



Measuring the impact of participation

This short guide summarises the Young Minds Amplified guide for professionals on evaluating participation.

For more information and examples of evaluating participation download the full guide.

For more information visit:

www.saferchildrenyork.org.uk

Why should we evaluate

Sharing the impact of their contribution means young people and carers are more likely to continue engaging in participation activities. It also gives participants the opportunity to reflect on any achievements and skills developed; further ensuring involvement is meaningful and worthwhile.

The more evidence we gather about what works, the more successful participation activities can be and the greater impact we create for young people.

Learn, improve and develop

Demonstrate accountability

Ensure participants involvement is worthwhile

Formative Evaluation

'Formative evaluation' means embedding ongoing evaluation processes into your participation activities from the start, allowing you to make improvements and celebrate successes as you go along, rather than waiting until the end.

When evaluating participation consider:

The Process	What participation activities happened, and what quality were they? Who was involved and at what level? Was it ethical and meaningful?
The Outcomes	The difference participation has made to young people, service/organisation, the beneficiaries of the services, and the wider children and young system.



Participatory Evaluation

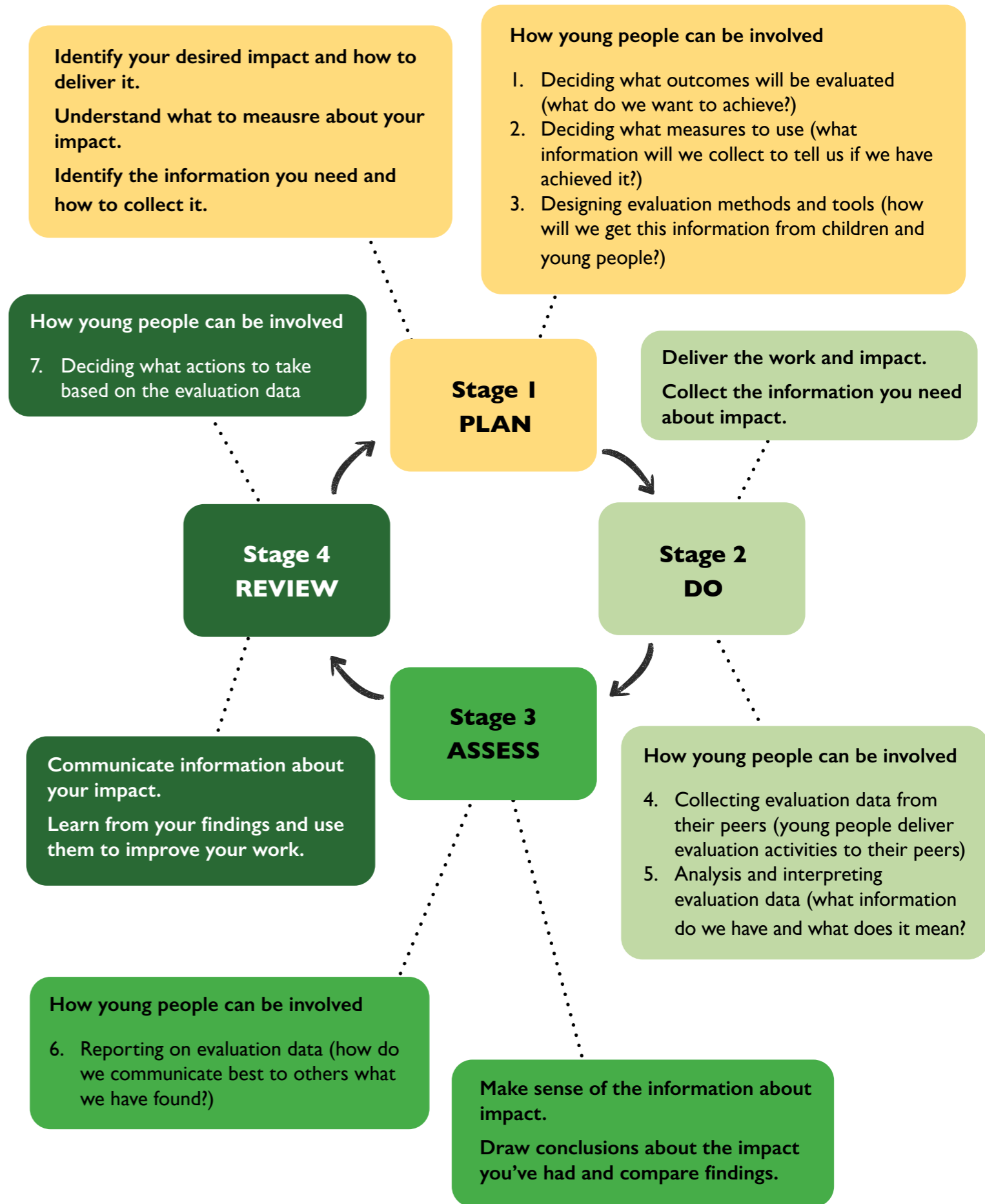
Participatory evaluation means involving the intended beneficiaries of an activity in evaluating that activity. Participatory evaluation is not just about collecting evaluation information from participants; it is co-producing the whole evaluation cycle alongside them.

The cycle of evaluation

Evaluation should be an ongoing process with the actions taken from reviewing findings enabling continued improvement. The diagram below shows the cycle of good practice, questions to consider at each stage and ideas for how young people could be involved.



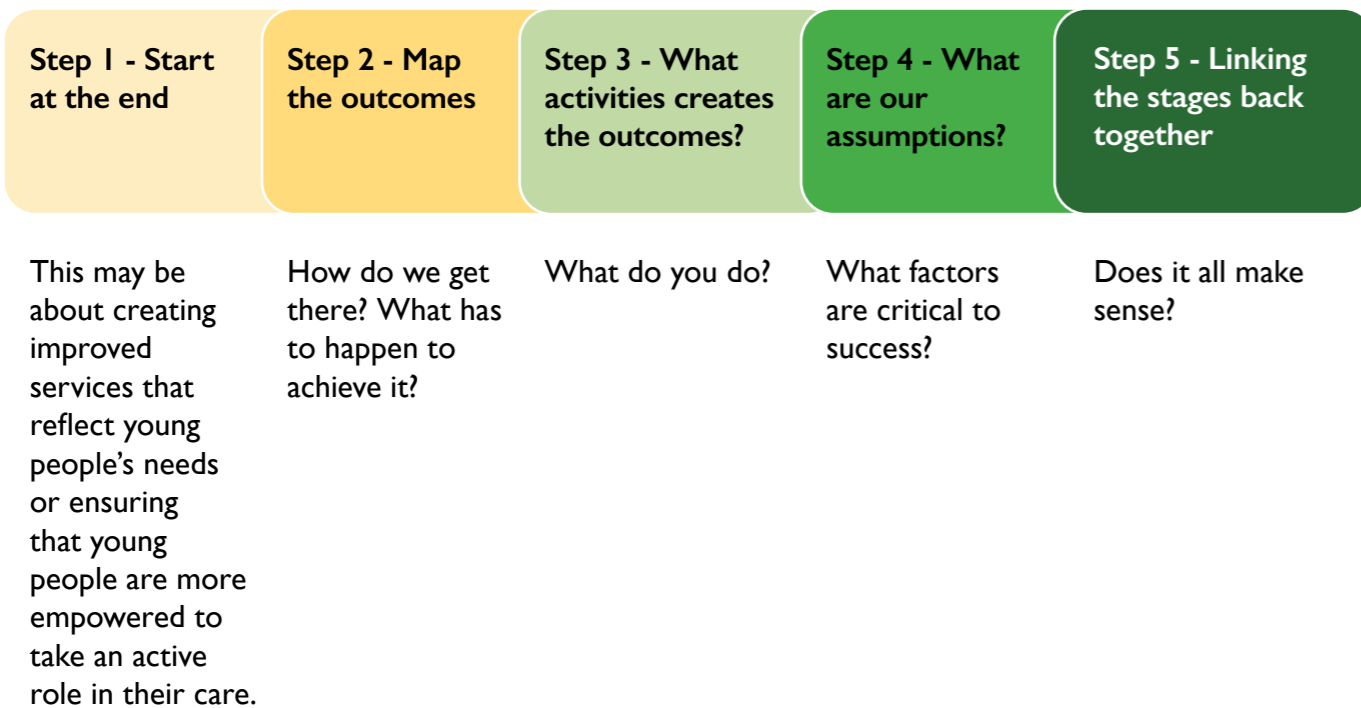
The cycle of evaluation



Developing an evaluation plan

Co-creating a theory of change is a good first step to developing your evaluation plan and an easy way to involve young people, carers and staff. Mapping out the change you want to make, and the activities that work towards this, can be a useful in generating a shared understanding of the project or programme.

There are a number of different ways to create your own theory of change. The steps taken to develop a theory of change are as follows:



There is lots of useful information online about developing a theory of change, including [Nesta's Guidance for Developing a Theory of Change for Your Programme](#).



Creating the evaluation plan

The elements identified when creating a theory of change (activities, outcomes and ultimate goal) should be considered when developing an evaluation plan. There is an example evaluation plan shown below. A fully worked example and tools can be found in the [Young Minds Amplified guide for professionals on evaluating participation](#).

Outcome

Better resources and information are available to young people and carers

Measure of success

% increase of CYP and P&C's who report information is relevant and accessible after resources are co-produced

How will we collect this?

Experience of service questionnaire

Ethical considerations

Data protection

Who will collect this?

CYPMH Service

When will we collect this?

October - December

YP involvement in evaluation

CYP analysis of data

Baseline

47% report information is relevant and accessible before resources are co-produced

Target

80% report information is relevant and accessible after resources are co-produced






Get in touch

Email us at: CYSCP@york.gov.uk,
or visit: www.saferchildrenyork.org.uk

If you would like this document in an alternative format, please contact:

 (01904) 551550

 ycc@york.gov.uk