

# Working with Boys and Young Men: Evaluating our Success

Exploration of outcomes, measures and methods

14<sup>th</sup> January 2025

**Dr Jon Rainford**, Lecturer in Childhood and Youth /  
NERUPI Researcher, The Open University and University  
of Bath

**Dr Joanne Moore**, NERUPI Development Officer,  
University of Bath



# 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

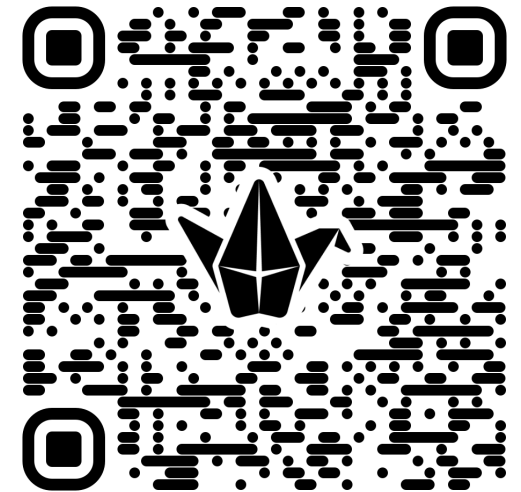
---

- **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?

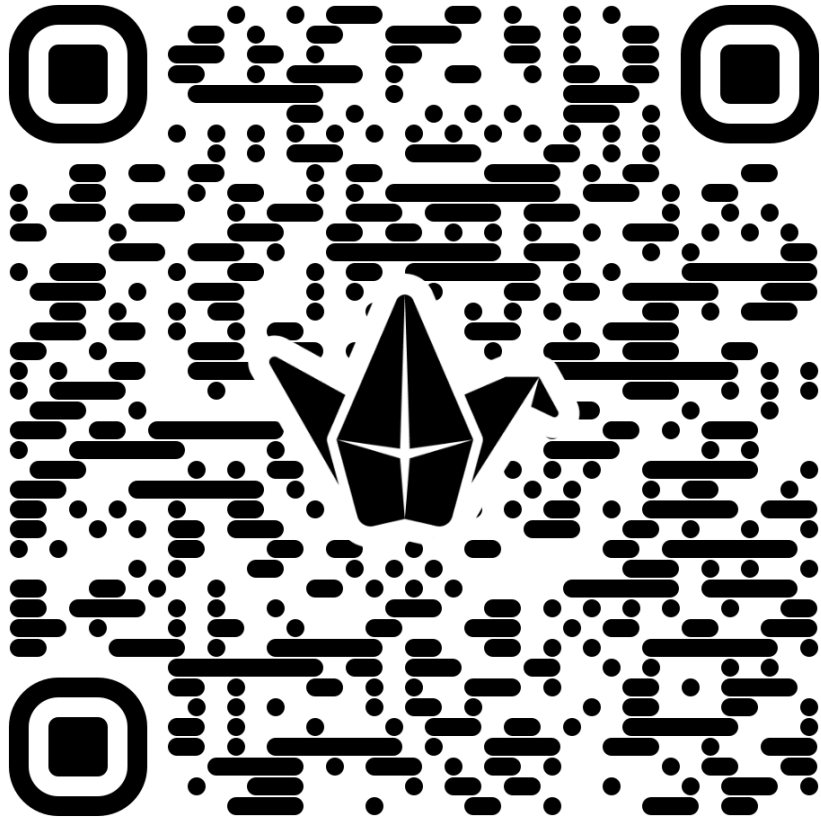
	Short term benefits	Medium term outcomes	Long term impacts
Your HEI	?	?	?
Schools/colleges	?	?	?
The HE sector	?	?	?
Others?	?	?	?



[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**

 **laurenhebb**  
2 minutes ago  
Co-learning

 Add comment

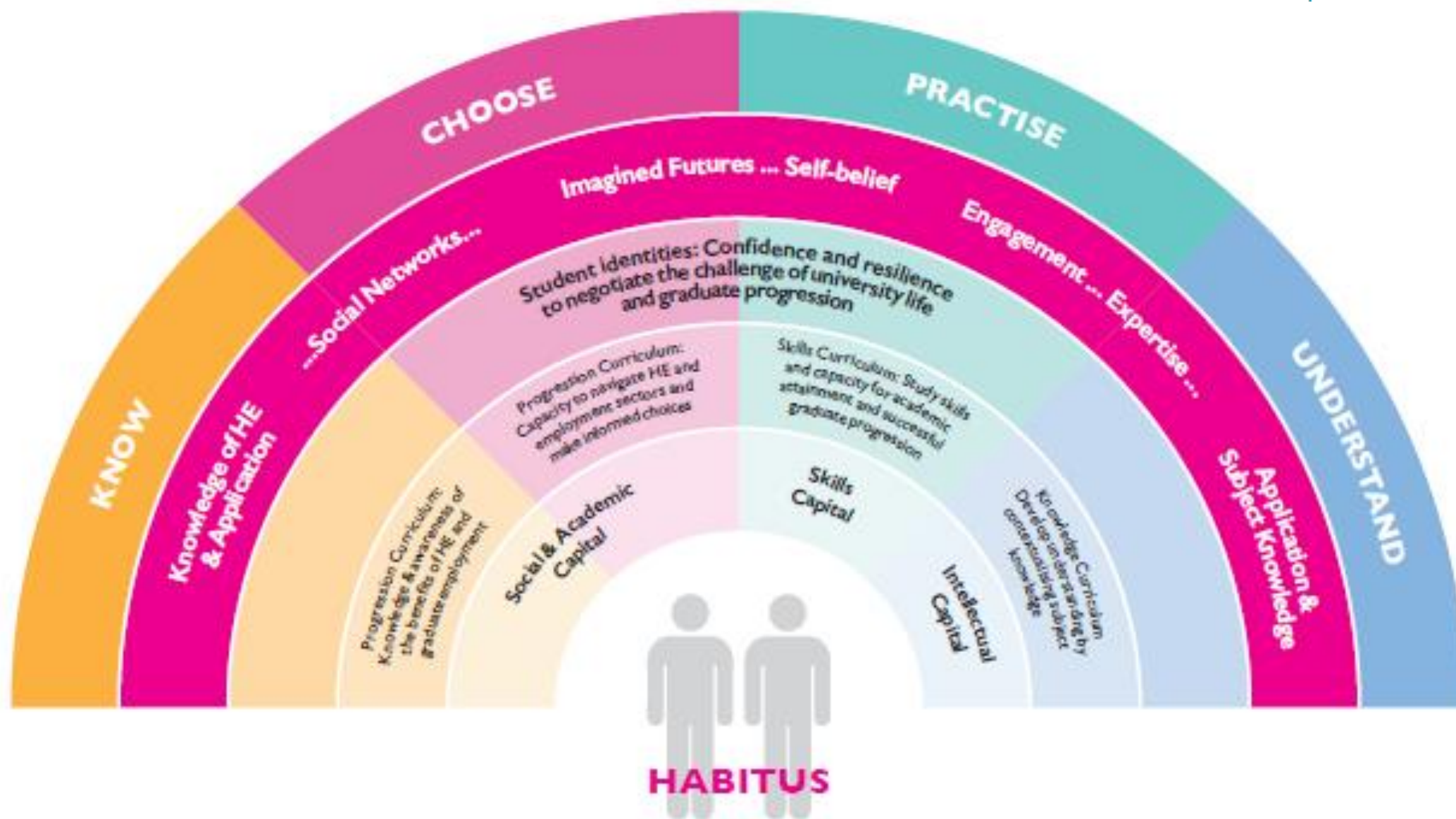
 1



# BECOME

**NERUPI** *network*

Evaluating & Researching University  
Participation Interventions





# NERUPI aims & capabilities

NERUPI AIMS	CAPABILITIES
<b>Academic &amp; social capitals</b> 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
<b>Habitus</b> 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 <u>Ubuntu</u> - being able to form networks of friendship & belonging for learning support & leisure Resilience
<b>Intellectual &amp; Skills Capitals</b> 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

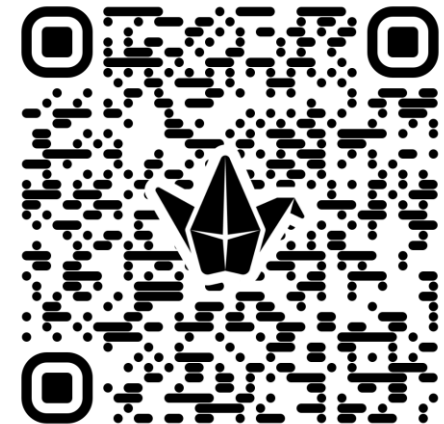
# Activity 2 – Evaluation methods

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

💬 0

+ Add comment

Simple evaluation

♡ 0

💬 0

+ Add comment

parentship with schools - teachers perspectives

♡ 0

💬 0

+ Add comment

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

♡ 0

💬 0

+ Add comment

What do schools already collect? changes in everyday school

♡ 0

💬 0

+ Add comment

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

♡ 0

💬 0

+ Add comment

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

♡ 0

💬 0

+ Add comment

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

♡ 0

💬 0

+ Add comment

narrative questions - avoiding direct evaluative questions

♡ 0

💬 0

+ Add comment

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

💬 0

+ Add comment

talk around objects

♡ 1

💬 0

+ Add comment

video / vox pops

♡ 0

💬 0

+ Add comment

Focus groups and interviews

♡ 0

💬 0

+ Add comment

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

♡ 0

💬 0

+ Add comment

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

♡ 0

💬 0

+ Add comment

using methods that help them feel heard.

♡ 0

💬 0

+ Add comment

HEAT tracking (longer term)

# Round-up

---



# Thank You!

**Dr Jon Rainford,**  
jr2391@bath.ac.uk

**Dr Joanne Moore,**  
jm3196@bath.ac.uk

