

# YOUNG & RESILIENT RESEARCH CENTRE

## IMPACT MAPPING TOOL: MEASURING AND EVALUATING WITH YOUNG PEOPLE



# OUR APPROACH TO RESEARCH IMPACT

At the Young and Resilient Research Centre, we take an ecological approach to research impact, planning for impact from the very start of a project. We aim to positively impact the lives of young people, their families and communities, and the organisations and institutions that serve them. Ultimately, we're working to impact the broader discourses and social structures that shape their worlds and to contribute to achieving the United Nations Sustainable Development Goals.

Our team has worked with world-leading impact experts, Matter of Focus, to create our approach and a tailored impact framework for our research programs. The resources in this booklet have been created under their guidance. To find out more about Matter of Focus, visit [www.matter-of-focus.com](http://www.matter-of-focus.com).

**VISIT OUR WEBSITE:**



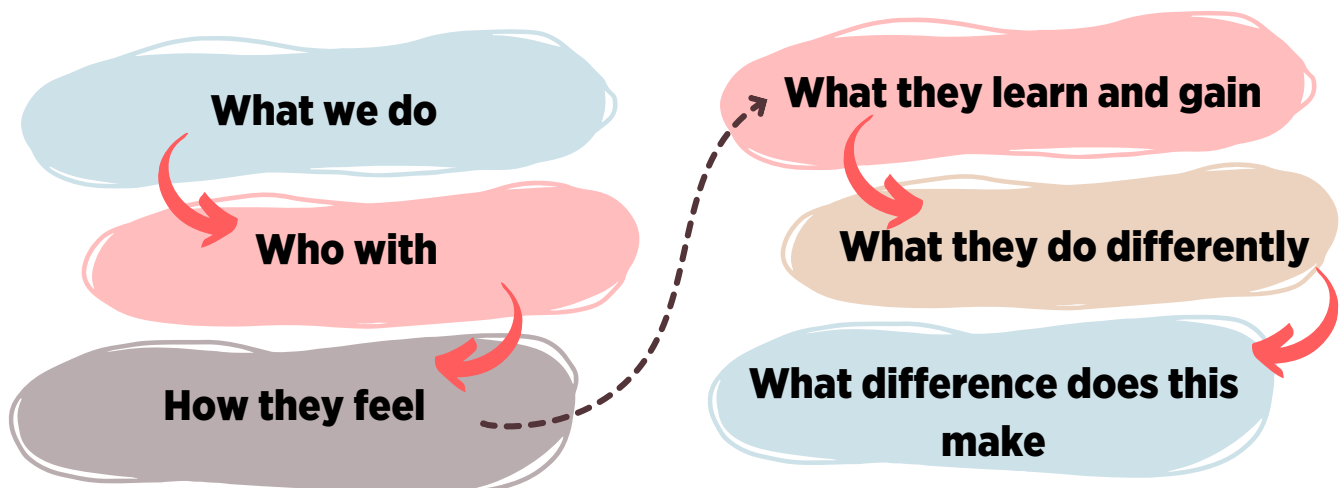
**VISIT MATTER OF FOCUS:**



## MAPPING IMPACT

How do projects that influence people make a difference? By mapping impacts throughout the lifecycle of a project, and even after, we can see the change that is being made. This process can be undertaken together with stakeholders, including young people. Make a plan for the change you hope to achieve together.

On the following page we will share the template Young & Resilient uses when plotting impact maps. Our approach is supported by OutNav, a specialised tracking software by Matter of Focus, however these headings from the Matter of Focus approach will be enough to get you started on mapping your impact.



*Source: Morton Sarah and Ailsa Cook. 2023. How Do You Know If You Are Making a Difference? : A Practical Handbook for Public Service Organisations. Bristol UK: Policy Press*

# ASSESSING IMPACT: METHODS AND SOURCES

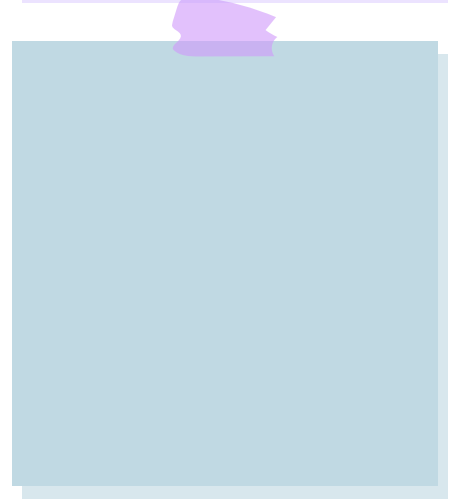
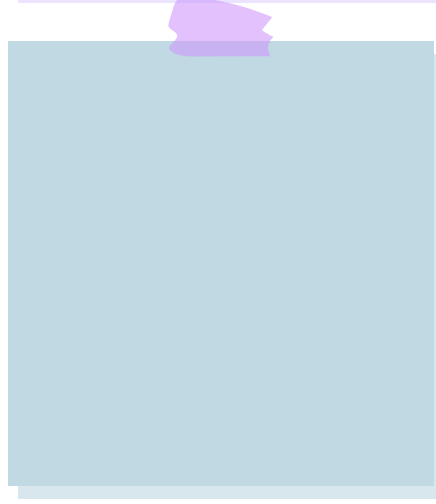
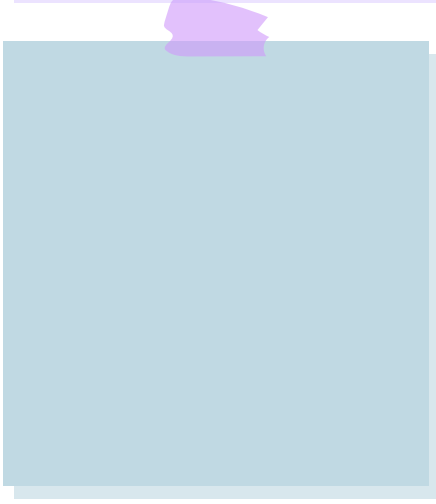
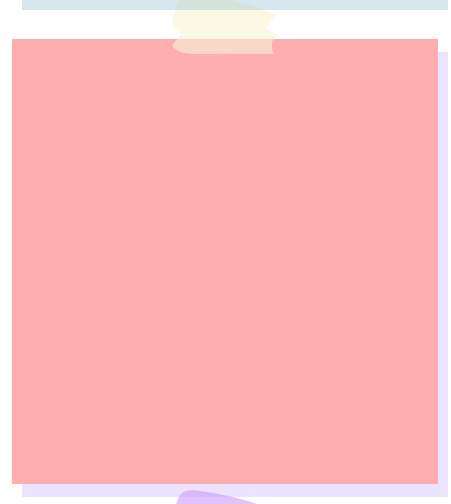
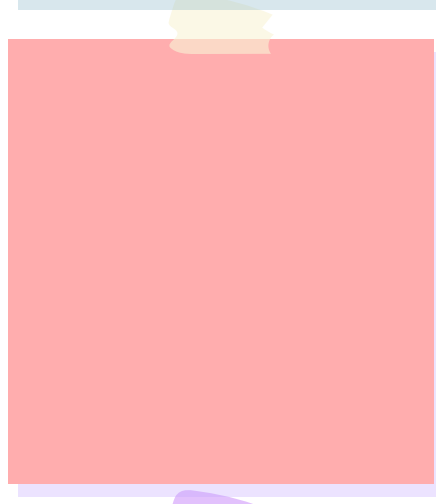
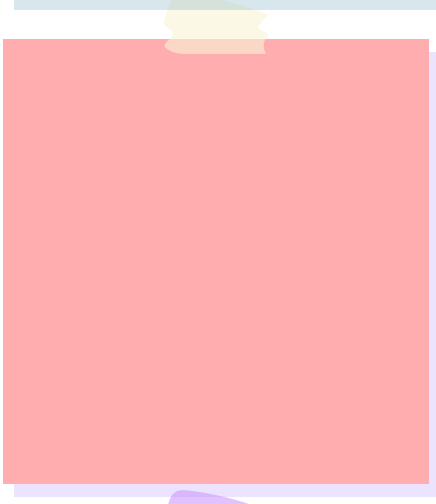
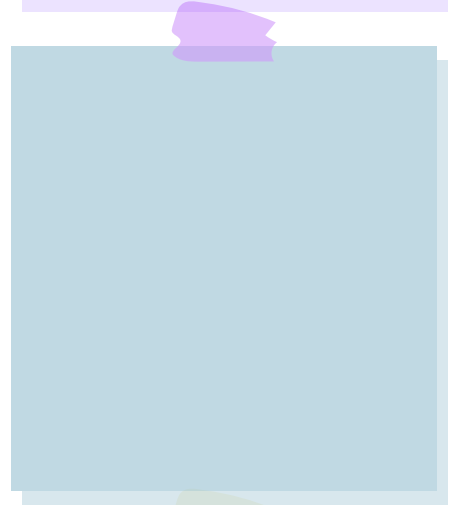
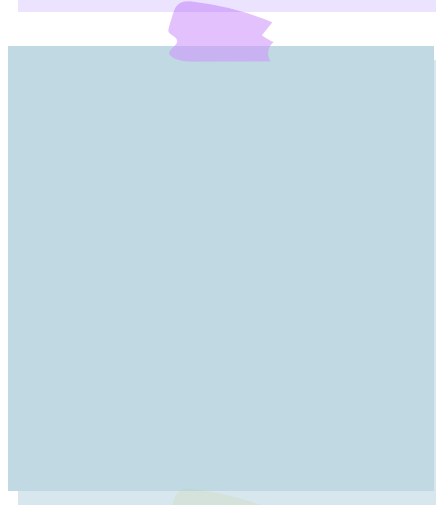
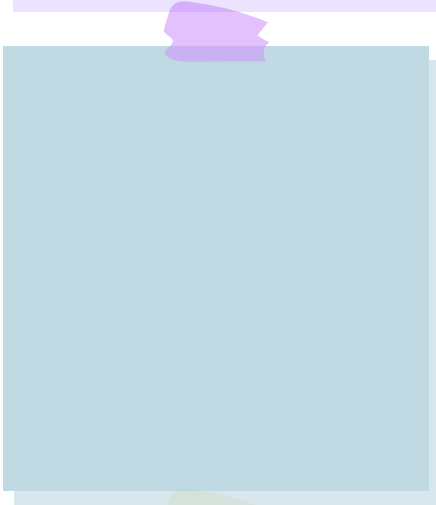
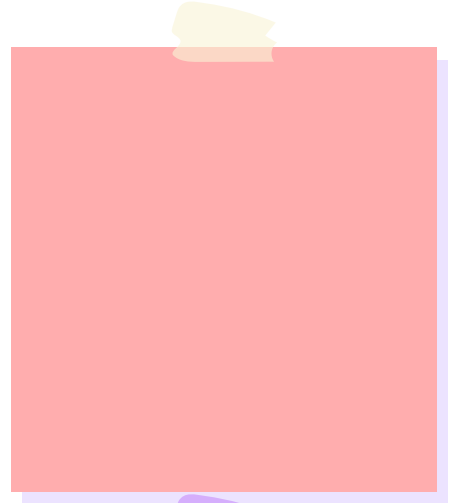
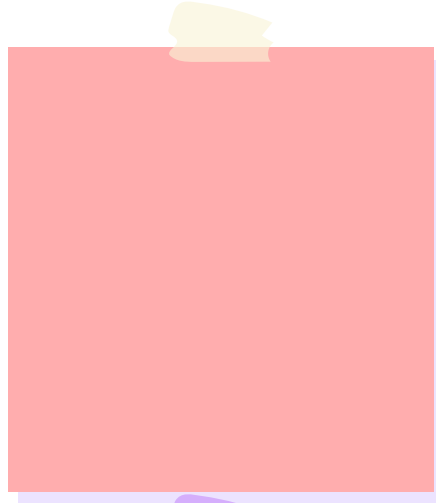
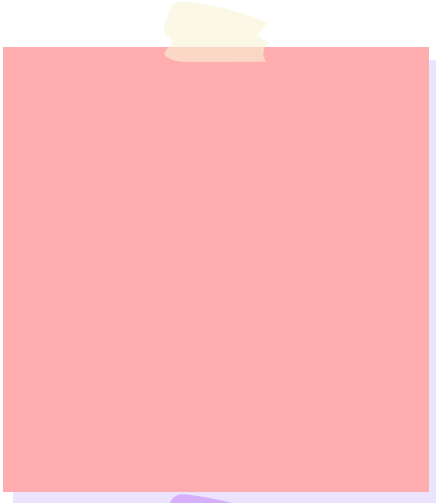
	What to assess	Potential success criteria	Potential sources of information
What we do	<ul style="list-style-type: none"> <li>What were the research and knowledge translation and/or mobilisation activities</li> </ul>	<ul style="list-style-type: none"> <li>Standard of research (were activities were delivered as per expectation?)</li> <li>Creative methods to engage young people</li> <li>Co-creating research methodology</li> <li>Including minority groups in research</li> <li>Creation of child-friendly resources;</li> </ul>	<ul style="list-style-type: none"> <li>Self-evaluation of activities</li> <li>Project reports</li> <li>Reviews</li> <li>Internal documents</li> <li>Informal feedback</li> </ul>
Who with	<ul style="list-style-type: none"> <li>Who engaged with the research?</li> <li>What were the numbers?</li> <li>What was the nature of the involvement?</li> </ul>	<ul style="list-style-type: none"> <li>Level of engagement</li> <li>Analysis of gaps in participation</li> <li>Levels of retention of research participants (e.g. advisory groups, interest in future projects)</li> </ul>	<ul style="list-style-type: none"> <li>Web-use tracking</li> <li>Meeting attendance records</li> <li>Knowledge translation/mobilisation evaluations</li> <li>Observation and reflection of participants</li> <li>Social media engagement</li> </ul>
How they feel	<ul style="list-style-type: none"> <li>What is the feedback about the project</li> <li>Was the work timely?</li> <li>Is the work valued?</li> </ul>	<ul style="list-style-type: none"> <li>Reaction to research and knowledge translation/mobilisation from different stakeholders</li> <li>Comments about the research</li> <li>Analysis of research use at practice and policy levels</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of user engagement activities</li> <li>Workshop exercises</li> <li>Feedback (e.g. vox-pops, surveys, interviews, partner feedback)</li> <li>Citations</li> <li>Downloads of reports and tools</li> </ul>
What they learn and gain	<ul style="list-style-type: none"> <li>What have individuals or groups learned? Are there changes to their knowledge, abilities or skills?</li> </ul>	<ul style="list-style-type: none"> <li>Levels of understanding key concepts</li> <li>Levels of self-expressed commitment to specific related areas and related actions</li> <li>Levels of new knowledge about issues addressed</li> <li>Identified increases or changes in capacity</li> </ul>	<ul style="list-style-type: none"> <li>Feedback (e.g. event, participant and partner feedback)</li> <li>Tracking further use of research (e.g. interviews/surveys/focus groups/social media)</li> <li>Media coverage</li> </ul>
What are they doing differently?	<ul style="list-style-type: none"> <li>Have any new policies, practices, or behaviours been adopted over time?</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of research used by participants;</li> <li>Research cited in policy/practice documents</li> </ul>	<ul style="list-style-type: none"> <li>Tracking activities</li> <li>Internet-based searches</li> <li>Partner feedback (follow-up interviews/surveys)</li> <li>Citations</li> </ul>
What difference does this make?	<ul style="list-style-type: none"> <li>What is the impact on the overall problem (including social and economic)?</li> </ul>	<ul style="list-style-type: none"> <li>International, national or local level indications of change in issues addressed</li> <li>Changes in areas of policy or practice</li> </ul>	<ul style="list-style-type: none"> <li>International, national or local level indicators</li> <li>Research-user feedback on policy or practice change</li> <li>Policy analysis</li> <li>Contextual analysis and relevance of research</li> </ul>

Finding evidence of impact at the end of a project can be challenging. Make sure you have planned to collect evidence throughout the project and keep an eye out for informal feedback. This table was originally published in Morton Sarah. 2015. "Progressing Research Impact Assessment: A 'Contributions' Approach." Research Evaluation 405-19. <https://doi.org/10.1093/reseval/rw016>. It has been slightly modified to guide our Centre's impact evidence collection needs.

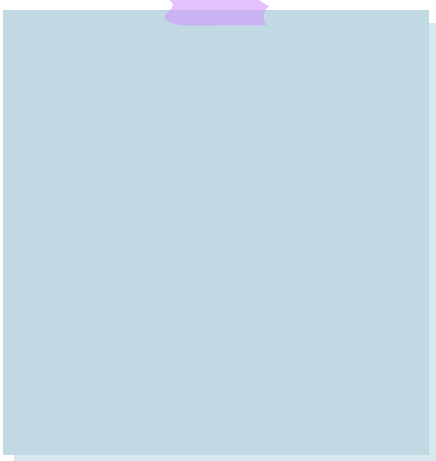
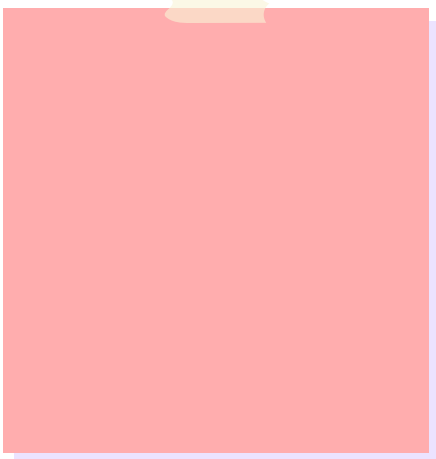
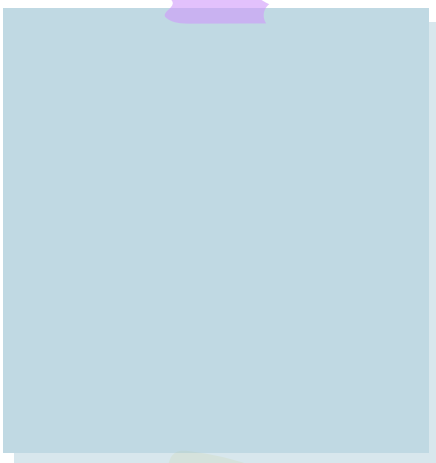
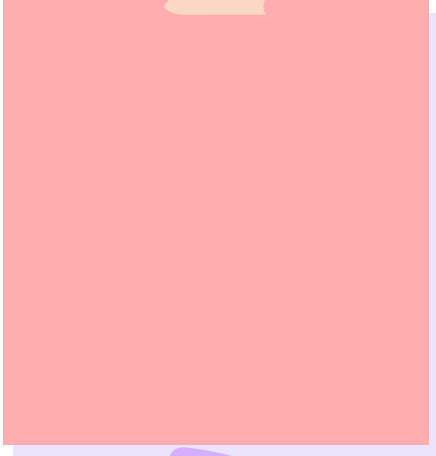
## What we do

## Who with

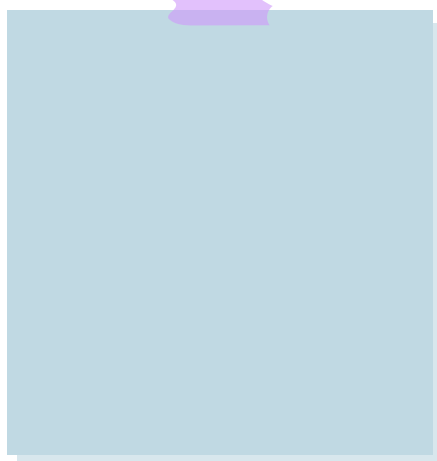
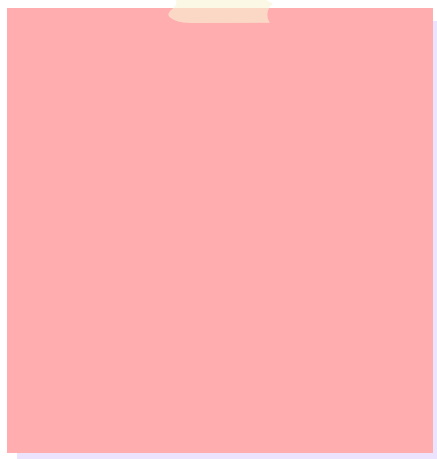
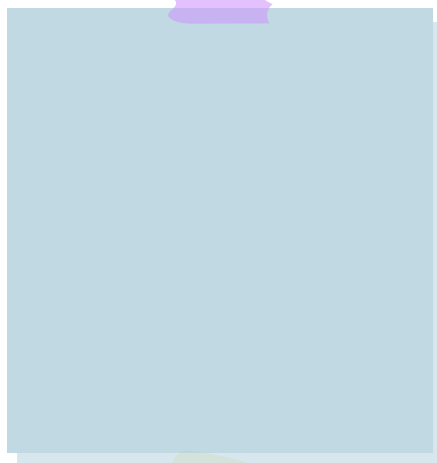
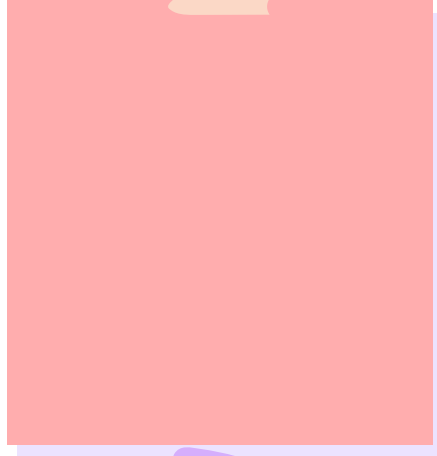
## How they feel



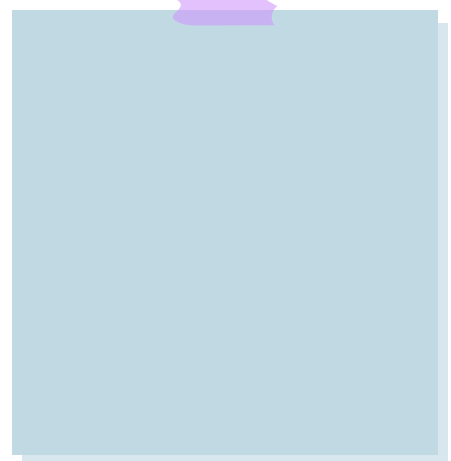
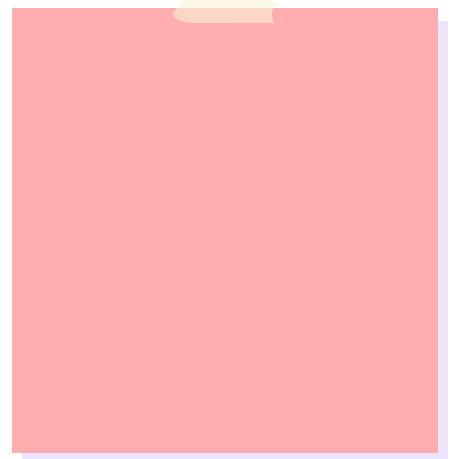
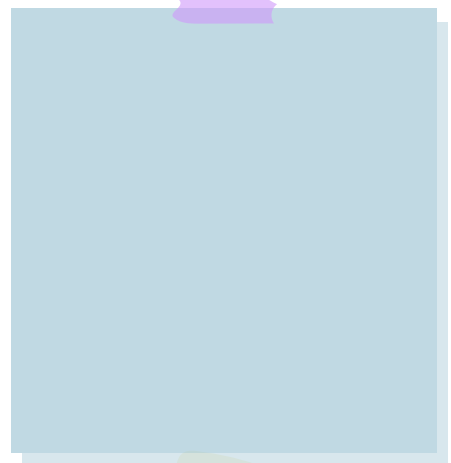
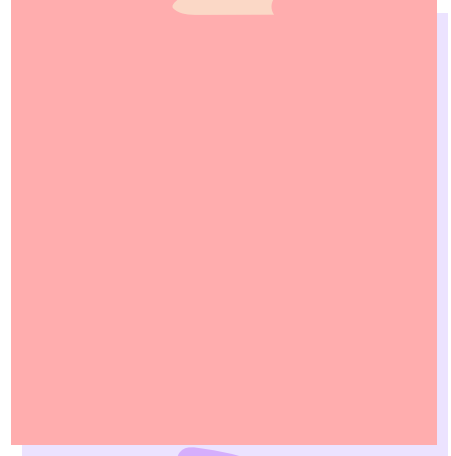
**What they  
learn and gain**



**What they do  
differently**



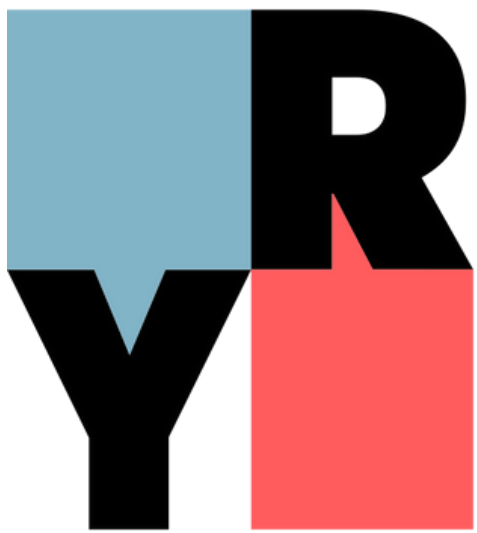
**What difference  
does this make**







**Thank you for using our resource**



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