

Joint evaluation of impact

It is important to measure the impact of youth work interventions. In strong partnerships, this is carried out jointly. Incorporating both Youth Work Outcomes and formal education measures can help both partners make best use of data to continue to improve outcomes. The planning logic model can be developed into an evaluation framework.

This will allow the partnership to demonstrate:

- How the intervention focused on literacy, numeracy, health and wellbeing or other barriers
- How the intervention was targeted
- To what extent the intervention achieved the intended outcomes
- To what extent the intervention succeeded in improving attainment and/or health & wellbeing

Example evaluation framework:

Barriers to learning/equity priorities	What was delivered	Intended youth work outcomes for young people	What indicators will we measure?	What tools?	Intended impact on attainment	How will we measure impact?
<p><i>How did the intervention focus on literacy, numeracy, health & wellbeing or other topics identified (i.e. the barriers to learning)</i></p> <p><i>e.g. Health and wellbeing: Social & emotional challenges - young people are not coping in class, displaying challenging behaviour & are at risk of exclusion</i></p>	<p><i>How the intervention was targeted</i></p> <p><i>e.g. Targeted at 10 pupils identified by guidance as requiring additional support to engage. Groupwork once a week over 6 months. This took place in the youth work base in school, focusing on self-esteem, emotional literacy. One-to-one support provided to 5 young people.</i></p>	<p><i>e.g.</i></p> <p><i>Young people are confident, resilient and optimistic for the future</i></p> <p><i>Young people manage personal, social and formal relationships</i></p> <p><i>Young people participate safely and effectively in groups</i></p>	<p><i>e.g.</i></p> <p><i>Improved health & wellbeing, including increased confidence, resilience, self-esteem</i></p> <p><i>Ability to manage relationships & behaviour</i></p> <p><i>Participation and engagement in group</i></p>	<p><i>e.g.</i></p> <p><i>SHANARRI wellbeing wheel and other self-assessment</i></p> <p><i>Youth worker observation & young people reflections</i></p>	<p><i>Young people will be ready to learn and able to participate in the life of the school</i></p> <p><i>Improved attainment in health & wellbeing</i></p> <p><i>Improved engagement in school – fewer exclusions</i></p>	<ul style="list-style-type: none"> • <i>Achievement of CfE levels</i> • <i>Qualifications</i> • <i>Wider achievement</i> • <i>Participation measure</i> • <i>Attendance</i> • <i>Engagement in learning</i> <p><i>Attendance data (school)</i></p> <p><i>Health & wellbeing experiences and outcomes (school and youth work)</i></p>

Ideally, evaluation should involve young people, the school and the youth workers involved in delivering the intervention. Using a mix of qualitative and quantitative data, triangulated from three sources (young people, youth workers and school) will provide you with robust evidence of impact.

	Qualitative data	Quantitative data
Young people	<ul style="list-style-type: none"> • Statements and first-person case studies • Reflective self-evaluation on progress • Participant views on experience of engaging 	<ul style="list-style-type: none"> • Before and after self-evaluation to measure changed wellbeing (confidence, self-esteem etc) e.g. SHANARRI wheel, achievement, attitudes and aspirations • Employability skills and attitudes
Youth workers	<ul style="list-style-type: none"> • What was delivered, tools and approaches used • Observed change in young people • Use of youth work outcomes 	<ul style="list-style-type: none"> • Wider achievement, incl youth awards • Participation numbers and data on backgrounds of young people participating, including SIMDs • Use of youth work outcomes/indicators at individual/programme/organisation level • Positive and sustained post-school destinations
School	<ul style="list-style-type: none"> • Impact statements and case studies from teachers and school leaders • Observed change in young peoples' attitude, confidence, engagement etc 	<ul style="list-style-type: none"> • Increased attendance, reduced exclusion • CfE levels • Health and wellbeing experiences and outcomes • 16+ Participation measure