

<p>EVALUATION TOOL 18:</p>	<p>PARTICIPATORY PRACTICE</p>
<p>OVERVIEW:</p>	<p>, Participation is a huge concern for services at the moment. If you have a contract that involves developing participation, or that claims to be participatory, you can use this tool to assess how participatory it really was. Both staff and young people can use this tool.</p> <p>So this is useful when you want to find out how much participation was involved in what you were doing. It is based in Treseder's ¹ model of non-hierarchical levels of participation which promotes the view that a single type of participation is not necessarily better than another – it all depends on the situation . From this perspective, participants won't feel obliged to give a 'best' score. The model looks like this:</p>
	<p>The diagram illustrates five levels of participation, each in a grey box, connected to a central grey pentagon labeled "Approaches to participation".</p> <ul style="list-style-type: none"> Assigned but informed: Adults decide on the project and children volunteer for it. The children understand the project, they know who decided to involve them, and why, Adults respect young people's views. Adult initiated, shared decisions with young people: Adults have the initial idea, but young people are involved in every step of the planning and implementation. Not only are their view considered, but children are also involved in taking the decisions. Young people-initiated shared decisions with adults: Children have the ideas, set up projects and come to adults for advice, discussion and support. The adults do not direct, but offer their expertise for young people to consider. Young people-initiated and directed: Young people have the initial idea and decide how the project is to be carried out. Adults are available but do not take charge. Consulted and informed: The project is designed and run by adults, but Children are consulted. They have a full understanding of the process and their opinions are taken seriously. <p style="text-align: center;">Figure 1 Treseder's approaches to participation</p>

¹ Treseder, P. (1997) *Empowering children and young people: Training Manual*. London: Save the Children.

WHAT YOU WILL NEED:	<ul style="list-style-type: none"> • A copy of the model to use in the group • A self-assessment sheet for each young person 	PREPARATION:	Explain the idea of participation to the young people. Use the model above to talk through the different elements of participation.
PROCESS:	<p>To use the tool, it would be best to have a discussion with the young people about what they have done and how they have got involved with the design and delivery of the programme. Explain that there are lots of different ways of being involved, and we want to find out which one is most like their experience.</p> <p>A form might look like this, but you could equally do this on a big flip chart or print out with marker pens.</p>		
ANALYSIS:	The statements on the form below can be collated, and then statistically summarised showing the extent to which the group felt that they had participated. The qualitative answers can be grouped into themes and summarised into key statements.		
EXAMPLE:	See Participant Survey Form, below.		
STRENGTHS:	A clear self-assessment tool	WEAKNESSES:	Not all programmes focus exclusively on participation