

# Engaging and Participation with Children and Young People

## REFLECTION CREATIVITY DISCUSSION

Participation is defined as partaking in and influencing processes and activities

### Principles

- Best interests, choices, ideas, preferences, needs
- Valuing and support
- Working together
- Rights based approach; listening, empowerment, prevention

*Article 12 of the UNCRC states that children have the right to be heard, listened to and taken seriously in all decisions which will affect them. Article 12 forms one of the General Principles which should be considered in the interpretation and implementation of all other rights.*

### Planning and designing

*The initial stages are very important to get the process of engagement and evaluation right for your project. At the very beginning consider...*

#### Co design



*Can you work with Children and Young People in creating interview scripts/evaluation forms and other tools?*

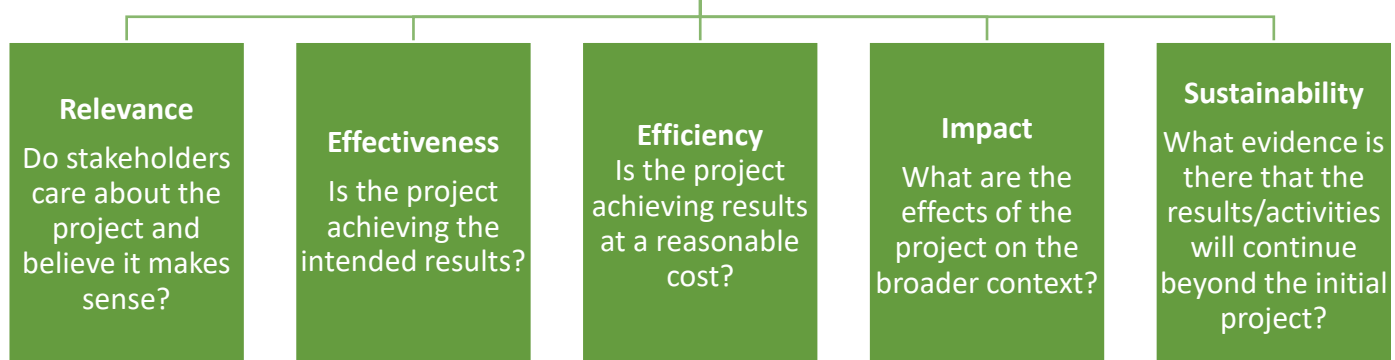
#### Inclusion



*Have you sought views from a mixed demographic, looked at barriers for participation and how to overcome these?*

- Lack of transport
- Accessibility for children/young people with disabilities or other support needs

### Key Issues Covered by Evaluation



## Methods

*There are a variety of methods to gain feedback. Consider creative and engaging methods to account for different learning styles. Your chosen method should...*

Explain the <b>reason</b> for participation. The process should always be <b>voluntary!</b>	Be <b>realistic</b> and <b>honest</b> .	Be <b>accessible, clear</b> and <b>age appropriate</b> , taking different issues into account.	Have <b>accessible</b> font size and styles. Including images or choosing a specific format that best <b>serves your audience</b> .	Include <b>qualitative</b> and/or <b>quantitative</b> questions, depending on what you want to evidence
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### If you choose to create evaluation forms consider using...

smiley face or other scales



**baseline** (Wellbeing (SHANARRI) or others) initial measurements.

*Identify: What outcomes do you want to measure? How frequent are the reviews?*

**before/after reflection** exercises, that encourage descriptions about how 'you feel' at different stages.

**friendship/trust chart**, a mapping exercise putting the individual in the centre

**open questions**, like 'What do you like about Befriending?' 'What would you like to change about the service?'

### If you choose to conduct evaluation 1 to 1 interviews or focus groups consider...

- are the venues/spaces appropriate?
- is the space used by Children and Young People and do they feel comfortable in there?
- using games, music and other tools can assist or can be barriers to participation
- creating safe spaces

### If you choose to evaluate at a distance consider...



is your chosen method (online, postal etc) match the preferences of those completing the form?

is the feedback form designed in such a way that it can be completed without a member of staff?

## Helpful Evaluation Recourses



**Mapping the Journey** - The map can be used as a tool to plan your evaluation.

<http://www.evaluationsupportscotland.org.uk/resources/254/>



**Choosing pictures** - This can be used with a group or as a one to one activity. People are invited to pick a card in response to a specific question or idea.

<http://www.evaluationsupportscotland.org.uk/resources/356/>



**Capturing casual moments** - When staff or volunteers want to record comments in non-formal circumstances

<http://www.evaluationsupportscotland.org.uk/resources/355/>



**Sticky wall** - A sticky wall is one way to collect qualitative feedback about outcomes from a large group.

<http://www.evaluationsupportscotland.org.uk/resources/364/>



Find more at <http://www.evaluationsupportscotland.org.uk/>

## Next steps

Monitor and evaluate how successful an approach/method has been

Share findings with staff and other stakeholders

Create a clear understanding of the impact of the work on individuals, local communities and national policy



## Questions?

Contact Angus Maclean, Quality Officer

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