

# Youth Engagement Evaluation Framework

Centre for Program Evaluation  
Melbourne Graduate School of Education

Prepared for The Victorian Health Promotion Foundation  
10 June 2022



## **Acknowledgments**

The CPE Evaluation team acknowledges past and current staff at VicHealth for their support throughout the evaluation. The young people, including Leela Gray, Natasha Hertanto, Wintana Kidane, Khalid Muse, Franco Saliba, Planning Saw, Emily Unity, Mac Zamani, and Anna Zhang, who were involved in the two youth engagement workshops, are also acknowledged and thanked for their willingness to engage with us and provide their perspective for the framework.

## **Recommended citation**

Aston, R., & Tse, J. (2022). Youth Engagement Evaluation Framework: Prepared for The Victorian Health Promotion Foundation. Centre for Program Evaluation, Melbourne Graduate School of Education, The University of Melbourne.

## **Contact Details**

### **Dr Ruth Aston**

Centre for Program Evaluation, Melbourne Graduate School of Education  
100 Leicester Street, The University of Melbourne, 3010 VIC  
Phone: +61 3 9035 8350  
Email: [ruth.aston@unimelb.edu.au](mailto:ruth.aston@unimelb.edu.au)

# Table of Contents

<b>List of Tables</b>	<b>5</b>
<b>List of Figures</b>	<b>5</b>
<b>Glossary</b>	<b>6</b>
<b>Key messages</b>	<b>7</b>
What is the Youth Engagement Evaluation Framework?	7
Who is the Youth Engagement Evaluation Framework for?	7
How can the Youth Engagement Evaluation Framework be used?	7
<b>Introduction</b>	<b>8</b>
Report Structure	8
<b>Methodology to refine the framework</b>	<b>9</b>
Rapid review of youth organisation guidelines and resources	9
Evidence review of youth engagement evaluation	10
Workshops with young people	11
<b>Part 1: Defining youth engagement, principles, and practices</b>	<b>12</b>
1.1 Youth Engagement Definition	12
1.2 Youth Engagement Principles and Associated Practices	14
<b>Part 2: Youth engagement indicators and evaluation tools</b>	<b>28</b>
1.3 Outcome indicator ranking and selection process	28
1.4 Applying the evaluation framework	33
<b>Recommendations for using the youth engagement evaluation framework</b>	<b>36</b>
<b>Appendix A: Resource bank</b>	<b>37</b>
Key Components of an Evaluation Timeline	39
Evaluation Checklist	42



## Appendix B: Evidence Review of Youth Engagement Literature 45

List of Figures	46
List of Tables	46
1. Introduction	47
1.1. Methodology	47
2. Results	50
2.1. Study characteristics	50
2.2. Definitions of youth engagement	52
2.2.1. Participation in decision making	52
2.2.2. Empowerment	52
2.2.3. Skill development	52
2.2.4. Recognition of the value of young people's contribution	52
2.2.5. Challenging adultism	52
2.2.6. Inclusive, intentional, and mutually respectful partnership	53
2.3. Models of youth engagement	53
2.4. Principles of youth engagement across contexts	54
2.5. Indicators and tools to monitor the quality of youth engagement	58
2.6. Outcomes and external factors associated with quality youth engagement	59
2.7. External factors required for quality youth engagement	60
3. Conclusion	62
3.1.1. Importance of a principled approach	62
3.1.2. Similarities in outcomes and processes for quality youth engagement in different settings	62
3.1.3. Limited examples of indicators of quality youth engagement	62
3.1.4. Need for monitoring and evaluation to adopt mixed methods	63
4. References	64



# List of Tables

Table 1	Detail List of Youth Organisation Documents Included in the Rapid Review	9
Table 2	Number of Studies review across Sectors	11
Table 3	Ranked Importance of Individual Level Indicators	12
Table 4	Ranked Importance of Organisational Level Indicators	14
Table 5	Ranked Importance of System Level Indicators	19
Table 6	Developing a Dissemination Strategy (Adapted from pg. 32 DoH, 2017)	21
Table 7	Key Components of an Evaluation Timeline	24
Table 8	Evaluation Report Checklist	25

# List of Figures

Figure 1	PRISMA Flow Diagram of the Evidence Review	10
----------	--	----



# Glossary

Definitions of key terms and concepts included in the evaluation framework are provided below, it should be noted that these definitions have been created for the purposes of this framework.

---

## Adults



Adults are, for the purposes of this framework, inclusive of any individual that is 18 years old or above and are not sharing their views as a young person while being involved in a youth engagement process.

---

## Descriptors



Explanation of practices that can be implemented to apply the principles (and by extension values).

---

## Empowerment



The process of gaining authority and power to become more confident in controlling one's life and claiming one's rights.

---

## Evaluation



The systematic process of determining the merit, worth and significance of the subject of the evaluation (Scriven, 1991)

---

## Indicator



A statement which is specific, observable and measurable and is a marker of progress or accomplishment. They can be used to monitor the progress and impact of youth engagement activities.

---

## Intergenerational



Affecting or involving multiple generations of people. It could be at a particular point in time or over a period of time.

---

## Intersectionality



A theoretical approach that understands the interconnected nature of social categorisations – such as gender, sexual orientation, ethnicity, language, religion, class, socioeconomic status, gender identity, ability or age – which create overlapping and interdependent systems of discrimination or disadvantage for either an individual or group (taken from Family Safety Victoria, 2021).

---

## Monitoring



The ongoing, systematic collection of data, usually on indicators, that enables progress and achievement of objectives to be captured.

---

## Principle



Statements that express and apply values to youth engagement processes and activities.

---

## Values



Statements that reflect qualities or attributes that define the worth of youth engagement.

---

## Young people



Young people are considered inclusive of all participants in youth engagement processes that are being invited to share their views as members of communities of young people. With regard to ages, young people are aged 25 years or younger. For example, if a young person was elected as a leader for the youth engagement activity, they would still be considered a young person.

---

## Youth engagement



Youth engagement is defined as any resource, activity, and process within organisations and communities where young people are empowered to share their contributions to influence decisions in a respectful and inclusive environment.

---

## Social determinants of health and wellbeing



Cultural, political, geographic, and socio-economic conditions in which people are born, live and age. Determinants refer to factors within these conditions that are known to influence health outcomes (WHO, 2022).

# Key messages



Governments, organisations, and community groups all have opportunities to support and implement quality youth engagement activities to involve and benefit from learning from young people to better inform programs and policy-making that is focussed on young people.

However, this can only happen in an equitable, effective and sustainable way if monitoring and evaluation of youth engagement activities occur. Therefore, VicHealth commissioned the Centre for Program Evaluation (CPE) to work with them to develop the Youth Engagement Evaluation Framework.

## What is the Youth Engagement Evaluation Framework?

The Framework is made up of four components:

- Values, principles, and practices (Describing what quality youth engagement looks like)
- Indicators and evaluation tools (Detailing how youth engagement can be monitored and outcomes can be captured)
- Appendices A and B (Supporting resources, and summary of current evidence associated with the implementation, evaluation, and outcomes of youth engagement activities)

### PART 1

Values, principles and practices

### PART 2

Indicators and evaluation tools

### APPENDIX A

Resource bank

### APPENDIX B

Review of youth engagement evidence

## Who is the Youth Engagement Evaluation Framework for?

The main purpose of the framework is to assist evaluators, youth engagement program designers and youth organisations to design, plan and conduct evaluations of youth engagement activities.

Therefore, the main audience for the Framework is primarily those stakeholders responsible for planning, funding, monitoring, and evaluating youth engagement activities in Victoria. While the content of this framework, is not specific to public health or health promotion, the social determinants of health and wellbeing have been a guiding conceptual framework for how youth engagement is defined.

## How can the Youth Engagement Evaluation Framework be used?

We suggest that this framework can be used to inform the *design and implementation* of youth engagement processes and activities, *development* of monitoring and evaluation plans of youth engagement processes and activities and *dissemination* of evidence about the impact of quality youth engagement.

# Introduction



**The Victorian Health Promotion Foundation (VicHealth) commissioned the Centre for Program Evaluation (CPE) to develop common measures for youth engagement, drawing from five health promotion projects as case examples in 2020. This work involved:**

- **developing principles for youth engagement,**
- **indicators to monitor the quality of youth engagement practices, and**
- **a review of research on indicators for youth engagement in relation to mental wellbeing.**

In 2021, the Victorian Government Department of Health launched *Healthy kids, healthy futures* which is a five-year action plan focussing on supporting and empowering children and young people to be active agents in developing their own health and wellbeing. VicHealth identified an important component of implementing the plan is to monitor and evaluate youth engagement processes, activities and importantly outcomes.

The 2020 evaluation framework was then reviewed by VicHealth, who commissioned CPE to further build on the framework, and in collaboration with youth peak organisations (including but not limited to, for example, Berry Street, Centre for Multicultural Youth, Ethnic Communities Council of Victoria) to conduct the following activities:

- Update the review of research on youth engagement evaluation
- Review and develop principles for youth engagement with reference to the interaction between youth engagement and the social determinants of health and wellbeing
- Develop descriptors for actioning each principle at up to four levels of progress (e.g., emerging to excelling)

- Prioritise and refine existing youth engagement indicators in relation to revised principles and descriptors
- Deliver a short evidence review report, revised principles and descriptors, refined and prioritised youth engagement indicators organised by levels of progress, and a glossary of key terms and concepts

## Report Structure

This report details the refined youth engagement evaluation framework, including the methodology (section 2), the Youth Engagement Evaluation Framework is then presented in two parts: Youth engagement definition, principles, and practices (section 3) and youth engagement indicators and evaluation tools (Section 4), and recommendations for using the youth engagement evaluation framework (section 5).

The Youth Engagement Evaluation Framework project was conducted between February and June 2022.



# Methodology to refine the framework

An overview of the process of refining the framework, including a review of peak youth organisation documents, a review of youth engagement evaluation research literature, and workshops with young people, is detailed in this section. For each activity, the data sources used and analysis procedures are described.

## Rapid review of youth organisation guidelines and resources

Guidelines and resources for youth engagement were accessed via searching organisational websites, including Centre for Multicultural Youth, Foundation of Young Australians, Office of the Advocate for Children and Young People, The Australian Youth Foundation, Victoria State Government, Y Lab, YACVic, and the Youth Affairs Council of South Australia. No relevant documents were found from Centre for Multicultural Youth and Foundation of Young Australians. A list of organisations and documents that were accessed and reviewed are listed in Table 1 below.

Reviewed documents from the organisations listed below provided:

- Definitions for young people, youth participation and youth engagement,
- Descriptions of quality youth engagement,
- Principles of youth participation and engagement practices,
- Assumptions underpinning youth participation and engagement,
- Principles for youth engagement evaluation, and
- Indicators or measures of youth engagement.

The extracted information was used to inform the development of a definition of youth engagement. The review of principles and practices revealed three overarching values, which were reviewed in workshops with young people. Finally, there was limited information on the last two categories, highlighting the need for principles and indicators for youth engagement evaluation, and hence the gap this framework is aiming to address.

**Table 1. Detail List of Youth Organisation Documents Included in the Rapid Review**

Organisation	Title of document reviewed
Office of the Advocate for Children and Young People	Engaging children and young people in your organisation
The Australian Youth Foundation	Youth Partnership & Participation
VicHealth	Young people, health and wellbeing strategy
Victoria State Government	Youth Policy: Building Stronger Youth Engagement in Victoria
YACVic	YERP: Youth participation and engagement explained; Involving young people: guiding principles
YACVic	Youth participation
Youth affairs council of South Australia	Welcome to Better Together: A practical guide to effective engagement with young people.
Y Lab	Amplifying the Voices of Young People

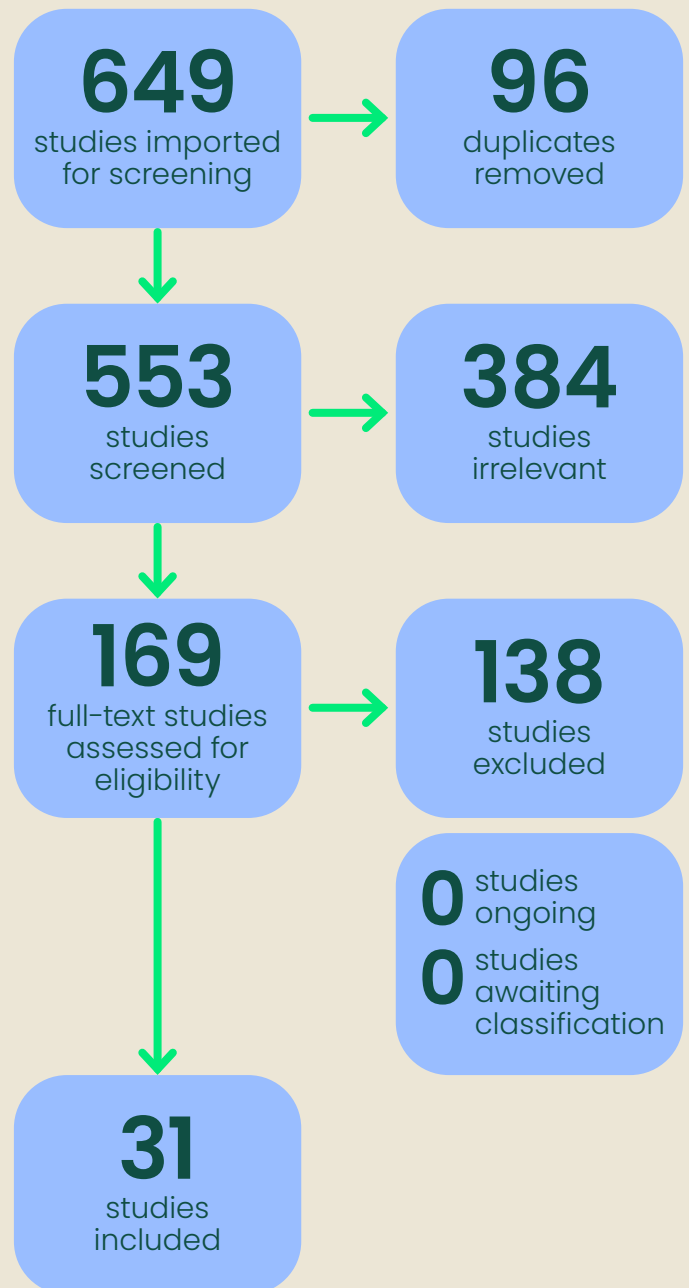
## Evidence review of youth engagement evaluation

In collaboration with VicHealth, parameters for the evidence review were developed to include literature on youth engagement evaluation that (1) was published from 2021 to March 2022 (the time the literature search was conducted); (2) was written in English; and (3) excludes theses, dissertations, and books. The following search terms were used to identify literature in Academic Search Complete (EBSCO), Evaluation Program Planning, Google Scholar, JSTOR, OCED Library, PsycINFO, Science Direct, Scopus, and World Bank:

**(“youth engagement” OR “youth participation” OR “youth leadership” OR “youth governance” OR “youth leadership”) AND (evaluation OR assessment OR monitor OR Indicator).**

Based on the above criteria, the search resulted in a total of 553 studies, and all studies were then screened for relevance. A total of 169 studies included relevant information for this project, and these were then further restricted to only studies based in OCED countries that have similar sociodemographic characteristics to Australia, particularly in relation to the organisation of government and civil society, and public health system (i.e., Australia, New Zealand, Canada, UK, Germany, Netherlands, US, Sweden, and Denmark). Also, based on the youth engagement definition we developed from the review of youth organisation documentation and feedback from young people at the youth engagement workshops, the studies had to describe youth engagement activities where young people took part in influencing the decisions made in some capacities. A total of 31 studies were included in the full-text review and data extraction. The number of studies identified at each stage of the review is summarised below in Figure 1.

**Figure 1. PRISMA Flow Diagram of the Evidence Review**



The 31 studies were grouped into seven sectors, namely health, safety, service setting, politics and society, environmental science and climate change, research and evaluation, and general (non-sector-specific). The table below shows the number of studies under each sector.

**Table 2. Number of Studies review across Sectors**

Sector	No. of studies
Health	9
Safety	3
Service setting	1
Politics and society	5
Environmental science and climate change	4
Research and evaluation	5
General	4

The studies were first analysed within each sector and then findings were synthesised to produce generalisable findings. The detailed findings and discussion are provided in an accompanying report provided in Appendix B. The findings from this review that have been incorporated in the development of the Youth Engagement Evaluation Framework are summarised below.

- Six common characteristics of defining quality youth engagement namely; (i) participation in decision making, (ii) empowerment, (iii) skill development, (iv) recognition of the value of young peoples' contribution, (v) challenging adultism and (vi) building inclusive and mutually respectful partnerships between adults and young people
- Examples of practices used to apply principles of quality engagement
- Outcomes of youth engagement that were consistently reported embedded into outcome indicators

## Workshops with young people

Two youth engagement workshops were conducted as data collection activities to seek expert opinions from the young people, as well as to amplify young people's voices in the design of the evaluation framework.

## Workshop to surface values

The first workshop aimed to define what high-quality youth engagement looks like; this included surfacing values underpinning quality youth engagement. The first workshop was held online on 28 March 2022 from 5 pm to 7 pm. Seven young people joined the workshop, three VicHealth staff members were facilitators, and three CPE researchers acted as observers. The participating young people had diverse lived experiences, but they all had some prior experience participating in youth engagement activities. The seven young people were randomly allocated to one of the two breakout rooms for smaller group discussions in the workshop. There were two activities, one focused on refining a suggested definition of youth engagement (developed through the documentary review detailed above), and the other focused on understanding what young people consider good practice for youth engagement and what they value most in youth engagement. Young people were invited to express their opinions verbally, via the chat box function in Zoom or on a live Miro board. Data collected were collated and analysed to revise and refine the definition, values, and principles of youth engagement. The data from the first workshop contributed to the addition of two values with corresponding principles for youth engagement that were not identified in the documentary review.

## Workshop to review principles and prioritise indicators

The second workshop aimed to refine existing principles and indicators. The second workshop was held online on 21 April 2022 from 5 pm to 7 pm. Nine young people joined the workshop, three VicHealth staff members were facilitators, and two CPE researchers acted as observers. The young people were asked to review the indicators based on what they think is foundational (indicators that should *always be used* for any youth engagement activity), and what they think is exemplary (indicators that capture the *highest quality* youth engagement and may not be feasible to monitor for every youth engagement activity). The data collected in this workshop was used to generate aggregated rankings of the youth engagement indicators that reflect young people's priorities of best practices. The ranking results are presented in Section 4.1.

# Part 1: Defining youth engagement, principles and practices

## PART 1

Values, principles and practices

In this part of the framework, the definition for youth engagement, values, principles, practices and associated indicators are provided.

### Youth Engagement Definition, Values and Principles

Youth engagement is defined as any resource, activity, and process within organisations and communities where young people are empowered to share their contributions to influence decisions in a respectful and inclusive environment.

Youth engagement resources, processes, and activities can involve developing partnerships between individuals, organisations, and communities. Any youth engagement resource, process, or activity should ideally be co-designed with young people, be rights-based and be responsive to what is important for young people and reflect the values and principles detailed in the youth engagement evaluation framework.

**Table 3. Values and Principles underpinning Youth Engagement**

Description	Principles
<p><b>Youth engagement leads to positive change and development</b></p> <p>Youth engagement activities, should where possible, offer positive impacts to the young people participating, as well as wider community of young people.</p> <p>Contributions from young people should always be <i>incorporated</i> by the individual, organisation or community who are involved in engaging young people, in the way that was agreed to with young people. E.g., young people's contributions are incorporated to improve programs and/or policies that are relevant to the lives of young people.</p>	<ol style="list-style-type: none"><li>1. Youth engagement experiences are positive and focuses on issues that are important to young people</li><li>2. Youth engagement empowers young people and incorporate their contributions to influence decisions</li><li>3. Youth engagement supports skill building and career development</li><li>4. Youth engagement supports sustained advocacy and civic participation in youth engagement</li><li>5. Youth engagement contributes to benefitting the wider community of young people</li></ol>

Description	Principles
<p><b>Youth engagement is accessible and inclusive</b></p> <p>Fundamentally, youth engagement processes and activities should always ensure all young people have the opportunity to access and be included in these activities. Participating young people should feel that their involvement is genuine, meaningful, and impactful. Specific planning and engagement with young people should occur in order to understand accessibility requirements for all young people. The youth engagement process should be inclusive and celebrate diverse lived experiences.</p>	<p>6. Youth engagement is accessible for all young people</p> <p>7. Youth engagement activities acknowledge and celebrate diverse lived experiences</p>
<p><b>Youth engagement is respectful and equitable</b></p> <p>The process of youth engagement is respectful. Youth engagement activities are built on equal partnership between young people and adults. Youth engagement activities should facilitate shared learning and reflection for both young people and adults involved.</p>	<p>8. Youth engagement is always voluntary</p> <p>9. Partnerships between adults and young people are reciprocal and equal</p> <p>10. Youth engagement activities facilitate shared learning and reflection</p>
<p><b>Youth engagement is appropriately resourced</b></p> <p>Any youth engagement process or activity should have adequate resources to complete the activity; this includes financial resources, people, facilities, and in-kind support. These resources should also be allocated and used to maximise accessibility for young people to have the opportunity to participate. For example, where adults are facilitating or involved in youth engagement, they need to be appropriately skilled to do so.</p> <p>Young people are more likely and able to participate if there are no out-of-pocket expenses and have access to transport, child care, etc. Timing and funding of training, reimbursement for young peoples' time, work, and labour are also important considerations. Overall, resourcing should be sufficient to promote ongoing engagement of young people and prevent risk of disengagement. Regular reviews of resourcing levels are essential for youth engagement processes and activities.</p>	<p>11. Youth engagement is appropriately resourced</p> <p>12. Young people are remunerated accordingly</p>
<p><b>Youth engagement supports transparency and accountability</b></p> <p>Clear and open communications should be encouraged to maintain transparency of the youth engagement process and decisions. Organisations and communities should demonstrate they accept responsibility for the decisions and actions made associated with youth engagement processes and activities. This includes ensuring they monitor and evaluate youth engagement processes and activities and actively communicate how they will act on the findings.</p>	<p>13. Youth engagement activities support and enable open communication</p> <p>14. Youth engagement is always guided by ethical considerations</p> <p>15. Organisations involved in engaging young people are accountable for sharing how young people's contributions are being used</p> <p>16. Youth engagement activities need to be monitored and evaluated</p> <p><i>"It's not a once-off consultation, it's rounded, and they come back to let us know what happened and ask what they can do better."</i> (Workshop 1 participant)</p>

## Youth Engagement Principles and Associated Practices

Practices to implement the sixteen principles detailed above are provided below in order of appearance in Table 3. For each principle, practices are described and emerging to excelling indicators to monitor the implementation of practices are provided. It should be noted that some indicators apply to multiple principles, therefore are repeated in the tables provided.

### Youth engagement leads to positive change and development

Contributions from young people should always be *incorporated* by the individual, organisation, or community who are involved in engaging young people, in the way that was agreed to with young people. E.g., young people’s contributions are incorporated to improve programs and/or policies that are relevant to the lives of young people.

**Table 4. Practices and associated emerging to excelling indicators for youth engagement leads to positive change and development**

Practices aligned to the principle	Emerging practice indicators → Excelling practice indicators			
<p><b>1. Youth engagement is positive and focuses on issues that are important to young people</b></p> <p>Youth engagement activities or processes should be enjoyable, offer opportunities for social connection, and support relationship development amongst young people, as well as between young people and adults.</p> <p>Engagement activities should focus on issues that are important to young people. Young people are experts of their own experience, so they must be at the <b>centre of decision making about issues that are important to them</b>. This also ensures more effective policy and program design. Young people must be given the opportunity to <b>identify and define problems</b> as they see them, exploring options and strategies to address them.</p>	<p>Youth engagement activities have allocated time, and processes that enable social connection between young people</p>	<p>Young people report sufficient time was reserved for informal conversation and interaction</p> <p>Organisations build in opportunities for social connection, e.g., ice-breaker activities in youth engagement</p> <p>Youth engagement activities include processes that enable social connection between young people and adults</p> <p>Youth engagement activities include processes that enable social connection among young people</p>	<p>Number of positive, supportive, and meaningful connections or relationships with other young people post-participation reported by young people</p> <p>Number of positive, supportive, and meaningful connections or relationships with adults post-participation reported by young people</p>	<p>Young people report positive attitudes and about their participation in youth engagement activities</p> <p>Young people feel more socially connected with adults post-participation</p> <p>Young people feel more socially connected with other young people post-participation</p> <p>Issues/priorities for young people are being explicitly referred to in funding/grant opportunities and youth peak position statements</p> <p>Programs aimed at young people include objectives that align with issues/priorities for young people</p>

Practices aligned to the principle	Emerging practice indicators → Excelling practice indicators			
<p><b>2. Youth engagement empowers young people and incorporates their contributions to influence decisions</b></p> <p>Youth engagement activities or processes should be supportive and encouraging young people to enact their own authority and represent their interests. Incorporating young people's voice in the decision-making process recognises and empowers young people. It gives young people <b>ownership, a sense of belonging, and power</b> in having a role to make decisions.</p>	<p>Communication and meeting protocols mention <i>empowering young people</i> in the description of the purpose of youth engagement process or activity</p>	<p>Young people report they were involved in drafting agreed communication and meeting protocols, and decision-making processes</p> <p>Proportion of young people and adults report awareness of when, if, and how the engagement of young people is improving the organisation pre- and post-participation in youth engagement activities</p>	<p>Young people are given facilitation and/or chairing opportunities within the youth engagement process or activity</p> <p>Young people report they are able to access support and opportunities to participate in leadership roles</p>	<p>Young people report improved self-efficacy post-participation</p> <p>Young people report positive attitudes and improved confidence in being an effective leader post-participation</p> <p>Organisations and young people agree and document processes for how decisions are made, and how young peoples' voices inform decisions</p> <p>Actions and/or decisions that are informed by the contributions of young people are shared with those young people</p>



Practices aligned to the principle	Emerging practice indicators → Excelling practice indicators			
<p><b>3. Youth engagement supports skill building and career development</b></p> <p>Young people are supported to have the required skills to fully participate in the youth engagement activity. Organisations should provide sufficient training, preparation, and mentorship that are specific to individual needs of young people.</p> <ul style="list-style-type: none"> <li>• Assessment of skills and participation support needs as part of planning for youth engagement activities occurs</li> <li>• Training and support matched to skills and participation types as part of planning for youth engagement activities is offered</li> <li>• Ongoing opportunities for professional development where young people want to engage in these opportunities is available</li> </ul> <p>Youth engagement activities or processes should provide opportunities for personal and professional development (where relevant) for interested young people.</p>	<p>Organisations provide young people with detailed information about the youth engagement activity before the activity AND provide details of a key contact person to talk with</p> <p>Young people report knowledge of effective leadership post-participation</p>	<p>Organisations provide access to support (training, coaching, mentorship, etc) to young people before and during the activity</p> <p>Organisations offer opportunities for young people to be involved in leadership roles</p> <p>Young people are aware of career development opportunities post-participation in youth engagement activities</p>	<p>Young people report they are able to access support and opportunities to participate in leadership roles</p> <p>Organisations ask young people to provide feedback on satisfaction with support provided</p> <p>Young people report positive attitudes and confidence in being an effective leader post-participation</p>	<p>Organisations conduct a comprehensive skills and support requirements assessment for all young people before any engagement activity, and match support options to individual young peoples' needs</p> <p>Organisations provide ongoing access to support and opportunities (training, coaching, mentorship etc) among young people to participate in leadership roles</p> <p>Young people report improved self-efficacy post-participation</p> <p>Young people report positive attitudes and confidence in being an effective leader post-participation</p> <p>Young people report satisfaction with sufficient support (training, coaching, mentorship etc) to participate in leadership roles</p> <p>Number of young people participating in leadership conferences, training, and workshops</p> <p>Number of young people participating in leadership roles and/or opportunities</p> <p>Organisations report increased number of young people recruited, employed, and retained in leadership roles (and provided with support mechanisms to maintain leadership roles)</p>



Practices aligned to the principle	Emerging practice indicators → Excelling practice indicators			
<p><b>4. Youth engagement supports sustained advocacy and civic participation in youth engagement</b></p> <p>Building a culture of youth engagement requires working to <b>make the involvement of young people a part of the foundation of communities or organisations</b>, so that it becomes the <b>normal thing for everybody to do</b>. A culture of youth engagement should <b>recognise and reward young people's achievements and support and encourage young people to take up leadership roles</b>.</p>	<p>Explicit mention of youth engagement in strategic organisational documents (e.g., strategic plan, annual reports)</p>	<p>Inclusion of a definition of authentic youth engagement (could be in the form of principles, or practices) in the organisation reflected in strategic documents</p> <p>Organisations provide access to support and opportunities (training, coaching, mentorship etc) among young people to participate in leadership roles</p> <p>Proportion of young people and adults report awareness of when, if, and how the engagement of young people is improving the organisation pre- and post-participation in youth engagement activities</p>	<p>Young people are represented in the leadership of the organisation (representation on boards, remuneration for young people) in strategic documents (e.g., strategic plans)</p> <p>Inclusion of youth engagement activities in organisational strategic plans about workforce planning</p> <p>Issues/priorities for young people are referred to in funding/grant opportunities and youth peak organisation position statements</p> <p>Organisations report collaborating with other organisations in youth engagement</p>	<p>Organisations report increased number of young people recruited, employed, and retained in leadership roles (and provided with support mechanisms to maintain leadership roles)</p> <p>Organisations that are implementing youth engagement activities report sharing knowledge, learnings with other organisations about youth engagement (through events, publication of documents)</p> <p>Young people report they have been engaged in authentic ways in youth engagement activities</p> <p>Number of formalised partnerships established among collaborating organisations that focus on youth engagement</p> <p>Number of young people participating in leadership conferences, training, and workshops</p> <p>Number of young people participating in leadership roles and/or opportunities</p>

Practices aligned to the principle	Emerging practice indicators → Excelling practice indicators			
<p><b>5. Youth engagement contributes to benefitting the wider community of young people</b></p> <p>Youth engagement activities should offer positive impacts for participating young people as well as the wider community of young people. Examples of outcomes could be skill-building, providing new opportunities for career development, enhancing social connection, and improving the effectiveness of public policies and programs focused on addressing the social determinants of health and wellbeing of young people.</p>	<p>Proportion of young people and adults report awareness of when, if, and how the engagement of young people is improving the organisation pre- and post-participation in youth engagement activities</p>	<p>Organisations report collaborating with other organisations in youth engagement</p> <p>Young people report they have been engaged in authentic ways in youth engagement activities</p>	<p>Young people are represented in the leadership of the organisation (representation on boards, remuneration for young people) in strategic documents (e.g., strategic plans)</p>	<p>Organisations that are implementing youth engagement activities report sharing knowledge, learnings with other organisations about youth engagement (through events, publication of documents)</p> <p>Number of formalised partnerships established among collaborating organisations that focus on youth engagement</p> <p>Organisations report increased number of young people recruited, employed, and retained in leadership roles (and provided with support mechanisms to maintain leadership roles)</p>



## Youth engagement is accessible and inclusive

Fundamentally, youth engagement processes and activities should ensure all young people have the opportunity to access and be included, young people should feel that their involvement in these activities is genuine, meaningful, and impactful. Specific planning with young people occurs in order to understand accessibility requirements for all young people to maximise their involvement in engagement activities at all stages. The youth engagement process should be inclusive and celebrate diverse lived experiences.

**Table 5. Practices and associated emerging to excelling indicators for youth engagement is accessible and inclusive**

Practices aligned to the principle	Emerging practice indicators → Excelling practice indicators			
<p><b>6. Youth engagement is accessible for all young people</b></p> <p>Ensure that the time and location of the engagement activity (physical or virtual) is <b>accessible to all young people</b>. School and tertiary study hours, working hours, holidays, cultural events, family, and caring responsibilities all need to be kept in mind. The venue should be close to public transport and be fully wheelchair accessible.</p>	<p>Young people report sufficient time was available for ALL participants to have a chance to share their views</p>	<p>Organisations provide ongoing access to support and opportunities (training, coaching, mentorship etc) among young people to participate in leadership roles</p>	<p>Young people report being able to access support and opportunities (training, coaching, mentorship etc) to participate in leadership roles</p>	<p>Young people report satisfaction with sufficient support (training, coaching, mentorship etc) to participate in leadership roles</p>

Practices aligned to the principle	Emerging practice indicators → Excelling practice indicators			
<p><b>7. Youth engagement activities acknowledge and celebrate diverse lived experience</b></p> <p>The <b>intersectionality of experiences, abilities, identities, and cultures</b> of young people must be acknowledged and valued, underpinned by a commitment to <b>recognise and act to eradicate all forms of inequality and discrimination</b>. All young people must be valued regardless of their circumstances and in celebration of their gender, sexuality, ability, ethnicity, faith or background. It is essential to acknowledge that young people are not a homogenous group, and the engagement of some young people does not ensure the inclusion of the views of all young people. Asking young people what they know, and experience as opposed to only asking them what they think can help to ensure that their views are properly heard.</p> <p>Diverse lived experience (when celebrated and respected) can support creation of new ideas, however ensuring young people understand there are no right or wrong answers is essential and will often be beneficial for decision-making processes. It may be convenient to recruit young people from those already involved or experienced in being part of decision-making processes, e.g., those on Student Representative Council's, Youth Councils, or other leadership groups, but this would ignore <b>the potential contribution of those who may not have had these experiences or who may have been previously excluded from these processes</b>. Recruiting only from existing groups, particularly those that provide leadership opportunities/roles for young people can be disempowering and further marginalising for young people who cannot or have not had the opportunity to be involved in other groups. While this is harmful in and of itself, it also means that the diversity of views and experiences shared is likely to be limited if recruitment processes do not enable a diverse group of young people to have an opportunity to be involved.</p>	<p>Organisations document clear guidelines on the prevention and procedures to handle inequality and discrimination in the context of youth engagement</p> <p>Young people report engagement activities (including recruitment process, physical or virtual space, facilitators) are culturally safe</p> <p>Young people report engagement activities (including recruitment process, physical or virtual space, facilitators) are emotionally safe</p>	<p>Organisations create recruitment guidelines and processes that ensure diverse lived experiences are valued</p> <p>Young people who participate in youth engagement activities have diverse lived experiences</p>	<p>Number of young people reporting no or little previous participation in youth engagement activities</p> <p>Organisations seek and act on feedback from young people to improve recruitment and support to continue to reach young people who have not previously participated in youth engagement activities</p>	<p>Young people report working with other young people with diverse lived experiences</p> <p>Contributions from young people inform organisations' guidelines, processes oriented towards eradicating inequality and discrimination in youth engagement activities</p>



## Youth engagement is respectful and equitable

Youth engagement process should focus on doing things WITH young people, not to young people or for young people.

**Table 6. Practices and associated emerging to excelling indicators for youth engagement is respectful and equitable**

Practices aligned to the principle	Emerging practice indicators —————> Excelling practice indicators			
<p><b>8. Youth engagement is always voluntary</b></p> <p>Young people must be informed and fully understand that their participation in youth engagement processes and activities is voluntary. This will enable them to make an informed choice about whether they want to participate. The choice of young people to participate or not must be their own; and they must be informed that they have the right not to participate and to withdraw their participation.</p>	<p>Recruitment and invitation materials (written, oral) state participation is voluntary, and that young people are able to withdraw their participation</p>	<p><i>Adherence to this practice is considered to have only two levels</i></p>	<p><i>Adherence to this practice is considered to have only two levels</i></p>	<p>Organisations have a process for ongoing consent, where young people are given multiple opportunities to provide consent</p>

Practices aligned to the principle	Emerging practice indicators —————> Excelling practice indicators			
<p><b>9. Partnerships between adults and young people are reciprocal and equal</b></p> <p>Developing <b>equal partnerships</b> with young people reflects an appreciation of their skills, knowledge, and ideas. Adults need to be willing to <b>share their power</b> and <b>be open to changing decisions or making decisions in response to what young people tell them</b>. Young people should be treated as genuine partners in decision-making processes and they should be involved in all stages of the youth engagement activities. By involving young people early in the design, implementation, and evaluation of participation initiatives, you can place young people in the powerful position of being an expert in relation to their knowledge and understanding of their peer group. They can use this knowledge and understanding to inform how they work with other young people which can lead to the collection of a richer data and information that may not be provided from adults.</p> <p>Organisations should actively prevent adultism – prejudice and discrimination against someone simply because they are young. Communication should reflect that young people are considered equal to adults.</p>	<p>Young people are consulted during the program/project design</p> <p>Organisations have clear guidelines and training for youth engagement staff to actively identify and prevent adultism</p>	<p>Young people report being engaged early in the project, ideally prior to the project planning phase</p> <p>Young people report they have been engaged in authentic ways in youth engagement activities</p> <p>Young people and adult report improvements in knowledge as a result of engaging with each other in youth engagement activities</p>	<p>Young people report being involved in decision-making processes associated with youth engagement activities</p> <p>Young people report being involved in designing the evaluation of youth engagement activities (e.g., developing evaluation questions)</p>	<p>Program materials document evidence of youth engagement throughout all stages of program design to delivery</p> <p>Program materials document evidence of young peoples' involvement in decision making</p>

Practices aligned to the principle	Emerging practice indicators → Excelling practice indicators			
<p><b>10. Youth engagement activities facilitate shared learning and reflection</b></p> <p>Youth engagement processes and activities should provide opportunities where <b>younger people and adults can meet and share skills or knowledge</b> ensuring both groups have opportunities to benefit from learning. Such processes and activities should encourage everyone involved to <b>learn new skills, think differently, and make new relationships</b>. The knowledge, responsibilities, and commitment of the adults involved in youth engagement processes and activities also need to be acknowledged.</p>	<p>Young people report sufficient time was available for ALL participants to have a chance to share their views</p> <p>Young people report engagement activities (including recruitment process, physical or virtual space, facilitators) are culturally safe</p> <p>Young people report engagement activities (including recruitment process, physical or virtual space, facilitators) are emotionally safe</p>	<p>Youth engagement activities include processes that enable social connection between young people and adults</p>	<p>Young people and adult report improvements in knowledge as a result of engaging with each other in youth engagement activities</p> <p>Proportion of young people and adults report awareness of when, if, and how the engagement of young people is improving the organisation pre- and post-participation in youth engagement activities</p> <p>Number of positive, supportive, and meaningful connections or relationships with adults post-participation reported by young people</p>	<p>Young people feel more socially connected with adults post-engagement</p> <p>Young people and adults report shared learning through the youth engagement activities</p>



## Youth engagement is appropriately resourced

Any youth engagement process or activity should have sufficient resources; this includes financial resources, people, facilities, and in-kind support. These resources should also be allocated to maximise accessibility for young people to have the opportunity to participate. For example, where adults are facilitating or involved in youth engagement, they need to be appropriately skilled to do so this may require an investment of resources in training required before the youth engagement process or activity takes place.

**Table 7. Practices and associated emerging to excelling indicators for youth engagement is appropriately resourced**

Practices aligned to the principle	Emerging practice indicators —————> Excelling practice indicators			
<p><b>11. Youth engagement is appropriately resourced</b></p> <p>Adequate resources (time to engage, appropriate facilities, transportation support, and human resourcing) should be planned and secured before commencement of youth engagement activities. A commitment to sustain resources for the duration of the youth engagement programs/projects should be in place.</p>	<p>Inclusion of youth engagement activities in organisational strategic plans about workforce planning</p>	<p>Organisations provide access to support (training, coaching, mentorship, etc) to young people before and during the activity</p>	<p>Young people report they are able to access support and opportunities to participate in leadership roles</p>	<p>Organisations have resources invested to review and evaluate mechanisms and processes associated with youth engagement activities (this could be training, staff time, tool development)</p>
<p><b>12. Young people are remunerated accordingly</b></p> <p>Remuneration is available for young people participating in youth engagement, and it is reflective of the nature of participation.</p>	<p>Organisations have a dedicated budget for remuneration of young people for every planned engagement activity.</p>	<p>Organisations have a process for determining remuneration amounts for young people</p>	<p>Organisations regularly review the remuneration process and increases value of payments at least annually</p>	<p>Young people receive appropriate remunerated based on their nature of participation</p>





## Youth engagement supports transparency and accountability

Clear and open communication should be encouraged to maintain the transparency of the youth engagement process and decisions. Organisations and communities should demonstrate they are accountable for the decisions and actions made through youth engagement processes and activities. This includes ensuring they monitor and evaluate youth engagement processes and activities and share how they will act on the findings.

**Table 8. Practices and associated emerging to excelling indicators for youth engagement supports transparency and accountability**

Practices aligned to the principle	Emerging practice indicators → Excelling practice indicators			
<p><b>13. Youth engagement activities support and enable open communication</b></p> <p>Bringing younger and older <b>people together to talk through open communication</b> can build <b>mutual understanding and respect</b>, broaden, and enhance community participation.</p> <p>Communication should be <b>clear, realistic, and transparent</b> about what is achievable, and what is required to achieve the goals. <b>Technical jargon should be avoided</b>, or if it needs to be used, sufficient time should be taken to explain jargon being used.</p> <p>Communication should also be <b>transparent about any relevant organisational limitations</b> in regard to young people’s participation, so participatory initiatives are framed within these limitations. Clarifying with young people about <b>their level of control, and particularly identifying areas where control may be limited or absent is important</b>. Allowing <b>sufficient time</b> to discuss expectations for each other is important, and <b>feedback</b> should always be provided on the decision-making process.</p>	<p>Young people agree upon the frequency, mode, and expected response times to communication at the beginning of youth engagement.</p>	<p>Organisations and communities include details about the goals of the youth engagement activity in communication to young people.</p> <p>Organisations and communities include details of any limitations associated with acting on young peoples’ contributions in communication. This may include limitations in decision-making power.</p>	<p>Organisations and communities seek feedback on how to improve communication in frequency, language, mode or response time from young people.</p> <p>Organisations and communities seek feedback from young people on decision-making processes.</p>	<p>Organisations and communities act on feedback to improve communication in frequency, language, mode or response time from young people.</p> <p>Organisations and communities act on feedback from young people on decision-making processes.</p>

Practices aligned to the principle	Emerging practice indicators → Excelling practice indicators			
<p><b>14. Youth engagement is always guided by ethical considerations</b></p> <p>Organisations and communities undertaking youth engagement processes and activities have a responsibility to <b>minimise the risk of physical and psychological harm</b> and other negative consequences of young people’s participation. Such consequences can include distress, anxiety and embarrassment.</p> <p><b>Contingency arrangements</b> should always be available in case of situations of risk or harm.</p> <p>In addition, the engagement strategy should also be <b>continuously reflected on and flexible enough to deal with unanticipated ethical considerations</b> that can arise during the process.</p> <p>It is crucial to <b>have appropriate recruitment and selection processes as well as consent procedures</b> in order to ensure engagement processes and activities are not inflicting excessive burden for non-suitable candidates. Moreover, the confidentiality and privacy of any personal or sensitive data held by the project must be preserved.</p>	<p>Organisations and communities undertake a risk identification and mitigation strategy planning process at the beginning of youth engagement.</p> <p>Young people report engagement activities (including recruitment process, physical or virtual space, facilitators) are culturally safe</p> <p>Young people report engagement activities (including recruitment process, physical or virtual space, facilitators) are emotionally safe</p>	<p>Organisations offer and ensure all staff have undertaken cultural safety training, and mental health support/first aid training.</p>	<p>Organisations and communities identify when external ethical approval may be required for a youth engagement process or activity.</p>	<p>Organisations develop a formal ethical review process for engaging with young people, with young people on the ethical review committee.</p>

Practices aligned to the principle	Emerging practice indicators → Excelling practice indicators			
<p><b>15. Organisations involved in engaging young people are accountable for recognising young people's contributions</b></p> <p>Organisations involved in engaging young people are accountable for recognising young people's contributions and sharing how young people's contributions are being used, including with the young people who were directly involved.</p>	<p>Organisations acknowledge of individual young people in all reports or documentation they have contributed to.</p> <p>Youth engagement referred to in organisational strategic documents (e.g., strategic plan, annual reports)</p>	<p>Organisations offer authorship opportunities (and speaking opportunities where relevant) for young people to be involved in sharing their contributions widely.</p> <p>Inclusion of a definition of authentic youth engagement (could be in the form of principles, or practices) in the organisation reflected in strategic documents</p>	<p>Young people are members of the leadership of the organisation (representation on boards, remuneration for young people) in strategic documents (e.g., TOR)</p>	<p>Actions and/or decisions that are informed by the contributions of young people are shared with those young people</p>
<p><b>16. Youth engagement activities need to be monitored and evaluated</b></p> <p><b>Reflection and evaluation</b> are important parts of youth engagement practices, monitoring of engagement processes and activities is necessary to ensure adherence to principles and ethical procedures. More broadly evaluation that generates learnings and ensures accountability is important to ensure improvements can be made during engagement processes and activities. Young people should be directly involved in all these procedures, enabling their views on improvement and feedback to be synthesised to inform the improvement of youth engagement processes and activities.</p>	<p>Organisations have plans to review youth engagement practices on a regular basis reflected in organisational strategic documents</p>	<p>Organisations have plans for how monitoring and evaluation information will be used to improve youth engagement</p>	<p>Organisations have resources invested to review and evaluate mechanisms and processes associated with youth engagement activities (this could be training, staff time, tool development)</p> <p>Organisations offer opportunities for young people to lead monitoring and evaluation of youth engagement</p>	<p>Reflection and evaluation processes are embedded as part of every youth engagement activity and information gathered through these activities informs the design and implementation of future youth engagement activities</p> <p>Evaluation information is synthesised by organisations as part of strategic reviews and organisational evaluations</p> <p>Evaluation information is stored in a repository, in a form that can be shared with other organisations, young people, researchers and other stakeholders.</p>

# Part 2: Youth engagement indicators and evaluation tools

## PART 2

Indicators and evaluation tools

### Outcome indicator ranking and selection process

The values, principles, practices and suggested indicators in the previous section are informed by workshops with young people (values and principles), and from the evidence and documentary review. However, the majority of those indicators detailed above pertain to the process of youth engagement activities, design and leadership or activities, recruitment and communication processes, resourcing and facilities and so on. There was consistent agreement, across the evidence, documents reviewed and reflections from young people that youth engagement activities need to contribute, result or support progress towards outcomes that benefit young people as individuals, as communities, across organisations that work with young people, and fundamentally at a system level. In other words, youth engagement activities need to support *action on the social determinants of health and wellbeing*.

We asked young people (at the second workshop) to review 41 indicators that include outcomes for young people as individuals, organisations working with young people, and systems including public policy and program development for young people. Specifically, we asked them to identify the level of importance each indicator has to them.

The young people were asked to rank the indicators in groups of five within the same level (i.e., within individual, organisational, or system level) instead of the whole list of indicators altogether. Therefore, no direct comparisons were made between some of these indicators, and hence, the absolute ranking is not as important. The rankings from individual young people were then aggregated to detail the average ranked importance shown in Table 9-11.



**Table 9. Ranked Importance of Individual Level Indicators**

Ranking	Indicator	Level of importance			
		Very important	Important	Somewhat important	Not important
1	Young people report positive attitudes and improved confidence in being an effective leader post-participation	✓			
2	Young people report improved self-efficacy post-participation	✓			
3	Young people report number of positive, supportive, and meaningful connections or relationships with other young people post-participation	✓			
4	Number of young people participating in leadership roles and/or opportunities	✓			
5	Young people report knowledge of effective leadership post-participation		✓		
6	Number of positive, supportive, and meaningful connections or relationships with adults post-participation reported by young people		✓		
7	Number of young people participating in leadership conferences, training, workshops post-participation			✓	
8	Young people feel more socially connected with other young people post-participation			✓	
9	Young people feel more socially connected with adults post-participation				✓

**Table 10. Ranked Importance of Organisational Level Indicators**

Ranking	Indicator	Level of importance			
		Very important	Important	Somewhat important	Not important
1	Organisations report increased number of young people recruited, employed, and retained in leadership roles (and provided with support mechanisms to maintain leadership roles)	✓			
2	Young people and adults report awareness of when, if, and how the engagement of young people is improving the organisation pre- and post-participation in youth engagement activities	✓			
3	Young people are represented in the leadership of the organisation (representation on boards, remuneration for young people) in strategic documents (e.g., strategic plans)	✓			
4	Organisations provide ongoing access to support and opportunities (training, coaching, mentorship etc) among young people to participate in leadership roles	✓			
5	Number of formalised partnerships established among collaborating organisations that focus on youth engagement	✓			
6	Young people report they have been engaged in authentic ways post-participation in youth engagement activities	✓			
7	Young people report satisfaction with sufficient support (training, coaching, mentorship etc) participate in leadership roles		✓		
8	Organisations that are implementing youth engagement activities report sharing knowledge, learnings with other organisations about youth engagement (through events, publication of documents)		✓		
9	Young people report engagement activities (including recruitment process, physical or virtual space, facilitators) are culturally safe		✓		
10	Young people report they are able to access support and opportunities to participate in leadership roles		✓		

Ranking	Indicator	Level of importance			
		Very important	Important	Somewhat important	Not important
11	Young people are aware of career development opportunities post-participation in youth engagement activities		✓		
12	Explicit mention of youth engagement in the leadership of the organisation reflected in strategic documents (e.g., TOR)		✓		
12	Organisations offer opportunities for young people to be involved in leadership roles		✓		
12	Young people report engagement activities (including recruitment process, physical or virtual space, facilitators) are emotionally safe		✓		
15	Organisations have plans to review youth engagement practices on a regular basis reflected in organisational strategic documents			✓	
15	Young people and adult report improvements in knowledge as a result of engaging with each other in youth engagement activities			✓	
17	Organisations report collaborating with other organisations in youth engagement			✓	
17	Organisations have plans for how monitoring and evaluation information will be used to improve youth engagement			✓	
19	Inclusion of youth engagement activities in organisational strategic plans about workforce planning			✓	
20	Explicit mention of a definition of authentic youth engagement (could be in the form of principles, or practices) in the organisation reflected in strategic documents				✓
20	Organisations have resources invested to review and evaluate mechanisms and processes associated with youth engagement activities (this could be training, staff time, tool development)				✓

**Table 11. Ranked Importance of System Level Indicators**

Ranking	Indicator	Level of importance			
		Very important	Important	Somewhat important	Not important
1	Issues/priorities for young people are being explicitly referred to in funding/grant opportunities and youth peak position statement	✓			
2	Improvements in outcomes of social programs for young people based on meta-review of social programs	✓			
3	Proportion of programs/organisations that obtain funding to support youth engagement	✓			
4	Funding grant opportunities that focus on issues/priorities for young people	✓			
5	Sustained opportunities for young people in community organisations and/or activities	✓			
6	Sustained opportunities for young people to participate in local and state government		✓		
7	Increase in membership among youth peak organisations		✓		
8	Program materials document evidence of youth engagement throughout all stages of program design to delivery		✓		
9	Programs aimed at young people include objectives that align with issues/priorities for young people			✓	
10	Publication of case studies/resources/reports on effective youth participation			✓	
10	Increased proportion of young people reporting engagement in civic activities, e.g., voting, volunteering			✓	
12	Breadth of participation by organisation type and across sectors in conferences/events run by youth peak organisations				✓

As illustrated in the tables above, 16 indicators (five individual, six organisational and five system level) were identified as very important, which in the workshop was explained by the young people to be *important for most if not all youth engagement activities to use to monitor their impact*.

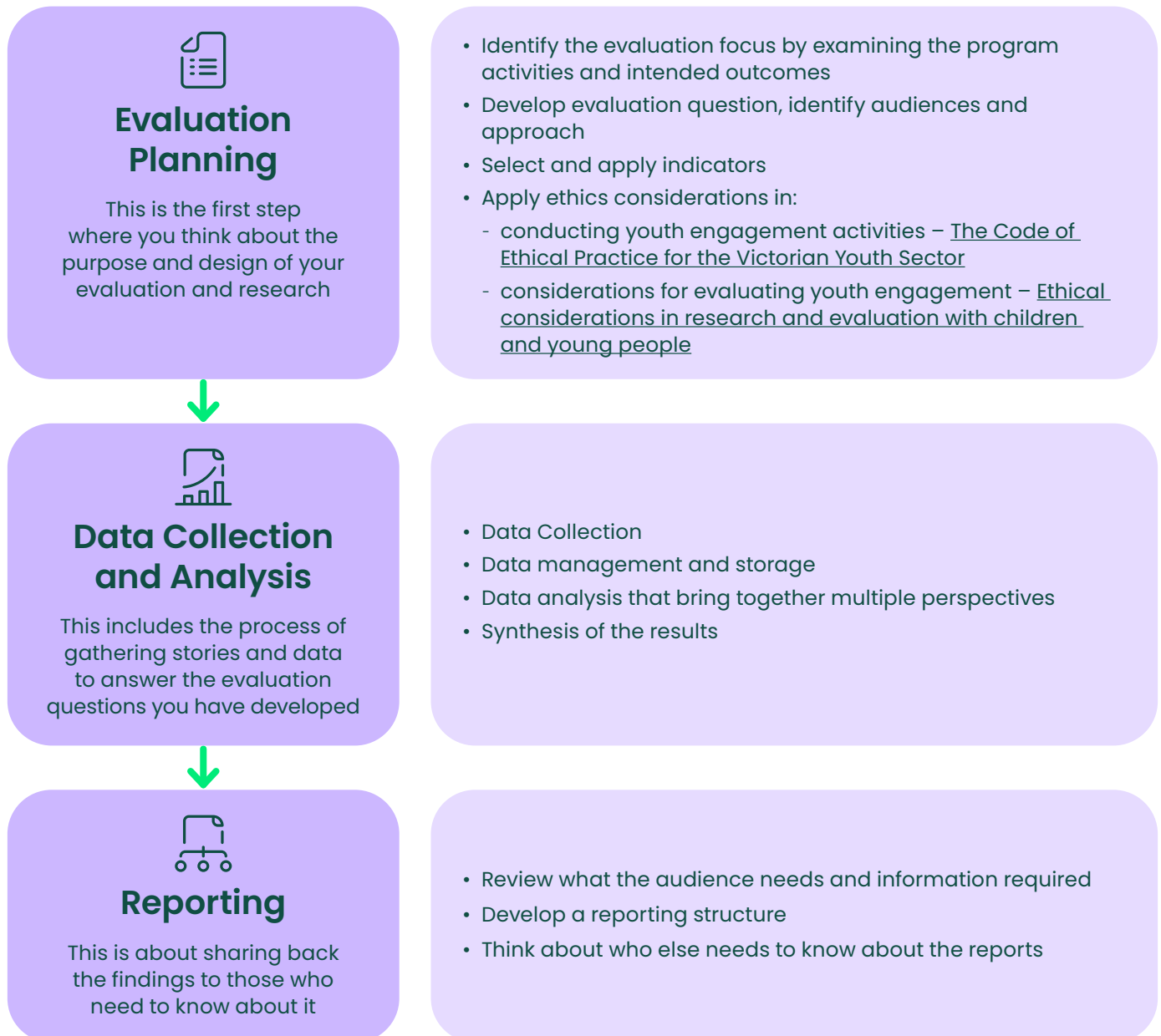
Therefore, we recommend four steps to applying the indicators, practices, and principles in an evaluation of a youth engagement activity. In the following section, we detail these steps drawing on indicator-associated practices adhering to the principles of quality youth engagement and the rankings of importance of outcome indicators detailed in this section.



## Applying the evaluation framework

To offer some practical information about applying the indicators, principles, and values to an evaluation of youth engagement activities, a broad overview of key steps in evaluation is detailed in this section, with reference to Part 1 and the outcome indicator rankings above.

For the purposes of this framework, there are three main phases in an evaluation; and the ways that the framework can be used in each of these phases are detailed below.



## Step 1. Identify evaluation purpose, questions, and audiences

An important early phase of evaluation scoping is making decisions about the purpose, evaluation questions and audiences for the evaluation activity. Here, the framework can help to guide discussions about evaluation purposes and is particularly useful in the development of evaluation questions. For instance, the wording of outcomes and levels can be included in evaluation questions, e.g.:

*“To what extent did ‘youth engagement activity x’ contribute to young people’s attitudes and self-efficacy as leaders?”*

The evaluation resource bank offers specific resources detailing steps and tools to support evaluation design and scoping.

## Step 2. Applying ethics considerations

The 16 principles detailed in the framework and connected values and practices are particularly helpful in ensuring evaluations adhere to Australian ethics guidelines and considerations.

Irrespective of who is conducting the evaluation, it is advised that Australian ethics guidelines are considered in any evaluation activity, whether adherence is required or not. The ethics guidelines and resources are also provided in the evaluation resource bank.

Where an application for formal human research ethics approval is required to conduct an evaluation, it is suggested that the principles can be used to guide procedural decisions around obtaining informed consent, planning evaluation participation and communication and dissemination planning.

## Step 3. Selecting indicators, developing a data collection and analysis plan

Perhaps the most directly applicable step that the framework supports is the selection of indicators and development of a data collection and analysis plan to monitor and evaluate a youth engagement activity, program, or broader organisational initiative. Not all indicators are applicable to every youth engagement activity, nor would it be feasible to capture data on all indicators, therefore it is necessary for indicators to be selected.

We suggest that indicator selection is based on the following criteria:

1. Alignment between the indicator and evaluation purpose/question
2. Importance ranking from young people on the indicators
3. Availability and quality of existing data on the indicator OR feasibility of collecting new data on the indicator
4. Timeline of the evaluation

Once indicators have been selected, a target or standard needs to be set to define how ‘much’ of the indicator would be accepted as “success” of the program, e.g., “80%” increase in young peoples’ self-efficacy to be leaders by the end of the program. The evaluation resource bank includes resources for developing targets and standards.

If the purpose of an evaluation is formative, then it may be decided that targets are not appropriate. However, if the evaluation has a summative purpose, that is judgements about the overall impact are being made as part of the evaluation, then setting targets for the indicators is advised.

Finally, once indicators with or without targets have been selected, a data collection plan that includes data collection methods, a sampling and recruitment strategy, and an analysis plan for how data from each source will be analysed to answer the evaluation questions can be developed.

## Step 4. Identify audiences and information needs

To share the findings of the evaluation, considering who the audience is and what their information needs are is important. For example, if the Department of Health is one of the evaluation audiences, reflecting on when they require the report to make funding decisions, and what information will help them make these decisions? is important.

The table below has been adapted from an Evaluation Guide (DHHS, 2017), and outlines some key considerations for identifying your audience and developing a dissemination strategy to suit their information needs.



**Table 12. Developing a Dissemination Strategy** (Adapted from pg. 32 DoH, 2017)

Audience	Dissemination Purpose	Encourage use of findings	Dissemination events/timeframes
Who are the key audiences? (e.g., young people, youth peak organisations, external stakeholders, Department of Health, academia, and the public)	What are the key purposes for dissemination? (e.g., funding, building capacity, generating knowledge, transparency and improving programs).	What types of evaluation products are needed to encourage the use of findings (e.g., presentations, briefings to executives, fact sheets, journal articles and reports)?	What are the events that could be used to disseminate findings (e.g., webinars, social media, staff forums, executive meetings, and conferences)? and What are the timeframes given for dissemination?

## Evaluation considerations

There should be a dedicated budget for the evaluation, that has a separate line item in an overall program or organisation budget (W.K. Kellogg Foundation, 2010). The main resourcing requirement for the consideration of the evaluation budget is usually personnel time. Other considerations for the budget may include travel to collect data, an external transcription service to transcribe interviews (this can often work out to be cheaper than completing transcription internally), cost of database systems or software and catering for any meetings/presentations/workshops (W.K. Kellogg Foundation, 2010).

Different evaluation methods will have different costs associated with them mainly due to timing considerations, for example, interviews can cost more than surveys because of the time required to collect and analyse data (W.K. Kellogg Foundation, 2010). In addition, for online surveys as an example, many tasks are more automated and therefore quicker than interviews, for example, many survey platforms have built-in reminder emails for non-respondents that can be automatically sent, however, when organising interviews, you will usually be required to individually email or call non-respondents.

In general, an evaluation project (for its duration) will have a project manager usually employed at 0.4-0.6 FTE. The actual days per week can be highly variable throughout the life of the evaluation, for example, scheduling interviewees requires approximately one day of work (draft invitation email, compile contact list, send emails and reminders, schedule interviews) but this 8-hour task may occur over several weeks. In contrast data analysis and report writing is more intensive and may require a full-time workload over a month, depending on reporting timelines.

Other personnel considerations include employing additional evaluation team members with responsibility for key tasks, for instance, data analysts are often employed to assist with data collection, analysis and report writing, which will take the load off the evaluation manager. In most cases, a multi-person team is advocated for conducting evaluation. It is highly recommended the team to include young people, as it tends to produce a more accurate and reliable evaluation, as multiple perspectives are included in the analysis, and critically the interpretation of data analysis results.

# Recommendations for using the youth engagement evaluation framework

**The youth engagement evaluation framework presented in this report was intended to enable more consistent monitoring and evaluation of youth engagement activities and processes. The framework, as presented includes:**

- Values & principles for youth engagement
- Practices and practice indicators for applying principles at four levels of development
- Outcome indicators for individuals, organisations, and systems

We have suggested that the evaluation framework, inclusive of values, principles and associated practice indicators and outcome indicators should be used in evaluation planning, development of data collection and analysis plans, developing conclusions and answers to evaluation questions, and reporting and disseminating findings.

To support the use of the framework, we suggest three recommendations:

**Develop a dissemination and communication plan, which includes shorter versions of the information provided in this report. For youth engagement evaluation more broadly, we suggest:**

1. **Research to identify case examples of 'quality youth engagement' drawing on values and principles detailed in this framework is funded.**
2. **Resources to support quality youth engagement, such as example recruitment strategies are developed and made available.**

**"Young people's participation is a right, not a privilege."**

Vosz, 2020

Research and evaluation in the area of youth engagement are still emerging, but there has been rapid development over the last two years. The development of this framework has highlighted where there are still gaps in the evidence, and one of the major gaps identified in our evidence review was in indicators and measures to monitor and evaluate youth engagement. This framework goes some way in addressing this gap, and importantly articulates what young people value in youth engagement. However, evaluation frameworks should always be seen as dynamic, where continual review and refinement occur prior to applying in any evaluation process.

In saying that, it would be remiss not to highlight the opportunity to use this framework to inform the design and implementation of youth engagement activities embedded in the recent state-wide public policy investments in supporting young people to have more agency over the determinants of their health and wellbeing.

# Appendix A:

## Resource bank

### APPENDIX A

#### Resource bank

#### Indicator bank – full list of all prioritised indicators Evaluation competency frameworks and standards:

- Joint Committee Program Evaluation Standards: <https://evaluationstandards.org/program/>
- AES Competency Framework: <https://www.aes.asn.au/evaluator-competencies>
- ANZEA Evaluation Standards: <https://www.anzea.org.nz/evaluation-standards/>
- Indigenous Evaluation Strategy: <https://www.pc.gov.au/inquiries/completed/indigenous-evaluation/strategy/indigenous-evaluation-strategy.pdf>
- AES First Nations Cultural Safety Framework: <https://www.aes.asn.au/first-nations-evaluators>
- Indigenous Governance Toolkit: <https://toolkit.aigi.com.au/>

#### Evaluation ethical guidelines:

- AES Ethics Guidelines: <https://www.aes.asn.au/ethical-guidelines>
- NHMRC National Statement on Ethical Conduct in Human Research <https://www.nhmrc.gov.au/about-us/publications/national-statement-ethical-conduct-human-research-2007-updated-2018>
- Lowitja Institute ethics resources <https://www.lowitja.org.au/page/research/ethic-hub/menu/resources>

#### Relevant Journals:

##### Evaluation specific journals

- Evaluation Matters (open access): <https://www.nzcer.org.nz/nzcerpress/evaluation-matters>
- Evaluation Journal of Australasia <https://journals.sagepub.com/home/evj>
- Evaluation and Program Planning <https://www.journals.elsevier.com/evaluation-and-program-planning>
- American Journal of Evaluation <https://journals.sagepub.com/home/aje>

- New Directions in Evaluation <https://onlinelibrary.wiley.com/journal/1534875x>
- Evaluation <https://journals.sagepub.com/home/evi>
- Journal of Multidisciplinary Evaluation [https://journals.sfu.ca/jmde/index.php/jmde\\_1](https://journals.sfu.ca/jmde/index.php/jmde_1)
- African Evaluation Journal <https://aejonline.org/index.php/aej>
- Canadian Program Evaluation Journal <https://journalhosting.ucalgary.ca/index.php/cjpe>
- Educational Research and Evaluation <https://www.tandfonline.com/toc/nere20/current>
- Studies in Educational Evaluation <https://www.journals.elsevier.com/studies-in-educational-evaluation/>
- Evidence Base Journal [https://www.exeley.com/journal/evidence\\_base](https://www.exeley.com/journal/evidence_base)

#### Open access health evaluation & research journals

- BMC Open <https://bmjopen.bmj.com/>
- Implementation Science <https://implementationscience.biomedcentral.com/>

#### Evaluation Books (Free online access):

- John Owen and Patricia Rogers' Program Evaluation book.
- Owen, J., & Rogers, P. (1999). Program Evaluation: Forms and Approaches. London: Sage. <https://books.google.li/books?id=S5l8uwRu0T4C&printsec=copyright&hl=de#v=onepage&q&f=false>
- Jane Davidson's Nuts and Bolts (2015): Davidson, E. J. (2005). *Evaluation Methodology Basics: The Nuts and Bolts of Sound Evaluation*. Sage Publications. <https://pdfs.semanticscholar.org/5b80/c18960591b3692f67894a2f59fece3a19af7.pdf>

## Evaluation societies/key websites with evaluation resources:

- Australian Evaluation Society <https://www.aes.asn.au/> and <https://aes.asn.au/aes-blog> (Australian Evaluation Society has a blog that shares ideas and resources)
- Aotearoa New Zealand Association: <https://www.anzea.org.nz/>
- American Evaluation Association:
  - <https://www.eval.org/>
  - <https://comm.eval.org/gsne/resourcehome/evalintros> and <https://comm.eval.org/communities/community-home/librarydocuments?LibraryKey=1eff4fd7-afa0-42e1-b275-f65881b7489b>
- African Evaluation Association <https://afrea.org/>
- European Evaluation Society <https://europeanevaluation.org/>
- Better Evaluation (a whole range of valuable evaluation information and tools): <https://www.betterevaluation.org/> and (provides definitions) <https://www.betterevaluation.org/sites/default/files/Describe%20-%20Compact.pdf>
- Community Toolbox <https://ctb.ku.edu/en/table-of-contents/evaluate/evaluation>
- Consolidated Framework for Implementation Research (has evaluation & data collection tools too): <https://cfirguide.org/>
- Cost consequence analysis reference: [https://www.nice.org.uk/guidance/ng44/evidence/health-economics-3-costconsequence-analysis-2368262415#:~:text=Cost%2Dconsequence%20analysis%20\(CCA\),treatment%20with%20a%20suitable%20alternative](https://www.nice.org.uk/guidance/ng44/evidence/health-economics-3-costconsequence-analysis-2368262415#:~:text=Cost%2Dconsequence%20analysis%20(CCA),treatment%20with%20a%20suitable%20alternative)
- Connecting Evidence: Evaluation planning and processes (provides various support tools such as YouTube guides on designing simple logic models, information on different evaluation approaches, and ways to collect and analyse data) <https://www.connectingevidence.com/>
- Consolidated Framework for Implementation Research (provides a menu of constructs that have been associated with effective implementation): <https://cfirguide.org/>
- Data analysis planning templates (templates to help organise, summarise and analyse data):
  - [https://www.cdc.gov/globalhealth/healthprotection/fetp/training\\_modules/9/creating-analysis-plan\\_pw\\_final\\_09242013.pdf](https://www.cdc.gov/globalhealth/healthprotection/fetp/training_modules/9/creating-analysis-plan_pw_final_09242013.pdf)
  - <https://www.eval-ate.org/library/data/planning-matrix/>
- [https://www.betterevaluation.org/en/rainbow-framework/describe/analyse\\_data](https://www.betterevaluation.org/en/rainbow-framework/describe/analyse_data)
- Definitions/advantages & disadvantages of formative & summative evaluation: <https://tomprof.stanford.edu/posting/1623>
- Definition of goal free evaluation: <https://goalfreeevaluation.weebly.com/definition.html>
- Evaluability checklist/assessment (on the Better Evaluation website which is an assessment of the extent to which an intervention can be evaluated in a reliable and credible manner): [https://www.betterevaluation.org/en/themes/evaluability\\_assessment](https://www.betterevaluation.org/en/themes/evaluability_assessment) and <http://betterevaluation.org/sites/default/files/An%20Evaluability%20Assessment%20checklist.docx>
- EvalPartners: <https://www.evalpartners.org/>
- Evalu-ate: <https://www.eval-ate.org/>
- Evaluation Dictionary – Eval Academy (Dictionary of evaluation terms): <https://www.evalacademy.com/evaluation-dictionary>
- Fresh spectrum.com – accessible evaluation cartoons: <https://freshspectrum.com/what-is-evaluation-anyway/>
- Michael Scriven: *The Past, Present and Future of Evaluation: Possible Roles for the University of Melbourne* <https://www.youtube.com/watch?v=MN6vIIAnI2g>
- University of Wisconsin–Extension <https://fyi.extension.wisc.edu/programdevelopment/>
- University of Western Michigan checklists: <https://wmich.edu/evaluation/checklists>
- Value for Money: <https://www.opml.co.uk/publications/assessing-value-for-money>
- Vantage Evaluation (provides a variety of free resources): <https://www.vantage-eval.com/resources-folder>
- US Centres for Disease Control (CDC) and Prevention: <https://www.cdc.gov/eval/guide/glossary/index.htm>

## Health related resources to support evaluative practices:

- NICE UK (National Institute for Health and Care Excellence) (shares evaluation resources, standards and indicators): <https://www.nice.org.uk/standards-and-indicators>
- RE-AIM (is an acronym made up of five elements, or dimensions, that relate to health behaviour interventions that are aimed at translating research into practice): <https://www.re-aim.org/about/frequently-asked-questions/#reaim>

## Key Components of an Evaluation Timeline

An evaluation is often split into three key stages, planning, data collection, and analysis and reporting. Depending on the type and scope of the evaluation, and the data to be collected, the actual time for each of these stages is highly variable. The table below breaks down an example of the components that may need to be considered in an evaluation; it is in no way exhaustive but may help in beginning to organise evaluation requirements. The data collection methods used in this example are interviews and surveys, this is one suggestion only. It will be up to evaluation personnel to estimate timelines from this, considering other workloads, staffing availability, and the specific needs of the evaluation. The stages of the evaluation are unlikely to be sequential, often there will be different tasks in data collection, analysis, and report writing occurring simultaneously.

**Table 13. Key Components of an Evaluation Timeline**

Stage	Task	
Evaluation Plan	<b>Initial Planning</b>	<b>Timing</b>
	Draft logic model	1 Day
	Draft Evaluation Questions	1 Day
	Seek confirmation from key stakeholders	0.5 Day
	Select appropriate indicators from measurement framework	1 Day
	Set Criteria	1 Day
	Appraisal and prioritisation of data sources	1 Day
	Develop any data collection instruments and other documents eg. Surveys, interview protocols, plain language statements, consent forms	1 Week inclusive of drafting, reviewing and finalisation
	Submit ethics approval (if applicable)	
	See appendix 1 (ethics application task list)	2 Weeks
Data Collection and Analysis	<b>Data Collection and Analysis Planning</b>	
	Set up data storage system (folders etc.)	0.5 Day
	Develop data analysis plan	1 Day
	<b>Interviews</b>	
	Send invites to potential interviewees	1 Day (depending on sampling method)
	Schedule interviews	2-4 Weeks (will likely involve follow up emails, scheduling conflicts)
	Conduct interviews	4 Weeks (will likely be drawn out due to number of interviewees and interviewee availability). Each interview may be approx. 30min-1hr

Stage	Task	
Data Collection and Analysis	<b>Interview analysis</b>	
	Transcribe interviews	Using a transcription service will facilitate a fast turnaround (approx. 24hours) If conducting transcription in-house, for a touch typist, one hour of audio takes on average three hours to transcribe verbatim.
	Develop coding structure	1 Day
	Code interviews	0.5-1 Day per interview (assuming a one-round thematic analysis coding process)
	Analyse interviews	2 Days Identify patterns and extract themes from coding. Themes may also emerge during coding.
	Compile thematic descriptions, structure and relationships with relevant supporting quotes for reporting	2 Days
	<b>Survey</b>	
	Build survey in survey platform	1 Day (will depend on the complexity of the survey, survey should already be developed from planning stage)
	Develop survey analysis plan	1 Day
	Test survey	0.5 Day (this should be done by someone other than the person who created the survey, and if possible more than one person)
	Collect email addresses for potential participants	
	Send out survey	
	Send out survey reminder	
	Close survey	
	<b>Survey Analysis</b>	
	Download and clean survey data	
	Analyse survey using analysis plan	1 Week
	Create appropriate graphs and tables and interpret	1 Week
	Collate and write up analysis	3 Days (this should occur graphs and tables are generated)



Stage	Task	
Report Writing	<b>Planning</b>	
	Create report skeleton	0.5 Day
	Discuss report structure and initial findings with key stakeholders	
	<b>Writing</b>	
	Write introduction	2 Days
	Write methods	2 Days
	Write results	4 Days
	Triangulate findings and write discussion	4 Days
	Send to key stakeholders for feedback	(Give stakeholders at least one week with the document, ideally more if timeline permits)
	Update report based on feedback	5 Days
	Final copy-editing	2 Days
	Submit final report	
Disseminate findings (presentations, executive summary etc.)		



## Evaluation Checklist

This checklist is for ensuring that any evaluation report contains the minimum necessary elements of quality evaluations. The checklist is modified from Montrosse-Moorhead and Griffith (2017). “Evaluators are encouraged to use each checklist domain, category, and category value in reviewing their written reports, and note on which report page number information relevant to each category number appears” (Montrosse-Moorhead and Griffith, 2017, p. 1).

**Table 14. Evaluation Report Checklist**

Domain	Category	Values/Examples of Values	Reported on page number
People/ Personnel	Affiliation	University-based, government, NGO, firm, independent	
	Disciplinary Training	Education, psychology, educational psychology, evaluation, sociology, health/public health	
	Role	Internal evaluation team, external evaluation team, both internal and external	
	Funder(s)	Funders of the evaluation (eg federal, state or local government, NGO, for-profit organisation, other)	
	Client(s)	Commissioners of the evaluation (eg federal, state, or local government, NGO, for-profit organisation, other)	
	Audience(s)	Funders/investors, directors/managers, service providers, clients/beneficiaries	
	Primary Stakeholders	Funders/investors, directors/managers, service providers, clients/beneficiaries	
Evaluation Context and Characteristics	Evaluation Type	Formative, summative, developmental	
	Substantive Area	Education, environment, public health, social welfare/human services	
	Funding Type	Competitive, as part of a larger grant program; competitive, RFP/RFA/RFC; noncompetitive	
	Date(s) Evaluation Commissioned	Month and year in which the evaluation was commissioned	
	Date(s) Evaluation Conducted	Month and year in which the evaluation was commenced/ended	
	Geopolitical Scope	Country, region	
	Scale	Number and size of site(s)	

Domain	Category	Values/Examples of Values	Reported on page number
Investigation Design and Methods	Evaluation Approach	Alkin's user-oriented evaluation; Brinkerhoff's success case method; Campbell and followers (Boruch, Cook, and Suchman) ED and QED; Cousins's practical participatory evaluation; Cronbach's UTOS; Chen's theory-driven evaluation; CDC's six-step framework for program evaluation; Donaldson's theory-driven evaluation science; Eisner's educational connoisseurship; Fetterman's empowerment evaluation; Greene's value-engaged evaluation; Henry and Mark's emergent realist evaluation; Hood, Hopson, and Frierson's culturally responsive evaluation; House and Howe's deliberative democratic evaluation; King's interactive evaluation practice; Kirkpatrick's four levels of learning and evaluation; Levin's economics-based cost analysis; Lincoln and Guba's fourth-generation evaluation; MacDonald's democratic evaluation; Mertens's transformative evaluation; Patton's developmental evaluation; Patton's utilization focused evaluation; Preskill's appreciative inquiry; Provus's discrepancy model; Rossi's tailored evaluations; Scriven's goal-free evaluation; Sielbeck-Bowen, Brisolara, Seigart, Tischler, and Whitmore's feminist evaluation; Stake's responsive evaluation; Stake's congruence-contingency model; Stufflebeam's CIPP model; Tyler's objectives-oriented evaluation; Wholey's four-stage sequential purchase of information; Wolf/Owen's adversary evaluation; and other	
	Procedures for Engaging Stakeholders	Community fairs, fishbowl activities, meetings (both formal and informal)	
	Valuing Process	Sources of criteria (eg people, such as evaluation commissioners, stakeholders, policy staff responsible for developing the initiative, politicians, evaluation team, policies, best practice)	
	Sample	Summary of sample(s) demographics included in evaluation study (eg gender, ethnicity, age)	
	Sampling Procedures	Quantitative, qualitative, or mixed method sampling, with specific type named	
	General Methodological Orientation	Quantitative, qualitative, mixed method	

Domain	Category	Values/Examples of Values	Reported on page number
Investigation Design and Methods	Evaluation Design	<b>Quantitative</b> (eg randomised controlled trial, interrupted time series, regression discontinuity design, single-subject, correlational, descriptive, <b>quantitative</b> synthesis design); qualitative (eg ethnography, grounded theory, phenomenology, narrative, case study, qualitative synthesis design; <b>mixed-method</b> (eg convergent parallel, explanatory sequential, exploratory sequential, embedded, transformative, multiphase, mixed method synthesis design)	
	Data Collection Instruments	Audiovisual, documents, interviews/focus groups, observations, questionnaire/survey, test	
Evaluative Argument and Conclusions	Results	Presentation of findings pertinent to each evaluation question	
	Interpretation Process	Presentation of interpretation of findings, include, if applicable, plausible credible alternative interpretations	
	Limitations	Characteristics that limit the scope, the interferences that can be drawn, or the boundaries of the evaluation	
	Statement of Conclusions	Presentation of answers to the evaluation questions	
	Judgement	Overall judgement (based on criteria) of the merit, worth or significance of the program/project being evaluated.	



# Appendix B:

## Review of Youth Engagement Literature: Principles, practices, indicators for evaluation

### APPENDIX B

Review of youth engagement evidence

6 June 2022



# List of Figures

Figure 1	PRISMA diagram for the evidence review	48
Figure 2	The Ladder of Participation, taken from Dillon, 2019	53
Figure 3	Summary of principles for youth engagement across settings	54

# List of Tables

Table 1	Search procedures	47
Table 2	Reasons for exclusion	48
Table 3	Summary of data extracted from reviewed studies	49
Table 4	Publication summary of reviewed studies	50
Table 5	Summary of ages of young people involved in reviewed studies	50
Table 6	Study types and youth engagement contexts	51
Table 7	Snapshot Survey of Engagement Tool items, taken from Halsall et al. (2021)	58
Table 8	Summary of outcomes from youth engagement across settings	59
Table 9	External factors influencing quality youth engagement	60

# 1. Introduction



**In 2020, the Victorian Health Promotion Foundation (hereafter referred to as VicHealth) commissioned the Centre for Program Evaluation (CPE) to develop common measures for youth engagement. In late 2021, with the launch of *Healthy Kids, Healthy Futures* from the Victorian Government, VicHealth asked CPE to extend previous work, and expand the literature review to include relevant evidence on youth engagement evaluation. This brief report details the review methodology, including the search strategy, and results of reviewed studies.**

The purpose of this evidence review was inherently descriptive, and included:

- Describing the principles underpinning youth engagement,
- Describing models and practices for youth engagement, and
- Describing the outcomes that can arise from principled and high-quality youth engagement.

The results of this review were used to inform the Youth Engagement Evaluation Framework, and accordingly, this report is considered a supporting document for the Youth Engagement Evaluation Framework: Final Report, and where applicable, reference to this report is made throughout the document.

## 1.1. Methodology

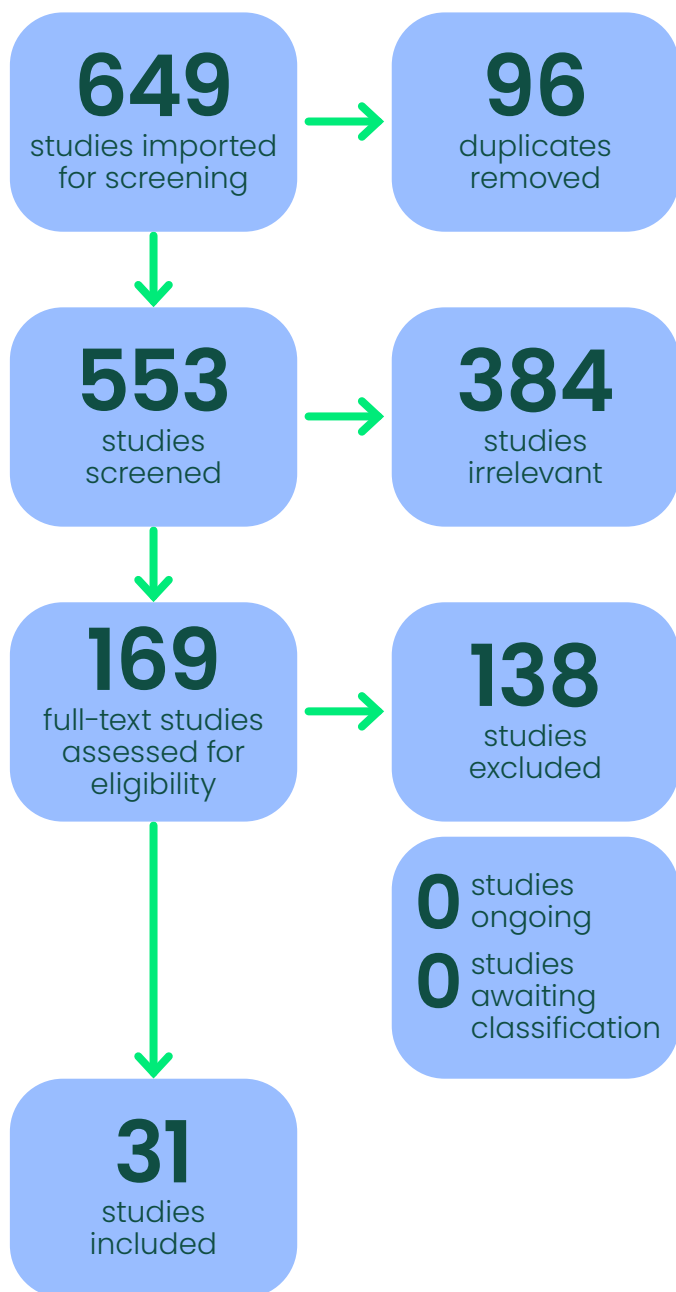
As noted, a rapid review (following a narrative review methodology) was conducted to capture recent literature on youth engagement, published from 2021 to March 2022. A search string combining key words and Boolean operators (AND/OR) was used to source literature indexed in the databases and repositories as detailed in the table below. Five criteria were applied to identify sources appropriate for inclusion in the review.

**Table 1. Search procedures**

Search string	Databases & repositories	Inclusion criteria applied
(“youth engagement” OR “youth participation” OR “youth leadership” OR “youth governance”) AND (evaluation OR assessment OR monitor OR indicator)	<ul style="list-style-type: none"> <li>• Academic Search Complete (EBSCO)</li> <li>• Google Scholar</li> <li>• JSTOR</li> <li>• OECD iLibrary</li> <li>• PsycINFO</li> <li>• Science Director</li> <li>• Scopus</li> <li>• World bank</li> </ul>	Include results if <ul style="list-style-type: none"> <li>• Published in 2021 – March 2022</li> <li>• Study conducted in Australia, NZ, Canada, UK, Germany, Netherlands, US, Sweden or Denmark</li> <li>• Source written in English language</li> <li>• Journal articles, reports, white papers (e.g., no theses, dissertations, periodicals, books)</li> <li>• Source includes information about principles and/or practices, and/or models, and/or outcomes from youth engagement</li> </ul>

Following the search procedure outlined in the table above, a total of 649 sources were found. There were 96 duplicate sources across the databases and repositories. The remaining 553 sources were then screened on title and abstract against the inclusion criteria included in the table above, where 384 of these were excluded. A full-text review was conducted on the remaining 169 sources, and 137 were then excluded. The reasons for exclusion are provided in the table underneath the PRISMA diagram.

**Figure 1. PRISMA diagram for the evidence review**



**Table 2. Reasons for exclusion**

Reason for exclusion	Number of studies
Full text source not available	7
Location outside of included countries	14
Irrelevant	16
Study setting	5
Year	45
Youth engagement definition	51

As reflected, most sources were excluded as they were published prior to 2021, or the definition of youth engagement was outside the scope of the study. For example, some identified studies focussed on the social and emotional development of young people.

This left a total of 31 studies that were considered relevant for the review. These studies were fully reviewed, and relevant information was extracted; details of the information that was extracted are detailed in the table below. Extracted information across the 31 reviewed studies was then synthesised using content analysis techniques (Thomas, 2003).





**Table 3. Summary of data extracted from reviewed studies**

Category	Information extracted
Study characteristics	Year of publication Publication type Publication title
Study details	Study context Young persons' age range Definition of youth engagement
Youth engagement principles, practices, and indicators	Model of youth engagement Principles of youth engagement Practices associated with principles Indicators, data sources, or measures used to monitor practices
Youth engagement impacts	Outputs from youth engagement activities Outcomes associated with youth engagement
Youth engagement considerations	Challenges to youth engagement External factors influencing youth engagement practices External factors influencing young peoples' engagement

# 2. Results



The findings from the analysis of extracted data from reviewed studies are detailed below, starting with an overview of the studies reviewed, followed by a discussion of definitions, principles and practices, indicators, outcomes and external factors associated with quality youth engagement. Differences in the above areas across different settings and purposes for youth engagement are also illuminated in this section where relevant.

## 2.1. Study characteristics

Across the 31 reviewed studies, the majority were published in 2021, three were published in 2022, one was published in 2019 and another was published in 2017. The last two studies were included because it was considered part of the seminal report by the World Health Organisation – the *Global Accelerated Action for the Health of Adolescents (AA-HA!)*, which is inclusive of indicators.

**Table 4. Publication summary of reviewed studies**

Publication date	N
2021	26
2022	3
Prior to 2021	2

Of the reviewed studies that included information about young people who participated in youth engagement as part of the study, the majority involved young people between the ages of 10 to 29 years old.

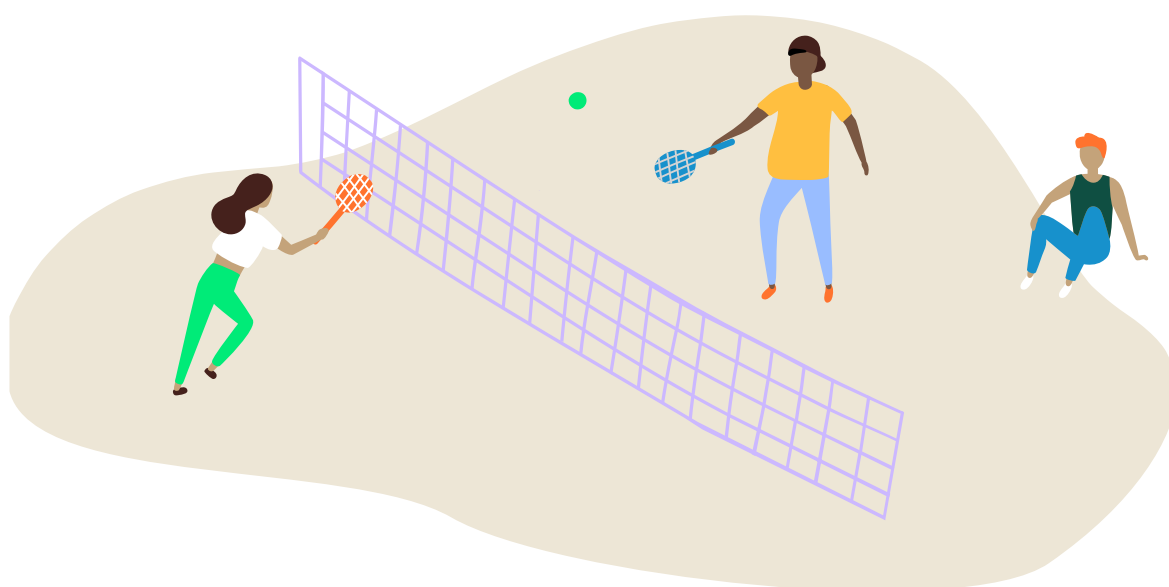
**Table 5. Summary of ages of young people involved in reviewed studies**

Age range of young people engaged	Number of studies
Between 10–19	11
Between 10–29	7
Between 10–39	1
Between 20–29	1
No specific age range reported	11

Finally, the table below summarises the source type and youth engagement settings. The majority of the reviewed sources were descriptive, usually qualitative or mixed methods studies focussed on documenting or evaluating a youth engagement activity, process, or program. The majority of reviewed studies were also documenting youth engagement in health settings, most often these were in the context of health promotion or public health programs or policies. Many occurred in or adjacent to schools, at times schools were also the setting of youth engagement activities.

**Table 6. Study types and youth engagement contexts**

Study Type (n)	Context of Youth Engagement (n)
<b>Descriptive, mixed methods studies (12)</b>	Health (2) Safety and justice (1) Politics and civil society (4) Environment and climate change (4) No specific context (1)
<b>Literature review (6)</b>	Health (1) Safety and justice (1) Service settings (1) Evaluation and/or research methodology (3)
<b>Commentary (4)</b>	Health (3) Politics and civil society (1)
<b>Toolkit, guide (3)</b>	Health (1) No specific context (2)
<b>Evaluations (6)</b>	Health (1) Safety and justice (1) Politics and civil society (1) Service setting (1) Evaluation and/or research methodology (2)



## 2.2. Definitions of youth engagement

Across the 31 reviewed studies, in seven studies, no specific definition of youth engagement was detailed. Among the 24 studies where definitions of youth engagement were given, there were six common themes identified which are described below. In addition to these themes, it is noted that the term “youth participation” was used interchangeably with “youth engagement”.

### 2.2.1. Participation in decision making

Almost half of the reviewed studies that included definitions of youth engagement referred to young people participating in the decision-making process. Often references to “shared decision-making” or “influencing decision-making” were presented in definitions about programmes, policies, and initiatives which are focused on young people.

### 2.2.2. Empowerment

Explicit reference to “empowerment” or the meaning of empowerment was also included in most definitions. Usually, it was included in reference to skill development or addressing power structures. Interestingly, empowerment was referred to as part of the process of youth engagement, as well as an outcome of youth engagement. That is, a sense of empowerment can increase as a result of youth engagement, and it may be necessary to empower young people to enable them to participate fully and meaningfully in decision making.

Further, changing power structures and sharing power were also referred to in some definitions, where reference to involvement in decision-making is an opportunity for this to occur.

**Youth engagement is defined as “the meaningful participation, and sustained involvement, of a young person in an activity, with a focus outside of him or herself”**

(Centre of Excellence for Youth Engagement, n.d., 1)

### 2.2.3. Skill development

Developing capacities and skills, was also embedded in a number of definitions of youth engagement. Specifically, leadership capacity and skills were referred to within these definitions, indicating that a pathway to leadership opportunities can be supported by youth engagement.

### 2.2.4. Recognition of the value of young people’s contribution

A rights-based perspective was common across the definitions, where all youth engagement processes and activities should recognise the worth and value of young people’s contributions to society. Within the definitions, it was common to reference how valuing young people’s contributions can be expressed through integrating these contributions into programmes, policies, and initiatives that are focused on young people.

### 2.2.5. Challenging adultism

Two definitions included the term “adultism” which was usually associated with low or limited participation of young people in decision-making about programmes, policies, and initiatives that overwhelmingly affect young people’s lives.

*“In youth work, participation has been more commonly understood to mean engagement with and in processes that seek to influence decisions and determine outcomes. The understanding of participation is both ideological and cultural, and its translation into action is mediated through a particular context. Youth participation may be viewed as an ongoing struggle against adultism.”*  
(Corney et al., 2021)

## 2.2.6. Inclusive, intentional, and mutually respectful partnership

Finally, in 22 studies, the definitions of youth engagement referenced to inclusive, intentional, and mutually respectful partnership building between young people and adults. Intentionality tended to be described in relation to engagement processes and activities being meaningful and targeted towards young people's voices being acted on and influencing decision-making.

Each of these six themes is highly interrelated, and while the terms used were not consistent across the definitions, the meaning of the definitions was remarkably consistent, despite the diversity of settings in which youth engagement was being studied.

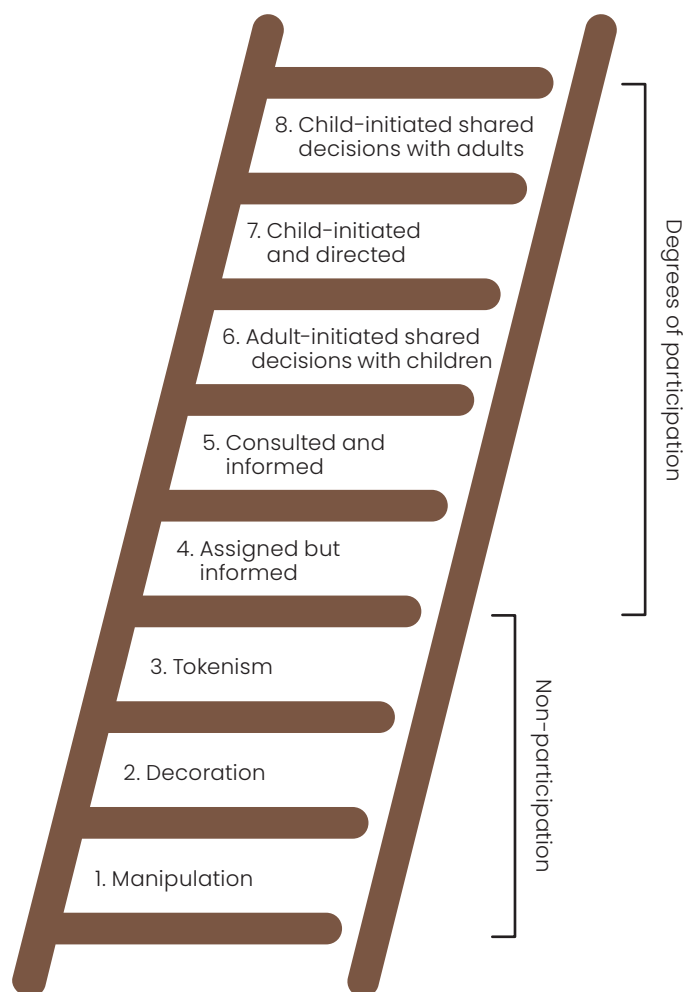
## 2.3. Models of youth engagement

Across the 31 reviewed studies, four models of youth engagement were referred to, and one study also referred to an evaluation model designed for evaluating training (Kirkpatrick, 1998).

Hart's ladder of participation was the most commonly referenced model of youth engagement, this was also found in the previous literature review (Aston & Rissik, 2021). Studies in which this model was referred to tend to critique the stepwise approach that assumes linear progress but shifting between "degrees of participation" are common and dependent on the purpose of the youth engagement process of activity (Simmons et al., 2021).

The McCain Youth-Adult Implementation Model was also referred to in two reviewed studies. Compared to Hart's ladder of participation, McCain's model was more suited to contemporary definitions and practices common in effective youth engagement (Halsall et al., 2021; Simmons et al., 2021).

Figure 2. The Ladder of Participation, adapted from Dillon, 2019



Finally, the Social Justice Youth Development (SJYP) was also referred to in a reviewed study (Kennedy et al., 2021). The authors indicated this model is helpful for guiding effective youth engagement as it is strengths-based and includes five core elements:

- Analysing power in social relationships,
- Centering identity,
- Promoting systemic social change,
- Encouraging collective action, and
- Promoting youth culture.

## 2.4. Principles of youth engagement across contexts

Describing principles underpinning youth engagement was a key purpose for this evidence review. Therefore, this section details the principles and associated practices underpinning youth engagement reported in the reviewed studies. The section ends with a brief summary of common principles identified across youth engagement activities by setting.

As noted, the 31 reviewed studies were distributed across a range of settings and contexts. Across the eight reviewed studies of youth engagement in health settings, 15 principles were described as underpinning quality youth engagement. The table below summarises each principle and suggested practices to apply the principles in the youth engagement activity. It illustrates that there is a high degree of consistency in principles underpinning quality youth engagement in diverse settings. In fact, 14 out of the 15 principles were reported by at least two studies in two or more different settings for youth engagement.

Practices were largely similar across settings as well, in the environment and climate change settings, reviewed studies indicated more specific information about practices that support policy change around climate change action. In the case of evaluation and research, a specific principle was referred to around privacy and use of information, this is not to imply privacy isn't important in other settings, but rather it speaks to specific procedural ethics perspectives relevant to evaluation and research purposes (Rossman & Rallis, 2010). Further, it is also important to consider that these principles were reported to be important in evaluation and research settings where the evaluators and researchers are not young people, rather young people are the participants and the subject of the evaluation or research in youth engagement processes or activities.

**Figure 3. Summary of principles for youth engagement across settings**

Principle	Associated practices	Health	Safety & justice	Service settings	Politics & civil society	Environment & climate change	Evaluation and/or research
<b>Strong support and endorsement for the importance of youth engagement from leaders or organisations</b>	<p>This can be expressed in a variety of ways including creating a dedicated position or allocating a certain full-time equivalent (FTE) to support a facilitator or manager of youth engagement.</p> <p>Allocating funding to access technology and engagement platforms that will reach a diversity of young people, particularly those who may be more difficult to reach.</p> <p>Organisational culture values and respects the importance of youth engagement.</p>	✓				✓	✓
<b>Ensure participation is always voluntary</b>	Any engagement process (at whatever stage) should also be voluntary, and young people should have the choice of ending their involvement at any point without negative consequences.	✓		✓		✓	

Principle	Associated practices	Health	Safety & justice	Service settings	Politics & civil society	Environment & climate change	Evaluation and/or research
<b>Enhance transparency, honesty, and trust between adults and young people</b>	<p>Clear expectations and communication processes should be embedded from the beginning. This should include clarifying objectives for the engagement, understanding the availability of individual young people, and their preferred method of communication and providing input.</p> <p>Offering information about deadlines and times when rapid decisions or responses are needed, is essential.</p> <p>Communication processes (including content/information) should be accessible and support young people to feel confident and able to contribute.</p>	✓			✓	✓	✓
<b>Privacy and clarity around use of information</b>	<p>Providing policy or some documentation around how the information will be used and stored. Identifying which information will be shared and with whom and whether young people will be identified in this information is necessary. Consent agreements or confidentiality agreements should be used where appropriate to hold parties accountable for what they have agreed to do.</p>						✓
<b>Be flexible</b>	<p>Offering flexible options for when and how young people can engage. This should at a minimum include offering a diverse range of ways young people can participate (with varying levels of commitment).</p>	✓					✓
<b>Value the lived experiences of young people</b>	<p>Recognising the value of young people as individuals and as a collective group. This includes the qualifications, lived experiences, and unique perspectives individual young people can offer.</p>	✓		✓	✓	✓	✓
<b>Recognise and value diversity, offer opportunities to maximise equity and representation</b>	<p>Involving more than one young person in any engagement opportunity.</p> <p>Ensuring young people receive some benefits from the engagement, this could be in skill development, social connection, and/or the engagement being enjoyable.</p> <p>Ensuring cultural safety and inclusivity in every engagement process and activity with young people.</p>	✓		✓	✓	✓	✓
<b>Ensure there are opportunities for mutual benefit</b>	<p>Providing opportunities for further development, networking, collaboration, and social connection as part of youth engagement.</p> <p>Supporting proficiency for young people to identify, analyse, and communicate information to enact change.</p>	✓				✓	✓

Principle	Associated practices	Health	Safety & justice	Service settings	Politics & civil society	Environment & climate change	Evaluation and/or research
<b>Reimburse appropriately</b>	<p>Providing financial compensation that is related to the nature and duration of commitment. There should also be some differentiation of compensation by amount and skill level associated with the work.</p> <p>Providing pre-payment of travel and accommodation costs.</p> <p>Offering opportunities for development through internships and pathways to leadership positions.</p>	✓				✓	
<b>Resource youth engagement appropriately</b>	<p>Understanding the support that different young people need, this may require having an option for a 'leave of absence' if a young person may be struggling with their mental health.</p> <p>Understanding the support that different young people need, this may require having an option for a 'leave of absence' if a young person may be struggling with their mental, managing caring responsibilities of navigating structural challenges.</p> <p>Appraising and identifying what human, financial, and logistical resources are needed for youth engagement to be successful.</p>	✓				✓	
<b>Avoid tokenism</b>	<p>Acting on contributions from young people is essential. Avoid asking young people for input after something has been developed OR when it is too late for their input to result in changes.</p> <p>Employing collaborative leadership that involves young people can protect against this.</p>	✓	✓			✓	
<b>Systematically plan youth engagement</b>	<p>Ensuring there is a clear plan for youth engagement and what resources are necessary for the engagement to be a success. Involving young people in the planning process in order to understand what is needed for success is important.</p> <p>Designing engagement activities based on evidence (practice-based, research etc) of what activity design is most effective.</p> <p>Creating/acting on public policy opportunities for change, where feasible.</p>	✓				✓	
<b>Embed a feedback cycle and engage in evaluation</b>	<p>Informing young people about what has changed as a result of their involvement and contributions.</p> <p>Asking for and acting on feedback from young people on how to improve any aspect of the engagement process.</p>	✓		✓		✓	✓



Principle	Associated practices						
		Health	Safety & justice	Service settings	Politics & civil society	Environment & climate change	Evaluation and/or research
<b>Attend to power dynamics and disrupt adultism</b>	<p>Empowering young people to participate in engagement opportunities (this includes providing necessary support).</p> <p>Sharing power within engagement opportunities, including sharing leadership, or enabling youth leadership over engagement.</p> <p>Encouraging and enabling each young person to apply and draw on their expertise and skills within the engagement. E.g., if a young person is skilled in designing online communication materials, seek their advice or ask them to support developing online communication products.</p>		✓		✓	✓	
<b>Provide support and have a distress protocol</b>	<p>Always provide support to young people prior to, during, and post participating in an engagement opportunity. A protocol for distress should always be in place, this may include immediate referral and response from counselling support where engagement causes distress to a young person.</p>	✓				✓	

Overall, the synthesis of principles and associated practices verifies that quality youth engagement is likely to look similar across different settings, while there might be setting-specific principles (only one found above) these are likely to be additional to common principles.



## 2.5. Indicators and tools to monitor the quality of youth engagement

In light of the common principles and practices that were identified in the previous section, it is now useful to review what indicators or tools that were used or reported in the reviewed studies to monitor the quality of youth engagement.

Across the 31 reviewed studies, only five indicators (or indicator-like) statements were found. The overwhelming majority of reviewed studies referred to appropriate methods to capture young people's perceptions of their engagement experiences.

The five indicators focused on young peoples' satisfaction, perceptions of the engagement experience, the period of engagement, the method(s) of engagement, and finally an increase in the number of young people, organisations or community members wanting to be involved as a consequence of an activity (i.e., word of mouth; Allemang et al., 2021; Pickering et al., 2021; Simmons et al., 2021).

Online surveys were the most frequently recommended data collection methods for evaluating youth engagement (Barraclough et al., 2021; Brennan, 2021; Devenport et al., 2021; Hart et al., 2021; Leyshon et al., 2021; Smith et al., 2021; World Health Organization, 2021). Interestingly, most researchers recommended conducting surveys of staff in organisations or the members of the wider community as well as surveying young people participating in an engagement activity. Usually, this was recommended to capture aspects of organisational leadership, resourcing, and culture that support youth engagement.

Focus groups and interviews closely followed surveys as the second most commonly recommended data collection method (Barraclough et al., 2021; Cardarelli et al., 2021; Exner-Cortens et al., 2021; Groot et al., 2021; Hart et al., 2021; Leyshon et al., 2021; Sahl et al., 2021; Smith et al., 2021). As with surveys, most authors recommended conducting focus groups and/or interviews with adults involved in youth engagement as well as participating young people, in many cases, it was suggested that this could be simultaneous.

Observations of youth engagement activities or events connected to youth engagement were also suggested as opportunities to observe and gather data on the engagement process, methods, and in-situ experiences of all involved (Cardarelli et al., 2021; Greer et al., 2021; Groot et al., 2021).

Many authors strongly recommended the use of mixed methods, that is data collection activities that gather both qualitative and quantitative information, and ideally gather both forms of information on similar constructs from different groups providing opportunities to triangulate and verify results, particularly if both young people and adults are participating.

Finally, two specific scales were suggested as appropriate for monitoring youth engagement. The Snapshot Survey of Engagement tool and the Youth Voice at the Agency Level tool were both designed to be embedded in online surveys of young people who have participated in an engagement activity (Halsall et al., 2021). Both of them capture experiences of engagement, and the table below provides items for the Snapshot Survey of Engagement tool.

**Table 7. Snapshot Survey of Engagement Tool items, taken from Halsall et al. (2021)**

Item
I really focus on network-related work when I'm doing it
I enjoy doing network-related work
Network-related work connects me to other people
Network-related work helps me connect to something greater than myself
I learn new things when I am doing network-related work
I help other people when I do network-related work
It would be very hard for me to give up network-related work
Network-related work is an important part of who I am
Network-related work helps give my life meaning
I lose track of time when I'm doing network-related work

## 2.6. Outcomes and external factors associated with quality youth engagement

Finally, information about outcomes directly associated with youth engagement across the 31 reviewed studies was extracted. Where factors were reported by authors that influence or are necessary for quality youth engagement to occur, these were also extracted. Across the reviewed studies, 20 (65%) reported outcomes from youth engagement activities and the influence of contributions young people offered as part of those activities on policies, programs, and organisational processes. Table 8 below summarises the outcomes across studies by setting.

Five outcomes were reported in at least four different settings of youth engagement in the reviewed studies.

Each of these outcomes was associated with the immediate experiences of young people participating in engagement activities, such as social connection, increased skills and knowledge, increase sense of confidence and self-efficacy, and development of relationships between young people and adults. Encouragingly, across four settings, policy or program change based on the contributions of young people was also a common outcome in environment & climate change, evaluation and research, politics and civil society, and health. Outcomes that were only reported in one or two settings tended to be more closely associated with the specific nature of youth engagement, such as occurring in a school or with school students or occurring in research projects.

**Table 8. Summary of outcomes from youth engagement across settings**

Outcome	Health	Safety & justice	Service settings	Politics & civil society	Environment & climate change	Evaluation and/or research
Enhanced community/social connection and social capital	✓		✓		✓	✓
Increased knowledge and developed skills	✓		✓	✓	✓	✓
Created enjoyable experience	✓					
Increased self-efficacy & confidence	✓	✓		✓	✓	✓
Joined other youth programs, civic participated				✓		
Increased sense of autonomy and empowerment	✓	✓		✓	✓	
Facilitated development of relationships between young people and adults	✓	✓	✓			✓
Induced policy change & program development occurs to benefit young people	✓			✓	✓	✓
Promoted health equity	✓					
Improved academic performance						✓
Increased school attendance						✓
Improved mental health	✓					✓
Improved data collection instruments for young people						✓
Improved representation of young people in research and evaluation						✓

## 2.7. External factors required for quality youth engagement

Finally, an analysis of extracted data on the necessary conditions (including resources, policy, and other system enablers) for quality youth engagement was conducted. There was considerably a high consistency of factors that were reported to be necessary for quality engagement to occur, perhaps unsurprisingly, most of the factors were in essence an absence of one or more of the principles (and associated practices) for quality youth engagement. This is encouraging because it suggests that in large part, the principles if adhered to, should enable most of these factors to be overcome. The table below summarises the key external factors that influence quality youth engagement.

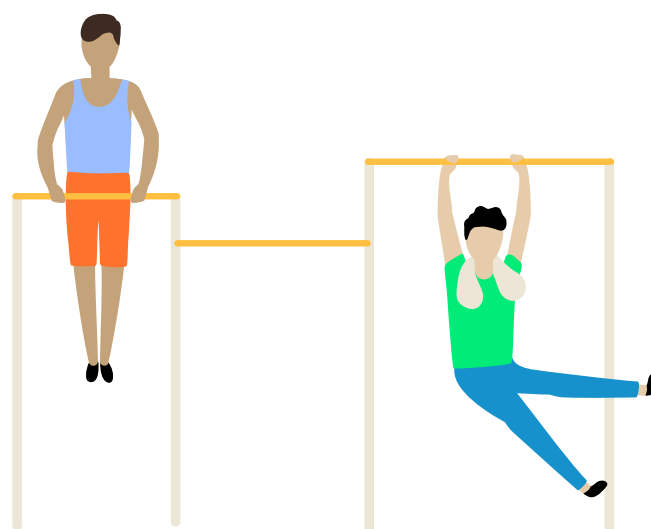
**Table 9. External factors influencing quality youth engagement**

Factor	Description	References
<b>Financial payment for engagement</b>	When young people received financial payment for their time (not just reimbursement for travel costs for example) they were more likely to be engaged.	Barcelos et al. (2021) Exner-Cortens et al. (2021)
<b>Adequacy of resourcing</b>	For youth engagement to be effective, human, facility, technology, and financial resourcing need to be sufficient. This means it may also need to be flexible, particularly if the specific young people who are involved change.	Pickering et al. (2021)
<b>Managing expectations of time for engagement</b>	Effective youth engagement should and does take time. Clarity of expectations around time is important for young people, as well as adults who are involved. Flexibility in expectations for young people's ability to sustain their engagement is essential.	Banyard et al. (2022) Exner-Cortens et al. (2021) Pickering et al. (2021)
<b>Effective facilitation</b>	Studies illustrated that when youth engagement is facilitated effectively, there is a greater likelihood that all young people are able to contribute, and therefore, positive outcomes are also more likely. This type of facilitation was described as a skill and one that requires training.	Hart et al. (2021) White (2021)
<b>Adults' beliefs about the value of young peoples' engagement is a determinant of young people's involvement in decision making</b>	The influence of attitudes towards youth engagement from adults was evident in reviewed studies. However, specifically, when it comes to involving young people in decision making, adults' beliefs about the value of their engagement can determine the level of involvement young people have in decision making.	McPherson et al. (2021)
<b>Youth-led engagement helps to overcome a number of challenges</b>	Where young people are leading engagement or at least significantly involved in the planning of engagement, many external factors listed can be overcome.	Greer et al. (2021)
<b>Preparedness of adults to engage and address conflict and dissent in dialogue</b>	Tackling adultism in youth engagement is likely to give rise to some challenging opinions. It is essential for adults to be prepared to listen and participate in this dialogue, and this may require some education prior to engaging with young people.	Malorni et al. (2022)

Factor	Description	References
<b>Bureaucratic and ritualistic organisational cultures</b>	In sources examining youth engagement in service settings, such as residential care, it was raised that where there are rigid bureaucratic decision-making processes, it can be hard to act on young people's contributions. Organisations have to be prepared to change to avoid tokenistic engagement.	McPherson et al. (2021)
<b>Supporting and preparing young people to be ready to engage</b>	Support provided for young people before they participate in engagement activities has to be differentiated based on individual young peoples' needs, priorities, and their own personal and family circumstances.	Corney et al. (2021)
<b>Creating pathways for youth leadership that are achievable</b>	Meaningful pathways need to be made available for young people to progress towards leadership positions (if they desire) to avoid knowledge and capacity being lost due to them "ageing out". It is also important for pathways to be achievable, for instance, requiring extensive qualifications for a leadership position could exclude a large number of young people from considering the opportunity.	Simmons et al. (2021) World Health Organization (2021)

Looking across the factors, the influence of organisational structures, cultures, funding models, and indeed the attributes and skills of employees are illustrated. It is important to note that there is variance in the adaptability of these characteristics across settings. For example, an organisation responsible for the delivery of public hospital services may have more entrenched decision-making processes where clinician input is prioritised, compared with another organisation responsible for the delivery of training programs for young people. However, the evidence reviewed highlights that this does not mean the former organisation cannot involve young people in decision-making, but rather that it may take more time, resourcing, and most significantly a commitment from the highest levels of leadership about the importance and value of doing so.

It is also worth noting that for several of these factors, particularly the preparedness of adults to engage and address conflict and dissent there was only a small amount of evidence for the nature of training and other resources required to improve adult preparedness. Indeed, the overwhelming focus in the reviewed literature has been on training and supporting young people to be prepared for youth engagement.



# 3. Conclusion



**Drawing this evidence review report together, several conclusions are offered about the state of evidence on youth engagement evaluation, and the implications the review results have raised for developing the Youth Engagement Evaluation Framework.**

## 3.1.1. Importance of a principled approach

Across all reviewed studies (irrespective of setting, age group of young people involved, or source type), there was a consistent view that youth engagement must always be guided by a principled approach, and those involved should be held to account for adhering to agreed-upon principles.

This was not merely an altruistic and ethical standpoint; it was also shown to be empirically valid as adhering to the specified principles offered protection against barriers to quality youth engagement. For instance, if an organisation has committed and is accountable for offering financial reimbursement to young people for their time, it is unlikely that funds would not be made available for this purpose.

Given the importance of a process of accountability for a principled approach, it is necessary for monitoring and evaluation of youth engagement to examine whether principles are being adhered to by monitoring youth engagement practices. Accordingly, the Youth Engagement Evaluation Framework needs to include indicators of practices that are being implemented in order to adhere to principles.

## 3.1.2. Similarities in outcomes and processes for quality youth engagement in different settings

Interestingly, the review findings illustrated relatively few differences in principles, practices, and outcomes of youth engagement across different settings. Indeed, the evaluation and research settings had the greatest difference compared with health, safety and justice, services, politics and civil society, and environment and climate change.

This is encouraging because it suggests that the monitoring of youth engagement processes and practices can be consistent, put another way, it suggests that common indicators of youth engagement processes and practices could be applicable to diverse engagement settings. Achieving consistency in monitoring would be a considerable contribution to the evidence base for understanding quality youth engagement.

## 3.1.3. Limited examples of indicators of quality youth engagement

As alluded to above, there were only five indicators of youth engagement found across the 31 reviewed studies. The need for dedicated work in developing, piloting, and validating indicators of youth engagement is clear from the findings of this review. The Youth Engagement Evaluation Framework will contribute to this gap in the evidence base.

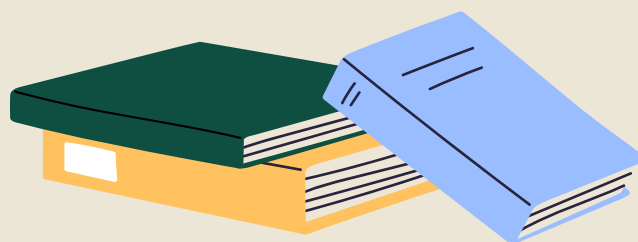


### 3.1.4. Need for monitoring and evaluation to adopt mixed methods

Finally, the findings of the review also highlight the importance for the monitoring and evaluating youth engagement to adopt multiple and mixed methods. The rationale for this is that the combination of qualitative and quantitative data allows for multiple perspectives to be captured in understanding the quality of youth engagement, and specifically, it allows for verification to occur. For example, if an organisational policy states that young people always receive financial reimbursement for their time, but a young person reported in a survey that they did not receive financial payment, a mixed-method approach to monitoring and evaluation would allow both conflicting data sources to be captured and for the inconsistency to be revealed.

Overall, the review findings suggest that evaluation frameworks of youth engagement should include indicators that are based on principles and associated youth engagement practices. Further, evaluation frameworks should, in some way, enable external factors known to influence quality youth engagement to be identified and monitored, and finally, frameworks should embed mixed methods for gathering data on specified indicators. Each of these suggestions have been adopted and incorporated into the Youth Engagement Evaluation Framework.

# 4. References



- Allemang, B., Cullen, O., Schraeder, K., Pintson, K., & Dimitropoulos, G. (2021). Recommendations for youth engagement in Canadian mental health research in the context of COVID-19. *Journal of the Canadian Academy of Child and Adolescent Psychiatry*, 30(2), 123. [https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8056963/pdf/ccap30\\_p0123.pdf](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8056963/pdf/ccap30_p0123.pdf)
- Aston, R. & Rissik, N. (2021). *Youth Engagement Evaluation Framework and Indicators*. Reported prepared for VicHealth Promotion Foundation. Melbourne Graduate School of Education, Centre for Program Evaluation
- Banyard, V., Edwards, K. M., Waterman, E. A., Mercer Kollar, L. M., Jones, L. M., & Mitchell, K. J. (2022). Exposure to a youth-led sexual violence prevention program among adolescents: The impact of engagement. *Psychology of Violence*. Advance online publication. <https://doi.org/10.1037/vio0000413>
- Barcelos, C., McNeill, J. N., Turner, Y., & Redwine, E. M. (2021). The trans youth justice project: a political education and leadership development program. *Journal of LGBT Youth*. <https://doi.org/10.1080/19361653.2021.2020703>
- Barraclough, A. D., Schultz, L., & Måren, I. E. (2021). Voices of young biosphere stewards on the strengths, weaknesses, and ways forward for 74 UNESCO Biosphere Reserves across 83 countries. *Global Environmental Change*, 68, 102273. <https://doi.org/10.1016/j.gloenvcha.2021.102273>
- Brennan, J. (2021). A Guide to Capturing Youth Input. *National Civic Review*, 110(2), 44-53. <https://www.jstor.org/stable/10.32543/naticivirevi.110.2.0044>
- Cardarelli, K. M., Ickes, M., Huntington-Moskos, L., Wilmhoff, C., Larck, A., Pinney, S. M., & Hahn, E. J. (2021). Authentic youth engagement in environmental health research and advocacy. *International Journal of Environmental Research and Public Health*, 18(4), 2154. <https://doi.org/10.3390/ijerph18042154>
- Corney, T., Cooper, T., Shier, H., & Williamson, H. (2021). Youth participation: Adulthood, human rights and professional youth work. *Children & Society*, 00, 1-14. <https://doi.org/10.1111/chso.12526>
- Devenport, E., Brooker, E., Brooker, A., & Leakey, C. (2021). Insights and recommendations for involving young people in decision making for the marine environment. *Marine Policy*, 124, 104312. <https://doi.org/10.1016/j.marpol.2020.104312>
- Dillon, J. (2019). 'Revolutionizing' participation in child protection proceedings [PhD thesis, Liverpool John Moores University]. ProQuest Dissertations Publishing. <https://www.proquest.com/openview/69fd49f6f40883e2d514fac4eec827a1/1?pq-origsite=gscholar&cbl=2026366&diss=y>
- Dwarakanath, N., Szoko, N., & Miller, E. (2021). 12. Youth Leadership in Action (YLIA): Feasibility of Implementing a Youth Participatory Action Research Program in Inner-City Public Schools and Communities. *Journal of Adolescent Health*, 68(2), S7. <https://doi.org/10.1016/j.jadohealth.2020.12.019>
- Exner-Cortens, D., Sitter, K. C., Van Bavel, M., & Wright, A. (2021). Photo-based evaluation: A method for participatory evaluation with adolescents. *American Journal of Evaluation*, 43(1), 132-147. <https://doi.org/10.1177/1098214020927785>
- Falkenburger, E., Daly, H. & Gray, J., 2021. *Youth engagement in policy, research, and practice: Community voice and power sharing guidebook*. Urban Institute. <https://policycommons.net/artifacts/1850382/youth-engagement-in-policy-research-and-practice/2597290/>
- Family Safety Victoria, (2022). *Everybody Matters: Inclusion and Equity Statement*. Retrieved from <https://www.vic.gov.au/sites/default/files/2019-05/Everybody-matters-inclusion-and-equity-statement.pdf>



- Greer, A. E., Martinez-Carrasco, A., Goldsman, D., & Knausenberger, A. U. (2021). Walking toward a brighter future: A participatory research process to advocate for improved walk-to-school corridors. *Health Promotion Practice, 22*(2), 248-256. <https://doi.org/10.1177/1524839919890872>
- Groot, B., Dedding, C., Slob, E., Maitland, H., Teunissen, T., Rutjes, N., & Vijverberg, S. (2021). Adolescents' experiences with patient engagement in respiratory medicine. *Pediatric Pulmonology, 56*(1), 211-216. <https://doi.org/10.1002/ppul.25150>
- Halsall, T., McCann, E., & Armstrong, J. (2021). Engaging young people within a collaborative knowledge mobilization network: Development and evaluation. *Health Expectations, 25*, 617-627. <https://doi.org/10.1111/hex.13409>
- Hart, A., Flegg, M., Rathbone, A., Gant, N., Buttery, L., Gibbs, O., & Dennis, S. (2021). Learning from the Resilience Playtest: increasing engagement in resilience promoting games through participatory design. *CoDesign, 17*(4), 435-453. <https://doi.org/10.1080/15710882.2020.1740278>
- Kennedy, H., Elnicki, J., Torrieri, D., & Scallan Walter, E. (2021). Increasing the capacity of youth-serving professionals: Evaluation of the online social justice approach to youth engagement course. *Pedagogy in Health Promotion. https://doi.org/10.1177/23733799211053883*
- Kirkpatrick, D.L. (1998). The four levels of evaluation. In: Brown, S.M., Seidner, C.J. (Eds), *Evaluating corporate training: Models and issues* (pp. 95-112). Springer. [https://doi.org/10.1007/978-94-011-4850-4\\_5](https://doi.org/10.1007/978-94-011-4850-4_5)
- Leyshon, M., Leyshon, C., Walker, T., & Fish, R. (2021). More than sweat equity: Young people as volunteers in conservation work. *Journal of Rural Studies, 81*, 78-88. <https://doi.org/10.1016/j.jrurstud.2020.08.025>
- Malorni, A., Lea, C. H., Richards-Schuster, K., & Spencer, M. S. (2022). Facilitating youth participatory action research (YPAR): A scoping review of relational practice in U.S. Youth development & out-of-school time projects. *Children and Youth Services Review, 136*, 106399. <https://doi.org/10.1016/j.childyouth.2022.106399>
- McPherson, L., Vosz, M., Gatwiri, K., Parmenter, N., Macnamara, N., Mitchell, J., & Tucci, J. (2021). What does research tell us about young people's participation in decision making in residential care? A systematic scoping review. *Children and Youth Services Review, 122*, 105899. <https://doi.org/10.1016/j.childyouth.2020.105899>
- Moreno, M. A., Jolliff, A., & Kerr, B. (2021). Youth advisory boards: Perspectives and processes. *Journal of Adolescent Health, 69*(2), 192-194. <https://doi.org/10.1016/j.jadohealth.2021.05.001>
- Núñez, H., Llena Berne, A., Fabra Fres, N., & Gómez Serra, M. (2021). Participatory action research and participatory evaluation. Analysis of two methodological approaches to promote youth agency and participation. *Revista de Cercetare si Interventie Sociala, 75*, 28-52. <https://doi.org/10.33788/rcis.75.2>
- Office of the Advocate for Children and Young People. (2019, January). *Engaging children and young people in your organisation*. <https://www.acsltd.org.au/wp-content/uploads/2021/10/21-41-91-acyp-engaging-children-and-young-people-in-your-organisation.pdf>
- Pickering, C. J., Guy, E., Al-Baldawi, Z., McVean, L., Sargent, S., & O'Sullivan, T. (2021). "I believe this team will change how society views youth in disasters": the EnRiCH Youth Research Team: A youth-led community-based disaster risk reduction program in Ottawa, Canada. *Canadian Journal of Public Health, 112*(5), 957-964. <https://doi.org/10.17269/s41997-021-00486-8>
- Rossmann, G. B., & Rallis, S. F. (2010). Everyday ethics: Reflections on practice. *International Journal of Qualitative Studies in Education, 23*(4), 379-391. <https://doi.org/10.1080/09518398.2010.492813>
- Sahl, S., Pontoriero, M. I., Hill, C., & Knoepke, C. E. (2021). Stakeholder perspectives on the implementation of shared decision making to empower youth who have experienced commercial sexual exploitation. *Children and Youth Services Review, 122*, 105894. <https://doi.org/10.1016/j.childyouth.2020.105894>
- Schmidt, A. M., & Bobilya, A. J. (2022). Engaging Youth as Community Leaders in Outdoor Education Research, Program Design, and Evaluation. *Journal of Outdoor Recreation, Education and Leadership, 14*(1), 78-87. <https://doi.org/10.18666/JOREL-2022-V14-I1-11124>
- Simmons, M. B., Fava, N., Faliszewski, J., Browne, V., Chinnery, G., van der El, K., Hodges, C., Pennell, K., & Brushe, M. (2021). Inside the black box of youth participation and engagement: Development and implementation of an organization-wide strategy for Orygen, a national youth mental health organization in Australia. *Early Intervention in Psychiatry, 15*(4), 1002-1009. <https://doi.org/10.1111/eip.13033>

- Smith, A., Peled, M., & Martin, S. (2021). A collective impact approach to supporting youth transitioning out of government care. *Child Abuse and Neglect*. <https://doi.org/10.1016/j.chiabu.2021.105104>
- Sparks, E., Molina, M., Shepp, N., & Davey, F. (2021). The evaluation skill-a-thon: Evaluation model for meaningful youth engagement. *Journal of Youth Development*, 16(1), 100-125. <https://doi.org/10.5195/JYD.2021.968>
- The Australian Youth Foundation. *Youth Partnership & Participation*. <https://4-h.org/wp-content/uploads/2016/02/youthpart.pdf>
- Valdez, E. S., Valdez, L., & Garcia, D. O. (2021). Using Participatory Methods to Enhance Youth Engagement in Substance Use Research. *Health Promotion Practice*, 22(6), 747-749. <https://doi.org/10.1177/1524839921990005>
- Victorian Health Promotion Foundation. (2017, December). *Young people, health and wellbeing strategy*. <https://www.vichealth.vic.gov.au/-/media/ResourceCentre/PublicationsandResources/Mental-health/Young-people-health-and-wellbeing-strategy.pdf?la=en&hash=785121A421AE4496999A4B4EF5D37981AFED51A0>
- Victoria State Government. (2016, June). *Youth Policy: Building Stronger Youth Engagement in Victoria*. <http://youthlaw.asn.au/wp-content/uploads/2016/09/Youth-Policy---Building-Stronger-Youth-Engagement-in-Victoria.pdf>
- Vosz, M. (2020). Young people's participation is a right, not a privilege. Retrieved from <https://cetc.org.au/blog/young-peoples-participation-is-a-right-not-a-privilege/>
- White, J. (2021). *Interventions targeting youth engagement: A systematic literature review of effectiveness of counter-terrorism and preventing and countering violent extremism activities*. Policy and Operations Evaluation Department of the Ministry of Foreign Affairs. [https://english.job-evaluatie.nl/binaries/job-evaluatie-eng/documenten/sub-studies/2021/02/01/literature-studies---counterterrorism-and-preventing-and-countering-violent-extremism/Rusi\\_Interventions\\_targeting\\_youth\\_engagement\\_202102.pdf.pdf](https://english.job-evaluatie.nl/binaries/job-evaluatie-eng/documenten/sub-studies/2021/02/01/literature-studies---counterterrorism-and-preventing-and-countering-violent-extremism/Rusi_Interventions_targeting_youth_engagement_202102.pdf.pdf)
- W.K. Kellogg Foundation. (2010). *The Step-by-Step Guide to Evaluation, How to Become Savvy Evaluation Consumers*. Retrieved from, <https://www.wkkf.org/resource-directory/resource/2010/w-k-kellogg-foundation-evaluation-handbook>
- World Health Organisation. (2019). *Accelerated action for the health of adolescents (AA-HA!): A manual to facilitate the process of developing national adolescent health strategies and plans*. World Health Organization. <https://apps.who.int/iris/handle/10665/330483>
- World Health Organization, (2020). *Social determinants of health*. Retrieved from, [https://www.who.int/health-topics/social-determinants-of-health#tab=tab\\_1](https://www.who.int/health-topics/social-determinants-of-health#tab=tab_1)
- World Health Organisation. (2021). *Status of meaningful adolescent and youth engagement (MAYE): summary report of the results of an accountability survey submitted by signatories of the Global consensus statement on MAYE*. World Health Organization. <https://apps.who.int/iris/handle/10665/349837>
- Youth Affairs Council Victoria (YACVic). *Yerp: Youth participation and engagement explained; Involving young people: guiding principles*. <https://yerp.yacvic.org.au/get-started/involve-young-people/involving-young-people-guiding-principles>
- Youth Affairs Council Victoria (YACVic). (2013). *Youth participation*. <https://www.yacvic.org.au/training-and-services/youth-participation/>
- Youth affairs council of South Australia. *Better Together: A practical guide to effective engagement with young people*. <https://static1.squarespace.com/static/5b99b3d2fcf7da4e9ef3a1f/t/5b9b1f2170a6add0c1aea073/1536892736874/Better+Together+-+A+Practical+Guide+to+Effective+Engagement+with+Young+People.pdf>
- Y Lab. *Amplifying the Voices of Young People*. <https://vfff.org.au/wp-content/uploads/2021/09/VFFF-Amplifying-the-Voices-of-Young-People-Research-Paper-WEBSITE.pdf>



**Victorian Health Promotion Foundation**

Level 2/355 Spencer Street

West Melbourne VIC 3003

**T** +61 3 9667 1333

**F** +61 3 9667 1375

[vichealth@vichealth.vic.gov.au](mailto:vichealth@vichealth.vic.gov.au)

[vichealth.vic.gov.au](http://vichealth.vic.gov.au)

VicHealth acknowledges the  
Traditional Custodians of the land.  
We pay our respects to all Elders  
past, present and future.

VicHealth acknowledges the support  
of the Victorian Government.

© VicHealth 2022

June 2022

<https://doi.org/10.37309/2022.MW1047>

@vichealth

