

## What's Changed?\*

Organisation: \_\_\_\_\_ Contact: \_\_\_\_\_

The issue raised: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Evidence from:</b>		
<b>Organisation</b> <i>(complete this column from the point of view of the organisation)</i>	<b>Participants</b> <i>(this column should be completed by children, young people, families or community involved)</i>	<b>Other children and young people and the wider community</b> <i>(comments with regards to evidence of change from those not necessarily directly involved in the planning)</i>
<b>Evidence of listening:</b>		
<b>Evidence of planning:</b>		
<b>Evidence of change:</b>		

\*Adapted from the 'What's Changed?' tool from Hear By Right (2005), published by the National Youth Agency

1. What type of Involvement do you consider your example to be?(Participation, Consultation, design, delivery, governance, evaluation, feedback, volunteering)
2. Which of the Every Child Matters outcomes did it impact upon?
3. What were the ages of the young people involved?
4. How many young people were involved?
5. Have you heard of the guidance before?
6. Have you used the guidance before?
7. Is there anyone else in your organisation that you feel could produce evidence of involving children and young people?
8. Which level of involvement do you think applies to your example? (Ref. Kirby et al.) Please choose one of the following (Delete where appropriate).
  - 'Children and young people's views are taken into account by adults'
  - 'Children and young people are involved in decision- making (together with adults)'
  - 'Children and young people share power and responsibility for decision-making with adults'
  - 'Children and young people make autonomous decisions'.