Merton Centre for Independent Living

MCIL

Evaluating Disability Hate Crime:

A Handbook for Deaf and Disabled People's Organisations

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About this handbook

The purpose of this handbook is to support Deaf and Disabled People's Organisations (DDPOs) to evaluate the difference their work makes. With hate crime against disabled people across London on the increase,[1] it is important that DDPOs are able to effectively evaluate this part of their work.

Merton Centre for Independent Living has been the lead partner on the Pan London Hate Crime Project since 2018. In creating this handbook we have been able to utilise the extensive feedback and experience of our trusted partners, including:

deafPLUS
Harrow Action on Disability
Stay Safe East
Real
Ruils

Throughout the handbook we have drawn on real-life examples from other DDPOs. In particular we would also like to thank:

Ruth Bashall at Stay Safe East
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Louise Holden at Inclusion London
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as well as Eve Blair and Milla Gregor at NCVO Charities Evaluation Services for their assistance in creating this handbook.

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[1] https://www.london.gov.uk/what-we-do/mayors-office-policing-and-crime-mopac/data-and-statistics/hate-crime-dashboard rolling 12 months July 2020 v July 2019

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What is disability hate crime?

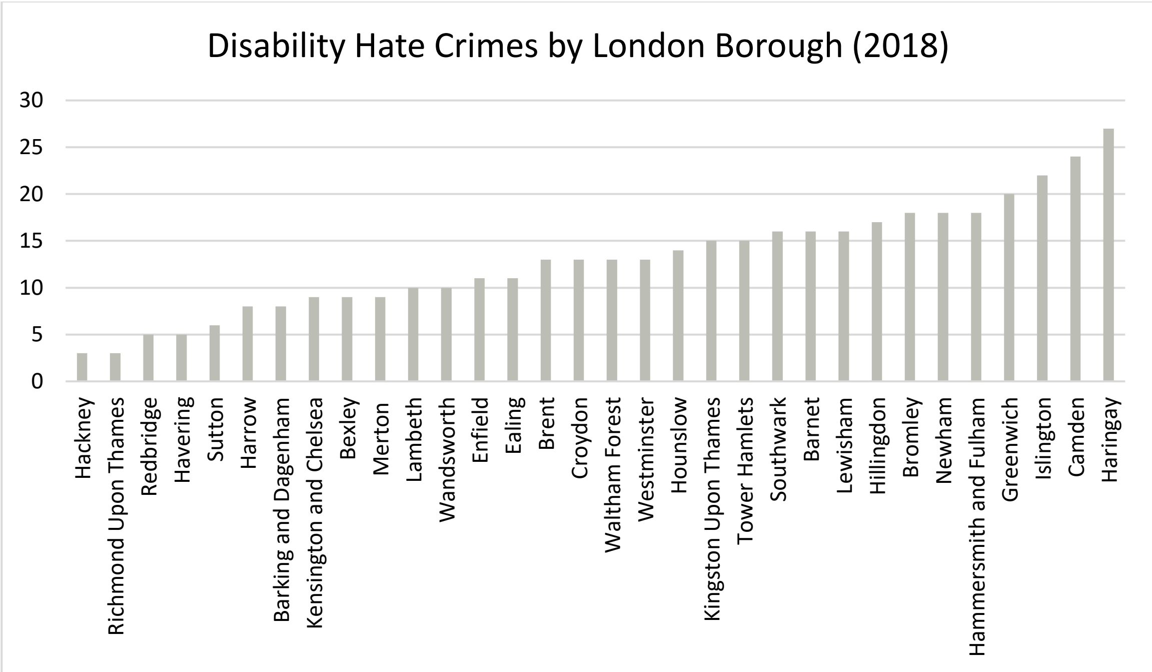
Hate crime is any notifiable offence committed against a person or property that is motivated by hostility towards someone based on their disability, race religion, gender identity or sexual orientation, whether perceived to be so by the victim or any other person[2].

Disability hate crime is on the increase and some 50%[3] of this crime is inflicted by either a family member or a carer. This type of crime will typically take place in the home and victims are sometimes reluctant to report it because of fear of reprisals, as well as concern that they will be left isolated.

Disability hate crime in context

- Disabled people are three times more likely to experience violence than non-disabled people.
- Around 50% of disabled women have experienced violence in their lives, compared to 33% of non-disabled women. Disabled women are three times more likely to experience domestic violence, and five times more likely to experience sexual violence.
- Disabled people living in institutions are most likely to experience abuse.
- Some 80% of young people with special educational need (SEN) statements have been bullied. Black and minority ethnic (BAME) and lesbian, gay, bisexual and transgender (LGBT) disabled people are even more likely to experience harassment.
- A 2014 survey by the charity SCOPE found that one in four disabled people living in London had suffered hostile or threatening behaviour or had been physically assaulted in the two years since the Paralympic games.

[2] Home Office Hate Crime Definition
[3] Making it Stop – Tackling Hate Crime Report 2016



Annual rolling disability hate crimes by London borough, recorded on MOPAC dashboard to December 2018

What does disability hate crime look like?

Disability hate crime can take many forms, including:

- Name calling – using abusive words such as 'mong' and 'spaz'
- Mocking the way a disabled person, talks, walks, signs, looks, acts, or eats
- Damaging or removing disability equipment
- Assaults on assistance dogs
- Actions which make a person's impairment worse
- Blocking someone's access to their home or parking space
- Malicious allegations e.g. benefit fraud or paedophilia
- On-line abuse e.g. debates about 'getting rid of' autism, trolling
- 'Cuckooing' (taking over a person's home, usually for criminal activity, and harming them if they do not comply).

Evaluating your work around disability hate crime

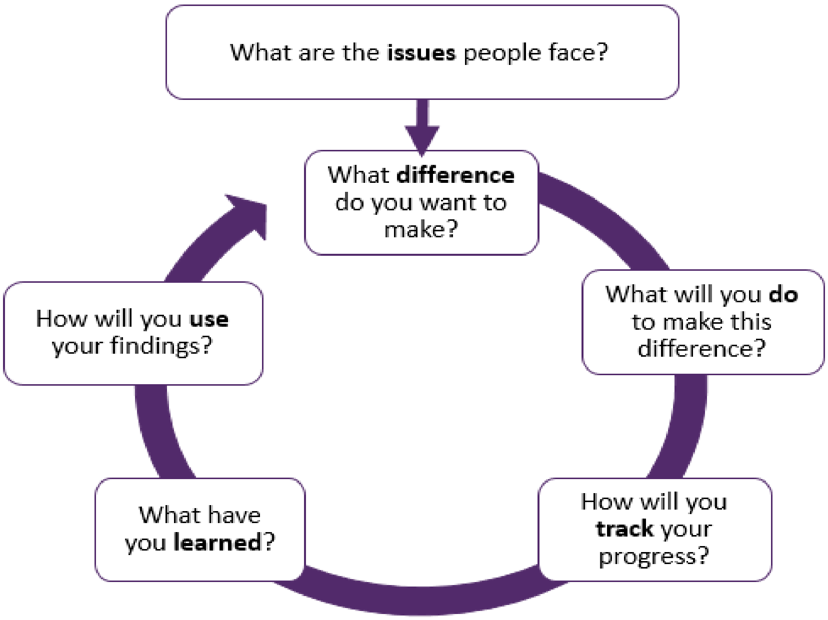
What is evaluation?

Most of us are familiar with the business of **monitoring –** that is, the routine, systematic collection and recording of data about your project, mainly for checking its progress against its plans.

Evaluation goes beyond simply collecting information – it involves using the monitoring and other data you collect to make judgements about your project, such as how well it is doing, what you have learnt, and what you might change to try and improve it.

For this reason, it is best to think of evaluation not as a linear process but as a **cycle,** where the focus is on generating useful insights rather than simply collecting data. These insights can then help you to think afresh about the difference you want to make, and to improve your project accordingly.

The Evaluation and Learning Cycle



(Source: knowhow.ncvo.org.uk/organisation/images/cycle.PNG/view)

Why evaluate?

As well as providing an evidence base for future decision making, evaluation can help you to:

- Identify unmet needs and gaps in service provision
- Understand whether existing services have benefited service users in the way you planned (or indeed in another, unexpected way)
- Provide an evidence base for commissioners and funders
- Explore demand for services, and check whether they are still required
- Make sure services are fully accessible to all eligible groups.

As well as delivering learning, focusing on evaluation can also:

- Support the development of wider knowledge and skills within the team, and
- Deepen your engagement with the people who use your services day-to-day.

Getting the most out of evaluation

The best evaluations generate helpful, valid learning that you can use to improve the way you do things. They are tied to your strategic planning, and part of an ongoing conversation about the purpose of your organisation. They are also an opportunity to engage with and learn from your service users.

Planning for your evaluation before you begin collecting data will bring focus to your work, provide a useful framework, and save you a lot of time. This involves understanding:

- what data you want to collect
- why you want to collect it, and
- how you plan to go about collecting it.

This handbook will support you to answer these key planning questions. As such, it is broken down into two sections.

Telling the story of your work provides a step-by-step breakdown of how to develop clear and measurable outputs, outcomes and indicators to prepare for an evaluation that can evidence the way in which your work has created change.

Collecting evidence provides guidance on selecting and using data collection tools, as well as some top tips for data collection.

Timing your evaluation

Ideally, you would create your plan for evaluation alongside your strategic plan – both ahead of starting delivery of your project. This would then allow you to gather data as you go along, leaving you well-placed to conduct either a **formative evaluation** (one that runs alongside the life of your project, allowing you to learn and adapt your approach as you go) or a **summative evaluation** (one that looks back over the life of the project to draw conclusions about the project's effectiveness as it draws to a close).

If your project has almost run its course and you have not yet gathered any monitoring data, do not despair! While some approaches to gathering data (such as distance travelled tools, which require a baseline) cannot be used retrospectively, the approach outlined in this handbook will still assist you in thinking through a sensible strategy for collecting any available evidence of the difference made.

3. Telling the story of your work

Describing how change happens for the people you support[4]

As someone working to create change for deaf and disabled people, you may already be used to telling the 'story' of your project – describing to service users, partners, and funders how the work you do makes a difference.

There are many different ways of telling this story, from simple to complex. All aim to show the logical connections between the work you deliver (your **outputs**), and the changes you create in the short to medium term (your **outcomes**), as well as any longer-term changes you might contribute to (your **impact**). Often these stories are presented in visual form, so that the logical links between the work happening and the resulting changes are easily apparent.

The purpose of these story-building processes is to clarify your strategic thinking, and to support an ongoing conversation about organisational purpose. It is often a great opportunity to draw in different voices and engage service users, to understand how they see the purpose of your work and what they value most.

These stories also provide a solid foundation for evaluation by generating a testable theory about how the work being delivered creates change, as well as a set of clearly defined, measurable outputs and outcomes.

Setting measurable outputs and outcomes

Whether or not you choose to use a specific process or visual map to tell the story of your work, in order to prepare for an evaluation that can

[4] This chapter draws on resources on impact and evaluation from NCVO Charities Evaluation Services, available via the NCVO KnowHow website (https://knowhow.ncvo.org.uk/).

evidence the difference your work makes, you too will need to create a set of clearly defined, measurable outputs and outcomes.

The next section of this handbook will guide you through this process, as well as the business of setting indicators – useful, specific pieces of information that you will need to collect as evidence of the work you have delivered, and what, if anything, has changed as a result.

Why not impact?

This handbook will not cover preparing to measure your **impact** – the broader, longer-term changes created by your work. This is because change that happens either as a 'ripple effect' in the wider community or over a longer period of time is more difficult to measure in a meaningful way with limited resources (for example, due to issues of **attribution**, or understanding who has contributed to each change you observe).

If you're interested in measuring your longer-term impact, you will find some useful links in the appendices of this handbook.

The Planning Triangle

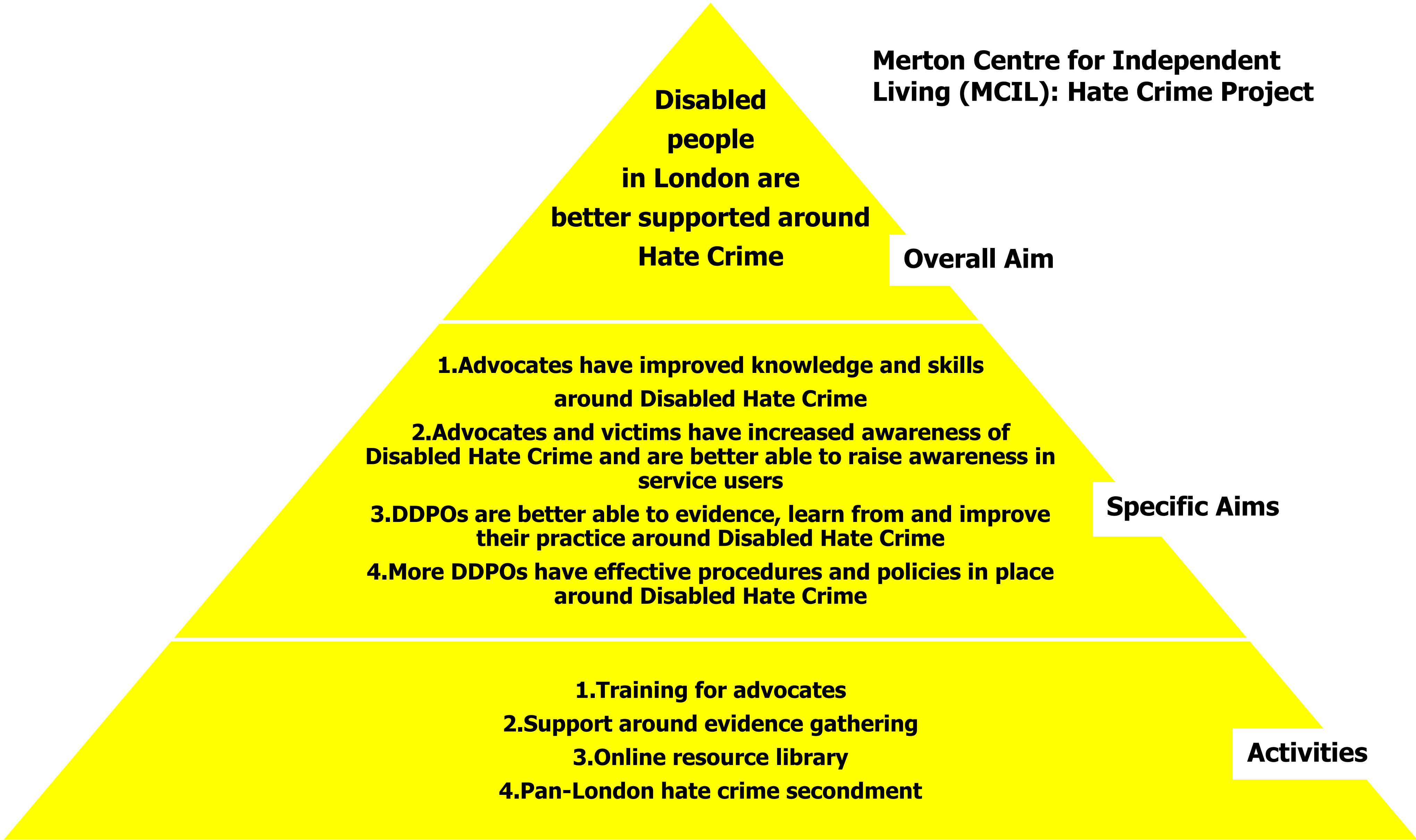
The Planning Triangle, developed by NCVO CES, has a simple format which helps to make connections between the work being delivered and the difference being made in the immediate and longer term, telling the story of your work in clear, visual terms. It can be used to plan for a project that has not yet begun, or to clarify or describe an existing project. It is best suited for single projects or more straightforward areas of work.

The example on the following pages describes Merton CIL's Hate Crime project. The purpose of this project is for disabled people in London to be better supported around hate crime. In order to do this, the project provides training and support for advocates, including an online resource library and a pan-London secondment. These activities are intended to improve advocates' knowledge, skills and awareness so that the DDPOs they work with become more effective in the support they offer. You can see how the planning triangle breaks down these activities and changes into simple statements that lend themselves well to monitoring planning.

If you're interested in the Planning Triangle as well as different tools for planning your work, you can find out more at:

https://knowhow.ncvo.org.uk/organisation/impact/plan-your-impact-and-evaluation/identify-the-difference-you-want-to-make-1

Merton Centre for Independent Living (MCIL): Hate Crime Project



Getting ready to evidence the work you deliver

Describing your outputs

In order to report effectively on the work you do, you will need to develop a complete list of your **outputs** – the specific goods, services and products being delivered.

To develop a list of measurable outputs, consider the areas of activity in the project you wish to evaluate, and pull out all the specific goods and services being delivered.

For example, for Merton CIL:

Area of activity	List of outputs
Pan London Hate Crime secondment	Casework support Learning materials for host teams Support with reporting
Support around evidence gathering	Template evidence gathering framework Data collection advice
Training for Advocates	Training sessions 1-2-1 follow-ups Risk register framework Peer support
Online resource library	Online resource library

Before you move on…

Review your list of outputs.

1. **Is it too long?** It is better to measure a few things well. Now is a good time to decide on some priorities. Perhaps there are some outputs which are as yet unevaluated, unfunded, or which you feel are pivotal to creating change (particularly with regards to the overall goals of your organisation)?

2. **Does it contain any internal processes?** Your list should only describe what is on offer to the people using your service. If internal processes like fundraising, communications, or recruitment have crept in, these will need to be removed.

Setting output indicators

Having defined your list of measurable outputs, you are ready to decide what evidence to collect. This is done by setting **output indicators.**

Output indicators are the specific pieces of information that you will need to collect in order to keep track and report on the work you have delivered. Output indicators are usually quantitative – that is, they collect numbers that can be used to generate statistics. You may also want to collect some qualitative information as well – that is, more descriptive information.

Your output indicators can give you information about the goods, services, or products you delivered. For instance:

Outputs	Output indicators
Training sessions	Number of sessions delivered
	Session topics
	Number of organisations represented
	Organisation names
	Types of organisations

You can set indicators that describe the people accessing your services (for example, disability, ethnic group, sexuality, gender, and age). This will help you to understand whether you are reaching your target groups, and how accessible your services are.

Outputs	Output indicators
Training sessions	Number of attendees
	Gender
	Age
	Ethnicity
	Access needs

You can also set satisfaction or quality indicators for your outputs, which will tell you whether the groups you worked with thought your work was of a good quality.

Outputs	Output indicators
Training sessions	Level of attendee satisfaction with the session (self-reported)
	How attendees rated the trainer/ materials/ coordination, etc.
	Number of unsolicited positive comments

Before you move on…

Review your output indicators.

1. **Are they all about outputs?** If you've started to describe indicators for change, for instance a trainee's level of awareness or an organisation's change in policies, then you have jumped ahead to creating outcome indicators (this is covered in the next section).

2. **Will they help you understand who accesses your service?** You will need this information to understand whether or not your service is accessible to everyone you intended to reach.

3. And again – **are there too many?** It is sensible to try and streamline your data collection at this point by restricting the number of output indicators you plan to gather evidence against.

Getting ready to evidence the difference your work makes

Describing your outcomes

Before deciding what evidence of change to gather, you will need to define your **outcomes** – the specific, measurable, individual changes that you anticipate will come about as a result of your work.

Defining clear outcomes is a key step to preparing for measurement. The tips below outline how to write clear outcomes.

1. **Use the language of change** to describe the difference made, and not the service delivered. For example:

Victims have **improved awareness** of what hate crime is

And not

Victims have attended support sessions (this is an output)

2. **Describe single changes** rather than using jargon or broad terms like "wellness" which potentially include physical, mental and emotional health. It is difficult to measure outcomes which contain many different changes within them. For example:

Victims have **improved awareness** of what hate crime is

And not

Victims have improved awareness of hate crime **and** ability to cope **and** share their experiences with others (this is lots of outcomes put together)

3. **Articulate the difference made from the beneficiary's perspective** so that it is clear what is changing, and for whom.

Victims have improved awareness **of what hate crime is**

And not

Improved awareness (it's not specific to a person or group, and it's not clear what type of awareness is being discussed)

Before you move on…

1. **Do you need to prioritise?** There is more work involved in gathering evidence of outcomes than of outputs, and it is best to focus on a smaller number of key outcomes, particularly if you are developing outcomes monitoring for the first time. Are there some which are pivotal to your work, or which service users have told you are valuable to them? Are there outcomes which 'unlock' other changes, and so which may be important to measure in order to understand more about how change happens for people?

2. **Do all of your outcomes follow the 'measurable outcomes' guidelines outlined above?**

Setting outcome indicators

Having defined a number of priority outcomes, you are ready to set **outcome indicators.** These are the specific, measurable pieces of information that you will need to collect in order to keep track of the difference that your work is making. They tell you how much change has occurred, and whether or not you are achieving your outcomes.

In order to get a clear picture of change, it is good practice to collect information on at least two indicators for each outcome. Review your list of priority outcomes and think carefully about what information you would need to collect as evidence of change.

In this section examples are shared from two more organisations, in order to give a wider range of experience for you to draw on. These are Lewisham Speaking Up, and Stay Safe East.

Lewisham Speaking Up is an independent charity for people with learning disabilities. Their Hate Crime Project provided workshops and information, as well as a Hate Crime People's Parliament. These activities were intended to improve service providers' awareness about hate crime, and to increase the ability of people with learning disabilities to recognise and address hate crime themselves.

Stay Safe East tackles hate crime and domestic and sexual abuse against deaf and disabled people. They recently added an advice provision strand to their services, supporting deaf and disabled people to improve their incomes, challenge discrimination and stand up for their rights.

Choosing outcome indicators:

1. **Count and describe.** Some outcome indicators collect numbers (quantitative data) and some collect descriptions or narrative (qualitative data). Including a combination of both can give you a fuller picture of what has changed.

Outcomes	Outcome indicators
Disabled Londoners feel more able to stand up for their rights	Number of disabled Londoners who report an increase in their ability to stand up for their rights (quantitative)
	How different people have stood up for their rights (qualitative)

2. **Combine the subjective and objective.** Combining subjective (opinion or feeling) and objective (observation of a behaviour, or measure) outcome indicators can also give you a more robust picture of whether or not the desired change has happened.

Outcomes	Outcome indicators
People with learning disabilities feel more confident to articulate their views on hate crime	Level of confidence (self-reported) (opinion or feeling)
	Number of people with learning disabilities expressing a view on hate crime in the Hate Crime People's Parliament (observation of a behaviour)

3. **Be specific to your context as a DDPO.** There are banks of standard indicators available online, but these will only help you to collect good quality information if the indicators are suitable for the type of groups you are supporting and the type of changes that you want to create. Ask support workers and service users to help with setting indicators – they will know the signs that show when progress has been made. All the examples in this section are defined by projects and are specific to their context.

4. **Combine different perspectives on the same change.** For example, collecting data from service users and support workers to evidence the same outcome.

Outcomes	Outcome indicators
More people with learning disabilities are reporting hate crime	Number of hate crimes reported to police from people with learning disabilities (from police records)
	Number of advocacy referrals relating to hate crime (from project records)

Evidencing 'soft' outcomes

Some of the most important outcomes from your work may be 'soft' outcomes – internal changes to the way people feel or think. There are a few ways to gather information about soft outcomes.

1. Ask people directly, for instance asking them about their ability to stand up for their rights.

2. Ask other people who know them for their view, for instance asking support workers to rate the person's ability to stand up for their rights.

3. Identify a linked behaviour, such as making a complaint, or a linked area of knowledge or skill, such as knowing more about their rights, and ask people directly about these changes.

4. Ask others such as support workers or family members whether or not they have observed the linked behaviour, or whether other linked changes have occurred.

Before you move on…

1. **Have you used neutral language?** Outcome indicators are always expressed as a neutral measure. For example, 'increased hate crime reporting' is an outcome. 'Number of hate crimes reported' is an outcome indicator – the information you are going to track in order to understand whether or not the outcome has been achieved. This is important as it allows you to understand whether the change has been positive or negative.

Other neutral ways of expressing indicators include:

- Level of...
- Number of...
- Type of...
- How often...
- Percentage of...

2. **Have you prioritised?** Think carefully about your priorities for measurement, and don't try to measure everything. If you have set a large number of indicators for each outcome, which are the most interesting or revealing? Try picking just two or three for each outcome.

3. **Have you made the most of what you already collect?** If you are already collecting information, could this be used? For example, if you are using quizzes and games to check that service users are improving their understanding, the score on these could be a useful indicator for increased knowledge; or, if you are using casework tools, use the score as your indicator of progress.

4. Collecting Evidence

Selecting your data collection tools

Your indicators tell you what information you need to collect – now you need to decide how to collect it. This chapter provides a detailed overview of a number of different methods of collection.

Most services use a number of different tools for reporting, rather than just one. This allows them to gather a range of different types of information, and to combine quantitative and qualitative data (numbers and narrative/ stories). For instance:

Outcome	Outcome indicators	Collection tool
More people with learning disabilities are reporting hate crime	Number of advocacy referrals relating to hate crime (from project records)	Project database
People with learning disabilities feel more confident to articulate their views on hate crime	How often people express their views Number of people with learning disabilities expressing a view on hate crime in the Hate Crime People's Parliament	Focus group Observation
Disabled Londoners feel more able to stand up for their rights	Number of disabled Londoners who report an increase in their ability to stand up for their rights	Post-training questionnaire

By matching each of your indicators with a collection method, you are beginning to construct your monitoring framework, which sets out what data you plan to collect for evaluation, how, and when. (A sample framework is included as an appendix to this handbook.)

It is also useful to consider the following factors when thinking about how you will gather your data.

Depth of information required[5]

Think about how much information you need, and at what level of detail – you can look back at your outcome indicators to help with this. If you need in-depth, qualitative data, interviews may be helpful. If not, you might choose a method that collects quantitative data such as a questionnaire.

Sensitivity and complexity of the issues

Do you need information on sensitive or complex issues such as people's lifestyle choices or behaviours? Would the privacy of an anonymised questionnaire or the support of a skilled interviewer be most helpful?

Time and skills required

How much time and skill are you and your staff able to allocate to designing and using data collection tools? For example, focus groups need skilled facilitators. Also consider how much time you will be asking people taking part in your data collection to spend on this, and whether this is realistic and proportionate depending on the nature of contact you have had with them.

Ease of collection and analysis

Think about how straightforward it will be for you to collect and analyse data. Interviews and focus groups are likely to be more complex to record and analyse, but you may decide it's important to spend time on this if you want to collect qualitative data.

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[5] This list is taken from the NCVO KnowHow website: https://knowhow.ncvo.org.uk/organisation/impact/measuring-your-impact/choosing-your-collection-methods-for-measuring-impact.

Credibility
Will the methods you use be acceptable to the stakeholders you will be reporting to? If not, the information you collect may be questioned.

In some situations, more informal methods or anecdotal data may be acceptable. In others you may need to use methods that are tried and tested, such as a validated questionnaire recognised and used in a particular field.

Is the collection method appropriate to the service and its values?
It's important to consider which approach is most appropriate to your organisation and its values. If you have a strong focus on being service user-led, for example, then limiting the input of service users to completing an online form may not feel right.

User views and rights
Before you collect information from people, you should make sure they know why you are collecting it, and how you will use the information. Make sure that users have consented to the way that you are collecting the information and that they understand you will treat information confidentially.

Accessibility is also a right. As well as disability, consider how cultural background, childcare, or other circumstances could affect people's ability to take part freely and fully.

Reliability
A reliable method is one that can be applied consistently each time you use it, in different situations and with different people. It is essential when you are comparing information over time or between different participants and/or within different situations. If the question you ask can be interpreted differently by different people, your data may not be reliable.

Validity

Are you measuring what you intend to measure? To what extent, for example, are you relying on selective perception, rather than cross-checking through a number of data collection methods? How far do the questions you ask through your data collection tools provide valid evidence?

Comparing different data collection tools

Which tool?	When do I use it?	Advantages	Disadvantages
Questionnaires	When quantitative results are required, questionnaires are a cost effective, simple and quick way to gather data directly from your target group. Questionnaires are useful when: ➢ Your budget is limited ➢ You want to ask a large number of people the same questions ➢ You need numbers and statistics rather than narrative and stories ➢ Anonymity might help people respond honestly ➢ Your questions aren't too nuanced or complex	• Cheap to administer and analyse • Delivers useful stats and charts • Opportunity to access a large number of service users via email, social media, etc. • Can be made anonymous, allowing for honest feedback • Can be done online using a survey platform or on paper • Can be completed away from your service, allowing time for reflection • Quick (if well designed!) • Can gather some limited qualitative data too	• Designing an effective and valid questionnaire takes time and skill • Can be dull to complete, especially if over-long • Can be difficult to get enough people to complete your questionnaire • Not suitable for nuanced or complex questions

Which tool?	When do I use it?	Advantages	Disadvantages
Interviews	Speaking directly to an individual either face to face, online or by phone, usually with a pre-defined script, will provide a more in-depth exploration of how people experience your service. Interviews are useful when: ➢ You want to generate narrative and stories, not numbers and statistics ➢ The issues you are discussing are complex, nuanced, or sensitive ➢ You are exploring something you're not sure about ➢ You are happy to collect data from a smaller number of people	• Generates rich narrative data, helpful for understanding journeys, motivations, and feelings • Allows for in-depth exploration and understanding of nuance • Can create impactful stories, case studies and quotes • Great for exploring topics • Can allow the interviewee to have greater control over what is discussed, bringing unanticipated and useful data to light (for example, around negative or unexpected outcomes)	• Time consuming to administer, conduct and analyse the data • Can be difficult to interview a useful cross-section of people • Expensive (both in terms of time, and potentially in terms of offering incentives for interviewees) • Requires a high degree of skill • In the interest of generating honest feedback, may need to be conducted by someone external to the service

Which tool?	When do I use it?	Advantages	Disadvantages
'Distance travelled' tools/ baseline and endpoint evaluations	These validated (tested by research) casework tools ask the same set of questions at the start, end, and midpoint of each case. Distance travelled tools are useful when: ➢ You support people with structured casework that generally lasts six or more weeks ➢ The people you work with find it helpful to reflect on their progress in this way ➢ You require numbers and statistics as evidence ➢ You have an IT system capable of storing and digesting the resulting data	• Shows change over time, providing insight into when changes occur • Delivers numbers and statistics • Using a validated tool is often seen as best practice data collection (although for this to be accurate, the tool will need to be a good fit with the work you are doing and the people you are doing it with) • Can support consistent casework • Can be motivating for some service users to view their progress in numbers • Can be easily embedded into day-to-day work	• Can be time consuming to complete • Can make casework feel less flexible/ service user-led • Generates a large number of statistical data over time, which requires careful analysis • Can be difficult to obtain a baseline measure from people in crisis • Data can be distorted as rapport improves (e.g. an initial under-reporting of difficulty, then a subsequent, more accurate measure further on) • It can be difficult to find the right tool for your service users

Which tool?	When do I use it?	Advantages	Disadvantages
Focus Groups	Bringing together selected individuals to explore a series of questions led by skilled facilitators can help to probe areas of agreement and disagreement and produce some unexpected findings. Focus groups are useful when: ➢ You are interested in understanding more about where people agree/ differ in their experiences and why ➢ You want to generate narrative and stories ➢ You aren't exploring anything sensitive or deeply personal ➢ You have a limited budget	• Participants have a higher degree of control over what is discussed, allowing unexpected topics and outcomes to surface • Cheaper than a series of interviews • Generates narrative and stories • Can be easily combined with a creative task, making it entertaining for participants • Can be conducted online or face-to-face • Can be empowering for participants, especially when discussing shared experiences and challenges	• Skilled facilitation is required to ensure that the group keeps to time, to topic, and adheres to the ground rules established at the start • It can be difficult to secure a useful cross-section of participants for your focus group • Not suitable for sensitive topics (although an online group may provide more anonymity) • Less in-depth and exploratory than interviews • Data can be harder to record and analyse than interviews

Which tool?	When do I use it?	Advantages	Disadvantages
Observation	Observation allows the case worker to collect evidence of change using their professional experience and knowledge of the service user. Observation is useful when: ➢ Formal data collection would be overly intrusive or disruptive ➢ The service user cannot provide direct feedback ➢ You are interested in the case worker's professional opinion	• Easily integrated into day-to-day support activities • Can be combined with creative and fun activities • Can generate either numbers and statistics or narrative, depending on what case workers are supported to systematically capture	• Case workers require training in order to be able to observe and record consistently • Data recording needs to be carefully structured to allow for useful storage and analysis • No direct input from service users

If you're interested in exploring further resources around data collection tools, you can find more information at the Inspiring Impact website, which has a wealth of information for third sector organisations looking to improve their evaluation capacity, including information about data collection:
https://www.inspiringimpact.org/learn-to-measure/do/
The Inspiring Impact 'Data Diagnostic' may also be helpful for reviewing what type of data to collect and how:
https://www.inspiringimpact.org/self-assessments/data-diagnostic/

Top tips for better questionnaires

The best questionnaires are short, purposeful, and clear. The following tips will help you to craft a useful questionnaire capable of collecting data on your output and outcome indicators.

- **Begin and end your questionnaire respectfully**

Start with a very brief explanation of why you are collecting information and how it will be used. For example:

Your feedback

Learning about your views and ideas is the best way we know to improve our services for you and for other people. *Thank you* for taking the time to share your feedback.

End with a thank you, and contact information should people want to find out more about your questionnaire. For example:

Thank you for your feedback. It will help us to improve our services for you and other people in the future. If you have any questions please contact: info@...

(Thanks to Stay Safe East for these examples.)

- **Collect only what you need**

The shorter your questionnaire, the more likely people are to complete it. Make sure that each question provides you with data you genuinely need for your monitoring (i.e., each question relates to at least one of your output or outcome indicators).

Indicator:

Number of disabled Londoners using our service who report an increase in their ability to stand up for their rights

Question: As a result of using this service, do you feel more confident to stand up for your rights?

☺☺	☺	😐	☹	☹☹
Yes, much more	Yes	Not sure	No	Not at all

(Thanks to Stay Safe East for this example.)

- **Combine qualitative and quantitative data**

Although questionnaires are useful for collecting numbers and statistics through closed/ 'tick box' questions, they can also be used to collect narrative data with open questions where people are able to provide text. This can help you to understand more about why people have responded in certain ways, or to gather more nuanced or unexpected information.

Indicator: How helpful clients perceived the service to be

Closed question:

c) To what extent do you agree with the following statement? "This course has helped me to learn more about disability hate crime."

Strongly Agree ☐	Agree ☐	Neither agree or disagree ☐
Disagree ☐	Strongly Disagree ☐	Not sure ☐

Open question:

2. If your understanding of disability hate crime has changed as a result of the course, please use this box to tell us how.

- **Use clear scales**

If you need to use a scale – for example, measuring strength of feeling, or attitude – keep it short and unambiguous. A five-point scale, with every point clearly labelled, is easy for people to complete consistently.

- **Provide clear instructions**

Write an instruction for each question (e.g. 'Please tick ONE box below').

(Thanks to Lewisham Speaking Up for this example.)

- **Write clear questions**

Make sure your questions are only asking one thing!

Should we increase our provision of drop-in sessions around hate crime?

And not

Should we provide more drop-in and outreach sessions around hate crime? (Which is asking people two questions in one.)

Equally, make sure your response options are clear and mutually exclusive.

Strongly agree
Agree a little
Not sure

And not

Agree a lot
Slightly agree
Agree a bit

as these categories overlap, making it hard for people to choose one option.

- **Make it easier for people to answer sensitive questions**

Consider making your questionnaire anonymous, if possible. Ordering any more sensitive questions towards the end may mean more people fill them in.

- **Offer multiple ways of responding if you can**

It is possible to administer questionnaires by paper, online, text, or, with greater resources, via telephone. Think about what will work best in your context and for the people you want to survey. Offering multiple options for responding can sometimes improve your response rate (the proportion of people who complete your questionnaire when invited to).

- **Consider accessibility**

Questionnaires can be adapted for people less able to read independently. Scales can be represented pictorially, if appropriate. Questionnaires can also be used like a structured interview, with one person reading out the questions and answer options, and supporting the respondent to provide their answers. This can be done either face to face or via phone. In these circumstances, simple questions, short and clear scales and brief, targeted questionnaires are especially vital.

Please read the statements and tick the box which describes how you feel about each one.

As a result of receiving support from Merton CIL's support service I am more able to…

	Agree a lot	Agree a bit	Not sure	Disagree a bit	Disagree a lot
					
1. Access the services I want and need	☐	☐	☐	☐	☐

- **Go after quality and outcomes**

There is nothing to stop you from collecting information about quality (how satisfied people were with the service you provided) as well as outcomes (what changes were or were not created) in the same questionnaire. Often combining the two sets of questions can provide interesting insights.

- **Consider timing**

When assessing whether change has occurred, you can either:
Take a baseline and then a later measure to examine the difference between the two points (a **'pre and post'** approach). This is generally done by asking the baseline questions before your intervention, and your follow-up questions afterwards.

Alternatively, you can measure change **retrospectively**, by waiting until the end of your intervention, and asking people to reflect on how much change has happened since the start.

Which approach you choose is likely to be determined by a number of factors, not all of them technical. A pre and post measure is generally considered to be the more effective way of assessing change, as it is less dependent on memory. However, you will also need to consider:

- Whether people are willing and/or able provide a baseline measure (for example, learners may measure their understanding as being greater than it actually is – this is called the Dunning Kruger effect)

- Whether you have the resources to capture data both before and after

- Whether people are able to focus on a questionnaire early in their support process, for instance if they are in distress, it may not be appropriate

- How the data collection process might affect people's experience of the service you're offering.

Before you move on…

Your indicators form the backbone of your monitoring plan by setting out exactly what you need to collect. Matching each indicator to a data collection method is a great start, but you will also need to decide ahead of time:

- Who will gather the data?
- When they will collect it?
- How the data will be used (for external reporting, fundraising, etc.)?

This last point is especially useful for further prioritising and tightening the scope of your data collection plan.

A simple framework for presenting all of this information can be found as an appendix to this handbook.

1. **Are you clear on how each indicator will be evidenced, by whom, why and when?** Using the sample framework provided with this handbook can be a useful way of organising this information.

2. **Have you considered any training needs?** Will the people collecting the data need any additional skills development or training in order to be able to perform their data collection tasks effectively?

3. **Have you considered any IT needs?** Having somewhere to store and analyse your data is also important. How will data be entered, and by whom? Will you require any new software?

Top Tips for Data Collection

Avoid collecting lots of information that you will not use[6]

If you're not sure whether you need it; if you are not sure what you will use it for; if you will not have time to analyse it…. then don't collect it.

Consider Timing

Evaluation is a reflective process that requires time. You may also have a particular deadline in mind such as a strategic planning meeting or funding report. Plan the time required for your evaluation carefully, allowing for delays, set-backs and a pilot of any new tools and processes. If you want to measure change (as you may claim that change will happen as part of the outcome), then ensure that a baseline, usually in the form of a questionnaire will need to be planned at the beginning of the project.

Involve Staff and Where Possible Service Users

Think about people issues. Bringing people on board as early as possible will help people to see the purpose of the evaluation and should help you to plan something workable and straightforward.

Provide Training and Support Where Needed

Often the people doing the frontline work are 'gatekeepers' to the data so their commitment and enthusiasm is absolutely essential. Providing training and emphasising the importance of data to the continuation of the project. As a consequence, support should be provided to help them collect data carefully and consistently.

Pilot Collection, Analysis and Storage

Pilot your data collection tools and processes before rolling them out, to check they are effective and workable. It is also important to pilot analysis, to make sure that you are able to manage and make sense of

[6] This list is taken from NCVO Charities Evaluation Services training resources.

the data you are collecting. All the data and information gathered should be kept in a secure location either on the organisations network or hard drive but always password protected to ensure confidentiality.

Leave Room for Unexpected Outcomes to Emerge

As well as gathering data on the positive outcomes from your work, you will need to find out about any negative or unexpected changes that have occurred as a result of your work. To gather this sort of information, consider building in an open or qualitative element into your data collection plan.

Feedback to People Who Collected and Provided the Data

Feeding back your findings is often forgotten at the end of your evaluation, but this is crucial if you want to keep people's enthusiasm for evaluation alive. This is often an opportunity to ask people to comment on your findings too, adding another layer to your analysis.

Finally – Start Small

If you have been collecting very little or no data, implementing the whole of your monitoring framework in one go might feel daunting. Picking one priority area to begin with may make for a gentler starting point.

5. Appendices

Glossary[7]

Data	Facts, statistics and other raw material gathered for a specific purpose. Data needs to be interpreted to give it meaning.
DDPO	Deaf and Disabled People's Organisation
Evaluation	Using monitoring and other data you collect to make judgements about your project.
Monitoring	The routine, systematic collection and recording of data about a project, mainly for the purpose of checking its progress against its plans.
Impact	Broader or longer-term effects of a project's activities, outputs and outcomes.
Qualitative Data	Data that is narrative and descriptive.
Quantitative Data	Data that is counted or expressed in numbers and statistics.
Outcomes	The changes, benefits, learnings or other effects that happen as a result of your work
Outcome Indicators	Things that you can measure to show whether your desired outcomes have happened. They can be qualitative or quantitative.
Outputs	All the detailed activities, services you do or provide.
Output Indicators	Things you can measure to show whether, and to what extent, your planned outputs have happened.
Pilot	A way of testing out the effectiveness of a new system by applying it to a small group and getting feedback on the process.
Self-evaluation	When an organisation uses its internal expertise to carry out its own evaluation.

[7] www.inspiringimpact.org.uk

Stakeholders	The people or groups who are affected by or who can affect the activities of an organisation. This can include staff, volunteers, users, customers, suppliers, trustees, funders, commissioners, donors, purchasers, investors, supporters and members.
Service user	A beneficiary of an organisation or project
User Involvement	Where users become active participants in the design and delivery of your activities.

Sample Outcomes Monitoring Framework

Adapted from the Lewisham Speaking Up Hate Crime Project framework, with thanks.

Outcomes	Outcome Indicators	Information collection tool/ methods (how will we collect it?)	When will we collect it?	Who will collect it?
People with learning disabilities (pwld) increase their knowledge of hate crime	Whether or not pwld can identify indicators of hate crime	Pre and post workshop surveys	Before and after each workshop	Project staff or volunteers
	Whether or not people with learning disabilities can describe the reporting process	Pre and post workshop surveys	Before and after each workshop	Project staff or volunteers
People with learning disabilities feel more confident to articulate their views on hate crime	Level of confidence (self-reported)	Pre and post workshop surveys	Before and after each workshop	Project staff or volunteers

Outcomes	Outcome Indicators	Information collection tool/ methods (how will we collect it?)	When will we collect it?	Who will collect it?
People with learning disabilities feel more confident to articulate their views on hate crime	Level of confidence (self-reported)	One to one interviews	At the end of each project phase (a sample of project users)	Project staff or volunteers from a different project
	No. and profile of pwld expressing a view on hate crime in the People's Parliament	Observation notes	During the People's Parliament	Project staff or volunteers
	Type of view expressed	Observation notes	During the People's Parliament	Project staff or volunteers
More people with learning disabilities are reporting hate crime	No. and type of hate crime reported to police from pwld	Police hate crime statistics	Annually	Police/ project manager
	Profile of the people reporting hate crime	Police hate crime statistics	Annually	Police/ project manager

Checklist for Hate Crime Advocate Data Collection and Monitoring

Hate Crime cases can be complex and long, requiring good information capture. The following is an example of case monitoring from Stay Safe East, reproduced here with thanks to Tam Preboye.

Data about the client/service user

Information recorded	Example of what might be recorded	Why collect this?
Allocated Worker	Peter Smith	All questions related to this case will be the responsibility of Peter
Type of Crime	Cuckooing	To ensure that the correct resources and experience is available
Client Number	1	To know how many cases Peter is currently working on
Client Reference	#HCREF	Client reference identification is often used in communication between the Advocate and a Third Party
Current Status	Open	As all this information is usually loaded into an Excel file, it becomes easier to filter on all Open cases. If the work is not completed, there must be an action box for next steps
Date Closed	25.9.2019	Indicates the date when the Service User case has been successfully closed
Referred By	Victim Support	Understanding where the referrals come from can help with ongoing dialogue to ensure hate crimes are correctly referred

Date Referred	27.11.2018	Can help in understanding the time lag between the initial referred date and the date it closed and align to the type of hate crime committed
Risk Level at Referral (H/M/L)	High	If High, then additional protection might be required by the victim, perhaps from the police. Further information is available in the Hate Crime Toolkit published by Inclusion London
Gender	Male	The gender of the victim may influence the appointment of a case worker
Ethnicity	Black British	Helps to establish whether there is a racial bias towards hate crime
Access Needs	European	Does the individual need the help of an Interpreter or BSL
Impairment/s	Physical impairment, learning disability	Understand if any provision needs to be made in terms of access
Impairment/s	Physical impairment, learning disability	Is there any bias towards a particular impairment
Age at Referral	29	Helps with understanding the age profile of disabled hate crime victims
Date of Birth	01.01.1990	
Faith	Christian	Provides information as to whether faith was part of the hate crime motivation. All protected characteristics monitoring data helps us review

		whether we are reaching all types of people
Sexual Orientation	Heterosexual Male	Provides information as to whether sexual orientation was part of the hate crime motivation
Marriage/Civil Partnership Y/N	Yes	Could the partner be under suspicion for inflicting hate crime
Immigration	UK Citizen	Check recourse to public funds if they are not a UK Citizen or Settled Status
Employed	Yes	Does the victim need support in informing his/her employer and any implications for potential absence
Housing Tenure	Social Housing	Is the accommodation fit for purpose? Rights of the Service User at the property e.g. tenant, licencee or leaseholder. Is the perpetrator a neighbour and can the social landlord support with solution?
Borough	Tower Hamlets	Helps to identify the Borough where disabled hate crime is most prevalent and to help with future funding application. Might even be beneficial to record the Ward
Number of Children (Pre 18)	1	Is this child also at risk following the hate crime? Do Social Services also need to be involved if there is a clear safeguarding issue? Is the child living at the property? Check whether the child has a disability as there is

		potentially additional support from Education Healthcare Plan
Number of Children (Post 18)	0	Can they provide any type of Support Network for the victim?
Children affected by the Hate Crime Y/N	Y	Do Social Services need to be involved? Are the children at risk? Assess whether a Safeguarding referral is required
Children affected by the Hate Crime who are Disabled	Y	Are the hate crimes linked between parents and children? Is there a strong relationship between the two? Assess whether a Safeguarding referral is required
Pregnant Y/N	N	If yes, is the unborn child at risk following the hate crime incident? Develop a safet plan with the Mother. Does the Mother have capacity to look after the child when born. Do Social Services need to be informed?
Substance Misuse Y/N	Y	If the victim is a substance abuser, could that have impaired judgement and accuracy of what has happened? Have they been referred to drug and alcohol team at the local council. A GP or Social Services can facilitate this process if needed
Targeted by Multiple Perpetrators Y/N	Y	Did the victim know the perpetrators and has he been the object of abuse before. Is there a police record of what has

		gone on in the past as well as potentially Social Services or a Housing dispute
Relationship of Perpetrator/s to victim	Known gang operating on the Estate	Have the police known about this gang, so can they identify the perpetrator of this criminal activity. Opportunity to get an injunction. Important to know relationships to identify risks
Repeat Instances of Initial Hate Crime Y/N	Y	If this is a repeat incident, was this bought to a successful conclusion before or have there been any learnings. A pattern can be identified and the abuse could be getting worse
Number of Repeat Incidents	4	Is there a reason why the number of repeat incidents has increased to 4 and not been dealt with in the past?
Conflict of Interest Y/N	Y	Service User 1 is already a victim but Service User 2 is complaining against Service User 1, then the case for Service User 2 could not be taken on as it is a conflict of interest
Client Baseline Questionnaire Y/N	Y	It is important that at the outset of the service user interaction that a Baseline Questionnaire is completed to gather information on the Service User
Client Endpoint Questionnaire	Y	Has the victim completed this questionnaire to measure the pathway through this process

Victim of Crime Y/N	Y	If a victim then has this been reported to the police or maybe social services
Supported Client to Report to the Police Y/N	Y	If the case has been reported to the police has it been recorded appropriately for Hate crime for example with a relevant Crime ID number
Action Taken by the Police	Insufficient Evidence Gathered by the Police to Link Suspects to Victims Residence. No statement Taken from the Victim	It is important to know how the police investigated the crime and what circumstances if any led to an unsuccessful prosecution
Supported Client to Move House Y/N	Y	If the move has been supported it is now more likely that the accommodation is now appropriate/fit for purpose
Action Taken by Local Authority Regarding Housing (description)	No action yet taken by LA – risk level has not been confirmed by police	If a housing issue then important that LA have this issue on their radar
Supported Client to report ASB to Local Authority Y/N	Y	Antisocial Behaviour (ASB) can be the first step to Hate crime developing
Action Taken by Local Authority Regarding ASB	Looking to obtain a part closure order	Helps the victim to know that the LA are aware of the incident

Supported Client to get a Harassment Warning Y/N	N	Why was there no Harassment Warning issued. Was the ASB not deemed strong enough?
Supported Client to get a Harassment Order Y/N	N	Why was there no Harassment Order issued. Was the ASB not deemed strong enough?
Supported Client to get an Injunction Y/N	N	At this stage an Injunction was not required
No Formal Action Taken, General Support Only Y/N	N	The victim just needed general support rather than getting the authorities involved
General Support Given	Emotional Support	The victim at this stage has just needed emotional support to deal with the incident. Could be that the Caseworker will now signpost to more Specialist Support
Referred Client on for Extra Support (Name of Organisation)	Referred to a Group for LGBT and victims of violence (GALOP Charity)	There are a number of Specialist organisations to help support victims across the community
Risk level on Closure H/M/L	L	The risk level can be identified and if Low the Caseworker will feel that the victim is at little risk. If High however, the Caseworker will want to check with the victim on a regular basis to make sure the original perpetrator is not re-offending

Referral Outcome (Safer/No Change/Less Safe)	No Change	Provides information on the outcome
Time Spent (Minutes)	3000	There is a value to the time spent and this can be quantified by looking at the time spent looking into this specific incident
Time Travelling (Minutes)	150	As above
Total Time	3500	As above

Stay Safe East (http://staysafe-east.org.uk)
Feedback Questionnaire

Your feedback

Learning about your views and ideas is the best way we know to improve our services for you and for other people. *Thank you* for taking the time to share your feedback.

Using the service

1. Was it easy to access the service?

Yes, much more | Yes | Not sure | No | Not at all

2. How could the service be easier to access, for you?

3. Was it easy to communicate with us?

Yes, much more | Yes | Not sure | No | Not at all

4. Did you feel supported by your advocate?

Yes, much more | Yes | Not sure | No | Not at all

5. How could we improve our service, in your view?

Changes for you

6. Do you feel clear about your next steps?

Yes, much more	Yes	Not sure	No	Not at all

7. Do you understand more about this problem now?

Yes, much more	Yes	Not sure	No	Not at all

8. As a result of using this service, do you feel you have more control over your situation?

Yes, much more	Yes	Not sure	No	Not at all

9. As a result of using this service, do you feel more confident to stand up for your rights?

Yes, much more | Yes | Not sure | No | Not at all

10. Is there anything else you'd like to say?

Thank you for your feedback. It will help us to improve our services for you and other people in the future.

For more information about this form, please contact:

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E15 2BG
Tel: 0208 519 7241 Mobile/SMS text: 07587 134 122
E-mail (general): ceo@staysafe-east.org.uk
E-mail (advocacy): enquiries@staysafe-east.org.uk

Lewisham Speaking Up (www.lsup.org.uk)
Workshop Feedback Questionnaire for people with learning disabilities

Tell us about the workshop today

Tell us how much you agree with each sentence. 1 star is the lowest and 5 stars is the highest.

Draw a circle around your score.

I learned more about Hate Crime today.

☆ ☆ ☆ ☆ ☆
1 2 3 4 5

I learned more about what to do when there is a Hate Crime.

☆ ☆ ☆ ☆ ☆
1 2 3 4 5

I feel more confident about reporting a Hate Crime.

☆ ☆ ☆ ☆ ☆
1 2 3 4 5