

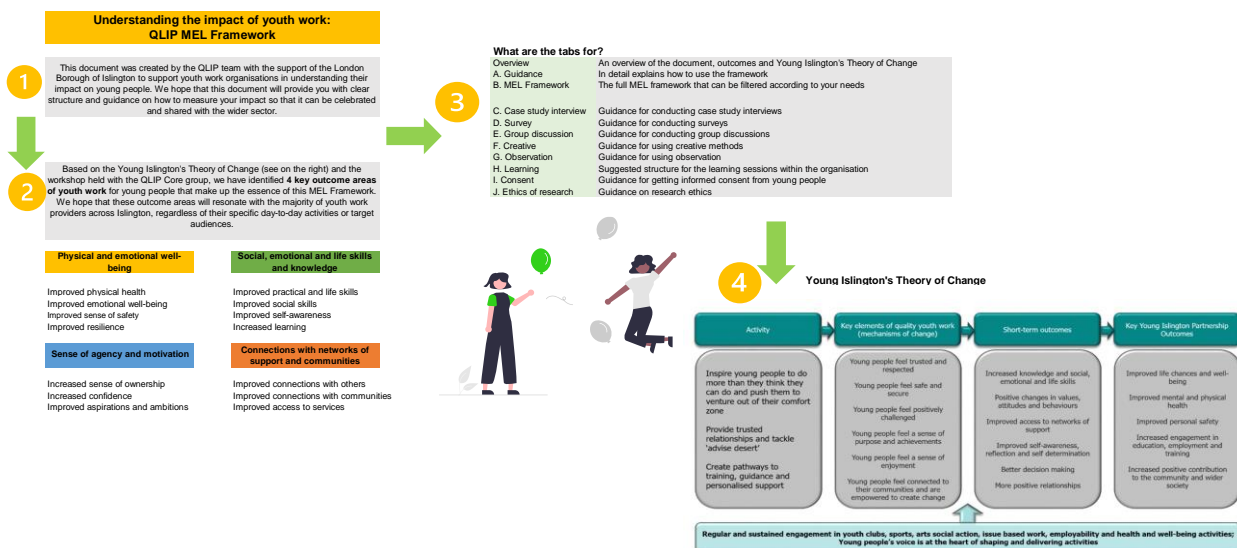
Islington Impact Measurement Framework

V3 - February 2023

Developed by QLIP in partnership with The Social Investment Consultancy



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Outcome area	Outcomes	Indicators	Case study interview	Survey	Group discussion	Creative	Observation	Source of information	Example questions	Type of response	Examples of indicative answers	Optional follow-up questions	Comments
1 YP have better physical and emotional well-being	1.1 Improved physical health	1.1a YP report they enjoy taking part in physical activities/sport	X		X			YP	How much do you enjoy physical activities/sport? What is your favourite physical activity/sport?	Open	I enjoy playing with my friends, especially football, and I like swimming.	Why do you say that? Do you play the sport here or somewhere else? Why do you enjoy kind of it do you think?	Only applicable to YOs that have physical activities and/or sport within their programme.
		1.1b YP report an increase in physical activity		X	X			YP	How much do you enjoy physical activities/sport? (Scale from 1 to 10)	1-10 scale	7 or above		As above
		1.1c YP report they are more physically active than they were 6 months ago						YP	Do you feel you are more physically active than you were 6 months ago?	Yes/No/Don't know	Yes	Why do you think that is?	As above
		1.1d Number of YP taking part in sport activities in YO in the last 6/12 months	X				X	YO	How many YP have taken part in sport activities since you joined the YO?	Open	Yes, able to name activities and YOs.		As above
	1.2 Improved emotional well-being	1.2a YP report an increase in healthy eating habits		X				YP	Do you feel you are now eating more healthily than you were 6 months ago?	Yes/No/Don't know	Yes		One question if the YO is currently working with encouraging healthy eating habits.
		1.2b YP are able to name healthy eating habits that they have taken up	X		X			YP	How you taken up any new healthy eating habits since you joined the YO?	Open	Yes, able to name specific habits.	Why do you think that is?	As above
		1.2c Number of 1:1 conversations with YP around well-being in the last 6/12 months					X	YO	NA	NA		How many times have YP asked for help when they need it?	These conversations can be initiated by both YP and YW
		1.2d YP have access tools and resources to manage their mental health		X	X	X		YP	Do you know where to go if you need help with your mental health/wellbeing? (How did you learn about it?)	Yes/No/Don't know, Open	Yes, I know where to go if I need help with my mental health/wellbeing.	How would you say your therapist helped you?	
	1.3 Improved sense of safety	1.2e YP report feeling satisfied with their life		X				YP	How happy are you with the life this community moment? How happy are you in comparison to 6/12 months ago?	Open	Happy or happy, content, satisfied, more examples of positive things they have happened.		Y to present this question to group settings. YP should have the choice to share that answers anonymously (e.g. through post-it notes).
		1.3a YP feel that YO is a safe space to talk about their well-being			X			YP	Would you talk about your mental health/wellbeing at your youth club?	Yes/No/Don't know, Open	Yes, able to name reasons or examples.	Why do you think that is?	Note if the YP does not feel they can talk about their well-being, staff should be alerted to this.
		1.3b YP feel that YO is a physically safe space to spend time at		X	X			YP	Do you feel physically safe when spending time at your youth club?	Yes/No/Don't know, Open	Yes		Note the YO should be prepared to address concerns if YP say that they do not feel physically safe, e.g. an emergency alarm might not be a good idea.
		1.3c YP are able to reflect on what helps them to feel physically and emotionally safe at the YO	X					YP	What do you feel safe at your youth club? What helps you feel safe at your youth club?	Open	Safe to name reasons and examples.		As above (note related to emotional and physical safety)
	1.4 Improved resilience	1.4a YP report being able to solve problems		X	X	X		YP	How do you feel when you encounter a new problem? How do you approach it?	Open	Feeling confident to tackle the problem, feeling happy to report from others, etc.		
		1.4b YP report developing healthy coping strategies	X		X	X		YP	How do you feel when something goes wrong, or you have a setback that makes you feel sad?	Open	Learning from mistakes, thinking about the situation, talking to others, etc.		
2 YP have increased social, emotional and life skills and knowledge	2.1 YP gain practical and life skills	2.1a YP are able to name skills they have learned	X	X	X	X		YP	How you learned any of the following skills at your youth club?	Yes/No/Don't know, Yes	Yes, I have learned a lot of skills at my youth club.	How you learned about these skills elsewhere?	
		2.1b Number of YP attending additional workshops or activities within YO in the last 6/12 months					X	YO	NA	NA			
	2.2 Improved self-awareness	2.2a YP report understanding their emotions and feelings well		X		X		YP	How well do you understand your own emotions and feelings? When we talked about your emotions and feelings?	Open	I can tell you about my emotions and feelings, and I can tell you about other people's emotions and feelings.		This may only be suitable for older YP who are able to reflect on their emotions.
		2.2b YP are able to name their personal strengths	X	X		X		YP	What are your personal strengths? What are you good at?	Open	Yes, I can name my strengths and weaknesses.		
	2.3 Improved social skills	2.3a YP report improved communication skills		X	X	X		YP	Do you feel your communication skills have improved as a result of attending your youth club? If yes, can you share some examples?	Open	Yes, I can name my communication skills and how they have improved.		Communication skills can include listening, empathy, sharing your opinions, etc.
		2.3b YP report feeling comfortable working in a group			X	X		YP	Do you feel your communication skills have improved as a result of working at your youth club?	Yes/No/Don't know	Yes	Why do you think that is?	
	2.4 Increased learning	2.3c YP work well in a group					X	YO	How do you feel about working in a group during this session? How many you improved over time in this group?	Open	Collaborating, supporting each other, listening, etc.	How the YP put themselves forward for other group activities?	
		2.4a YP gain accreditation or recognition of their achievements	X				X	YO	What have been some of your achievements since you joined the YO?	Open	Obtaining accreditation or recognition.		For an indication of what recognition is available, see the YP questionnaire (Child and YP version, questionnaire under 'Recognition').
		2.4b YP demonstrate interest in improving current and/or learning new skills	X	X	X	X		YP	What do you think about the things that you would like to learn more about?	Open	Yes, I am interested in learning more about... (e.g. coding, etc.)		For an indication of what recognition is available, see the YP questionnaire (Child and YP version, questionnaire under 'Recognition').
		2.4c YP demonstrate interest in improving current and/or learning new skills					X	YO	How do you feel about the things that you would like to learn more about?	Open	Yes, I am interested in learning more about... (e.g. coding, etc.)		For an indication of what recognition is available, see the YP questionnaire (Child and YP version, questionnaire under 'Recognition').
3 YP have a higher sense of agency and motivation	3.1 Sense of ownership within youth team	3.1a YP report they feel involved in shaping youth work			X	X		YP	How involved do you feel in shaping the activities at your youth club?	Open	Yes, I am involved in shaping the activities at my youth club.	Is there anything else you would like to get involved in?	
		3.1b Number of YP who take responsibility within the youth club over the last 6/12 months					X	YO	NA	NA			For an indication of what recognition is available, see the YP questionnaire (Child and YP version, questionnaire under 'Recognition').
	3.2 Increased confidence	3.2a YP report feeling able to achieve their goals	X		X	X		YP	How are you going to achieve your goals (short or long-term)? Are you working towards them, and if so, how? Do you feel you are able to achieve your goals?	Open	Yes, I am able to achieve my goals.	Is there any way (youth club) can help?	
		3.2b YP report an increase in confidence	X		X	X		YP	How confident do you feel in yourself? What helps you feel more confident?	Open	Yes, I am more confident.		For an indication of what recognition is available, see the YP questionnaire (Child and YP version, questionnaire under 'Recognition').
	3.3 Improved aspirations and ambitions, including education, training and employment (ITE)	3.3a YP are able to name something they are proud of	X	X	X	X		YP	What is something that you are proud of?	Open	Yes, I am proud of... (e.g. my achievements, etc.)		For an indication of what recognition is available, see the YP questionnaire (Child and YP version, questionnaire under 'Recognition').
		3.3b Percentage of YP who speak up and share their opinions in a group	X		X	X		YO	NA	NA			
		3.3c YP report willingness to try new things		X				YP	How do you feel about trying new things (for example, new activities, etc.)?	Open	Yes, I am willing to try new things.	Is there any way (youth club) can help?	
		3.3d YP report having tried new things in the last 6/12 months and are able to name specific examples	X		X			YP	How do you feel about trying new things (for example, new activities, etc.)?	Open	Yes, I am willing to try new things.	Is there any way (youth club) can help?	
4 YP have strengthened connections with networks of support and communities	4.1 Improved connections with others	4.1a Number of YP who have proactively reached out for help or advice in YO in the last 6/12 months					X	YO	NA	NA			For an indication of what recognition is available, see the YP questionnaire (Child and YP version, questionnaire under 'Recognition').
		4.1b YP report having made new friends	X		X	X		YP	How do you feel about making new friends as a result of attending the youth club? Can you tell me about them?	Open	Yes, I have made new friends.	How do you feel about them?	
		4.1c YP report feeling comfortable meeting and spending time with people that are different from them	X		X	X		YP	How do you feel about meeting and spending time with people that are different from you? This could be someone of a different age to you, a different gender, different culture, etc. Can you share some examples?	Open	Yes, I am comfortable meeting and spending time with people that are different from me.		
		4.1d YP report knowing how to solve interpersonal conflicts		X	X	X		YP	How do you feel about solving interpersonal conflicts?	Open	Yes, I know how to solve interpersonal conflicts.	Why do you think that is?	
	4.2 Improved connections with community	4.2a YP are able to solve conflicts within YO (with or without YP help)		X	X	X		YO	NA	NA			For an indication of what recognition is available, see the YP questionnaire (Child and YP version, questionnaire under 'Recognition').
		4.2b YP report feeling connected to the local community		X	X	X		YP	How connected do you feel to the local community? (Where do you live?)	Open	Yes, I am connected to the local community.		
	4.3 Improved access to services	4.3a Number of YP who have proactively reached out for help or advice in YO in the last 6/12 months		X	X	X		YO	NA	NA			For an indication of what recognition is available, see the YP questionnaire (Child and YP version, questionnaire under 'Recognition').
		4.3b YP report wanting to help or give back to the local community		X	X	X		YP	How do you feel about helping or giving back to the local community?	Open	Yes, I want to help or give back to the local community.		
5 YP have a higher sense of agency and motivation	5.1 Sense of ownership within youth team	5.1a YP report they feel involved in shaping youth work			X	X		YP	How involved do you feel in shaping the activities at your youth club?	Open	Yes, I am involved in shaping the activities at my youth club.	Is there anything else you would like to get involved in?	
		5.1b Number of YP who take responsibility within the youth club over the last 6/12 months					X	YO	NA	NA			For an indication of what recognition is available, see the YP questionnaire (Child and YP version, questionnaire under 'Recognition').
	5.2 Increased confidence	5.2a YP report feeling able to achieve their goals	X		X	X		YP	How are you going to achieve your goals (short or long-term)? Are you working towards them, and if so, how? Do you feel you are able to achieve your goals?	Open	Yes, I am able to achieve my goals.	Is there any way (youth club) can help?	
		5.2b YP report an increase in confidence	X		X	X		YP	How confident do you feel in yourself? What helps you feel more confident?	Open	Yes, I am more confident.		For an indication of what recognition is available, see the YP questionnaire (Child and YP version, questionnaire under 'Recognition').
	5.3 Improved aspirations and ambitions, including education, training and employment (ITE)	5.3a YP are able to name something they are proud of	X	X	X	X		YP	What is something that you are proud of?	Open	Yes, I am proud of... (e.g. my achievements, etc.)		For an indication of what recognition is available, see the YP questionnaire (Child and YP version, questionnaire under 'Recognition').
		5.3b Percentage of YP who speak up and share their opinions in a group	X		X	X		YO	NA	NA			
		5.3c YP report willingness to try new things		X				YP	How do you feel about trying new things (for example, new activities, etc.)?	Open	Yes, I am willing to try new things.	Is there any way (youth club) can help?	
		5.3d YP report having tried new things in the last 6/12 months and are able to name specific examples	X		X			YP	How do you feel about trying new things (for example, new activities, etc.)?	Open	Yes, I am willing to try new things.	Is there any way (youth club) can help?	
6 YP have a higher sense of agency and motivation	6.1 Improved connections with others	6.1a Number of YP who have proactively reached out for help or advice in YO in the last 6/12 months					X	YO	NA	NA			For an indication of what recognition is available, see the YP questionnaire (Child and YP version, questionnaire under 'Recognition').
		6.1b YP report having made new friends	X		X	X		YP	How do you feel about making new friends as a result of attending the youth club? Can you tell me about them?	Open	Yes, I have made new friends.	How do you feel about them?	
		6.1c YP report feeling comfortable meeting and spending time with people that are different from them	X		X	X		YP	How do you feel about meeting and spending time with people that are different from you? This could be someone of a different age to you, a different gender, different culture, etc. Can you share some examples?	Open	Yes, I am comfortable meeting and spending time with people that are different from me.		
		6.1d YP report knowing how to solve interpersonal conflicts		X	X	X		YP	How do you feel about solving interpersonal conflicts?	Open	Yes, I know how to solve interpersonal conflicts.	Why do you think that is?	
	6.2 Improved connections with community	6.2a YP are able to solve conflicts within YO (with or without YP help)		X	X	X		YO	NA	NA			For an indication of what recognition is available, see the YP questionnaire (Child and YP version, questionnaire under 'Recognition').
		6.2b YP report feeling connected to the local community		X	X	X		YP	How connected do you feel to the local community? (Where do you live?)	Open	Yes, I am connected to the local community.		
	6.3 Improved access to services	6.3a Number of YP who have proactively reached out for help or advice in YO in the last 6/12 months		X	X	X		YO	NA	NA			For an indication of what recognition is available, see the YP questionnaire (Child and YP version, questionnaire under 'Recognition').
		6.3b YP report wanting to help or give back to the local community		X	X	X		YP	How do you feel about helping or giving back to the local community?	Open	Yes, I want to help or give back to the local community.		
7 YP have a higher sense of agency and motivation	7.1 Sense of ownership within youth team	7.1a YP report they feel involved in shaping youth work			X	X		YP	How involved do you feel in shaping the activities at your youth club?	Open	Yes, I am involved in shaping the activities at my youth club.	Is there anything else you would like to get involved in?	
		7.1b Number of YP who take responsibility within the youth club over the last 6/12 months					X	YO	NA	NA			For an indication of what recognition is available, see the YP questionnaire (Child and YP version, questionnaire under 'Recognition').
	7.2 Increased confidence	7.2a YP report feeling able to achieve their goals	X		X	X		YP	How are you going to achieve your goals (short or long-term)? Are you working towards them, and if so, how? Do you feel you are able to achieve your goals?	Open	Yes, I am able to achieve my goals.	Is there any way (youth club) can help?	
		7.2b YP report an increase in confidence	X		X	X		YP	How confident do you feel in yourself? What helps you feel more confident?	Open	Yes, I am more confident.		For an indication of what recognition is available, see the YP questionnaire (Child and YP version, questionnaire under 'Recognition').
	7.3 Improved aspirations and ambitions, including education, training and employment (ITE)	7.3a YP are able to name something they are proud of	X	X	X	X		YP	What is something that you are proud of?	Open	Yes, I am proud of... (e.g. my achievements, etc.)		For an indication of what recognition is available, see the YP questionnaire (Child and YP version, questionnaire under 'Recognition').
		7.3b Percentage of YP who speak up and share their opinions in a group	X		X	X		YO	NA	NA			
		7.3c YP report willingness to try new things		X				YP	How do you feel about trying new things (for example, new activities, etc.)?	Open	Yes, I am willing to try new things.	Is there any way (youth club) can help?	
		7.3d YP report having tried new things in the last 6/12 months and are able to name specific examples	X		X			YP	How do you feel about trying new things (for example, new activities, etc.)?	Open	Yes, I am willing to try new things.	Is there any way (youth club) can help?	
8 YP have a higher sense of agency and motivation	8.1 Improved connections with others	8.1a Number of YP who have proactively reached out for help or advice in YO in the last 6/12 months					X	YO	NA	NA			For an indication of what recognition is available, see the YP questionnaire (Child and YP version, questionnaire under 'Recognition').
		8.1b YP report having made new friends	X		X	X		YP	How do you feel about making new friends as a result of attending the youth club? Can you tell me about them?	Open	Yes, I have made new friends.	How do you feel about them?	
		8.1c YP report feeling comfortable meeting and spending time with people that are different from them	X		X	X		YP	How do you feel about meeting and spending time with people that are different from you? This could be someone of a different age to you, a different gender, different culture, etc. Can you share some examples?	Open	Yes, I am comfortable meeting and spending time with people that are different from me.		
		8.1d YP report knowing how to solve interpersonal conflicts		X	X	X		YP	How do you feel about solving interpersonal conflicts?	Open	Yes, I know how to solve interpersonal conflicts.	Why do you think that is?	
	8.2 Improved connections with community	8.2a YP are able to solve conflicts within YO (with or without YP help)		X	X	X		YO	NA	NA			For an indication of what recognition is available, see the YP questionnaire (Child and YP version, questionnaire under 'Recognition').
		8.2b YP report feeling connected to the local community		X	X	X		YP	How connected do you feel to the local community? (Where do you live?)	Open	Yes, I am connected to the local community.		
	8.3 Improved access to services	8.3a Number of YP who have proactively reached out for help or advice in YO in the last 6/12 months		X	X	X		YO	NA	NA			For an indication of what recognition is available, see the YP questionnaire (Child and YP version, questionnaire under 'Recognition').
		8.3b YP report wanting to help or give back to the local community		X	X	X		YP	How do you feel about helping or giving back to the local community?	Open	Yes, I want to help or give back to the local community.		
9 YP have a higher sense of agency and motivation	9.1 Sense of ownership within youth team	9.1a YP report they feel involved in shaping youth work			X	X		YP	How involved do you feel in shaping the activities at your youth club?	Open	Yes, I am involved in shaping the activities at my youth club.	Is there anything else you would like to get involved in?	
		9.1b Number of YP who take responsibility within the youth club over the last 6/12 months					X	YO	NA	NA			For an indication of what recognition is available, see the YP questionnaire (Child and YP version, questionnaire under 'Recognition').
	9.2 Increased confidence	9.2a YP report feeling able to achieve their goals	X		X	X		YP	How are you going to achieve your goals (short or long-term)? Are you working towards them, and if so, how? Do you feel you are able to achieve your goals?	Open	Yes, I am able to achieve my goals.	Is there any way (youth club) can help?	
		9.2b YP report an increase in confidence	X		X	X		YP	How confident do you feel in yourself? What helps you feel more confident?	Open	Yes, I am more confident.		For an indication of what recognition is available, see the YP questionnaire (Child and YP version, questionnaire under 'Recognition').
	9.3 Improved aspirations and ambitions, including education, training and employment (ITE)	9.3a YP are able to name something they are proud of	X	X	X	X		YP	What is something that you are proud of?	Open	Yes, I am proud of... (e.g. my achievements, etc.)		For an indication of what recognition is available, see the YP questionnaire (Child and YP version, questionnaire under 'Recognition').
		9.3b Percentage of YP who speak up and share their opinions in a group	X		X	X		YO	NA	NA			
		9.3c YP report willingness to try new things		X				YP	How do you feel about trying new things (for example, new activities, etc.)?	Open	Yes, I am willing to try new things.	Is there any way (youth club) can help?	
		9.3d YP report having tried new things in the last 6/12 months and are able to name specific examples	X		X			YP	How do you feel about trying new things (for example, new activities, etc.)?	Open	Yes, I am willing to try new things.	Is there any way (youth club) can help?	
10 YP have a higher sense of agency and motivation	10.1 Improved connections with others	10.1a Number of YP who have proactively reached out for help or advice in YO in the last 6/12 months					X	YO	NA	NA			For an indication of what recognition is available, see the YP questionnaire (Child and YP version, questionnaire under 'Recognition').
		10.1b YP report having made new friends	X		X	X		YP	How do you feel about making new friends as a result of attending the youth club? Can you tell me about them?	Open	Yes, I have made new friends.	How do you feel about them?	
		10.1c YP report feeling comfortable meeting and spending time with people that are different from them	X		X	X		YP	How do you feel about meeting and spending time with people that are different from you? This could be someone of a different age to you, a different gender, different culture, etc. Can you share some examples?	Open	Yes, I am comfortable meeting and spending time with people that are different from me.		
		10.1d YP report knowing how to solve interpersonal conflicts		X	X	X		YP	How do you feel about solving interpersonal conflicts?	Open	Yes, I know how to solve interpersonal conflicts.	Why do you think that is?	
	10.2 Improved connections with community	10.2a YP are able to solve conflicts within YO (with or without YP help)		X	X	X		YO	NA	NA			For an indication of what recognition is available, see the YP questionnaire (Child and YP version, questionnaire under 'Recognition').
		10.2b YP report feeling connected to the local community		X	X	X		YP	How connected do you feel to the local community? (Where do you live?)	Open	Yes, I am connected to the local community.		
	10.3 Improved access to services	10.3a Number of YP who have proactively reached out for help or advice in YO in the last 6/12 months		X	X	X		YO	NA	NA			For an indication of what recognition is available, see the YP questionnaire (Child and YP version, questionnaire under 'Recognition').
		10.3b YP report wanting to help or give back to the local community		X	X	X		YP	How do you feel about helping or giving back to the local community?	Open	Yes, I want to help or give back to the local community.		

Delivering case studies

In order to deliver a case study interview you should consider the following steps:

1. Decide what you want to showcase through the case study.
2. Select the young person you want the case study to focus on.
3. Select the relevant questions based on your understanding of them and their journey at the centre. At this stage avoid biasing the case study by selecting only the outcomes that you think the young person will have something positive to say on.
4. Decide on the format of the case study. It could be a video, an audio file or a written case study. This will dictate how you record the interview.
5. Find a safe space to conduct the interview and introduce the process to the young person, ensure they understand what will be happening, how the final product will be used and what is expected of them.
6. Ensure the young person has the opportunity to ask any questions about the process.
7. Conduct the interview with the young person ensuring they feel comfortable at all stages.
8. Edit the content of the case study to tell the story you are want to tell. This can include structuring it according to outcomes or telling the story of the journey of the young person.
9. Share the draft case study with the young person to get their feedback and approval.
10. Share the case study with colleagues to get their feedback.
11. Finalise the case study.

Delivering a survey

In order to design and deliver a survey you should consider the following steps:

1. Once you have designed the survey using the questions in your framework, decide who you will be issuing the survey too. This may depend on the age groups or when the young people started attending the centre or a specific demographic group you have identified as wanting more information on. Depending on whether you will be conducting these surveys as baseline, midline or endline it may be important to consider what additional information you might need as part of this.
2. Decide how you will issue the survey e.g. emailing to young people, asking them to fill in when they arrive at the centre or issuing paper copies as part of an activity. This will dictate what tech you will need, what format you need to have the survey in and how long the data collection period will be. There are a lot of free survey softwares you can use including Google Forms and Survey Monkey.
3. Once you have issued the survey and collected all the data you will need to collate all the responses and conduct data analysis. This will help you identify trends and anomalies within the data and build a better picture of where the young people you are working with are.

Delivering a group discussion

In order to design and deliver a group discussion you should consider the following steps:

1. Decide what you want to discuss in the group discussion
2. Select the young people that you want to include in the group discussion. Consider ages, genders and personalities within the group. You may want to keep it small to allow each child to feel safe and heard, this could be three young people.
3. Select the questions you want to ask the group. At this stage be realistic about what they might feel comfortable answering in a group setting and how many questions will be appropriate to ask to ensure it doesn't go on for too long.
4. Decide how you will record the case study, either by taking notes or recording it on audio or video format.
5. Find a safe space to conduct the group discussion and introduce the process to the young people, ensure they understand what will be happening, how the final product will be used and what is expected of them.
6. Ensure the young people has the opportunity to ask any questions about the process.
7. Conduct the group discussion with the young people ensuring they feel comfortable at all stages.
8. Once you have conducted the discussion you will need to conduct data analysis. This will help you identify trends and anomalies within the data and build a better picture of where the young people you are working with are.

Introduction

Within this framework, there is also scope to use creative data collection methods to understand the impact of youth work on young people. There are several benefits to using creative methods: 1) they are more engaging and interactive than traditional data collection tools; 2) they allow young people to 'talk' about their experiences in a variety of ways, which can feel more inclusive for those who are less capable or less confident in expressing themselves verbally; 3) these methods can easily complement other tools presented in this framework, or day-to-day activities in the youth club (for example, an hour-long 1:1 interview might be more difficult to embed than 30-minute drawing exercise with a few young people).

Methods

There is a wide variety of creative activities that can be used as methods of evaluation, including:

Taking photographs

Drawing or painting

Scrapbooking or collages

Asking to choose visual stimuli that reflect their experiences (e.g., Dixit cards, postcards, cut-outs from magazines)

Asking to choose audio stimuli that reflect their experiences

Writing

Examples

1. Youth workers want to understand whether young people have improved their self awareness (Outcome 2.2). There are several ways creative methods can be applied for this, for example, a) young people are asked to think about how they see themselves and what do they think are the 3 biggest strengths (2.2b). Then they are instructed to spend 30 minutes creating a collage / taking pictures with their phones / drawing / writing a poem (ideally, the method used should be the same for all young people but it doesn't have to be). Afterwards, young people share in a group (voluntarily) what they have created and how they see themselves. The youth worker facilitates the discussion (particularly to try to understand whether the youth club has had any impact on getting to know oneself) and takes notes where possible.

2. As part of a group discussion, youth workers want to understand whether young people have increased their confidence (Outcome 3.2). The youth workers prepare a number of visual stimuli (for example, magazine cut-outs) and ask all young people to choose one image that reflects something that they have done that they are proud of (3.2c). Young people are asked to share voluntarily in a group what they have chosen and what it means, as well as talking about whether it was difficult to think of something they are proud of. The youth worker takes notes where possible, at the same time noting the number of young people who seem to feel confident to speak in the group (3.2d).

3. As part of a case study interview, youth workers want to understand whether the youth club has had an impact on young person's connections with others (Outcome 4.1, 4.1a question). The young person is asked to draw themselves in the middle first, then to draw some of the people in their lives (family members, friends, teachers, anyone else) based on how close they feel to them (the closer to themselves in the paper, the closer the connection); they should connect them with arrows which can be of different colours, they can be straight if it's an uncomplicated relationship or jagged if it's a more complicated relationship (e.g. with more conflicts). Then the YP is asked to also include people from the youth club. Once the YP is happy with their drawing, youth worker asks them to tell a little bit (as much as the YP feels comfortable) about those relationships, both within and beyond the youth club. Additionally, they can ask whether these relationships have changed over the last year to see if there have been changes. The youth worker takes notes where possible.

Introduction

Finally, for certain outcomes, youth workers can also keep a log over a period of time (e.g. 6 months) to track certain indicators that can be reviewed once in a while. For this method, it is important to decide on the indicators in advance, as it might be more difficult to get accurate data retroactively. Observation is useful as an additional data point, particularly to compare data collected directly from young people vs. what the youth workers have observed or learned about over a period of time. If observation is applied over a few learning 'cycles' (e.g. 2 years), then it will also help observe any changes or tendencies that need addressing.

Examples

1. If the youth club already monitors young people's attendance in various activities, some of the indicators can easily be tracked without additional effort from the youth workers. These indicators include 1.1c '*Number of YP taking part in sport activities in YO in the last 6/9/12 months*', 2.1b '*Number of YP attending skill-based workshops or activities within YO in the last 6/9/12 months*', 4.3a '*Number of signposting/referral cases to other services in the community in the last 6/9/12 months*', and potentially others depending on the youth club's practices.
2. Some of the suggested indicators might require additional tracking, as to understand the impact, it is also useful to note more informal interactions between young people and the youth club or the youth workers. These indicators include 1.2b '*Number of 1:1 conversations with YP around their well-being in the last 6/9/12 months*', 3.1b '*Number of YP who take responsibilities within the youth club over the last 6/9/12 months*' or 3.3b '*Number of YP who took up new opportunities in the last 6/9/12months*'.
3. There are also some indicators that are based on youth workers' subjective perception and are more qualitative methods of observation, requiring youth workers to note some examples or specific cases of young people achieving this outcome. For example, 3.2d '*Percentage of YP who speak up and share their opinions in a group*' or 4.1h '*YP are able to solve conflicts within YO (with or without YW help)*'.

Additionally, all data collected (with any data collection tool) should always be critically reviewed by youth workers, as they often have the best insight whether young people are sharing their experiences openly and honestly, or are they experiencing any barriers that might influence their answers (e.g., wanting to please the youth workers or feeling peer pressure).

As part of using this MEL framework to understand your impact, we also suggest embedding regular learning and reflection spaces within your organisations. These spaces can be designed according to the ways of working with your team, and it is up to you and your team how they will be delivered and who will lead them. We suggest deciding on the length of these learning cycles in advance and holding space for them every 6, 9 or 12 months (or another timeline that makes sense for your organisation; *in this example, we use 6 months*).

Prior to the learning and reflection session, the team should collate all impact data collected in the last 6 months and bring it to the meeting so it can be discussed as a group.

We suggest a following structure for these sessions (which can be adapted to your team's needs and ways of working):

Part 1 (Impact)

Reviewing the impact on young people **in the last 6 months**: team member(s) share the data they have collected based on the agreed outcomes and discuss whether the data reflects their personal views of the young people. Is there anything that 'doesn't sound right?' Is there any impact areas that have

- 1.1 been observed but are not reflected in the data presented?
- Identifying and discussing areas of impact that could be strengthened **in the next 6 months**. What specific steps can the team take to ensure we achieve
- 1.2 what we want to achieve? What barriers do we face currently and can we address those? Do we need any external support or expertise?
- Discussing **data collection processes** within the organisation. Have the young people been willing to open up about themselves? Does the team see value in understanding the impact better? Which data collection tools did not work or worked particularly well? What other challenges around data collection do
- 1.3 we face currently and how can we address those?

Part 2 (General)

- 2.1 What are some of the key lessons for the individual youth workers and organisation as a whole from the last six months?
- 2.2 How can we embed these learnings into our practice in the next six months?
- 2.3 Where do we still have gaps, questions and concerns regarding our work? What do we want to achieve in the next six months?
- 2.4 To what extent are we connecting and collaborating with other YOs? How have (or can) these partnerships improve our offer to YP?
- 2.5 To what extent are young people influencing our activities and work in the organisation? How can we ensure they feel ownership over youth work?

Following these sessions, we suggest writing a summary of the Part 1 of the conversation that can be shared with QLIP. This will help us understand what impact is achieved throughout Islington across youth organisations, what are the most common challenges and how can QLIP best support youth organisations. It will also help us continuously revise and reflect on the MEL framework and suggested data collection processes.

Informed Consent*

QLIP feels it is crucial that young people consent to any data collection in an informed, voluntary and ethical way. Below is some suggestions for ways to do this but we encourage all organisations to do their own research and develop their own consent processes.

When you ask for permission for children to be involved in any data collection activities, ensure that children and their parents or carers (if needed) fully understand:

- what the activity is about
- how the data will be recorded (e.g. video recordings etc)
- how the data will be stored (e.g. in a password protected excel or on a CRM) and shared (e.g. via a secure server or over email)
- what the data will and won't be used for
- what is expected of participants
- what the risks and benefits of participating in the activity are
- that participating is voluntary.

This is known as informed consent.

Within this it is important to discuss who the data will be shared with. This should be both who within the organisation will have access to the data (e.g. just the youth work team or the whole organisation), what data they will be able to see (e.g. identifiable, anonymised or analysed data) and those external to the organisation. This will include discussing that the data in an anonymised format will be shared with QLIP and the process by which it will be shared. Please see Tab L for more information on this.

Make sure you consider children's capacity to consent to involvement in the activity. This will depend on their level of understanding of the potential risks and benefits of taking part.

When considering whether a child is mature enough to make decisions about things that directly affect them, professionals often talk about whether the child is 'Gillick competent'. Gillick competency means a young person is mature enough to fully understand what they are agreeing to.

Read more about Gillick competency [here](#).

If a child isn't fully able to understand the consequences of taking part, but is able to express willingness to participate and understand what is expected of them, it may be appropriate to seek their 'assent'. In such cases consent should always be sought from their parent or carer.

Consent should also be obtained from the parent, carer or other appropriate adult for all children under the age of 8, and in most cases for children aged 8-15. For young people aged 16 and 17, you should carefully consider whether parental consent is appropriate. If you don't seek parental consent, you should justify your approach and consider whether parents should be informed of the activity.

If a child doesn't consent or assent to participate in data collection activity, this overrides the consent from the parent, guardian, carer, or other appropriate adult with a duty of care.

It must be made clear that there are no negative consequences to refusing to take part in the activity and that children or their parent or carer can also withdraw consent at any time. You should regularly check with young people and their families during the process that they are still happy to take part.

You should have a formal record that consent has been given before the activity starts. Using a consent form enables children to confirm they understand what the activity will involve and are happy to take part. You should include all of the above information in the consent form and make sure the young people have a copy of this for themselves. It should also include a summary of the data privacy policy (see below) and clear instructions where they can access more information on this.

You should keep all participants' personal information confidential and comply with the Data Protection Act 2018.

It is crucial you have a data privacy statement that all those you are collecting evidence from have a chance to read. This will explain how the data will be stored and who it will be shared with. This is an example from Mary's Youth Services.

* Adapted from the NSPCC Learning: Research with children: ethics, safety and promoting inclusion

Ethical Research Guidelines

The QLIP Impact Measurement has been designed to adhere to the NSPCC Research Ethics Principles. The Principles have been listed below but please go the full guide to learn more about them.

It is important to consider your own principles that adhere to your organisational values and processes when doing any data collection activities. The below can act as a guide but should be discussed internally and with the young people to ensure they are happy with any data collection activities.

Principle 1: Voluntary participation based on valid, informed, ethical consent

Principle 2: Enabling participation where possible and seeking the inclusion of underrepresented groups

Principle 3: Avoidance of personal and social harm to participants and researchers

Principle 4: Non-disclosure of identity and personal information

Principle 5: Ethical application and conduct of research methods

[Please read more about these principles and steps to put them into practice here.](#)