SRA North event
Inclusive Research Design and Commissioning

17 May 2024

Speakers: Naseem Allmomen - Magenta Research, Skye Curtis - MEL Research,
Alison McIntyre & Andrea Barry - Youth Futures Foundation & Ema Thornhill – Scope

Chair: Georgina Culliford

magenta

INCLUSIVE DESIGN AND COMMISSIONING

Spotlight: transgender people

MAGENTA ARE AWARD WINNING DE&I EXPERTS

We are passionate about inclusion and ensure it's at the heart of everything we do.

01
We've worked extensively with a wide range of marginalised groups and understand the sensitivities involved.

02
We've delivered DE&I training for a selection of clients and we're MRS trainers on conducting inclusive research.

03
We've worked closely with transgender people across a number of different projects.

04
We've continuously learning and evolving our practices. Inclusion is about evolution and progression, not perfection.

We practice what we preach. We've done extensive work to ensure Magenta culture is inclusive to support everyone to be their full and best selves. Listen to the MRS Pride Podcast to hear more.

WHAT DOES 'TRANS' MEAN?

People may use the term 'trans' to describe themselves if their own sense of gender (their gender identity) does not match or sit easily with the gender they were assumed to have based on the sex they were assigned at birth.

'TRANS' IS AN UMBRELLA TERM

Most transgender people are men or women.

Transgender women

Cross-dressing people

Gender queer

Transgender non-binary people
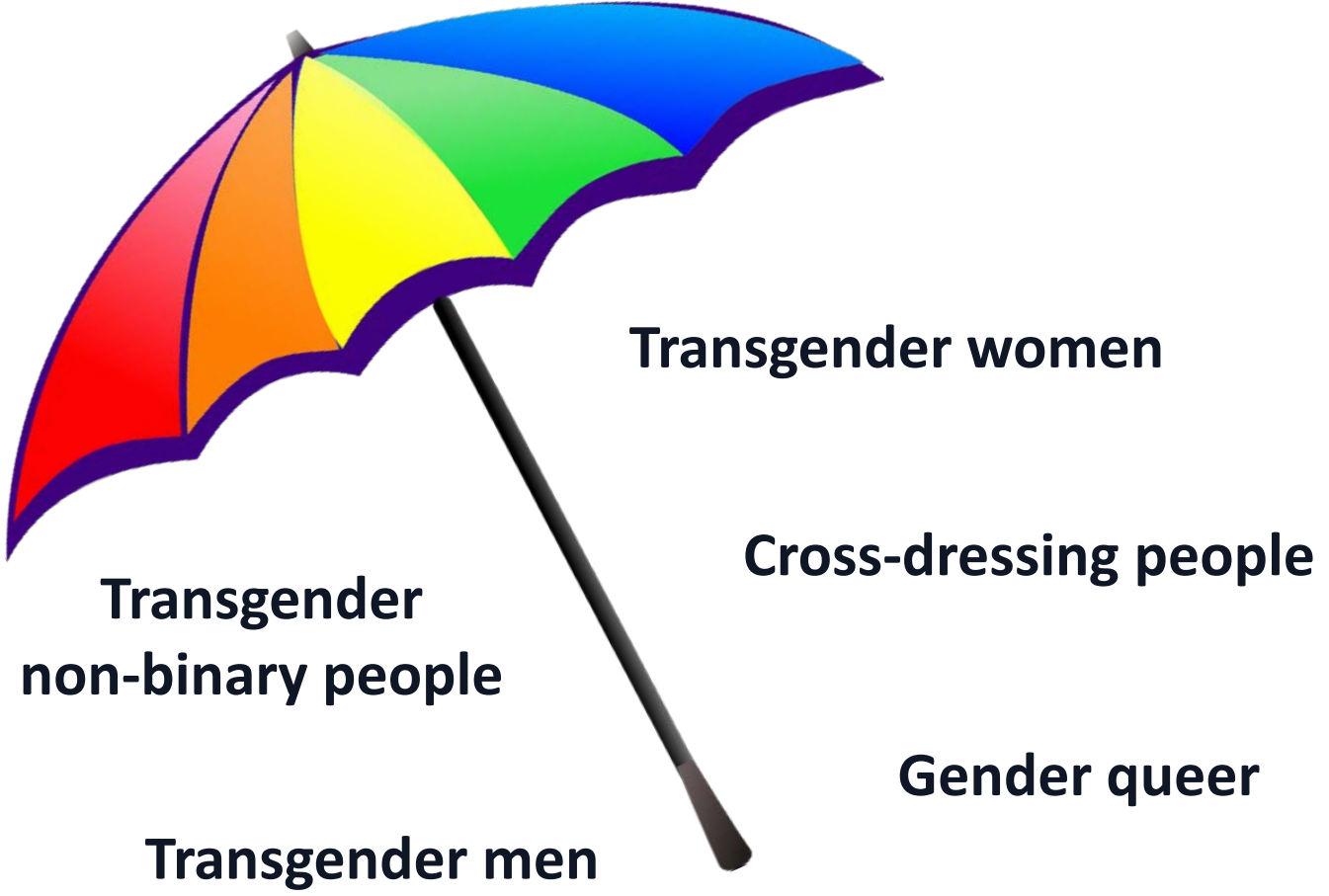
Transgender men

People who use the word trans may also include those who:
- have identities that are both male and female, neither male nor female
- have a fluid gender identity
- don't experience a sense of gender

Let's talk

Trans vs. transgender

INVOLVE TRANSGENDER PEOPLE IN DESIGN

Nothing about us, without us

THE BURDEN OF CHANGE IS
NOT SOLELY ON TRANSGENDER
PEOPLE

GENERAL PRINCIPLES WHEN CONDUCTING RESEARCH WITH TRANSGENDER PEOPLE (AND ALL RESEARCH PARTICIPANTS...)
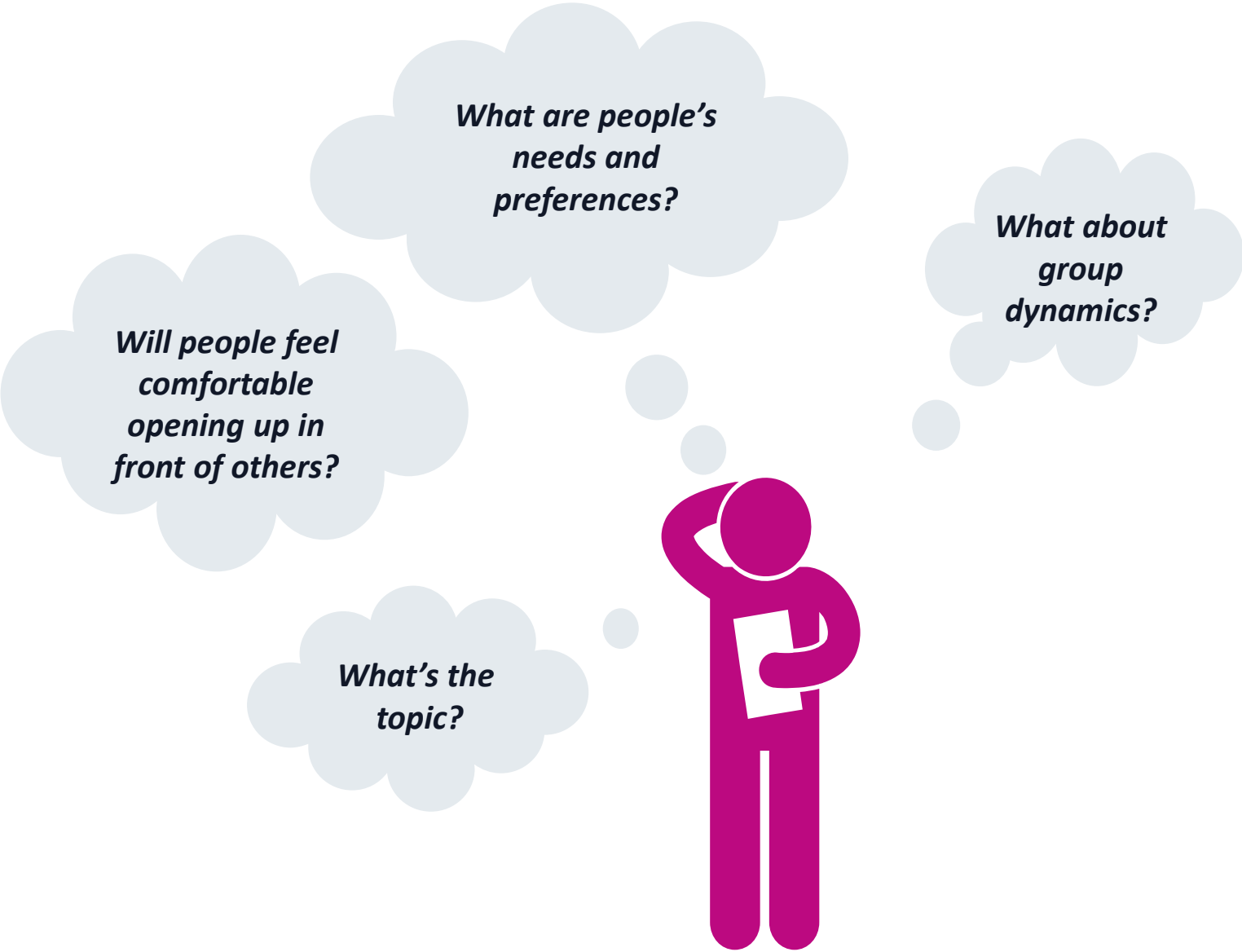
DON'T MAKE ASSUMPTIONS

BE GUIDED BY THE INDIVIDUAL

UNDERSTAND DIFFERENT EXPERIENES

COMMUNICATE RATIONALE AND POSITIVE INTENT

A PERSON-CENTRED APPROACH IS CRUCIAL

What are people's needs and preferences?

What about group dynamics?

Will people feel comfortable opening up in front of others?

What's the topic?

CREATING A SAFE SPACE…WHAT DOES THAT MEAN?

CULTURAL UNDERSTANDING

Ensure researchers have a deep understanding of the diversity within transgender communities, including differences in gender identity, expression, and experiences.

COMMUNICATE THE VALUE AND IMPACT OF THE RESEARCH

Communicating the end goal in order to boost trust and that it's worth their time.

BE AWARE OF POWER DYNAMICS

They are the expert. Be open with positive intent and any lack of knowledge or lived experience.

SET GROUND RULES AND SIGNPOST THE DISCUSSION

This helps to manage expectations and alleviate anxiety.

ADAPT IN THE MOMENT

Read the room and be flexible to people's emotions and behaviour.

POST-RESEARCH SUPPORT

Signpost to other resources or offer a post-interview outlet for people.

WHEN IT COMES TO ANALYSIS AND REPORTING….

INTERSECTIONAL ANALYSIS

CASE STUDIES AND QUOTES

ACCESSIBLE FORMATS

CIRCULATE TO PARTICIPANTS

LET'S CHAT

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Outline

- **What** - overview of empowerment evaluation principles and methodology

- **Why** - exploring challenges in existing evaluative practice

- **How** - case study

What is Empowerment Evaluation?

PRACTICAL FOCUS

TRANSFORMATIVE FOCUS

| Improvement | Community Ownership | Inclusion | Democratic Participation | Social Justice |

| Community Knowledge | Evidence-based strategies | Capacity Building | Organisational Learning | Accountability |

Core Principles

Development of empowerment evaluation

1. Developing a mission and vision

2. Taking Stock

3. Planning for the Future

(David Fetterman, 1994)

Contribute to the Development of Reflective Practitioners

Community of learners

Establish cycles of reflection and action

Develop a culture of evidence

Critical friend

Collect Evidence
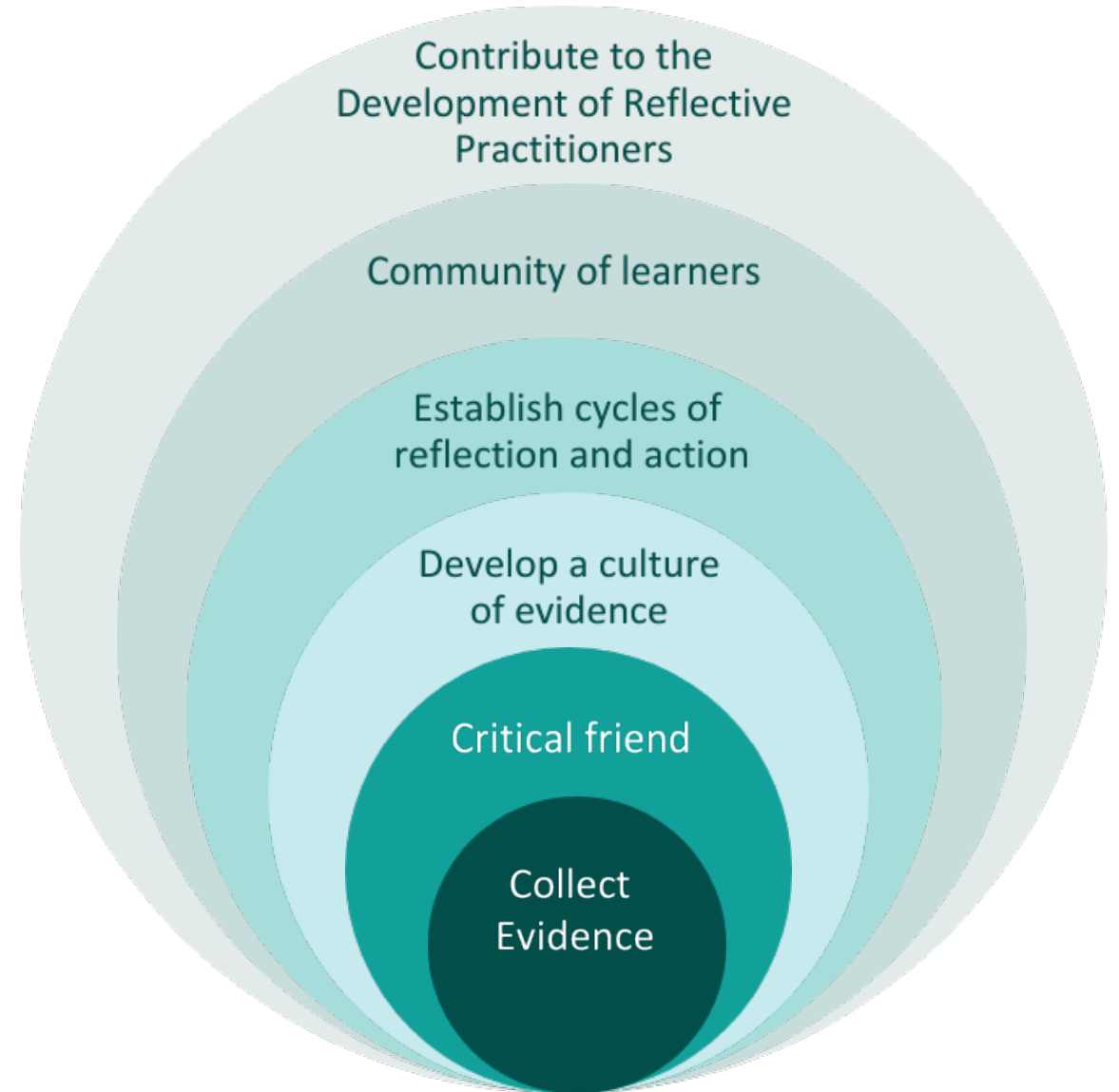
WHY?

Partnership at its core

Engagement and collaboration

Listening and sharing

An opportunity to learn - for everyone

Case Study

Working with Active Partnership Regional Network Managers

- Collective sense making
- Embedding reflective practice
- Listening ear and critical friend
- Provide tools and advice

Active Partnerships

Engaging Communities, Transforming Lives

Thank You

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research·with·a·purpose
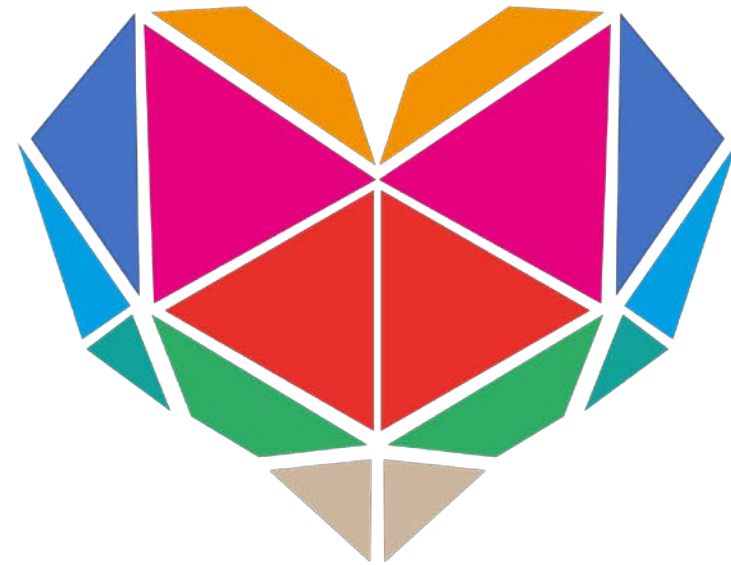
Youth Participation in Research and Evaluation
&
Quantitative Analysis about NEET Young People

Alison McIntyre, Research Officer

Andrea Barry, Principal Economist

May 2024

Youth Futures Foundation

An independent, **non-profit** founded in 2019

The national **What Works Centre** for Youth Employment

Our mission is to **reduce employment gaps** so that **young people facing the greatest challenges can find and keep good quality jobs**

What we do

Investing in Promising Practice and Approaches

Funding organisations and places that provide employment support to young people so that we can generate high quality evaluations
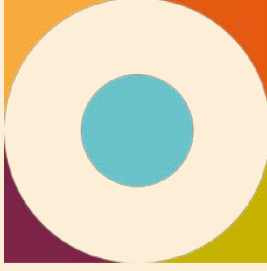
Generating Evidence

Through conducting and using high-quality research. This helps us know 'what works' (and what doesn't)

Influencing Policy Change and Employer Practice

Driving evidence-based change in policy and working with employers and practitioners to improve their practice.

youth
futures
FOUNDATION

Youth Participation in Research and Evaluation

The need for evidence-led approaches to youth participation

We work with members of the **Future Voices Group**.

Recognising the value the members bring to our work we wanted to better understand youth participatory practice using a **'what works' approach**.

Our practice needs to be **designed in line with evidence on what works** for participants and for our research and evaluation projects.

Without an evidence-led approach, we chance ineffective practice and take ethical risks.

Evidencing our participatory approach

This week we published new research conducted by Centre for Evidence and Implementation [Youth Participatory Research: A Reviews and Practice Guidance](#)

Addressing the relative lack of evidence-based practical frameworks for youth participatory approaches in research and evaluation projects

Rowland, J., Wills, E., Ott, E. (2024). *Youth Participatory Research: A Review of Reviews and Practice Guidance.* Centre for Evidence and Implementation.

Published 14th May 2024
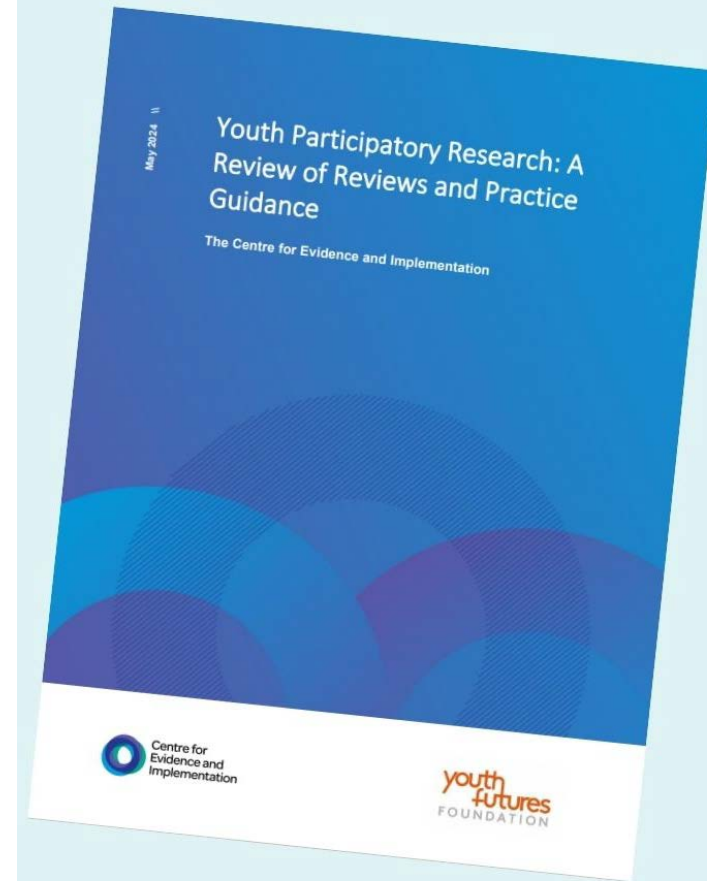
Youth Participatory Research: A Review of Reviews and Practice Guidance

Reviewing existing academic literature and practice guidance…

This review gathers evidence of current good practice and presents findings in accordance with each stage of a research project.

Engagement and recruitment ⟶ Dissemination and feedback

Drivers of Promising Practice

1) Theorising, conceptualising, and reflexivity

2) Consideration of youth voice

3) Power sharing between adults and youth

4) Communication and engagement throughout participation

5) Transparency and feedback cycles

6) Inclusive practices

7) Safe spaces for participation

8) Trauma-informed collaboration

9) Incentives and recognition for youth participation

Pathway to Good Practice

We shared the findings at a Roundtable with partners in the What Works Network and youth sector. Three key takeaways…

1. Participatory research can be challenging but if done well it can bring great value to our projects

2. Implement recommendations one step at a time

3. Inclusive methods ➡ Inclusive practice
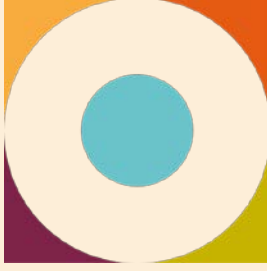
Reflecting on our own participatory practice

There is great value to be gained from high-calibre participatory approaches

Quality of participation > Quantity of participation

The right participatory method for the right project

Adopting an evidence-led approach to participation

Quantitative analysis about NEET Young People

Overlaps of marginalization in youth employment

Recognising that some young people are more likely to be NEET than others.

What extent young people experience different types of marginalisation and how do these experiences overlap?
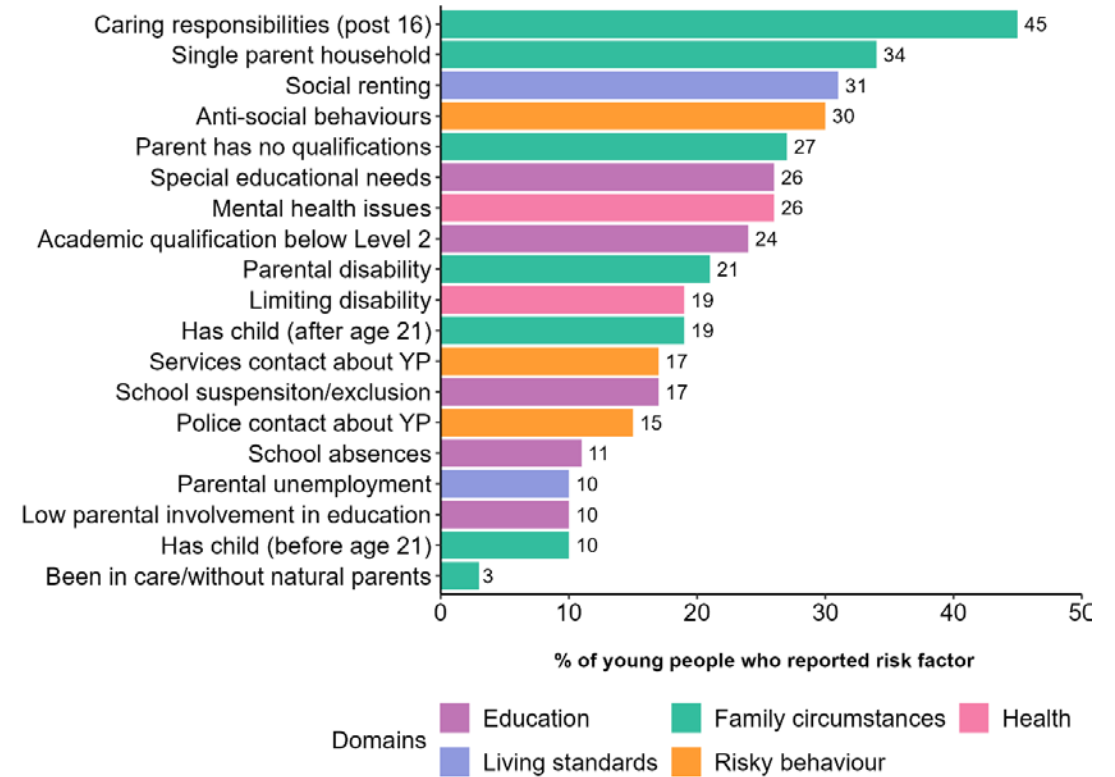
Absolutely important to commission an organisation who understands the nuance of marginalisation
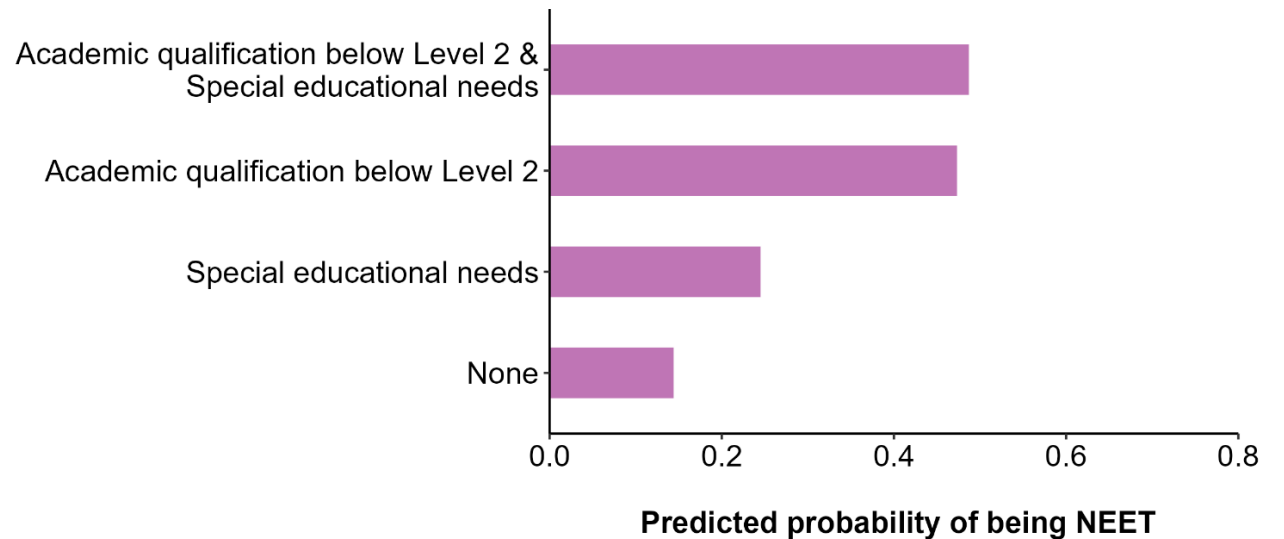
Why do we need inclusive commissioning?

- Most young people in the UK have a risk factor associated with being NEET.

- This does not mean a young person is marginalised.

Caring responsibilities (post 16) — 45
Single parent household — 34
Social renting — 31
Anti-social behaviours — 30
Parent has no qualifications — 27
Special educational needs — 26
Mental health issues — 26
Academic qualification below Level 2 — 24
Parental disability — 21
Limiting disability — 19
Has child (after age 21) — 19
Services contact about YP — 17
School suspensiton/exclusion — 17
Police contact about YP — 15
School absences — 11
Parental unemployment — 10
Low parental involvement in education — 10
Has child (before age 21) — 10
Been in care/without natural parents — 3

% of young people who reported risk factor

Domains:
Education
Living standards
Family circumstances
Risky behaviour
Health

Overlaps of risk factors

- When overlapping risk factors, having an academic qualification below Level 2 and Special Educational Needs results in a higher probability of being NEET.

- This was more common for young people of a white ethnicity

Predicted probability of being NEET

- Health overlap was also highly related to being NEET.
- This was more common among young people who identified as bisexual and gay or lesbian.
- Again, inclusive commissioning matters

Predicted probability of being NEET
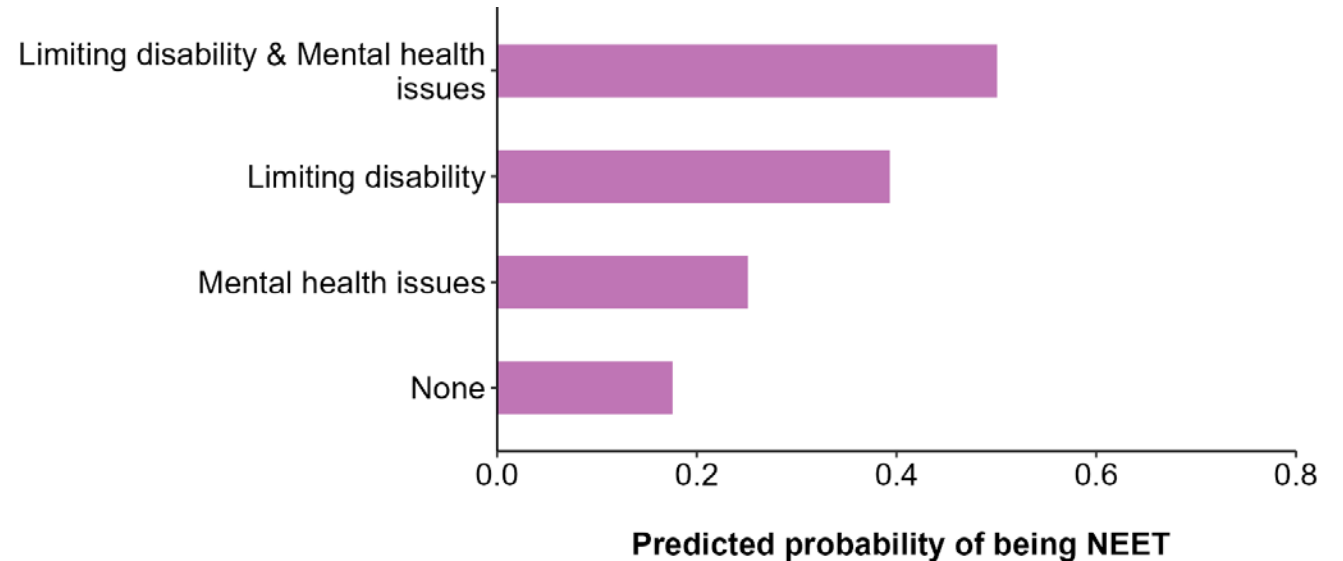
Busting pre-conceived notions

- In the final model, several risk factors ceased to be statistically significant predictors.
  - Absence from school for one month or more in the last year
  - Expulsion or suspension from school
  - Contact with parents from police or educational/social services
  - Anti-social behaviour
  - Low parental involvement in education
  - Living in a household with a disabled parent

Inclusive commissioning in quant research matters!!

YouthFuturesFoundation

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Designing and conducting research and user testing with disabled people

Ema Thornhill – Senior User Researcher

SCOPE = Equality for disabled people

Checking my privileges!

1. I work in a team that is human-centred.

2. We have an amazing panel executive who looks after Scope's [Research Panel](). He helps us recruit participants and care as much about their experience as we do.

3. Our research is not funded and we do not publish our findings in peer-reviewed journals.

Social model of disability

We respect other people's language choices and their right to describe themselves.

- When we talk and write as Scope we use social model language. [Scope's house style guide](#) helps us with this.

- [Social model of disability](#) says that people are disabled by barriers in society, not their condition.

When was the last time you…

- changed how you were running a research session to make it more accessible?

- read or reviewed a research paper that talked about changes made to research sessions so that they were more accessible?

- approved a funding bid that said how research sessions would be made more accessible?

Why does it matter?

There are 16 million disabled people in the UK.

Nearly 1 in 4 people are disabled.

Source: Family Resources Survey: financial year 2022 to 2023 (GOV.UK)

Inclusive research design

- Ronald Mace was a disabled architect and introduced the concept of Universal Design.

- All products and environments should be pleasing and usable to the greatest number of people.

- Understanding participant diversity leads to better research design decisions.

- This helps to make research inclusive to as many people as possible from the start.

- But probably not everybody, so you still need to be flexible!

What do we do?

Ask people what they need

- Are there any changes we can make to the session so that you are comfortable taking part?

- We do not:

  - ask people to tell us about their health or condition

  - assume we know what people need

  - give people options of adjustments to choose from

But...

Sometimes it can be helpful to give examples of changes you can make

- People might not know what to expect.

  - Give clear information in plain English.

  - Do trial runs if you're using technology or tools.

- People might not know what you can, or are willing to, change.

  - Tell people where they have genuine choices.

Examples

- Breaking sessions into parts across a day or week

- Taking planned or unplanned breaks

- Sending questions and materials in advance

- Asynchronous interviews

- Using chat functions on video calls

Things do not always go well

- It's ok to be nervous about getting it wrong.

- Identify gaps in knowledge and skills.

- [It costs people to take part in research]().

- [If you find out you're excluding someone]()

  - Own it.

  - Ask for help.

  - Do not ask the person to say it is ok.

- If you know something is not accessible in advance, own it.

Using tools

Housing benefits and paying for housing

Universal Credit

Help with bills and cost of living

Pensions and benefits

Benefits for disabled children

Benefit appeals

Medical negligence

Paying for social care

17 of 18 remaining

Benefits

Disability benefits

1 items

Legal information and your rights

0 items

Social care

Money and finances

0 items

Housing and home adaptations

0 items

Education

0 items

Alternatives

- Survey: which group would you put this in?

- Word document: group bullet points under headings

- Trello board: can move cards into lists

Good research practice or inclusive research?

Inclusive research is good research practice!

- Open questions are good. But only if your participant can answer them.

- Research tools are good. But only if they are accessible.

- Generalisable findings are good. But only if your sample is representative.

- Reflective practice is good. But only if you're reflecting on who is missing from your research, as well as the research you did.

Resources

- [Content Design team blog (Medium)](#)

- [Disability and inclusion articles (Scope for business)](#)

    - [How Scope use content design to be accessible](#)

    - [5 things to think about when designing for inclusivity](#)

    - [How to be a disability ally](#)