

Working with Boys and Young Men: Evaluating our Success

Exploration of outcomes, measures and methods

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Session plan

Brief introduction and reflections on the implications of work with boys and young men for evaluation

Two group activities:

- The first activity will explore the outcomes and impact from work with boys and young men and the evidence needs of different audiences
- The second activity will focus on methods and practices which support evaluation with boys and young men

Round-up/comments at end

Introduction: Considering tensions

■ **Avoiding falling into a Deficit Trap**

- Important in framing interventions, outcomes and outputs

■ **Addressing systemic issues in a collaborative way**

- Identifying outcomes relevant for all partners
- Ensuring evaluation meets the needs of all
- What data might be needed to fully evidence impact?
- Whose agendas are we addressing?
- How to best evidence effectiveness?

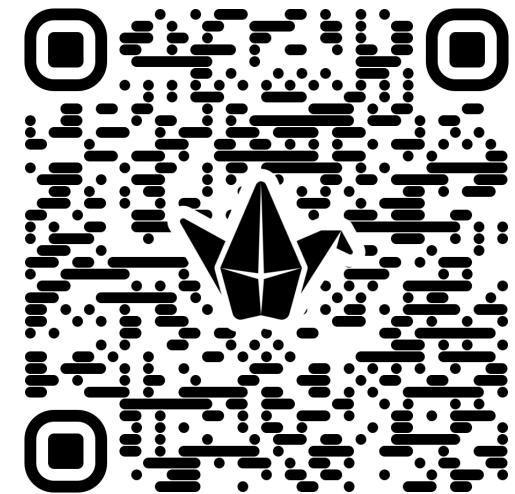
Introduction: Considering tensions

- **Creating interventions and outcomes that are impactful for young men**
 - The importance of listening to needs
- **Engaging young men in the right way for them**
 - How can we ensure participants are able to articulate their experiences?
 - Building rapport which allows them to feel able to share.

Activity I – outcomes and impacts

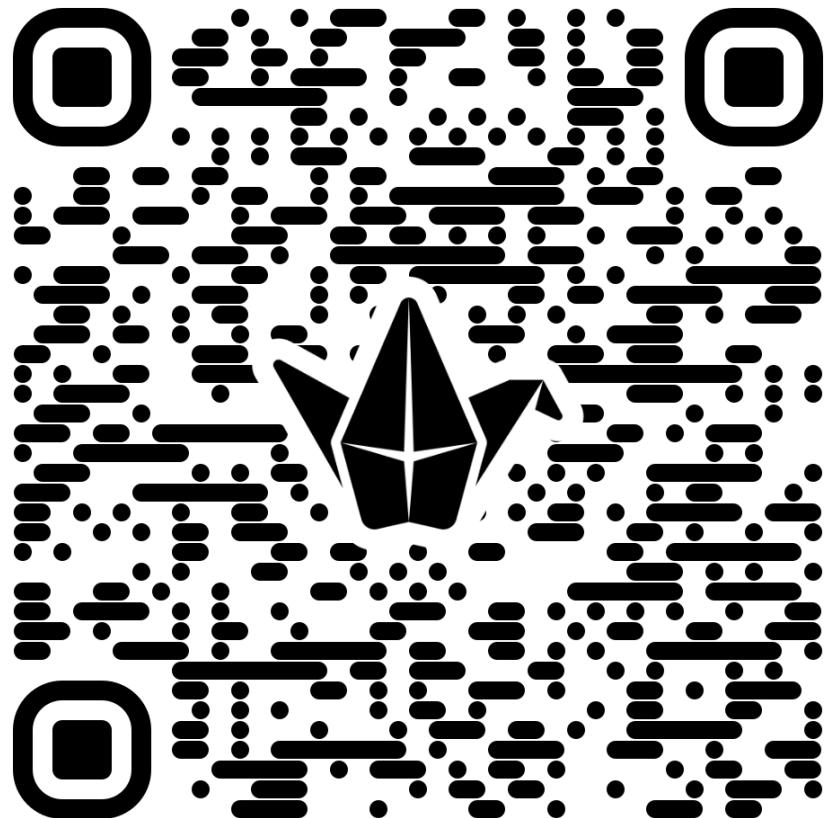
- 1. Which organisations locally might you collaborate with to support HE progression for boys from Year 8 onwards?**
- 2. What outcome(s) and impact(s) would you be aiming for your organisation and your partners?**

| | Short term benefits | Medium term outcomes | Long term impacts |
|------------------|---------------------|----------------------|-------------------|
| Your HEI | ? | ? | ? |
| Schools/colleges | ? | ? | ? |
| The HE sector | ? | ? | ? |
| Others? | ? | ? | ? |



[https://padlet.com/
nerupi/ActivityI](https://padlet.com/nerupi/ActivityI)

Activity I – Feedback



<https://padlet.com/nerupi/ActivityI>

Your HEI



 Jon Rainford
4 minutes ago

subject efficacy

[+ Add comment](#)

 Jon Rainford
less than a minute ago

attendance on projects

[+ Add comment](#)

School/college partners



 laurenhebb
6 minutes ago

Attendance

[+ Add comment](#)

 laurenhebb
6 minutes ago

Reduced exclusions

[+ Add comment](#)

 Nicola Laidler
3 minutes ago

Meaningful relationships

[+ Add comment](#)

HE sector



 Thoughtful Moth
7 minutes ago

Increased progression to HE

Reduced gaps in progression

[+ Add comment](#)

 Nicola Laidler
2 minutes ago

Increased understanding of options available

[+ Add comment](#)

 laurenhebb
less than a minute ago

Dual/inclusive learning - learning from each other

[+ Add comment](#)

Others



 laurenhebb
4 minutes ago

Engage teachers to remove their bias around young boys

[+ Add comment](#)

 Jon Rainford
3 minutes ago

engaged citizens

[+ Add comment](#)

 laurenhebb
3 minutes ago

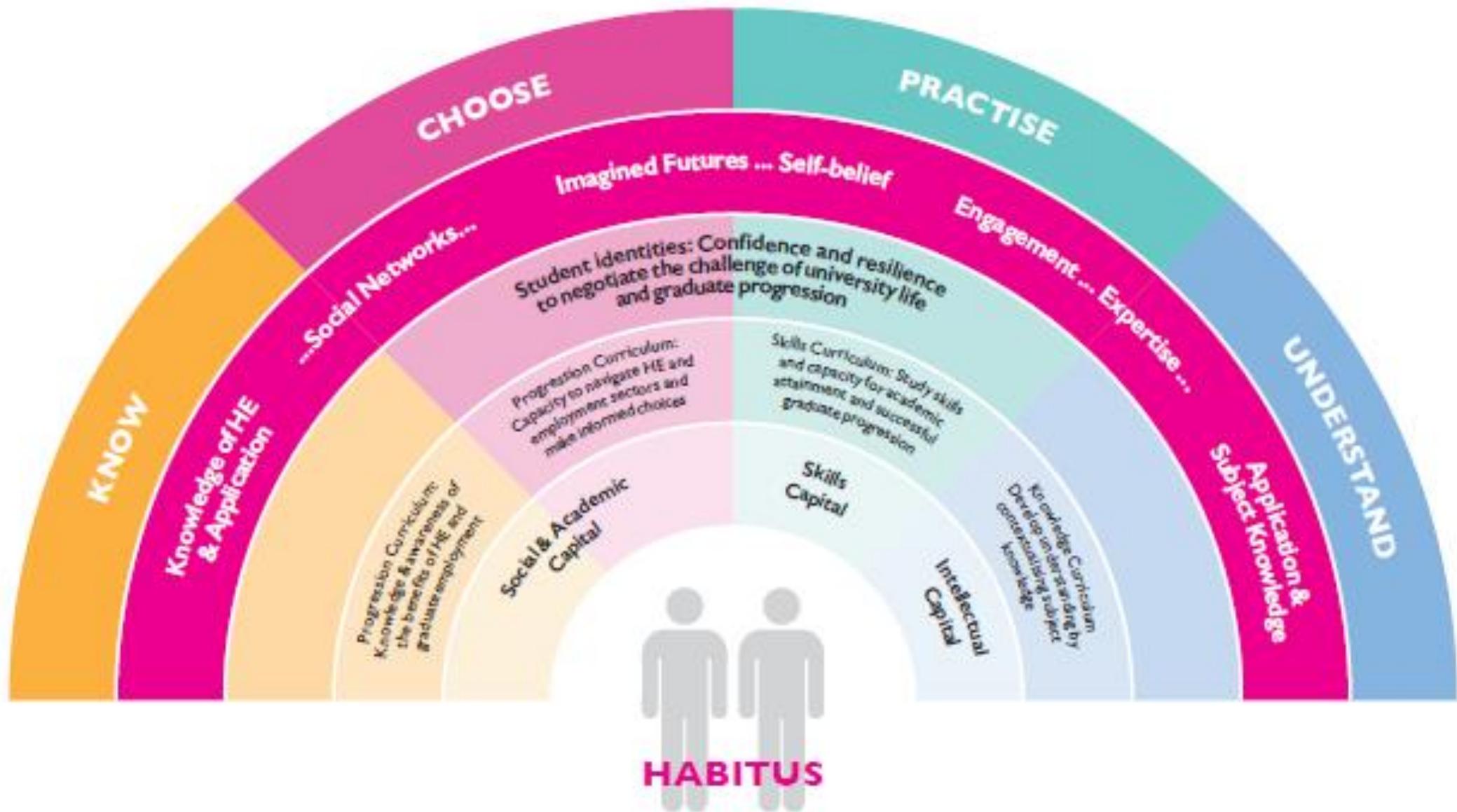
Youth and community groups involved

Q 1

 laurenhebb
2 minutes ago
Co-learning

[+ Add comment](#)

BECOME



NERUPI aims & capabilities

| NERUPI AIMS | CAPABILITIES |
|---|--|
| Academic & social capitals Develop students' knowledge and awareness of the benefits of higher education & graduate employment Develop students' capacity to navigate higher education and graduate employment sectors & make informed choices | Practical reason or navigational & narrative reasoning Being able to make well-reasoned, informed, critical, independent and reflective choices about post-school study and career options |
| Habitus Develop students' confidence and resilience to negotiate the challenge of university life and graduate progression | Respect, dignity & recognition & inclusion Emotional health - not subject to anxiety or fear which diminishes learning Social relations & social networks Ubuntu - being able to form networks of friendship & belonging for learning support & leisure Resilience |
| Intellectual & Skills Capitals Develop students' study skills & capacity for academic attainment & successful graduate progression Develop students' understanding by contextualising subject knowledge | Learning disposition & curiosity for learning Language competence and confidence Knowledge and imagination Epistemic justice – student voice & experience valued and included |

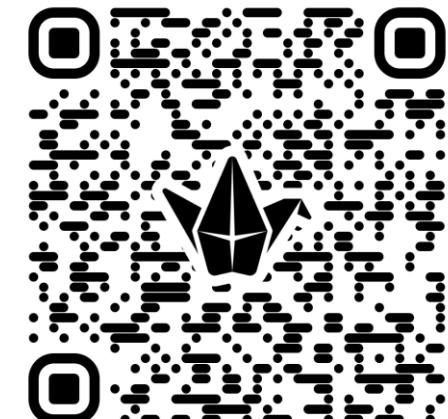
Activity 2 – Evaluation methods

Thinking about one of the short/intermediate outcomes for boys at Level 2: ***“increased confidence in their capacity to progress on to higher education”***

- **How would you measure your achievement of this?**

You may want to consider the range of methods you might use to collect evidence to measure the outcomes and the factors you'd consider in order to decide how best to evaluate in your own context.

<https://padlet.com/nerupi/Activity2>



Allowing children to describe in their own terms

0 hearts 0 comments

What do schools already collect? changes in everyday school

0 hearts 0 comments

narrative questions - avoiding direct evaluative questions

0 hearts 0 comments

Focus groups and interviews

0 hearts 0 comments

Simple evaluation

0 hearts 0 comments

Bring in some quantitative scales. More robust than qualitative alone.

0 hearts 0 comments

Sussex ethnographic approach - observation. Whereas surveys can be structured and based on what WE as practitioners want to know, not what they want to share.

0 hearts 0 comments

parentship with schools - teachers perspectives

0 hearts 0 comments

Creative approaches to evaluation, behaviours - not all young people will be able to express themselves in the same way through words.

0 hearts 0 comments

talk around objects

1 heart 0 comments

Qualitative data - rich. But have to take certain things into account (e.g. interpretation)

0 hearts 0 comments

Student ambassadors/ session leads/teachers taking notes DURING, more honest evidence

0 hearts 0 comments

Wording: 'capacity' - what is it that is the focus? So many factors could come under 'capacity'

0 hearts 0 comments

What is measurable? (some changes can be so small and difficult to pinpoint)

0 hearts 0 comments

video / vox pops

0 hearts 0 comments

HEAT tracking (longer term)

Round-up



Thank You!

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