

Evaluation Checklist

This checklist is a guide for the self-evaluation and external evaluation of policies, plans, services, programmes, governance, research and legislation at national, local and organisational level.

SPACE

- How did you ensure that children and young people were involved as early as possible?
- How was their involvement sustained?
- How were those who are directly affected by the topic involved?
- What steps were taken to ensure the process was inclusive and accessible?
- How were they supported to feel safe and comfortable expressing themselves?
- What support was provided to those who became anxious, upset or uncomfortable?

VOICE

- Did you make a clear list of the topics on which you want to hear the views of children and young people?
- How did you ensure that the key focus of the process stayed on the topics you identified?
- How did they know that participation was voluntary and they could withdraw at any time?
- How did you support them to give their own views, while including age-appropriate and accessible information?
- How did you ensure that they were given a range of ways to express themselves that best suited their needs and choices?
- How did the process allow them to identify topics they wanted to discuss?

INFLUENCE

- How were children and young people informed about the scope they have (including the limitations) to influence decision-making?
- How were they given age-appropriate and accessible feedback at key points during the development of a service or policy?
- What did you do with their views?
- How were they given age-appropriate and accessible feedback explaining how their views were used and the reasons for the decisions taken, in a timely manner?
- How did you ensure that they were given opportunities to evaluate the process throughout?

AUDIENCE

- How did children and young people know to whom, how and when their views would be communicated?
- How did you show that you were committed to being informed and influenced by their views?
- How did you identify and involve relevant decision-makers (those responsible for influencing change)?
- How and when was a report/record and a child or youth-friendly summary of their views compiled?
- How did you ensure that they were given an opportunity to confirm that their views were accurately recorded?
- What plans were put in place to support children and young people to play a role in communicating their own views?