

Session 4: Involving Children and Young People: Learning From Co-Produced Evaluations.

The fourth webinar in this series, Involving Children and Young People: Learning From Co-Produced Evaluations, took place on 17th February 2026 and was well attended with over 250 registrations and over 145 people online.

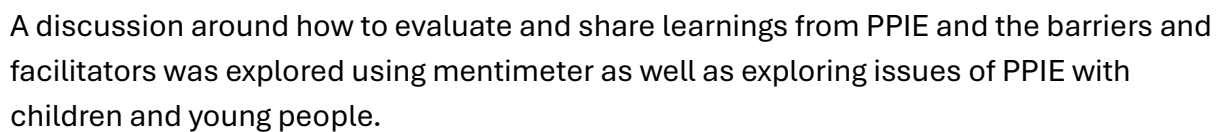
The webinar focused on learnings from two co-produced evaluations of young people's advisory groups (YPAGs) highlighting lessons for meaningful and inclusive Patient and Public Involvement and Engagement (PPIE) with children and young people (CYP) as well as exploring practical implications for PPIE professionals, researchers and CYP involved in research.

[Dr Louca-Mai Brady](#) (Reader in Youth Involvement and Health, University of Hertfordshire) gave an overview of some of the key considerations in rights-based approaches to PPIE, the importance of evaluation in demonstrating PPIE impact and signposted to key PPIE evaluation models and frameworks. She then gave an overview of an evaluation she co-produced with members of the 'eyeYPAG', including learning on the benefits of PPIE for research and CYP, evaluating PPIE in collaboration with those involved and the importance of skilled facilitation to enable the meaningful, inclusive and engaging involvement of CYP.

[Dr Helen Abnett](#) and [Lauren Denyer](#) (Research Fellows at the University of Hertfordshire and co-facilitators of the Herts YPAG) were joined by three YPAG members, Jacob, Keira and Stela. They shared learning from an evaluation of the Herts YPAG undertaken in 2025. This evaluation used creative methods to find out about the impact of the YPAG on its members, and on researchers who seek feedback from the group. The evaluation also explored how the group could be improved for the future.

YPAG members shared how being a part of the YPAG has improved their confidence, and enabled them to build new skills. The evaluation has also generated learning that can be applied to working with children and young people across the research process. The Webinar was hosted by NIHR ARC East of England and Chaired by [Dr Stan Papoulias](#), public and patient involvement (PPI) research theme lead at NIHR ARC South London, and facilitated by [Dr Elspeth Mathie](#), theme lead of inclusive involvement in research at NIHR ARC East of England and Assistant Director, Centre for Research in Public Health and Community Care, University of Hertfordshire. Jacob, Keira and Stela joined the webinar from a room on the University campus together with Helen and Lauren. Nicole Jones (NIHR ARC East of England) and Reena Masrani (CRIPACC, University of Hertfordshire) also supported the webinar.

Are you (mainly) a...

[illegible]

During the webinar there were also discussions around how YPAG members were recruited, the challenges around informed/parental consent, payment and recognition for their involvement and time and how children and young people are kept engaged and enabled to participate in the group. Audience members asked about the support available and the use of technology/phones in workshops/meetings. One person asked about the pros and cons of YPAGs iwhere members may not have high health needs or social care use but may be informing research/service delivery in this area. The discussion around representation is another on-going debate within public involvement.

Feedback from audience on the webinar included:

- Excellent session and lovely/educational to hear from the YPAG members.
- Very interesting webinar. Really liked hearing from the members of the YPAG about their involvement
- Very useful and insightful meeting.
- Well done to the young people who spoke so eloquently. You are excellent role models to your peer group!
- Thank you to YPAG! Really informative and honest session
- A really interesting and inspiring session.

Some of the questions that we did not have time to answer during the webinar include:

Can I get a certificate for attending this meeting?

We have not issued certificates of attendance before, but if it is of interest, please contact us. We have provided the young people with certificates.

Would you have any experience advising researchers on the qualitative analysis for a research project?

In terms of qualitative analysis with young people more information on page 9 of the YPAG Evaluation; <https://uhra.herts.ac.uk/id/eprint/26074/>.

See also the eyeYPAG evaluation report and journal article:

<https://generationr.org.uk/eyeypag-evaluation/>

The guidelines and toolkit for young researchers also contains information and session plans for training and supporting young people to be involved in evaluation:

Brady, L-M., & Graham, B. (2022). *Young Researchers: Guidance*. Barnardo's. <https://doi.org/10.18745/pb.25987>.

Young Researchers: Toolkit. Barnardo's. <https://doi.org/10.18745/PB.25988>

A good general introduction to qualitative analysis: Braun, V. and Clarke, V. (2022) *Thematic Analysis: a Practical Guide*, Sage.

What other youth participation frameworks were used besides the Lundy model?

No specific youth participation frameworks were used in the evaluations discussed beyond the [United Nations Convention on the Rights of the Child](#) and [Lundy model](#), as

we focused more on public involvement-related frameworks. But there's an interested discussion to be had on how youth participation and PPIE frameworks can/should both inform children and young people's involvement in research.

Would be interesting to know what the Work Experience consisted of?

Two Herts YPAG members were supported by the team to do their school work experience at UH. Iman (YPAG member) wrote a blog post about her work experience with us at CRIPACC: https://generationr.org.uk/hertsypag_5-24/

List of Resources & References.

Arangüena, I. (2024). The public engagement evaluation toolkit [online]. Research to Action. Available at: <https://www.researchtoaction.org/2024/04/the-public-engagement-evaluation-toolkit/>

Brady, L-M et al.(2023).“We know that our voices are valued, and that people are actually going to listen”: co-producing an evaluation of a young people’s research advisory group.Research Involvement and Engagement,9 (11).
<https://doi.org/10.1186/s40900-023-00419-4>

Brady, L.M and Graham, B. (2021). Young Researcher Guidelines and Toolkit. London: Barnardo’s <https://inside.barnardos.org.uk/young-researchers-toolkit-and-guidance>

Brady, L.M., Roberts, R., Hathway, F. Horn, L. (2020). Shifting sands: trying to embed participation in a climate of change. In Brady, L.M. (ed) (2020).). Embedding young people’s participation in health services: new approaches..Bristol: The Policy Press.

Brady, L.M., Templeton, L., Toner, P., Watson, J., Evans, D., Percy-Smith, B., and Copello, A. (2018). Involving young people in drug and alcohol research. Drugs and Alcohol Today, 18 (1), pp28-38. Available from: <https://doi.org/10.1108/DAT-08-2017-0039>

Decision tree: <https://qpol.qub.ac.uk/how-to-do-better-in-childrens-participation>

eyeYPAGevaluation report: <https://generationr.org.uk/eyeypag-evaluation/>

Gibson, A., Welsman, J. and Britten, N. (2017). Evaluating patient and public involvement in health research: from theoretical model to practical workshop. Health Expect, 20: 826-835.<https://doi.org/10.1111/hex.12486>

Herts YPAG: <https://generationr.org.uk/hertfordshire-ypag/>

-Podcast: https://generationr.org.uk/future_minds_podcast/

-Film: https://generationr.org.uk/hertsypag_film/

-Evaluation: <https://generationr.org.uk/the-excellent-evaluators-brilliant-blogpost/>

Lester, S. and Brady, L.M. (2018). Blog: Involving young people with lived experience of adverse childhood experience (ACEs) in a systematic review.

<https://eppi.ioe.ac.uk/cms/Default.aspx?tabid=3681&articleType=ArticleView&articleId=175>

Lundy model: <https://www.qub.ac.uk/Research/case-studies/childrens-participation-lundy-model.html>

Newman, A., McAlister, B., Seddon, K., Peddle, S. and Nelson, A. (2023). Public Involvement In Research Impact Toolkit (PIRIT). [online]Cardiff University. Wales, UK: Cardiff University. Available at:<https://www.cardiff.ac.uk/marie-curie-research-centre/patient-and-public-involvement/public-involvement-in-research-impact-toolkit-pirit>.

NIHR resources on evaluating public involvement:

<https://www.learningforinvolvement.org.uk/topic/evaluating-involvement/>

People in Health West of England. Patient and public involvement impact log [online].

Available at: <https://arc-w.nihr.ac.uk/patient-and-public-involvement/resources/patient-and-public-involvement-impact-log/>

Staniszewska S, Brett J, Simera I, Seers K, Mockford C, Goodlad S et al. GRIPP2 reporting checklists: tools to improve reporting of patient and public involvement in research BMJ 2017; 358 :j3453. <https://doi.org/10.1136/bmj.j3453>