

# Youth Work and School Partnerships

## Evaluation Principles



# Youth Work Principles for Evaluation

## Youth Work Approach to Evaluation

The youth work sector's approach to evaluation is aligned with our values and practice i.e:

- Young people at the centre.
- Strengths-based.
- Collaborative – engaging partners and stakeholders at every stage.
- 'Done with' not 'done to' - those involved choose to participate – and have opportunities to shape (co-produce) the process.
- Focused on learning – i.e. how does what the data show us support young people, inform our programmes and the wider system?

All youth work evaluation should follow the guidance outlined in our research ethics policy ([Research Ethics Policy | YouthLink Scotland \(wpengine.com\)](#)).

At its best, we believe evaluation will:

- Enable young people to notice, make sense of and articulate what they are learning, and how that is supporting their development as individuals – this should always be the primary focus of any evaluation process.
  - Inform conversations with parents, carers and partners – particularly schools - about young people's individual progression and next steps as learners.
- AND
- Shape youth work programme design and delivery - and formal curriculum design and delivery in the school setting.
  - Inform service self-evaluation, strategy, planning and development.
  - Support workforce and partnership development.
  - Strengthen the case for investment at local and national level.

## Our Focus for Evaluation

The National Youth work Outcomes and Skills Framework ([Youth Work Outcomes & Skills Framework | YouthLink Scotland](#)) describes the ways in which youth work can support young people's learning and development.

The Youth Work Outcomes contribute to the national outcomes in the National Performance Framework, particularly those that relate to young people, health and education.

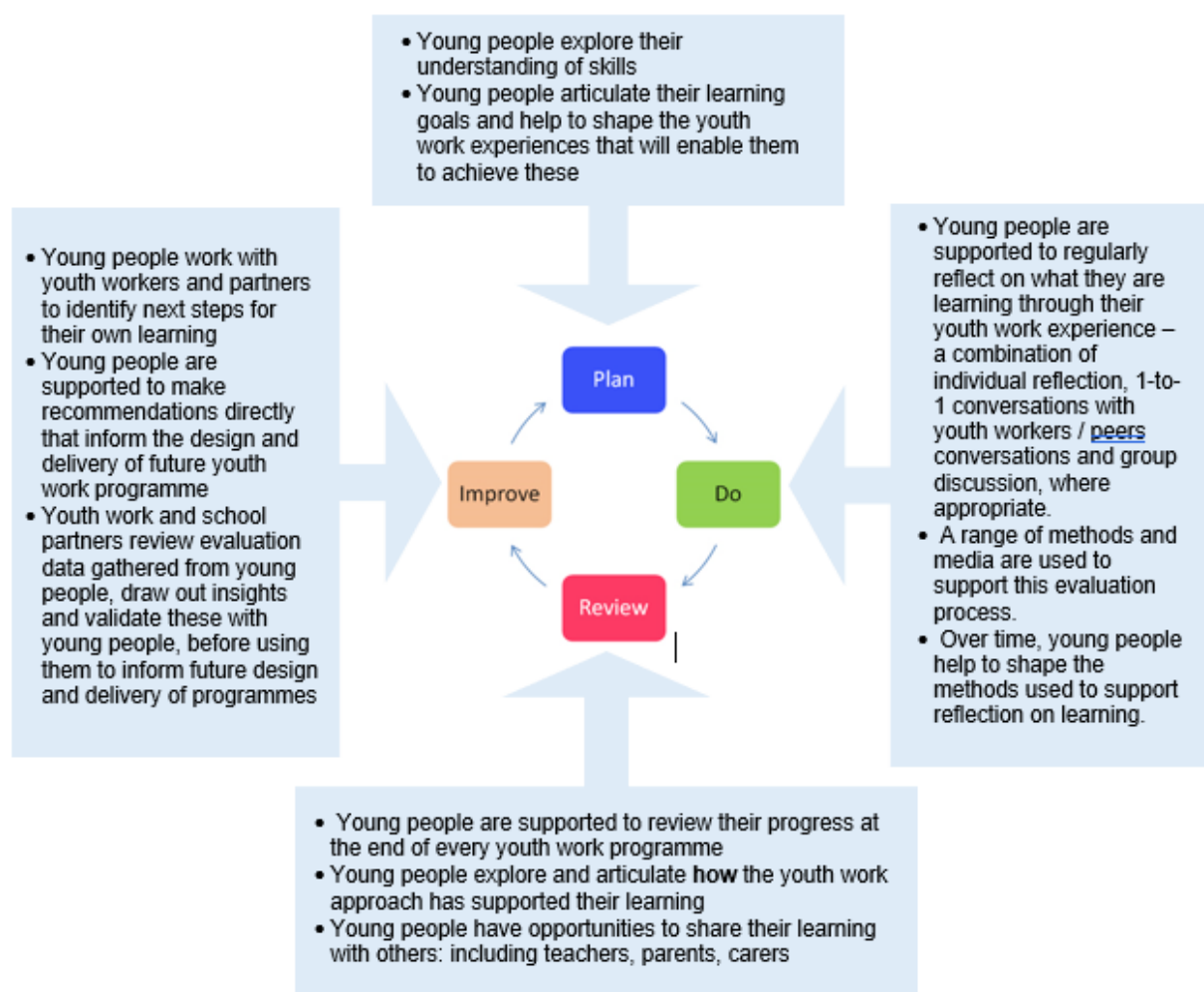
The Skills Framework encapsulates the progress that young people tell us they make on youth work programmes.

The indicators associated with each skill can provide a clear, consistent reference point for measuring progress.

## How we Measure Progress

Youth workers, young people and partners use a diverse range of methods to gather relevant quantitative and qualitative data that evidences progress in relation to key indicators. Whilst standardised tools for measuring progress provide useful tracking data in some settings, we place a strong emphasis on high quality professional observation, triangulated with observations and tracking data from partners and other stakeholders, including parents.

Importantly, young people are involved at every stage of the evaluation process:





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