

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?

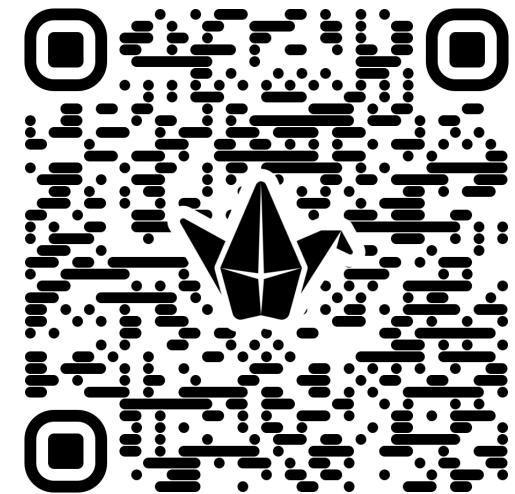
Introduction: Considering tensions

- **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

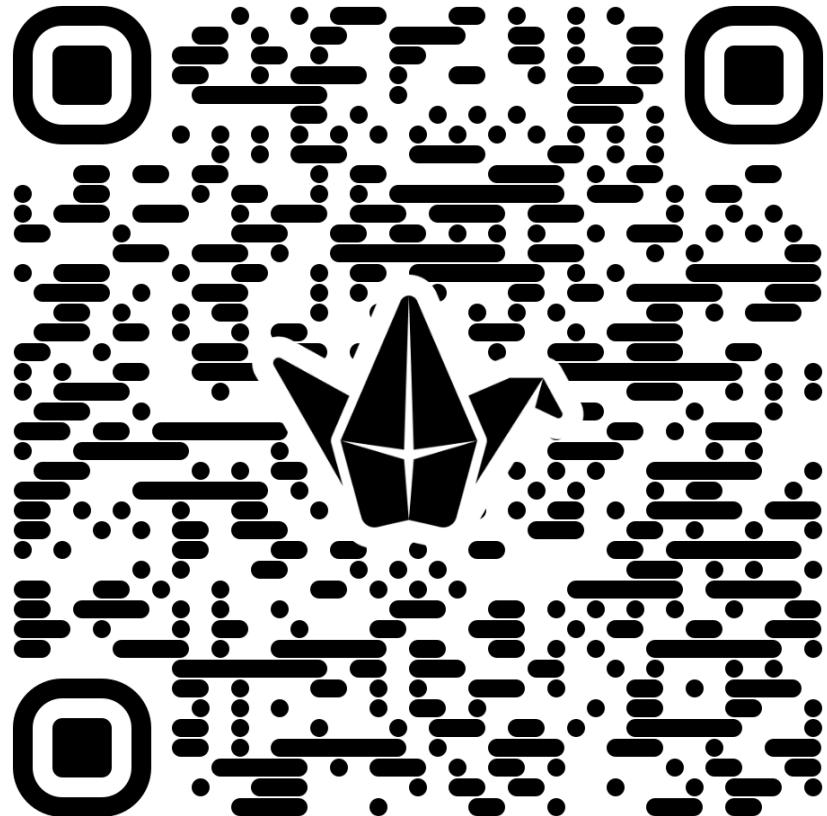
- I. Which organisations locally might you collaborate with to support HE progression for boys from Year 8 onwards?**
- 2. What outcome(s) and impact(s) would you be aiming for your organisation and your partners?**

| | 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

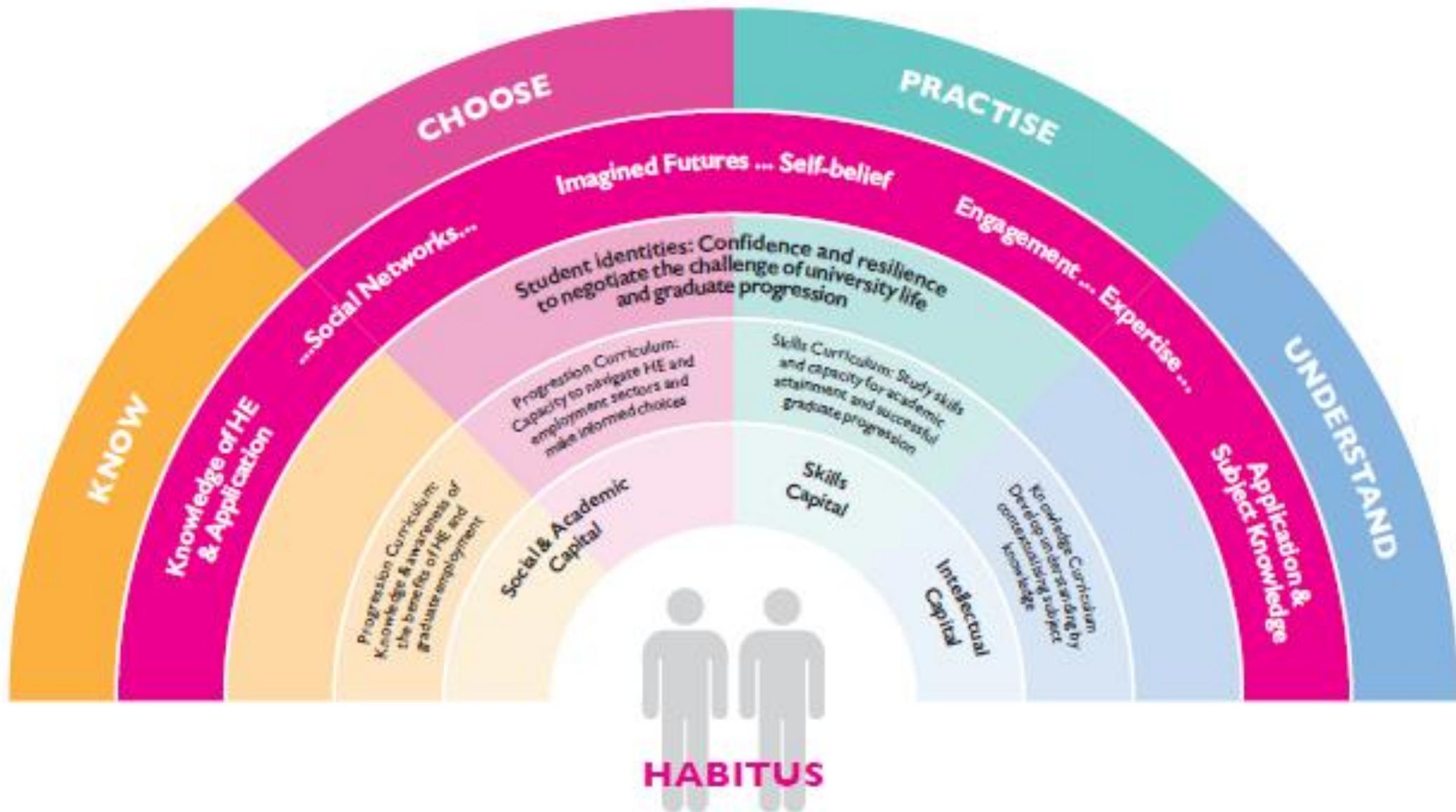


<https://padlet.com/nerupi/ActivityI>

Activity 1 – Padlet

| Your HEI | School/college partners | HE sector | Others |
|------------------------|---|---|---|
| + | + | + | + |
| Subject efficacy | Attendance | Increased progression to HE reduced progression gaps | Engage teachers to remove their bias around young boys |
| Attendance on projects | Reduced exclusions | Increased understanding of options available | Engaged citizens |
| | Meaningful relationships | Dual/inclusive learning – learning from each other | Youth and community groups involved Co-learning |
| | Changes to school tone and environment | Exposure to 'different', either kids from other schools or employers/students | Local community groups e.g. employers, industry areas etc. Two-way street. Role model and info for boys but also raising awareness of inequalities |

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 |

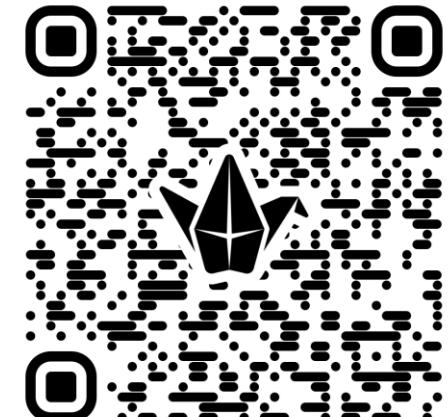
Activity 2 – Evaluation methods

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>



Check in 6-9 months later - what is the long term impact on behavioural/attitudinal outcomes. Could link to improved attainment/attendance over the long term too

Need to check students' understanding of survey questions /vocab used - use the same vocab throughout the sessions to make sure we are measuring what we think we're measuring

Success in a programme isn't only increased confidence. How would we interpret stable confidence or even a decrease in confidence? This doesn't necessarily mean that they are less likely to progress on HE or that there haven't been other very valuable outcomes, e.g. forming connections with other boys.

Can we develop more tangible metrics around behaviours/attitudes - And continue to monitor in a more sustained way, after the programme has finished to monitor if changing attitudes and behaviours are sustained and we're not just measuring a short term bump.

Liaising with schools before rolling out a project so we can include evaluation which is pertinent to their focus as well as our own!

Allowing children to describe in their own terms

Simple evaluation

Partnership with schools - teachers perspectives

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

What do schools already collect? changes in everyday school

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

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

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

narrative questions - avoiding direct evaluative questions

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.

talk around objects

video / vox pops

Focus groups and interviews

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

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

using methods that help them feel heard.

HEAT tracking (longer term)

Round-up



Thank You!

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