

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





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

Identify your desired impact and how to deliver it.

Understand what to meausre about your impact.

Identify the information you need and how to collect it.

How young people can be involved

- I. Deciding what outcomes will be evaluated (what do we want to achieve?)
- 2. Deciding what measures to use (what information will we collect to tell us if we have achieved it?)
- 3. Designing evaluation methods and tools (how will we get this information from children and young people?)

How young people can be involved

7. Deciding what actions to take based on the evaluation data

PLAN

Stage I

Deliver the work and impact.

Collect the information you need about impact.

Stage 4
REVIEW

Stage 3
ASSESS

DO

Stage 2

How young people can be involved

- 4. Collecting evaluation data from their peers (young people deliver evaluation activities to their peers)
- 5. Analysis and interpreting evaluation data (what information do we have and what does it mean?

your impact.

Communicate information about

Learn from your findings and use them to improve your work.

How young people can be involved

6. Reporting on evaluation data (how do we communicate best to others what we have found?)

Make sense of the information about impact.

Draw conclusions about the impact you've had and compare findings.

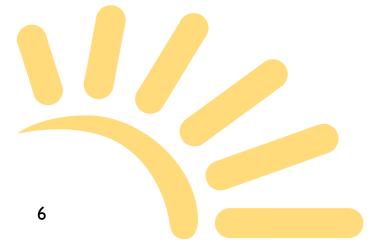
Developing an evaluation plan

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:

Step I - Start at the end	Step 2 - Map the outcomes	Step 3 - What activities creates the outcomes?	Step 4 - What are our assumptions?	Step 5 - Linking the stages back together
This may be about creating improved services that reflect young people's needs or ensuring that young people are more empowered to take an active role in their care.	How do we get there? What has to happen to achieve it?	What do you do?	What factors are critical to success?	Does it all make sense?

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

