic background - White and Black Caribbean / White and Black African / White and Asian / Any other mixed background

C: Asian – Bangladeshi / Indian / Pakistani / Any other Asian background

D: Black – African / Caribbean / Any other Black background

E: Chinese - Any Chinese background

F: Any other ethnic background

G: Refused/Preferred not to say

4b) Marginalised groups – Put down which group(s) the children targeted by the project are from. You may use the following table. *Please insert the relevant number (see below) corresponding to the groups on the form.*

1) Children from minority ethnic communities

2) Refugee/asylum seeking children

11) Children with self-esteem problems

12) Children living in poverty

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|--|---|
| 3) Young carers | 13) Children with high rates of truancy |
| 4) Children from traveller communities | 14) Children with high rates of school non-attendance |
| 5) Disabled children | 15) Children going through bereavement |
| 6) Children with learning difficulties/special needs | 16) Homeless children and/or runaways |
| 7) Children with behaviour difficulties in / out of school | 17) Children suffering domestic violence |
| 8) Children suffering bullying in or out of school | 18) Children with substance abuse problems |
| 9) Children exhibiting anti-social or criminal behaviour | 19) Children transferring school |
| 10) Children with mental health problems | 20) Children in families under stress (e.g. families with substance abuse problems) |

5) Participation of children and families

Have children and families targeted by the project been involved in the in the design and delivery of services? This may have been through consultation exercises, involvement in decision making or other means.

Using the list below, you may put down the 'degree of participation' which best reflects your work (or planned work) with children and families in both the design and delivery of the project.

Degrees of Participation:

- 1) **Assigned but informed** – Adults decide on the project and children volunteer for it. The children understand the project, they know who decided to involve them and why. Adult respect young people's views.
- 2) **Consulted and informed** – The project is designed and run by adults, but children are consulted. They have a full understanding of the process and their opinions are taken seriously.
- 3) **Child-initiated, shared decisions with adults** – Children have ideas, set up projects and come to adults for advice, discussion and support. The adults do not direct, but offer their expertise for young people to consider.
- 4) **Child-initiated and directed** – Young people have the initial idea and decide how the project is to be carried out. Adults are available but do not take charge.
- 5) **Adult-initiated, shared decisions with children** – Adults have the initial idea, but young people are involved in every step of the planning and implementation. Not only are their views considered, but children are also involved in taking the decisions.

From: Treseder, P. (1997) Empowering Children and Young People. Children's Rights Office and Save the Children.

6) Costs and resources

Please use the formula given to calculate the unit cost of the project per child, e.g.

Annual / Total cost of project	→	£ 75,000	=	£1,500
Divided by				
Number of children =		50		Cost per child

NB: Number of children = the number of children who will directly benefit from the project. You may have to use the 'estimated' number initially and revise the calculation once you know the 'actual' number of children.

7) TABLE 1: Information about your project

Here you may list the specific long term outcomes which the project aims to achieve. What difference does the project seek to make to the lives of children? What will be different for the children / young people? e.g. *increase school attendance, reduce the risk of offending, reduce the*

number of children becoming victims of crime, encourage learning, improve the range play opportunities.

8) Project objectives

List your project objectives

9) How will you achieve the aims / objectives of the project and needs of the children? What methods or activities will you use? *e.g. mentoring, parent training, out of school activities, traffic calming measures., one to one support.*

10) How do you know the chosen activities / methods will be successful? What information or evidence do you have to support this? How have these activities / methods been chosen? What evidence have you used to help you decide that this project is the best way to meet the identified needs of the children? *Are activities / methods chosen based on: e.g. other examples of good practice, research evidence, views of children and young people.*

11) How will you know if the project has achieved its aims / objectives?

How will we demonstrate that we have done the things that we said that we would do?

Who is the target audience for this information? What do they need to know? When?

- *What information do you need?* – What kinds of questions are we seeking answers to? What quantitative and qualitative evidence could provide answers to these questions? What can you measure or count to show that your project is delivering the outcomes set? *e.g. numbers of children attending, measures of improvement in attainment, levels of improvement in self confidence.*
- *Where and how will you get it?* How will we build collection of this evidence into our project planning? What tools might be needed to collect this evidence? (Research methods) What do we need to do now to ensure that we have systems in place for collecting information that we will need in the future? *e.g. school / test results, user satisfaction surveys, registers of attendance, results of evaluations with users / families, number of children using the service.* Are there ethical issues that need to be addressed? (e.g. confidentiality; informed consent to participate in evaluation activities; anonymity of respondents etc)
- *When will it be collected?* How can we build the process of data collection into our day-to-day work? Different types of information will need to be collected at different times e.g. numbers of children using the service per week can be collected after each session. However - changes in levels self esteem may need be to be collected over a longer period of time.

12) TABLE 2: Project milestones

If we are to achieve our long term outcomes (outlined in Table 1) what will we need to have achieved at intermediate points (milestones) along the way?

What will we need to have achieved in the short term?

Are these intermediate outcomes realistic, achievable and measurable?

Some examples of milestones might be:

- Delivery plan completed
- Recruitment of project staff and volunteers
- Training of project staff and volunteers
- Securing of premises
- Promoting the service to potential users
- Targeting of children and families
- Developing system for effective partnership working in place
- Developing system for the active participation of children and families

13) TABLE 3 – Action points

Please list any action points requiring attention in order to achieve the project milestones outlined in Table 2. For each action point you need to think about:

- Who is going to take responsibility for ensuring the action points are met?
- Who will do what and how are the tasks to be shared out?

Here are some suggestions of the kind of things you might want to set as action points:

- Obtain information / evaluations of similar projects
- Review information on the effectiveness of similar services
- Set up a focus group with children and young people to establish ways of taking the project forward

14) Financial payment schedule

- Estimate when the expenditure is likely to take place and enter into the schedule.
- Additional information is required showing how the costs have been calculated (it should be no more than 2 sheets of A4). For example, 2 members of staff at £18,000 each or premises costs based on occupying 1/6th of an office. This information will be used for the monitoring of your project claim each quarter.
- You should provide a breakdown showing which costs are allocated to staffing, running or project costs and the amount assigned to each quarter.
e.g. staffing costs = £18,000 a year payable September to March
therefore 2nd qtr = £1,500
3rd qtr & 4th qtr = £4,500
- Management costs** can be claimed up to a maximum of 10%, however evidence will be required to show what these will include.
- Leverage or match funding** - Is the project likely to attract any funding from another source, which contributes to the running of the project or activities? Are there any contributions 'in kind' e.g. reduced rent on premises or volunteer time?

And finally...

Once you have answered all of the questions in the Project Planning and Review Tool, you should be in a position to effectively plan for the successful delivery, monitoring and evaluation of your Project. This will allow you to:

- Learn from yourselves to improve your own practice and what you're doing
- Develop and share good practice
- Demonstrate how project objectives are being met