Leapfrog Evaluation Report
February 2018

leapfrog.tools

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1. Introduction

Leapfrog is a £1.2 million, 3 year Arts & Humanities Research Council funded project, investigating the use of co-design methods to engage communities in public-sector decision making. The Leapfrog project works in close collaboration with public sector and community partners to design and evaluate new tools and approaches to consultation.

This report summarises the findings from the final evaluation of Leapfrog to the end of the project in December 2017. The evaluation aimed to capture progress, evidence of impact and key learnings from the co-design and dissemination of tools for consultation, as well as informing future work building on what co-design can continue to learn and contribute.

1.1 Background
Leapfrog is a participatory research project funded by AHRC to transform public sector engagement by design (www.leapfrog.tools). Imagination Lancaster at Lancaster University (LU), in partnership with The Innovation School at The Glasgow School of Art (GSA), have worked to create and evaluate new approaches to engagement within Lancashire and the Highlands and Islands of Scotland.

Consultation and the engagement of communities in public service decision making is becoming an increasingly important part of local and regional life. This is aimed at helping communities be more active and connected to their wider environment and imperatives on governmental bodies to more adequately engage communities in decisions that affect them. Thus, there is a real demand for improved tools and approaches to enable that

effective engagement. Leapfrog aims to create and evaluate these new models by working initially with communities in Lancashire and the Highlands and Islands of Scotland, as well as more broadly across the UK. Lancashire has closely packed overlapping communities that are hard to engage, e.g. with low rates of English literacy. The Highlands and Islands communities are very geographically dispersed and isolated and are strongly motivated to innovate by the hardships they face in terms of communications and access. As such, both of these areas exhibit "hard to reach" communities, often less included in community engagement. Working in these environments helps to challenge and test the tools and approaches designed through Leapfrog and help make them more robust for more effective application in other parts of the UK.

1.2 Project Actions & Objectives

The project was delivered across seven action themes (as seen in Table 1), including short and major projects where the team works in partnership with public sector, third sector and community organisations to design and evaluate new approaches for engagement through co-design. Short projects enabled a diverse range of contexts to be explored. Major projects, with greater investment of time and resources, explored important challenges working strategically with project partners in longer term.

Action 1: Co-Designing Creative Facilitation	This action will draw together PhDs, RFs and Co-Is for learning and evaluation workshops, to build a common understanding and enhance knowledge and experience of co-design, consultation and evaluation, including ethical dimensions.
Action 2: Short Projects	Working with communities and the public sector to gather understanding develop and test prototypes for community engagement.
Action 3: Major Projects	More in-depth co- design and tool development interventions involving local representative, local government led initiative and community building.
Action 4: Toolbox Design	Reformulate tools into a series of 5 toolboxes with particular themes suitable for national dissemination & testing.
Action 5: Evaluation for Co-Design and Consultation	Interwoven with tool design and project delivery will be evaluation capturing evidence of effectiveness, efficiency and relevance as well as how the process of co-creation has added value.
Action 6: Dissemination, Sharing and Wider Use	Dissemination through website, journal papers, conference presentations and public facing working papers, as well as tool and toolbox sharing. Two, 3-Day summer schools addressing co-design, action research and consultation.
Action 7: Management: Planning of the Project	Quarterly management meetings and 6 monthly advisory board meetings, accompanied by progress reports and interim evaluation.

Table 1. Project Action Themes

The key milestones delivered throughout the Leapfrog project are listed below in response to their contribution to each of the action themes. Some milestones are repeated across action themes where they are considered to have contributed to more than one.

In response to Action 1, key milestones Leapfrog has achieved include:

• employed 5 designers, 3 PhDs researchers, 8 researchers and 3 co-investigators throughout the lifetime of the project

• delivered 83 workshops for tool co-design creation activities

• 2 international summer schools each over three days for 40 early career researchers

• 25 published downloadable project reports

• 5 published International Journal papers, with 2 more pipelined

• 9 conferences presentation and published papers with 2 further papers under review

• 241 blogs sharing leapfrog stories to inspire conversations worldwide

In response to Actions 2 and 3, key milestones Leapfrog has achieved include:

• completed 22 university-community co-design projects (5 Major Projects and 17 Short Projects)

• involved 74 partners involving 557 co-designing participants

• co-designed and published 42 unique tools

• published 25 downloadable project reports

• delivered 83 workshops for tool co-design creation activities

In response to Action 4, key milestones Leapfrog has achieved include:

• published 4 toolboxes (relating to 4 of the 5 Major Projects – the final Major Project, Be Included, did not produce a toolbox)

In response to Action 5, key milestones Leapfrog has achieved include:

• gathered 61 baseline surveys from project participants

• gathered 24 baseline survey from tool downloads

• undertaken 22 interim evaluation interviews

• undertaken 57 final evaluation interviews

• delivered 83 workshops for tool co-design creation activities

In response to Action 6, key milestones Leapfrog has achieved include:

• delivered 83 workshops for tool co-design creation activities

• involved 3621 people in 85 tool-sharing engagement experiences

• supported 285 community based organisations through use of tools

• 1 innovation award - British Youth Council, Youth on Board scheme

• seen 15K in new funding to sustain community projects using leapfrog tools (£15K)

• 1620 tools downloaded by 517 different users since 17/12/2015

• 700 new people using the co-designed tools disseminated by partners own networks

• 2 films produced, one about working with young people and the other about early career research

• led best practise training sessions for over 200 people, including Danish Centre for Innovation, Nottingham University, CILIP Conference, HIE Conference

In response to Action 7, key milestones Leapfrog has achieved include:

• held 15 management meetings

• held 7 advisory board meetings

• published an Interim Project Report

• published 25 downloadable project reports

• 241 blogs sharing leapfrog stories to inspire conversations worldwide

Within these action themes, the key objectives of Leapfrog are as follows:

1. To develop new approaches to community co-design where citizens, researchers and public sector workers collaborate as equals in creative processes.

2. To use new community co-design processes to develop new innovative consultation tools that draw in a wider range of people into deeper engagements.

3. To explore if tools developed with one community can be modified to be effective with other communities across the UK?

4. To develop new evaluation frameworks for co-design and consultation that capture real effects and impacts in a way that is meaningful to research, but also to communities and so making evaluation part of the collaborative process.

5. To establish how qualitative evaluation relates to material economic effects for public sector participants and their requirements for external consultation.

The remainder of this report aims to respond to each of these objectives by presentation of evidence capture undertaken, with review and analysis provided throughout. However, the final conclusion and recommendations section addresses the progress against these objectives directly.

Leapfrog has worked closely with various partners, including county councils, city councils, art and culture sectors, publicly funded and voluntary organisations, all sharing the common challenge of needing to better engage with their communities. The project's progress, outcomes and tools are published across a series of blogs and reports on the website: http://leapfrog.tools/projects/.

2. Evaluation

Evaluation has been a key element of the Leapfrog programme of research, trying to capture the value of tools and the co-design approach undertaken with the project partners. This is important not just to ensure we consolidate the value of co-design tools and processes in such contexts, but to communicate and co-determine the value for our partners and those interested in such processes. Leapfrog's evaluation not only focused on measuring the final outcomes (did we, and our partners, achieve the outcomes we envisaged), it also looked at which tools and approaches were most effective, what perhaps wasn't effective, and in what ways they were effective. Leapfrog's evaluation is also interested in the softer, more qualitative elements of change and learning, including the benefits of greater trust, collaboration in engagement and co-creation. In order to assist with this approach, an evaluation framework was developed to help capture evidence to address the research objectives.

2.1 Evaluation Framework
Key to capturing evidence of progress across the objectives is the development of key criteria and questions that reflect the different types of evidence required to show impact and change. To show that Leapfrog was meeting its objectives, the project developed and used an evaluation framework to both capture the necessary evidence and analyse the data collected. As such the framework is designed to link back directly to the programme objectives. For example, drawing on objectives 1 and 2 the framework explores if and how the project changed the way partners undertake creative engagement. Drawing on objective 3 the framework

determines what learnings can be developed from evaluating tool use. Finally, objectives 4 and 5 point to exploring what significant and critical differences the project is making to its partners.

DIFFERENCE IN RESULTS

Evidence
Outcome quality
Ownership of outcome
Legacy/sustainability
Surprising outcomes and emerging effect
Change in behaviour/attitude
New skills/capacity

Capture
Solutions generated and relevance
Who engaged with next steps
Drive to take forward
Additional benefit (better community relationships)
Better engagement, less negativity etc.
Individual benefit and group capability

DIFFERENCE IN PROCESS

Evidence
Change in approach
Deeper/wider engagement
Better use of resources
Enjoyment and fun

Capture
Difference from before
Level of envolvement/trust
Cost benefit and ROI for numbers
Level of engagement, feedback and observed energy

LEARNING FOR LEAPFROG

Tools
Usability
Adaptability
Mutation
Pass on/ripple
Build deeper tools

Research
Can we develop tools with embedded evaluation?

Other Learning
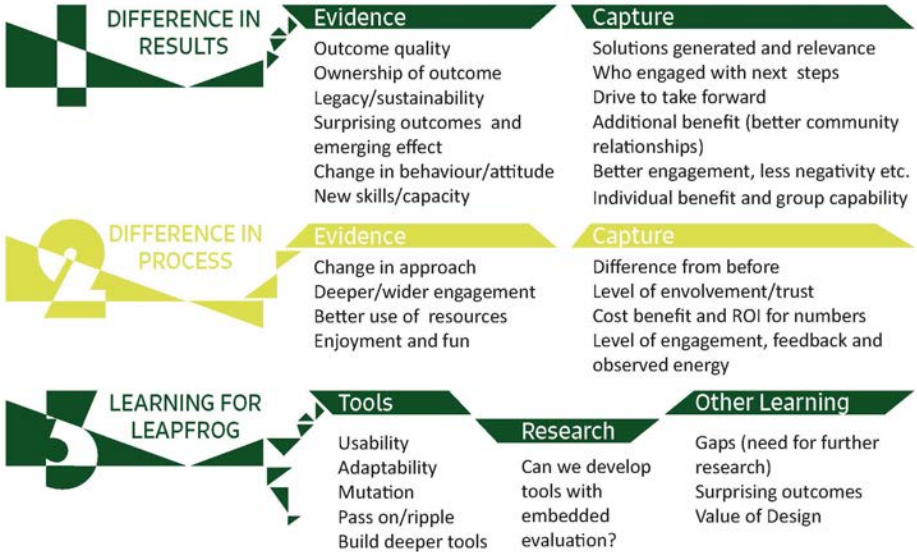Gaps (need for further research)
Surprising outcomes
Value of Design

Fig. 1: Evalution Framework

The evaluation framework, as can be seen is Figure 1, is divided into three overall evidence themes:

1. Evidence of the Difference in Process: Have the tools led to a different approach, with new and diverse people involved, and with different energy and engagement?

2. Evidence of the Difference in Result: Through using the Leapfrog tools has this led to new, better, different outcomes and impacts for those delivering the engagement and for the ambitions of the communities involved?

3. Leapfrog Learning: Evidence of the effectiveness and usability of the tools. Also how transferable were they and how adaptable?

Overall, the evaluation framework considers a broad range of evidence – from the co-designing of creative engagement through to the specific outcomes of tools, such as deeper and wider engagement – in order to inform a systematic and consistent approach for collecting evidence.

2.2 Approach
Building from the framework, the Leapfrog evaluation aimed to capture the stories of influence or change that the Leapfrog tools and co-design methodology had brought about across all the delivered projects and tools within the Leapfrog programme.

This extensive Final Evaluation took place between August and December 2017, building upon the approach taken for capturing evidence undertaken for the Interim Evaluation that was delivered up to Sept 2016, by slightly adapting questions and

expanding the overall reach of semi-structured interviews and questionnaires.

Overall, 58 interviews were conducted with partners and tool users. While this is seen as a satisfactory figure to draw out findings and themes from across the projects, there is still an acknowledged lack of data to draw clear conclusions for all of the projects equally, which is important to consider due to the variety of contexts engaged, and tools or processes delivered. Not surprisingly projects delivered earlier in Leapfrog were better able to give greater evaluation evidence. There is also a dominance of interviews from Short projects, as many of these were delivered in the final year of Leapfrog, when this evaluation process was at it's most prominent, encouraging proactive capture of the participant's experiences.
 The breakdown of these interviews across the projects is presented in more detail with comment on this front in Appendix A, Leapfrog Interviews Data Collection.

The Final Evaluation also used wider approaches and data sets to capture important evidence from across the projects, alongside the more traditional approaches of online questionnaires and semi-structured interviews. These included analysing figures and basic information provided by individuals downloading tools from the Leapfrog website, as well as the extensive collection of over 240 blogs posted as the Leapfrog project progressed. In particular, the blogs comprised of written observations and reflections by Leapfrog researchers and designers delivering the projects, as well as guest blogs by participants. This provided an important and rich array of data and insights to some of the immediate and longer term impacts of

the various Leapfrog projects, which are presented in the following section.

Not all users who downloaded tools agreed to be contacted for evaluation. It should also be noted that of the interviews performed, there was not a completely even spread across the projects, which will be acknowledged across the presentation of data and findings. Not surprisingly there was better and interview data from the earlier projects and from those who had been more closely involved in the co-design process.

IAG

Welfare Rights
(CAB, Shelter)

Education
> Appeals etc
> Adult Learning
> NEET

children's failure
social care
> SEND

WP EH Service
young people +
children's centres
(0 - 19y)

social housing

Health
(CAMHS, Mini Matters,
Midwives, H.V. SALT)

Job Centre plus

1

2

3

4

5+6

7

3. Leapfrog Wider Data Collection

As well as structured interview data this evaluation drew on tangible information through tool downloads and more qualitative inputs such as blog posts. This section outlines some of the findings from this wider analysis.

3.1 Tool Downloads
The main objective of the Leapfrog project is to co-design engagement tools by closely working with public sector and third sector organisations. Leapfrog tools are available to download for free directly from the website 'www.leapfrog.tools'.

Leapfrog produced two interactive visualisations presenting the cumulative download of all published Leapfrog tools (see Figure. 2) and the individual behaviours of tool downloads (see Figure. 3).
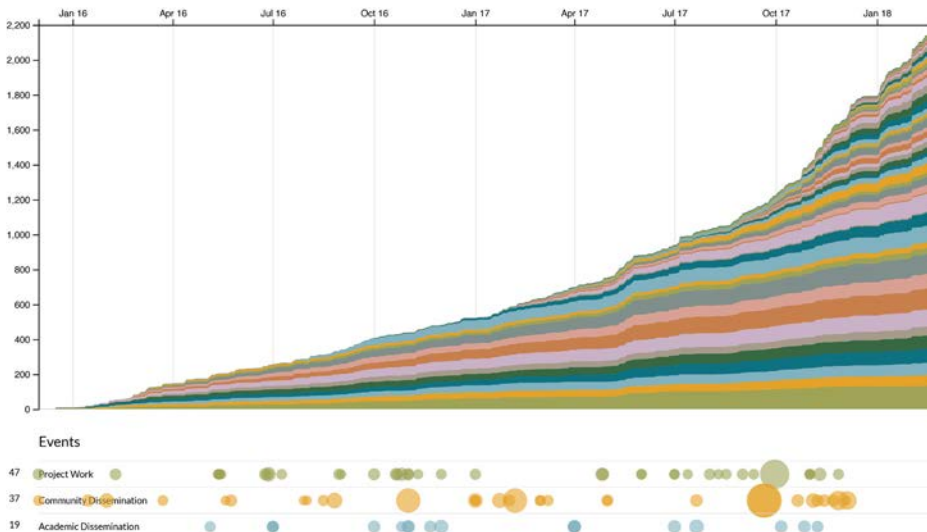

Fig. 2: Cumulative Totals of Tool Downloads Mapped Against Key Events

Figure. 2 shows the cumulative download numbers of each tool since they were released on the website; each stripe is a different tool. Events are shown below, mapped to the same time period as the downloads.

Figure. 3 shows individual download patterns, where small circles represent anonymous downloads and larger circles represents downloads with permission to make contact. Links show people with the same email address (and permission to contact). There may be links between anonymous downloads, but currently these cannot be reconstructed due to (one of many) technical limitations within the website implementation.

Website download data for both visualisations starts in Dec 2015 as this is when we added the 'social contract' download mechanism.

Leapfrog has published 42 unique tools online. 1620 tools have been downloaded by 517 different users since 17/12/2015. Out of 1620 downloads from various public sector and third sector organisations, less than 10% of the participants have responded to the baseline questions. This is an important challenge to note in the evaluation, but not an unusual problem when capturing impact evidence.

Bursts in download activity can be detected at key points within the project timeline. While data is limited on why these occurred, the delivery of dissemination events between Sept – Dec 2017, alongside the online publishing of more than half Leapfrog's tools since Jan 2017, can partially explain the jumps in tool downloads in later months. These would also explain the overall increasing trend of downloads over time,

considering the increase in tools available and accelerated dissemination activity and translation of tools into toolboxes. The individual totals for tools downloaded are also impacted by these activities of dissemination and increased tool publishing, making it difficult to judge popularity accurately. For example, when calculating the mean number of downloads per month for each tool, the top ten all emerge in 2017, whereas when looking at total downloads per tool the top ten includes 4 from 2015, 5 from 2016 and 1 from 2017.
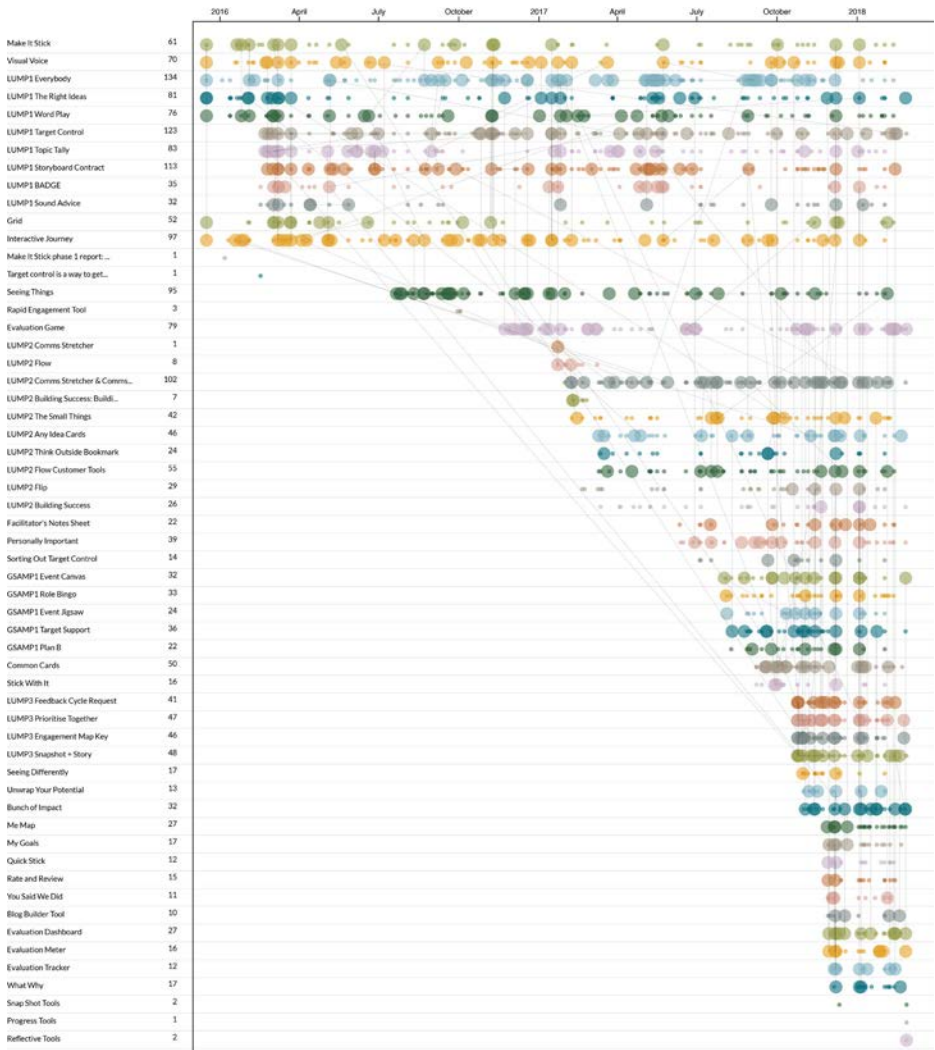
Fig. 3: Individual Patterns of Tool Downloads (Anonymous & Contact Permissions)

When looking at the individual download patterns there are two key insights to draw on. Where there are links drawn vertically, this indicates an individual account downloading multiple tools in a short space of time. Where there are links drifting diagonally across, this indicates an individual account downloading different tools at separate occasions over time. While we attempted to contact those who had downloaded tools, we were unable sufficient to gather sufficient quality data on where, how and the effects of tool use that may have occurred. However, with strong indications of repeat downloads (over 50) over time revealed through the diagonal links, and multiple examples (over 40) of 3 or more downloads at a time, revealed through the horizontal links, there appears to be a rich, untapped seam of evidence to be captured around how tool downloads are being used.

The final evaluation did attempt to contact many of those that had downloaded tools from the Leapfrog website via email contact. These included each of those that agreed to be contacted, and especially targeted those that had downloaded multiple tools. Unfortunately, and somewhat unexpectedly, none of those contacted responded to our request to a phone interview, nor completed an online survey. On reflection, it is felt by the Leapfrog team that there could have been multiple reasons for this:

• Some of those contacted had downloaded tools from over a year ago, and therefore did not feel compelled or able to provide feedback.

• Similarly to the text survey, there was no familiar human contact within the emailed request, therefore they also did not feel compelled to respond.

• Many may have downloaded the tools out of curiosity or recommendation, but never used them in a live context for their work.

• When delivering dissemination events, there is frequently a need expressed for the tools to be demonstrated before participants could feel confident using them, which is not offered with online downloads.

• There was perhaps a missed opportunity in the operation of requesting permission to be contacted by following up this permission to share advice and establish a relationship for later feedback.

Despite the lack of interviews with users who had downloaded and used the tools, there was data collected around the download of tools that we can review in relation to the project as a whole.

As such, it is recommended that further data collection occur with these tool downloads, with more responsive analysis and evidence capture to take place according to download patterns.

3.2 Leapfrog Blog Posts

244 Blog posts from the Leapfrog project were reviewed and analysed as part of the final evaluation process. The blogs emerged as an excellent source for additional data due to multiple examples of

researcher notes, observations and reflections, as well as partners and participants authoring contributions. An overview of what content the blogs provided, and how many there were, are presented in Table 2 below.

Blog Category	Content Overview	Total
Project Updates	These include announcements for upcoming events, tools and reports available for download.	35
Researcher Profiles	These basically include pieces written by project staff as they joined the project.	12
Commentary Pieces	These include observation on projects, conferences and activities that occurred outside the project context.	23
Project Observations	These include descriptive accounts of activities, workshops, events and engagement with participants by Leapfrog team members.	104
Project Setting	These include pieces written by Leapfrog team members in the build up to new projects.	22
Guest Posts	These include pieces written by partners on Leapfrog projects, giving expert context insight to the experience and impact of key project activities and tools.	12
Project Reflections	These include Leapfrog team members writing their own reflections on key developments and learnings from their perspective.	36

Table 2. Overview of Blog Content

From this cross-section of blog posts, the Project Updates, Researcher Profiles and Commentary Pieces were omitted from any analysis performed for the final evaluation. However, all other blog posts were subject to analysis providing rich insights into the developments and in-the-moment reflections from both the Leapfrog team members and on occasion from partners. It is noted that the insights from pieces written by Leapfrog team members should be treated with caution of expected bias and regarding gathering evidence any changes in results or process (from the Evaluation Framework). However, for evidence towards Leapfrog learning (also from the Framework) it is argued and observed that the blog posts provided rich detail and high quality observation notes as each Leapfrog project progressed.

4. Presentation of Findings

From the multiple sources of data collected through the above approaches, the evaluation analysed the data in a number of ways, both using the framework directly and trying to find emergent themes. The first section presents analysis from across the questionnaires and interviews using the Leapfrog Evaluation Framework. The second approach used thematic analysis from interview data to differentiate common insights across the accounts gathered (evidence of these is shown in Appendix B). These elements were then consolidated into collective themes building on the connections across all the data collected across the wider Leapfrog project, including within reports, downloads and blog posts. Interestingly, but not surprisingly, there is a good read across between the emergent collective themes and the categories defined in the framework, giving us confidence in the fact that both structured top down and emergent bottom up analysis has produced reinforcing findings.

4.1 Evaluation Framework – Evidence of Impact
The surveys and interviews garnered responses through a structured question set designed to gather evidence against the Evaluation Framework's three main criteria as defined in Figure 4.

This section presents the key evidence of any impact captured from the project under these same Framework criteria, while also discussing nuanced examples offering insights on the potential impacts and future approaches to better capture them. It should be highlighted that the best evaluation data was gathered through interviews and surveys from those users who had a reasonable level of engagement with the project.
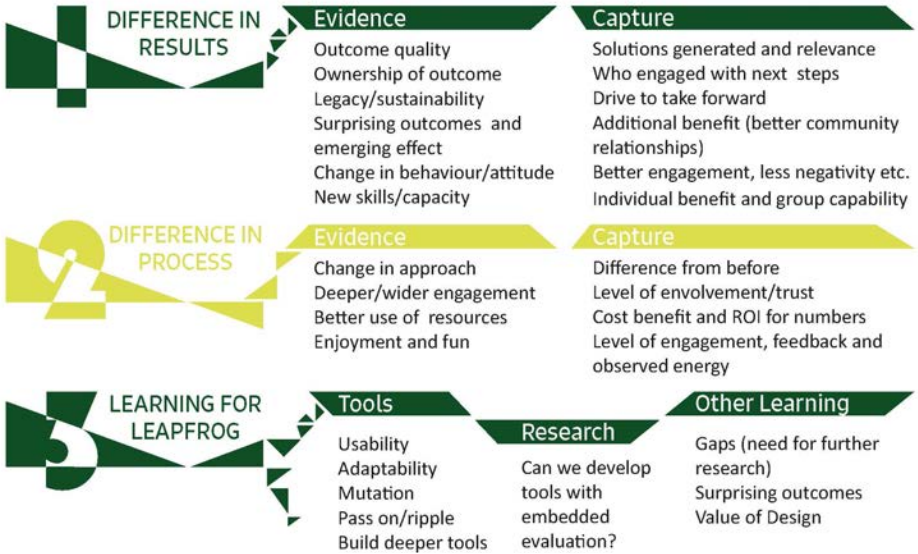
DIFFERENCE IN RESULTS

Evidence

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Better use of resources
Enjoyment and fun

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Difference from before
Level of envolvement/trust
Cost benefit and ROI for numbers
Level of engagement, feedback and observed energy

LEARNING FOR LEAPFROG

Tools

Usability
Adaptability
Mutation
Pass on/ripple
Build deeper tools

Research

Can we develop tools with embedded evaluation?

Other Learning

Gaps (need for further research)
Surprising outcomes
Value of Design

Fig. 4: Evaluation Framework

4.2 Difference in Results

The first element reviewed through the evaluation interviews and wider data for evidence of impact was regarding the difference in results from the Leapfrog projects and tools. The Interim Report presented initial findings of how the tools had been invaluable in informing future plans, provided an ability to better share information captured, as well as tools enabling a shared approach between engagement practitioners and their community members. The evidence collected in this final evaluation report provided accounts of impact on three levels to establish more focused impact findings: i) change within their immediate engagements with community members or colleagues; ii) change to internal outcomes within their organisations; and iii) change through external impacts in key cases.

4.2.1 Impact on Engagement

Within the immediate engagements, most interviews positively reported on how using the tools provided 'better responses than I would have had' or 'delivered more than I expected'. The reasons for this observed improvement would often be due to the people they were engaging being empowered to share their story and improved ways for capturing those stories. As a result, not only did some participants feel the tools 'helped service users to make a difference in what we are providing', but also contributed to them as engagement practitioners gaining a stronger 'understanding of what was helpful and what would be helpful'. This was cited as also enhancing engagement, and their confidence in engaging, particularly with groups that were often harder to reach. One respondent, who was a project partner on the Major Project, Working with Young People, shared how without

Leapfrog, they 'would have lacked the confidence' nor have 'gained the quality of comments' from those she used the tools with.

Due to the more playful aspects of many Leapfrog tools, multiple interviewees reported how they and their engagement participants also enjoyed the tools and expressed eagerness to repeat similar exercises:

'f you use the Leapfrog tools, that in a sense doesn't seem to concern them anymore. It just creates a more willing ethos really where people actually want to use the tools and so they want to participate and they want to do it.' - Major Project 1, Working with Young People, Project Partner

There was also comment on the empowering quality of 'just hearing their voice' given to those engaged: 'who that is directed at', how it's 'not open to interpretation' and just a clear message felt to be 'very honest and powerful'. While this level of 'voice' can be experienced within other methods of community engagement, here it was related to how the Targeting Control tool structured their conversations in ways they hadn't experienced before. Therefore, the key impact articulated on engagement using Leapfrog tools was in building greater capacity to frame and facilitate meaningful conversations.

4.2.2 Impact Organisationally
The impact on results for participants on an organisational level most often referred to both their ways of working and their modes of reporting within the organisation. In the most fundamental cases, this entailed the quality of their findings, such as one interviewee's work towards better safeguarding for

foster children, which was supported by Leapfrog tools enhancing their feedback to influence policy as part of their usual role. Another interviewee at management level shared impact had also manifest in enacting deliverables from policy:

'The National Task Force Ambition paper, which is around seven outcomes, and one of those is related to digital outcomes, and learning is another one of the outcomes […] by using the tool in the way that that individual used it, she has actually delivered two of the outcomes from a national strategic paper.'

Where teams of public sector workers participated in Leapfrog projects, there were various small positive results reported, such as how their 'team now feel that they're listened to' by their management structure, how new ideas emerging from tool use 'will structure [their] programme in new ways going forward', or simply how one tool 'helped to promote co-location and people working together actively' to the point where his colleagues 'now have a great understanding about different areas of the service delivery.' It is perhaps on this communication level that Leapfrog has provided it's most important impact organisationally, not just to bring colleagues closer together, but to support vertical channels of feedback and reporting.

'For me, the really positive thing is seeing a team actually putting it into operation and explaining what have been the benefits of that, is just success on a plate really, that's what it's all about.'

4.2.3 Impact Externally
From the project partners perspectives, possibly one of the most important elements of the project's impact on results is on those external factors that

matter to community members and supporting the ongoing work within those communities. On a community member level, there were examples of projects helping to build personal portfolios towards young peoples' Duke of Edinburgh and AQA qualifications. In a more specific example, one child user of a Leapfrog tool who had been having difficulties with engagement began 'wanting further contact with the worker in future', to the point where 'in subsequent weeks the child would ask for specific help'; a clear example of empowerment.

One respondent from the Major Project, Neighourhood Centres, shared how she applied for £50k for a community project, inspired by Leapfrog, and was successful in her application. This support for informing new projects became an exciting learning on more fronts. In another Leapfrog Major project, Working with Young People, a recent initiative of Young People Amplify Champions, having participated in co-designing Leapfrog tools, had since 'designed their own workshops using the Target Control and Storyboard tools to look at body image.' This provides a crucial result in participants replicating the Leapfrog process as a valuable way of communicating complex issues within their community.

There are also simpler examples of results where one service followed up from engagement to spend 'money on developing a leaflet that young people totally asked for.' There was also mention of projected impact by participants when they were given the Make It Happen toolbox from the Major project, Remote Communities. The simple fact of having a physical set of tools seemed to build confidence in the practitioners building a working relationship for supporting the organisation of

community events.

*'And that's why things like this [the toolbox] are
really useful because we can give that to them,
use it with them for the next 18 months and then
be confident that they will be able to use it by
themselves.'*

4.3 Difference in the Process

The second element reviewed for evidence of
impact was regarding the difference in process from
the Leapfrog projects and tools. The Interim Report
presented initial findings that the tools had led to
wider engagement, with new and different people
becoming involved in the engagement activity,
identified new skills and capability for participants,
and in particular the confidence to adapt
engagement effectively. The evidence collected
in this final evaluation report provided accounts
of impact reinforcing the interim findings, but also
how this translated to their thinking, practice and
organisational culture in particular ways.

4.3.1 Impact on Thinking

The main impact expressed across the interviews
was on how participants and practitioners felt
they had changed their way of thinking about their
work. The influences on their thinking seemed
to emerge in particular ways, such as, firstly,
provoking reflection on more nuanced and detailed
factors influencing their engagements and working
contexts:

*'I'm a little bit more aware of the impact of the
things, that seem mainly insignificant, can have on
people.'*

'*I felt [the use of Sound Advice] was so thought*

*provoking and evoked such an emotional response
in me that I was going to learn to use technology
and I've started to do this.'*

Respondents also reflected on experiences and
processes they've developed since, which were
not directly led by Leapfrog, but seemed to bear
the hallmark of Leapfrog's co-design process. One
such example was from a Care Engagement Officer
supporting the embedding of engagement in her
organisation's service development plan:

*'I felt that process definitely came out of what I've
seen you [Leapfrog] do and the way you think about
things. It's like trying to give people tools to simplify
or guide their thinking. Rather than let them loose on
a case study, give them specific actions.'*

This recognition in changing the way respondents
wanted their colleagues to think about their work
was reflected in a couple of respondents' efforts to
train colleagues in use of the tools. In particularly,
they wanted to stress training trying 'to get people to
change the ways they do things and to about things
differently':

*'My view is, while this is a personal development tool
it's not a training tool, it's an implementation tool, it's
a communication tool. Because it's a creative tool
and a communication tool it's around ensuring that
people buy into it, and you can train people to lift it
up, but the whole point of the tool is that you utilise it
in the best way that fits your purpose.'*

This acknowledgement on adapting a way of
thinking was also often replicated in the appreciation
of attending co-design workshops and tool
dissemination events alongside fellow practitioners;

helping participants to focus their 'thinking around how they used tools' through exposure and informal conversations with their peers.

4.3.2 Impact on Practice

When addressing evidence of impact on practice, it should first be noted that the above indications of changes in thinking also demonstrated many nuanced changes in practice. However, the most prominent examples involved the rich stories of adaptation and implementation. From the multitude of examples, there are those that shared flexible application within multiple contexts and conversations:

'… the Visual Voice one, it's the one with the little people stickers, I just love that one. I really like how it can be adapted and used and changed. I like that one and I've integrated that into a lot of my group work activities over the years. So I like that one probably best.'

There were also more bespoke examples of singular adaptation, such as a tool adapted 'so that a youth group could design a leaflet about mental health and wellbeing' by supporting them to work through the leaflet content. Another example involved a social worker 'responsible for putting children into foster care' being concerned that 'the right families weren't being found by children'. He adapted a Leapfrog tool to find out why those placements didn't work and what it was they were looking for, as 'they weren't really being asked'. Such examples of distinct development of process by participants and community members demonstrate an understanding of such tools as useful reference points for problem solving around which to adapt a process of engagement.

This adaptation in engagement not only applied in individual cases around tools, around challenging key respondents', with experience in facilitation, overall approach to engagement. One cited the designed nature of tools, 'having a template to work with' to guide participants as more effective than their use of 'giving them blank pieces of paper' to encourage authentic responses. Giving community members something to respond to, something demonstrating a level of understanding and empathy, seemed to take hold as a valuable adaptation for practice:

'It became clear she wasn't just asking a question because of a report, but wanted to really learn what they had to say.'

4.3.3 Impact on Culture
Ultimately, for such changes in process to take hold and sustain within engagement practices, then they need to take hold at a shared, cultural level. This is where the beginnings of how participants, and particularly project partners, were sharing their experiences of embedding tools and tool use within their teams and processes of reporting. There were a few levels they would approach and articulate this challenge, such as for the Neighbourhood Centres where the tools provide 'a very interesting way to think about how you improve your performance' in order to keep energy levels up and how it's now 'featuring in our overarching business plan'. Having tools articulating aspects of engagement practice was also cited as a useful device for establishing a shared organisational understanding:

'It adds on the ability to remind people about why they do what they do, ie., it's about people and it's about communication.'

As mentioned within Impact on Practice, one of the key aspects tools influenced on organisational culture was within training programmes. As a pre-existing part of the professional development of many of the participants, it stood to reason that in order to make best use of the tools in question, they would need to be internally disseminated. On a pragmatic level, this was described as doing 'training probably six to ten times a year with social workers, so up to 30 social workers' before then sending 'that tool directly to all of their email addresses.' However, there were multiple cases of participants feeling unsure of how much those they trained might use the tool going forward. Another traditional cultural management device is simply the humble meeting as a key opportunity for including tools and professional conversations around tools. At one level, the tools have actually helped facilitate meetings, and on another they provide a new and valuable dynamic of improved communication between colleagues:

'We got an event coming up and what I've said to the group is at the next meeting, just use it and it'll mean that that meeting will be focused... So yes it has changed it.'

'Tools like that enable you to kind of have subtle conversations about power, about dynamics, about the things that people don't often acknowledge in their workplace.'

However, as a most fundamental evidence of cultural change comes in how participants articulated changes in the design and delivery of services in order to best make use of tools. One participant shared they were in the process to 'change the service development plan' in order to

encourage their engagement workers to develop the learnings from tools: 'How this feeds into one of our objectives, why it's important for staff to do this and how it feeds into their objectives. Which feedback is most important, which actions need to be done quickly, which have the most impact, which is going to use the most resources.' Overall, the impact of cultural process seemed to bring demand for the time and space to learn the value of the tools, as much as prove their effectiveness.

4.4 Leapfrog Learning
The third element reviewed for evidence of impact was regarding how the Leapfrog tools were being used. The Interim Report presented initial findings around how the tools were being adapted by participants, that there was limited evidence of tools being shared and a key barrier for use being time around learning and implementing tools comfortably. The evidence collected in this final evaluation report provided accounts of use expanding on the interim findings, with insights on the motivation created by participation within Leapfrog, insights on how and why adaptation was able to take place and new challenges set forward by participants having experienced the co-design process and tools.

4.4.1 Supporting Motivation
The starting point for most of the participants entering into the Leapfrog process was seeing collaborative efforts being made towards the challenges close to them and their work. As they collaborated on the projects, the participants would feel a sense of responsibility and ownership in the outputs they were creating. One participant reported they 'felt a sense of ownership of the tools, specifically the Small Things' as a direct result of

being 'part of the Leapfrog project from its early days.' This sense of ownership, especially when focused on individual tools they felt they contributed to, is not unexpected, but is seen to go a long way towards motivating them to give every chance of the tools working in their context:

'So all the way through this process when I communicate with my staff through my weekly bulletin every week, every month there will probably be something about Leapfrog in it.'

However, this motivation does not translate easily. Many interviews spoke of the efforts to share and embed tools within their workplace, but that without experience of the process this becomes a different level of interaction altogether. The dissemination of tools does not come with the support process of organisational change that some of the tools may demand.

'I want it to be way more than it probably is, not because it's not doing the best it can, but because people don't really want to change the way they do things. And they don't want to be child led, despite all the rhetoric and the policies and legislation etc.'

In some cases, this difficulty of motivation was shared as a response to a lack of wider understanding around community engagement, or that it was the responsibility of a few practitioners. For example, one respondent spoke of their organisation's membership model and their experience of how 'membership engagement is a hard thing to do', as they battled perceptions for how their 'organisation is not a complaints function'. They stressed that 'membership is about getting feedback for the bigger picture' and there

was optimism that tools could support quality engagement, but the task was in translating their aims with colleagues and community members.

This provided a core reflection on the role of working within engagement projects such as Leapfrog, The effectiveness of tools appears to be strongly linked to the buy-in of senior managers. When they collaborated as project partners, buy-in was high and dissemination more structured. When practitioners were exposed to published tools whilst there would be a limit to their ability to disseminate, there was still a sense of motivation behind working with a community of practice of others working within the same challenges.

'When you work with an organisation like Leapfrog, for a while you're not just that person on your own using pens and flipchart and paper, there's another set of people that have similar values and ethos and a commitment to a process.'

4.4.2 Supporting Adaptation
As expressed within the previous two sections, the capacity to adapt Leapfrog tools to a context was seen as valuable as applying the tool itself. When initiative has been taken, routes to successful adaptation were sometimes not pre-designed within the tools. One youth club worker used the Make It Happen toolbox 'once with a group of young people aged 5-9', in order to find out what 'they thought the roles of staff, volunteers and committee members are,' with the intention to adapt it and repeat for older children aged 10-15. A set of tools intended to support organising community events became a tool for breaking down the key aspects of a youth club to those that use it. As such, a key aspect of supporting successful adaptation comes

in the ways workers are motivated and stimulated around the use of tools. As stressed previously, this is where the process of participating in co-design workshops across the Leapfrog projects offered the strongest insight into advancing the effectiveness of tools. Multiple interviews gained responses valuing 'taking part in really interactive workshops', 'finding out about other work' experiencing a diversity of viewpoints and approaches that 'sewed a lot of seeds as a practitioner.'

As such, part of the responses from interviews emphasised how the existing conditions they work within hampered their ability to use the tools effectively. The influence of job roles not providing onus to fully embrace tools was seen as a difficulty, or where roles that did take such responsibilities were not fully valued. One respondent cited a lack of specialists for working with children in hospitals, such as 'play specialists who distract children while they receive treatment' and how 'senior management don't get it,' so when they propose ideas for engagement it's more seen as disruptive and there's a challenging 'need to explain the importance of what we're doing to senior management.' The locus of responsibility and initiative for applying and adapting tools can be difficult in different work environments. Even when participants showed strong intention to utilise the tools, they could only offer tools being in a 'box in the cupboard if anyone wants to use it with their clients […] as a resource that's there, if it's a good idea to use it.' Those that do wish to see more uptake of the tools find a constant need 'to keep reminding people that [the tools] are there and sought ways for tools to be more present and accessible at work.

As an additional note of supporting adaptation, although earlier sections expressed the impact of organisations including training, development plans, and other formal factors, the direct translation of what practitioners learnt through engagement into meaningful data and evidence for policy remains a complicated issue. It is not untypical of participants to attend workshops, both co-design and dissemination events, as they 'find qualitative and quantitative data for commissioners a challenge' and so hope to learn new techniques. This is best supported through experience in practice, but circumstances were frequently shared around the challenges in seeing tools used more widely. One interview cited establishing a 'consultation champion but with extreme cuts and changing duties professionally its hard to build up capacity to use tools.' The complex and disruptive nature of much public sector work sets complex challenges for tool dissemination and adoption. While the previous sections have provided strong evidence that tools can provide many rich benefits and set positive challenges, other priorities can often take precedent. This highlights the many levels Leapfrog is learning for developing tools for engagement, as 'until practitioners understand the vision for the new service, it's quite hard to move people on because they're not quite ready.'

FUTURE:
Families Work

Surplus / lower level social work cases. → Early Support.

communities & target groups

Young People 13-19

OPPORTUNITY

0-19?

NEED

LANCASHIRE

geographic digital reach

Lancaster
Wyre Fylde Ribble Valley
Burnley Preston
Charley Pendle Hyndburn
Rossendale

Talk Zone.

Information Advice & Support.

Tracking destinations

Increasingly Family Orientated

Youth Clubs

pu... & ...

Multi-skilled teams.

Wellbeing, Prevention & Early Help.

YP involved in new service design

hopes for future

YOUTH ZONES.

Youth Strategy

Young People have services that are available that meet their needs.

CYPMHF (Multi-agency Forum)

New World
- families
- 0-19
- W.P.&E.H.

Children & Young Peoples Trusts

Youth Parliament (LYC)

partners & networks

Vol Orgs

Schools & Colleges.

name: Jo
organisation: YPS Lancashire County Council
role: Voice & Influence Worker.

5. Presentations of Themes

In this section, this report represents a discussion around the findings from thematic analysis of aurvey abd interview respenses. This approach allowed the evaluation to reflect on responses and capture common themes and learning. This therefore enables a closer look at what was happeneing through the process of codesign and engagement to better understand, learn and inform future practice.(see Appendix B).

These can be summarized into four key themes evidencing impact: Enhanced Engagement Practices, which is argued to articulate the changes in results; Bringing People Together, which is argued to articulate changes in process; Democratic Practice, which is argued to articulate learning towards community engagement; and Design Contributions, which argued to articulate learning the role of design towards community engagement.

5.1 Enhanced Engagement Practices
The first key theme groups the emergent codes of confidence in practice, enhanced conversations, enhanced proposals and enhanced capture. The common thread combining these codes was, perhaps unsurprisingly, the notion of a perceptible enhancement in participants' working practices. This enhancement is expressed through improvements at different level of effectiveness in the participants' contexts of engagement and collaboration. This was particularly evident when framed against the traditional forms of engagement of working practice they had been using before. Many of the participants reflected on their previous methods being unimaginative, formal, institutional, or simply tick-box exercises delivered to satisfy organisational

tasks. Whereas, most participants were motivated and involved in their work due to how they valued meaningful and relational practices. The most tangible way this emerged for practitioners was in providing meaningful conversations with community members that they hadn't had before. The playful and constructive nature of certain tools meant that often-difficult conversations could be engaged equally by young participants and engagement workers alike.

The key contribution from this theme argued to have emerged from Leapfrog, was that the participants enhanced each of the key elements of their engagement practices through more effective handling of qualitative data. By increasing the quality of the stories and insights, this reflected on their methods for capturing such quality of data. By increasing the quality of data captured, this reflected on their methods for reporting such data. By increasing the quality of each element of handling qualitative data, the overall impression was of practicing engagement with more confidence, knowing that at each stage they were developing a process that felt more effective than before. This resonated strongly with evidence for *Difference in Results* within the framework, i.e. showing contribution towards an improved outcome.

5.2 Bringing People Together

The second key theme gathers the emergent codes of time and space, informal learning, stimulating interest and balanced contributions. The main thread combining these codes was in factors towards supporting a process of learning in practice. This process saw the need and demand for providing workers with time away from their usual culture with other practitioners, as their attendance

to Leapfrog events provided, to participate in focused and progressive conversations on the issues and challenges they shared. The offshoot of providing projects as a space to collaboratively tackle mutual challenges was to also provide a context for participants to learn from each other. Such learning would occur almost in many different ways, with participants reflecting on their observations of how others approached similar issues, community members or contexts. It was this recognition of common challenges where informal learning is argued to have occurred most effectively. In this context informal learning means on a level of live practice. i.e. Not a formal process of reporting projects or a process of advancing their agenda above or alongside others' agendas, but a process for mutual learning and progress.

This promotes the idea that learning becomes a more explicit part of engagement practices and therefore should be conceived as part of the time and space afforded to practitioners, rather than an over-prioritisation on delivery. By experiencing a process of collaboration, development and delivery, through the co-design of tools, participants in fact learn it is not just about tools, but about a tangible process for ongoing, active and shared learning towards shared goals. A key themes here was collective learning, and not surprisingly this correlated strongly with Leapfrog Learning elements of the framework, as well as highlighting some further aspects of Difference in Process.

5.3 Democratic Practice

The third key theme gathers the emergent codes of relationship building, balanced contributions, and ownership of progress. The main thread combining these codes was in the values underpinning all

these projects respecting every actor and every interaction. More particularly, it was in the frequent expressions and reflections of how empowerment of the communities practitioners sought to support could be enacted through aspects of the Leapfrog process. From this analysis, relationship building is argued to be at the heart of it all; the building of new and enhanced relationships around projects of positive change. Within the processes of co-design across Leapfrog's projects, there was relationship building through the contribution of knowledge and insight alongside the collaborative efforts to provide meaningful and useful tool ideas and solutions. Within the design and use of the tools themselves, there was relationship building enabled with the users they were designed for and through their adaptation towards shared sense making. Within the learning, development and dissemination that began to happen, there were signs of relationship building across cultures in how they could approach these issues going forward. This last point is harder to evidence from the data captured from this evaluation, however, from the long term interviews there were passionate expressions that the creative process they experienced through Leapfrog should inform what community engagement should be about. This passion was most easily traced in the way co-design participants spoke with a real ownership language of the tools and the way they sought to implement them. From their accounts, this ownership of progress is argued to take stronger hold when they experienced tangible effects, particularly in the stronger relationships they were building.

A key principle behind these democratic values was the recognition of nuanced differences between participants that was captured within the balanced

contributions code. This not only reflected the role of tools in gathering equal and meaningful responses from all community members practitioners had used the tools with, but also in the co-design process providing a context to bring their experience and experiences to bear on tool development. The framing and thinking influenced by the Leapfrog projects promoted and exemplified a way of thinking and a way of working where participants gained a sense of purpose in the process, thus showing a Difference in the Process. The strongest expressions of this came in participants trying to translate this notion of purpose in a process, such as in training and service development programmes. The thinking being that the meaningful delivery of community engagement work is not just based on what is most efficient for them as practitioners, but what makes the most of gathering people relevant to key issues; a democratic practice. Overall this resonated strongly with evidence of Difference in the Process, showing how the tools were enabling improvements in practice. It also informed some aspects of Leapfrog Learning.

5.4 Design Contributions
The fourth and final key theme gathers the emergent codes of focus & structure, encouraging imagination, translatable to context and enjoyment & achievement. The main thread combining these codes was the role of a creative design process providing explicit benefits within the Leapfrog project contexts. One of the most common comments from participants reflecting on their experiences of co-design process, and their use of tools, was in how they not only encouraged creativity, but challenged themselves and the community members they worked with to think through key parts of engagement conversations.

There was recognition that consultation was not just a simple transactional exchange of questions and answers, but a more complex exchange of making sense of key problems and factors underlying the questions they were asking. It was in this respect that approaching such complex engagement with a plan of action, supported by tools framing the key moments and discussion points, enhanced the value participants placed in the design process. The engagement practitioners were themselves becoming 'designers' in their own context, with tools adding an extra dimension to make their practice seem more tangible.

The balance struck between enabling people to be imaginative about their working contexts, while applying a structure, articulates the capacity process many participants appeared to go through and observe. Practitioners would explore and expand their knowledge creatively, both in co-designing tools and adapting them. They also saw shared knowledge applied in the tools as artefacts articulating their knowledge; embedded focus and structure that could live on translating that shared knowledge for others. One of the crucial factors that 'lubricates' such a transference of knowledge is experience in practice of the tool's effectiveness, and enjoying of delivering such a process. There is reasonable expectation from participants unsure of what to expect that this would simply add more stress to what was often described as already stressful workloads. Participants who successfully used tools seemed as eager to report the enjoyment of both practitioner and community members in their use. The tools which had playful elements didn't 'feel' institutional and therefore humanised the whole engagement experience. This fed strongly into the Leapfrog Learning aspect of the framework,

including showing the value of design in tool collective development and interactions.

6. Conclusions

This final evaluation report presented the process and findings for gathering evidence of impact during the Leapfrog project. This conclusion sets out how far Leapfrog delivered on its seven actions, set from the outset, and how it met its key five objectives, the levels of impact for meeting these objectives and key learning developed as part of the Leapfrog project.

6.1 Delivery Against Actions and Objectives
Leapfrog set out seven key action themes, which were presented in the Actions and Objectives section, and Table 3 summarises how far Leapfrog delivered on these actions:

Here the report offers a summary account of how Leapfrog met each of its five objectives with key recommendations for ongoing and future research to build on the successes and difficulties experienced.

The first objective sought to develop new approaches to community co-design where citizens, researchers and public sector workers collaborate as equals in creative processes. Across the Short and Major projects, this has largely been successfully delivered. However as far as equal participants within the creative process, there was an acknowledged challenge to achieve this over distance. This became one of our final research questions as part of our final Major Project, Be Included. It has also been an interesting challenge to explore how the designer can build designerly

Action 1: Co-Designing Creative Facilitation	The Leapfrog team of researchers and coordinators collaborated across the 22 projects delivered through 83 co-design workshops, with learning and discussions stimulated through co-delivering 2 Summer Schools for early career researchers, an internal Spring School, multiple dissemination events and papers, detailed in later actions.
Action 2: Short Projects	Leapfrog delivered 17 Short projects and 5 Major Projects, involving 74 partners and 557 co-designing participants. This produced 42 unique tools, which accumulated 4 toolboxes and 25 project reports. These were co-determined and co-delivered with project partners and responded assiduously to their contexts and agendas.
Action 3: Major Projects	
Action 4: Toolbox Design	Leapfrog developed 5toolboxes developed from the projects together with a further 8 toolboxes generated through adaptation and dissemination activities.
Action 5: Evaluation for Co-Design and Consultation	Leapfrog embedded evaluation into the project from the start, developing a Framework, which facilitated 85 survey, 79 interviews. This process also became set as keys topics for Short and Major Projects to develop learning for partners as well as co-design.
Action 6: Dissemination, Sharing and Wider Use	Leapfrog involved 3621 people in 85 tool-sharing engagement experiences, supported 285 community based organisations through use of tools, have had 1620 tools downloaded by 517 different users since 17/12/2015, seen 700 new people using the co-designed tools disseminated by partners own networks, published 244 blogs on project progress and reflections, and has had been engaged in continuing dissemination beyond the time of this report.
Action 7: Management: Planning of the Project	Leapfrog has held 15 management meetings, held 7 advisory board meetings, published an Interim Project Report, and published 25 downloadable project reports.

Table 3. Delivered Project Action Themes

capabilities with participants and around the sharing and dissemination of tools.

The second objective sought to use new community co-design processes to develop new innovative consultation tools that draw in a wider range of people into deeper engagements. This has been successfully delivered, as we have delivered 42 tools and 4 toolboxes, and the evidence presented in this evaluation suggests that they have enabled deeper and wider engagement. This included evidence of participants who had not previously delivered community engagement, as well as reaching communities and individuals who had previously not previously gained effective engagement.

The third objective sought to explore if tools developed with one community can be modified to be effective with other communities across the UK. As well as co-designing tools within partner contexts, we also delivered short projects and 85 tool-sharing events and experiences exploring tools from one context to deliver to another to 3621 people. Through 1620 downloaded tools by 517 different users, which is more than expected, this shows they are not just bespoke to situations of interest (i.e. our immediate project partners) but in use within communities beyond Leapfrog led events. We also explored adaptability through interviews and within the tool-sharing events, with many accounts reported. It is acknowledged that the extent of adaptation and tool use is still under quantified, as continues to be difficult to capture systematically, and represents an additional challenge finding approaches to better gain understanding of tool use and adaptation.

The fourth objective sought to develop new evaluation frameworks for co-design and consultation that capture real effects and impacts in a way that is meaningful to research, but also to communities and so making evaluation part of the collaborative process. Evaluation was embedded right from the start of the project and has been a major part of delivering each element of Leapfrog. An Evaluation Framework was developed from the start to facilitate evidence capture and analysis, as presented in this report. The project has also enabled participants and partners to collaborate with this question of evaluation, with later projects specifically addressing our partners' evaluation challenges. We also used the data captured through evaluation interviews to further explore how that use of tools and engagement helped them evaluate their engagement practices, as reported in earlier sections. The delivery of this evaluation has not been without difficulties, learning the limits and best tactics for quality evidence capture.

The fifth objective sought to establish how qualitative evaluation relates to material economic effects for public sector participants and their requirements for external consultation. Although we captured the difference in results and process, we largely stopped short of capturing material economic effects. This is recognized to be a challenge with much evidence being more focused on qualitative learning and delivery. This would be an area for further exploration of the quantifiable as well as qualitative effects of the tools and their co-design, which elements of the data captured throughout Leapfrog would go some way to inform how connections to economic effects could be best framed.

In your area, what contributes to your health and wellbeing?
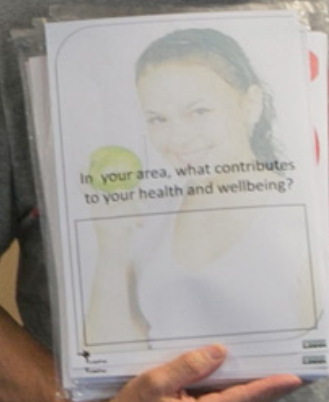
6.2 What We Learnt

The conclusions presented in this section draw on a combination of evaluation evidence presented in this report and the ongoing collaboration, discussions and reflections between the Leapfrog team throughout the delivery of Leapfrogs activities. Findings from the final evaluation built positively on the findings of the interim evaluation. Progress could be seen not just in the delivery of more projects and tools, but also in evidence of wider sharing and adaptation. This was important learning as it was a key objective of Leapfrog if ambition of wide tool dissemination beyond the immediate project was to be achieved.

Key conclusions drawn from evidence of impact against the framework, and from the more reflective thematic learning showed a consistency of findings, giving a degree of assurance that different analysis approaches are not in conflict.

6.2.1 Thematic Learnings

With the thematic analysis of interviews we presented four themes shaping deeper learning on the Leapfrog project.

The first theme, Enhanced Engagement Practices, presented evidence of Leapfrog tools supporting better outcomes through tools that were effective in gaining the feedback and support practitioners sought. This in turn was found to facilitate better conversations within engagement, deeper engagement with communities and a confidence in practice for practitioners and the partners, as responsible in the management and develop of better engagement. This resonated strongly with evidence for Difference in Results within the framework, i.e. showing contribution towards an

improved outcome.

'When I'm contemplating any engagement or research that I have to carry out, I feel more able, I was 10% more powerful because I'd got this thing that I can do. It's not so much powerful, it's more able.'

The second theme, Democratic Practice, presented evidence of key values in supporting effective community engagement. This evidence centred around how tools were both empowering for community members and helped build better relationships across the partners, community members and wider networks. This also found evidence of partners gaining strong ownership over the tools, how they were used and how they were shared, as well as the challenges for translating such qualities with those who lacked experience with the tools and their development. This resonated strongly with evidence of Difference in the Process, showing how the tools were enabling improvements in practice. It also informed some aspects of Leapfrog Learning.

'Tools like the Leapfrog tools, because they're presented in a way that's engaging and meaningful, and because they break down all the barriers that prevent people from being engaged, that's why it's exciting and useful.'

The third theme, Bringing People Together, presented evidence of Leapfrog tools and co-design supporting shared learning across partners, participants and community members. This process of shared learning was revealed to be facilitated by the focus on tools, but extended to the value and challenges in providing time and space for learning

through experience, and balanced contributions. A key themes here was collective learning, and not surprisingly this correlated strongly with Leapfrog Learning elements of the framework, as well as highlighting some further aspects of Difference in Process.

'It's great sharing how it's developing with my team, all the teams right across registrars, museums, the cultural and business support as well as the library teams, because I can keep it alive.'

The final theme, Design Contributions, presented evidence of a key role for design approaches in community engagement. Particularly, this foregrounded the inherent designed qualities of tools being focused and structured, while also being enjoyable to use and encouraging creative engagement. This began to reveal designerly qualities displayed by partners and participants in order to adapt the tools to fit their contexts. This fed strongly into the Leapfrog Learning aspect of the framework, including showing the value of design in tool collective development and interactions.

'I felt that process definitely came out of what I've seen you [Leapfrog] do and the way you think about things. It's like trying to give people tools to simplify or guide their thinking. Rather than let them loose on a case study, give them specific actions […] I've taken a tool, or two and looked at them thinking this is isn't quite right, this is what we need to do and then cross reference between the two. Is there something I can take from this to use here? It takes the same idea.'

6.2.2 Key limitations and challenges

These conclusions are drawn both from the

evaluation evidence and from the project meetings and discussions within the Leapfrog team.

6.2.2.1 Evaluation Challenges
There was growing awareness of how tools were being obtained and shared across multiple channels, but this encountered difficulties in finding effective methods for capturing such ripple effects. By and large, the greater distance tool users had from the project, the less contact time and quality data could be obtained. This remains a key evaluation challenge for such type of dissemination project. Once control is ceded it becomes increasingly challenging to ensure feedback on results.

Linked to this challenge was how to gather evaluation evidence from those furthest from the project. A category of tool users was later included, to reflect those members of the public with whom engagement workers would have used the tools (i.e. once removed from the project). They were anticipatedto be the hardest group to reach , and so it transpired as we were unable to gain any interviews with this final category. They would represent a valuable source of currently untapped data and consideration of how they could be involved should be included for future projects.

While the evaluation captured evidence of use of the tools, and learnt of differences in results and processes, wider evidence of change was also difficult to gain (i.e. what eventually happened as a result of the engagement). This would have needed more embedded engagement and long term ongoing evaluation approaches within project contexts to learn and facilitate.

On more pragmatic levels, our process for gathering data around remote tool usage could have gained from providing more relational transactions, offering advice or verbal contact, rather than details for a database.

6.2.2.2 Engagement Challenges

In the development and delivery of co-design projects, it became apparent that the participating group needs to have gained a level of readiness to engage in co-design. For example, the scale of ambition for one Major Project had to be scaled back due to circumstantial sensitivities. A workshop from a Major Project set in the remote islands of Scotland also needed to repeat key activities and processes for meaningful progression. This also links to the challenge in getting the right people in the room for key workshops and events. While bringing people together is presented as a key thematic learning, the logistics and selection of such people can often rely on singular or remote contacts. Where relationship and network development was strong (and for example engagement through a knowledgeable intermediary), then more fruitful workshops and co-design would follow. This emphasises the challenges of co-design at distance. Leapfrog initiated a later project, Be Included, to directly take on this challenge as a research question. However, although some progress was made this remains an area where further improvements need to be made to really solve the issue. Again this represents an interesting area for further research.

6.2.2.3 Successes and Positive Learning

A key success of Leapfrog was how embedding evaluation at the beginning and developing an overarching evaluation framework gave a real structure to capturing evidence, when too often this

is left at the end of such major projects. While we still encountered evaluation challenges, these have been engaged with proactively, some explored through later projects whilst offering stronger learning for similar future projects.

Another positive outcome of Leapfrog was its use and persistence in publishing blogs. Although not neutral in their content (it is part of the dissemination and promotion strategy), they do provide an excellent resource for sharing progress, observations, reflections and understanding in context. In fact, they were emblematic of the need to continually promote discussion and keep networks of interested parties together, as this is deemed to best support the shared learning essential to such co-design processes and tool use.

Finally, Leapfrog more than delivered on a rich resource of tools and toolboxes. For individuals and groups of individuals, evidence was collected where their effect was transformational. This was most apparent for supportive engagement with vulnerable community members, enhancing the confidence and capacity of engagement practitioners and emboldening the values and processes for partners.

6.3 Further Questions for Future Research

Although we designed the project to work at an organisational level, and gathered multiple accounts of partners being evangelical about the value of Leapfrog tools and approaches, there is more research to be done on how this translates into the organisational contexts. Particularly, this comes back to quantifying the value in ways that support senior management and decision-makers in understanding the value of such creative engagement.

Leapfrog was designed to test development of tools for engagement in two extreme envirnments. However , we did not do a comparison between hard to reach (socially challenging engagement) and hard to get to (geographically challenging engagement). During the process it has been apparent that these contexts encapture similarities and differences that would be important to explore and understand.

Finally, there is also further research need on how co-design processes work effectively and how they gain better transferability into engagement contexts. This would require a dedicated line of inquiry at the start of project development with partners.

6.4 Overall
Leapfrog has revealed and provoked a huge demand for creative engagement through the delivery of it projects and various community events. The tools and toolboxes that have been co-designed with partners have helped and continue to help a growing number of people, communities and contexts. There has been evidence of improved engagement for hard to reach communities, while many more people have now been receiving and using our tools, with much more opportunities to support shared learning.

We have gone some way to evidencing the Leapfrog project using our evaluation framework, however stopped short of quantifying that impact. Dissemination events are still underway and download numbers continue to increase, with Leapfrog still Therefore very much a live project. As such the impact from Leapfrog will continue go further and deeper with tools and toolboxes making a difference to engagement in communities.
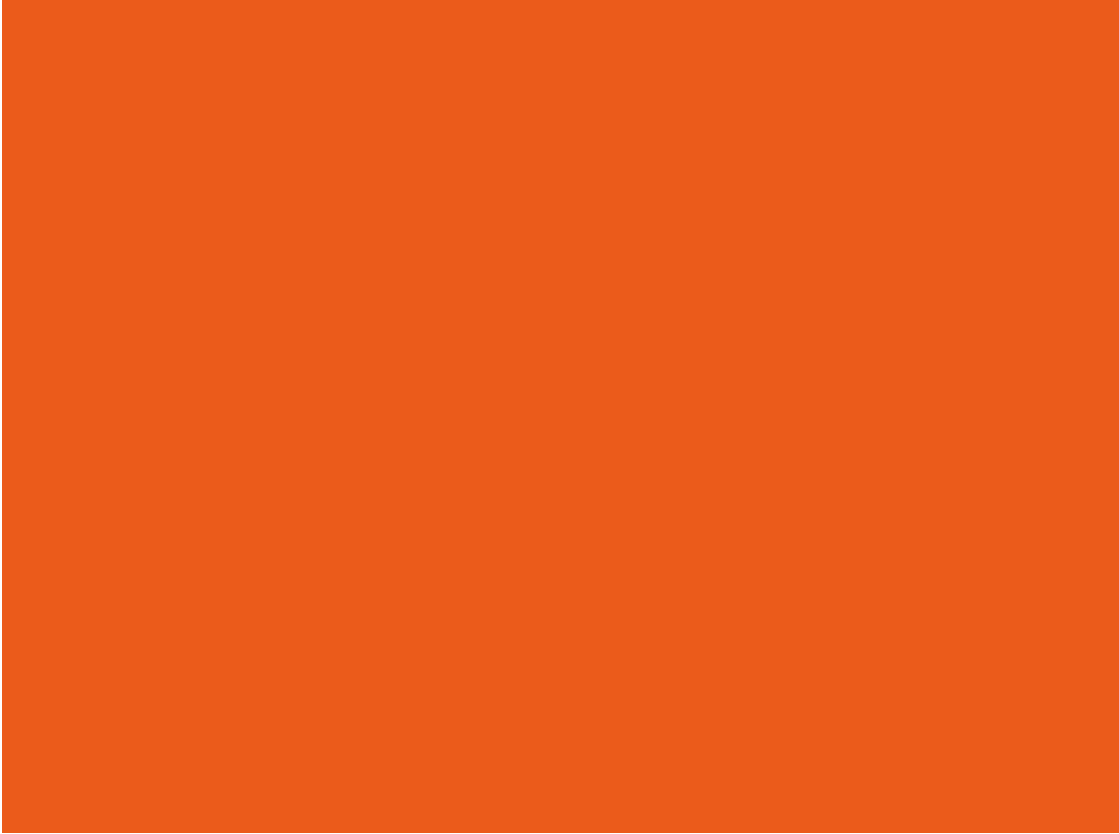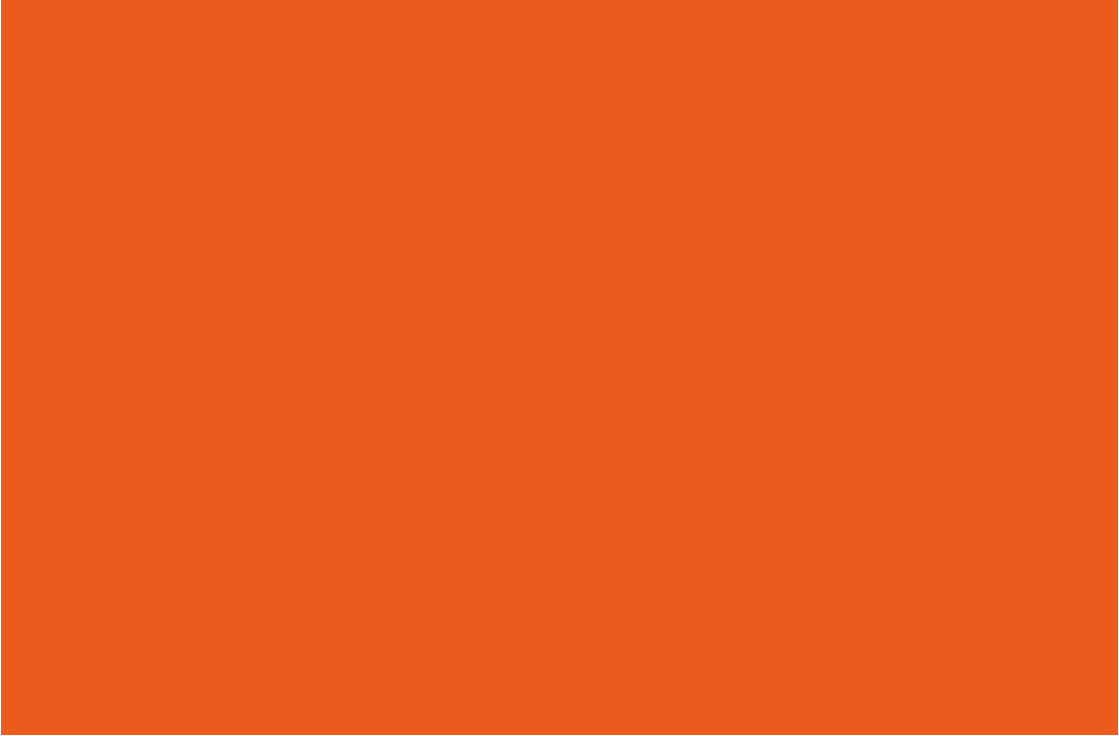
Appendix A – Leapfrog Data Collection

It should be noted that not every project was deemed suitable for gathering evidence for evaluation, which may skew or bias the data collected. Therefore, this section outlines the number of responses for each project.It also became apparent that there were different levels of participation with Leapfrog depending on whether tool users had been involved with a project, attending a dissemination event, or simply downloaded a tool. The evaluation approach anticipated that those who were more deeply involved would be more willing to share their evaluation feedback. As such participants were categorised into three groups: Category A, B and C. Category A were considered as partners who had worked on Leapfrog's short and major projects, whereas Category B were participants who specifically participated in tool sharing events and Category C were participants who either downloaded Leapfrog tools from the website or from Category A or B participants.

Lancaster Interviews
Table 4 shows how many interviews were performed across each of the categories of participants for each of the Lancaster-led Major (MP) and Short (SP) projects. Lancaster delivered three Major projects and nine Short projects, however only eight of these projects were subject to evaluation interviews up to the time of this report. The following Short projects were not subject to evaluation interviews due to self-contained outcomes or being too late in the delivery of Leapfrog: IRISS On, Creative Processes for Engagement, New Spaces for Democratic Engagement and Improve It.

Lancaster Projects	Cat. A	Cat. B	Cat. C	Total
MP1 Working with Young People	4	2	1	7
MP2 Neighbourhood Centres	7	0	1	8
MP3 Rigorous Stories	6	0	0	6
SP1/2 Non-Written Consultation / Make It Stick	2	1	0	3
SP3 Derbyshire Matrix	1	0	0	1
SP4 Tool Review	1	0	0	1
SP5 Healthy Stories	2	0	1	3
SP7 Tailor Made	3	0	0	3
Total Final Interviews	**26**	**3**	**3**	**32**

Table 4. Lancaster Total Interviews

Glasgow Projects	Cat. A	Cat. B	Cat. C	Total
MP1 Peer to Peer	2	4	0	6
MP2 Be Included	3	0	0	3
SP2 Gathering Stories	1	0	0	1
SP4 Loneliness & Isolation	8	0	0	8
SP6 Tools for Renewal	5	0	0	5
SP7 Stories of Impact	3	0	0	3
Total Final Interviews	**22**	**4**	**0**	**26**

Table 4. Glasgow Total Interviews

From the spread of interviews performed, Lancaster projects mostly provided long term interviews, as these worked with participants from the first two years of the Leapfrog programme. Only Rigorous Stories and Cat. C interviews focused on baseline or short term interviews. There was a distinct lack of Cat. B and C interviews largely due to the difficulties in gaining contact and time with participants that had such short experiences of Leapfrog compared to the working relationships developed with Cat. A participants.

Glasgow Interviews

Table 5 shows how many interviews were performed across each of the categories of participants for each of the Glasgow-led Major (MP) and Short (SP) projects. The Glasgow School of Art delivered two Major projects and eight Short projects, however only six of these projects were subject to evaluation interviews. The following Short projects were not subject to evaluation interviews due to self-contained outcomes, a long period of delay between project delivery and attempted contact for evaluation: Evaluation Credence, Cairngorm National Park Association and Ripple Effect.

From the spread of interviews performed, Glasgow projects mostly provided short term interviews, as most respondents came from more recent engagement and contact with Leapfrog. For example, while Peer to Peer was a project delivered in the long term, the evaluation respondents mostly came from those who were engaging the tools produced (Cat. B).
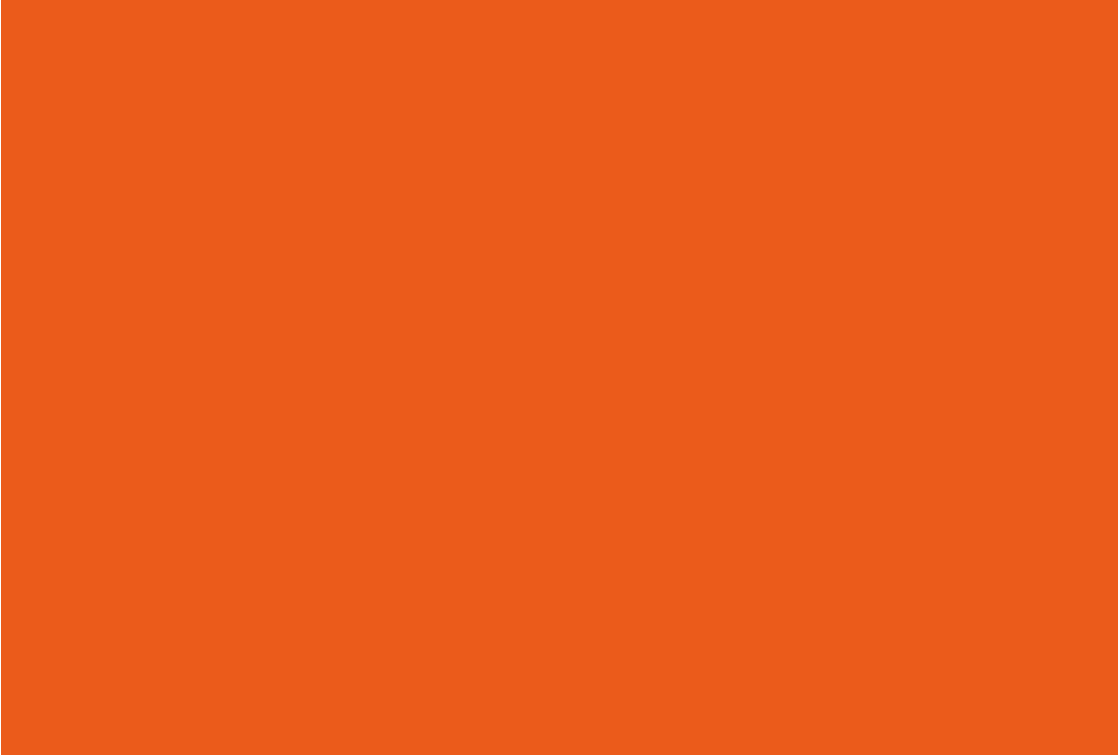
Appendix B - Emergent Codes

This section offers a insight into the captured quotes and responses and how they were organised into codes from an extensive process of thematic analysis. The presentation of each code is done with only an introduction followed by a selection of examples articulated as sub-codes supported by accompanying quotes.

Confidence in Practice
Workers feeling better able to engage the community members or colleagues.

Feeling Prepared
'If you have this stuff, it feels more organised with people. Feel the planning in it. Makes people feel more secure. Feel psychologically prepared, stuff (the tools and associated planning) really supports people having a positive experience.'

Comfort with Complex Situations
'One reason you need to feel more able is that we've got such a wide range of groups, it's not like you're seeing the same people or the same sort of people all the time which would make your life easy, your groups are completely different.'

Sense of Purpose
'It adds on the ability to remind people about why they do what they do, i.e. it's about people and it's about communication.'

Experience in Use
'I think that enabling people to have conversations that they might not feel confident about, they might not feel equipped to have, using tools if you're a good facilitator, if you really intend to share power

and control, can really enable people that don't have those experiences, knowledge, can't sit in formal meetings and say what they need to say because it doesn't feel like they've got anything to say.'

Enhanced Conversations
Workers expressing they had discussions of more depth with colleagues/community members, compared with previously.

Open / Depth / Feeling
'When people were talking about mental health they were very open about it, which I wasn't expecting.'

More Focused Detail
'It's a really useful way in how, and to show people how to think about health inequalities and the job market, and that they are not responsible for this and maybe that's perhaps why they are badly paid, which could have an impact upon their health.'

Addressing Needs
'Specific-ness and almost the recognition that this is one step in a very long conversation, we need to give tools for the whole conversation.'

Helps Expression
'It's actually been quite useful to use the tool to unravel some of their feelings as well about the change, because not everybody likes change, and it's not just been a small thing that's changed, it's their world has been shaken.'

Enhanced Capture

Where the quality of insight and information is seen to be preserved, or gives cause to find ways to do so.

Clear Messages

'Just hearing their voice who that is directed at and who aimed at. Not open to interpretation just a clear message very honest and powerful.'

Enhanced Detail

'Then the data that you come away with isn't just an amalgam of everything that went on, you've actually got individual data, you've got data for each individual person.'

Primary Data

'You can see the pictures they drew on Documentum, but this is my interpretation of what they were telling me. So it allows the staff member to interpret things, give their professional view, but the child's voice is clearly there because they drew that picture.'

Multi-Purpose

'This worked well as a way of engaging, as a way of consulting, as a tool to have their information collected to keep.'

Enhanced Proposals

Where learning through leapfrog projects and tools is expressed as connected to new funding proposals, board meetings or reporting.

Including Tool Material

'Usually the processes that are legally set down upon us, so in terms of how things are recorded, when they're recorded. Tools like that can be

integrated into the systems so people don't have to do things twice, ie. record things again.'

'In terms of writing reports then it does make the data analysis on the whole perhaps a little bit more time consuming really. But the pay off is that you've got better quality material to work with, so there's that to it.'

Creative Reporting
'In my new role [...] we are looking at how we start to evaluate the service. They particularly want to have a communication tool to listen to customer feedback. So I have put forward some of these suggestions from Leapfrog.'

'For our take over day in November we're trying to do different things and on look out for ideas. Last year we done a report and sent it to management, but it would be ace to have something to share with young people, which doesn't always get done because we can't just send out a written report.'

Informal Learning
Where smaller aspects of learning was shared laterally, i.e. not up a hierarchy but more reflectively, even in teams.

Creative Learning
'Meeting all those other people with different roles, don't normally come together, tends to be in a conference talking of their own work not in such an imaginative context. That brought out a lot of information.'

Shared Learning
'Learning experience I was involved in was on Shetland. It was a social enterprise learning

exchange. We used the evaluation game with the group […] it was good.'

Exposure to Other Work
'I think it's good to get together with other people to find out what they're doing and what they're struggled with-Sometimes seeing what other colleagues have done or they have interesting ideas.'

'Asking people to go and speak to people and then deliberation on what they've heard. There is not a lot of actual process within this. It's very informal.'

Time and Space
Where respondents expressed a lack of time to use, learn and train in tool usage / or noted they would make time.

Needing Time for Preparation
'Thought about making a healthy eating card game, how much sugar is in foods type of a game, like a sugar top trumps, but didn't have the time.'

'The challenge of a new technology with Digital Tool was planning time - getting it set up was not what she had capacity to do.'

Time within Engagement
'If the tool needs instructions to use, it doesn't work well in a teaching environment because you don't have time to read instructions.'

'Difficulty is time due to needing to train and adapt tools within existing busy roles.'

Making Time Organisationally
'It's also a very quick way of... because we're

all very busy people and because the staff are coming and going at different times of the day, it's a practical solution that's very simple to use, that's cheap.'

'Its difficult to introduce tools in the past with financial cuts. There's a much more open attitude now.'

'I guess it feels to them like out of their sphere of control. Meetings are the way meetings are.'

Space for Creativity
'It just shows that if people are given the time and space to think about what is important to them and how they can shape things, the world's your oyster, you can come up with 101 different ideas.'

Stimulating Interest
Where factors such as the visual nature of tools, or experience in practice, supported initial discussions with other actors.

Tangible Attraction
'Saw finished tools at SCC conference and was really excited […] I showed them to people in the office, some who were in the project, some who weren't, and they were really excited about them too.'

'I think if you had just told me about it, I might not have been so excited but because I had the chance to have a play with it, I was sold!'

Experience Encourages Use
'We used an evaluation tool designed by the Leapfrog project before for a social enterprise group so I wanted to see what GSA were up to with social isolation.'

'When we got the opportunity to take it to the CILIP conference we used it with people from various libraries' type of backgrounds, not just public libraries […] it stimulated some serious discussion, especially the ones around looking at what type of people actually inhabit and utilise your buildings, that was a really popular.'

Keeping them in Mind
'It's great sharing how it's developing with my team, all the teams right across registrars, museums, the cultural and business support as well as the library teams, because I can keep it alive.'

'At branch managers meeting, handed to Fleetwood, Poulton etc. Had good feedback but it's hard to get people to remember they are there and use again.'

'We put out messages internally or externally around the trust and its operations. To tell members what's happening in biannual newsletters, which get sent to members. The communications team put together content.'

Enjoyment and Achievement
Where the fact that activities were fun or creative was seen as valuable in their process

Love Using Tools
'I love my postcards, I'm really excited about those, and I got my first one through the post the other day which was really exciting.'

'The young people, a lot of whom had disabilities, were doing it way quicker than they were. So it was really funny, it was a funny activity.'

Pride in Tangible Output

'Actually seeing the tools that have been produced is really exciting to see those actually printed – and they were such high quality, which is just great. Watching the staff show us how the tools worked was really good as well.'

'For me as a Head of Service to be able to see those staff being so proud of their achievements and utilising those tools and inspiring their colleagues… I can't do that by myself. And to be able to have people that come away from this project to do that is great.'

Different to Usual

'I've been a long serving member of the Council and I've been very lucky to have lots of opportunities in my career, but this has been a very exciting and different opportunity just to see how staff can be developed to provide other solutions.'

Translatable to Context

Where workers felt potential to adapt tools in language or structure to suit their working context.

Adapted to Purpose

'It's a creative tool and a communication tool it's around ensuring that people buy into it, and you can train people to lift it up, but the whole point of the tool is that you utilise it in the best way that fits your purpose.'

'Taken a tool, or two and looked at them thinking this is isn't quite right, this is what we need to do and then cross reference between the two. Is there something I can take from this, to use here. Takes the same idea.'

Can Envision Potential

'I continue to use them and I will probably adapt them more and more for portfolio use [by changing] the narrative. Help define a split in the sessions, e.g. visual art, tool discussion or philosophy in education.'

'They are brilliant tools […] they are a starting point […] but there is really the need to develop the tools and their role within the libraries service.'

Adapted Language

'I chose not to use character figures from the Flow tool, as I felt additional characters were not essential […] the name of the group mattered more.'

'We are going to try and change the service development plan so it says in it demonstrate how, or that you've asked your patients or that there is a need for this from what your patients have said.'

Focus and Structure
Where use of tools to supported more effective engagement or collaboration.

Enables Faster Activities

'We used the storyboard tool to support faster activity around telling the story of a particular service.'

'The kids were able to pick things up where they left off as it's so visual.'

Enables Conversations

'This is the first time I've used a prescriptive tool, and it's a framework that I've found really useful as it helps to focus on specific issues, helps with planning, creates a narrative for that person to

engage with, rather than starting from a blank canvas.'

'Having no structure is not what you want, because it can be intimidating for young people and you don't get out what you want.'

'Now I think to myself, no idea is stupid. Sometimes it's unachievable because of various barriers. Once you have an idea, you can break it down into something that is achievable that isn't quite as wacky. It's a way to work through it.'

Absorbed in Practice
'Yes formalising processes to think about it and capturing it was useful. Idea of having tools is always an interesting one. One thing I took from sessions was to do with prioritisation. The Leapfrog tools give you that sort of solid base that you can trust, that you can count on, and that you can use to develop your research activities and modify it according to the group that you've got in front of you, and again what it is you're trying to do or what it is you're finding out.'

Right Question, Right Audience
'It has opened my eyes to the support that's out there, the range of groups that exist and the fact of it being formal and giving people - a formal complete tool and pathway is really interesting to me rather than just let's just all sit round the table and have a free-flowing discussion that nothing gets agreed with and you end up arguing.'

Encourage Imagination

Where tools challenged members to contribute to their engagement OR workers absorbing other ways of working.

Change of Approach

'For me it's about being in a new place and thinking differently and acting differently, using creativity, pens, drawing, playful […] it helps think differently. It was great that we got to do that here.'

Enable More Ideas

'We can be constrained by policy so we need them to get out of the office and see this and experience it for real. There is a lot of power point and square boxes. There's room for creativity.'

Reflecting on Process

'Changed my thinking about how the process needs to work, once process is in place, and how to overlay tools over the top.'

Step Out of Comfort Zone

'I guess it's not just my role, it's participation. A lot of it is about challenging people to step outside of their comfort zones or what they do all the time, and to be creative and to think differently, and to accept that things have to be different in order to enable young people to have a voice.'

Overcome Barriers

'What it realistically did was we were able to map out skills and socialise at the same time, which was really important because of a lot of barriers to people, and also quite a lot of reluctance as well with the new service because it was out of their comfort zone.'

Balanced Contributions
Where use of tools enabled wider contributions, particularly from participants less effectively reached.

Empowering Voices
'But still I think that tools like this, if more people use them then more children will feel empowered. It is ultimately what I will always believe, and everything I've done, all my experience and everything that I've seen tells me that is true.'

'That young person might not be able to ever say that to the Mr Director, but by using wordplay or by using the stickers or by thinking about the storyboard, then they're able to say things that they wouldn't say otherwise.'

Equal Voices
'If you're using something like the template for instance, each person is just as much engaged as every other person because they're all doing exactly the same thing. Each person is engaged, that's the important point.'

'It's a team that's got a diverse allegiance, I would say, to working in that particular branch. So I think it's been useful to see how [my colleague] has utilised the tool to ensure that the staff collaborate evenly and see some positivity to work with that team.'

Respond to Their Interest
'When the young people give up their time each month, you need to keep it interesting but keep the balance, games to have be for a purpose.'

Levelling Power Relations

'Went in with a clear idea – I can do this, am a professional advocate in work with young people and those leaving care, magistrate in family court, guardian, step mum, I know about young people […] What I think now is that I don't know anything, I don't know anything about your worlds and the cultural sensitivities that you work within. This was a real kind of slap in the face. Everything you think you know about this… rethink. It was exhausting and exhilarating and still the hardest and most rewarding work.'

Relationship Building

Where respondents felt they were better able to make new connections, or where the tone of engagement was more empathetic and open.

Change of Priorities

'If the onus is on [our previous] process and all the timeframes being met and everything […] then sometimes you might argue, and a lot of social workers would, you lose the time and the quality and the relationships.'

Greater Empathy

'People said unexpected words, which allows understanding through feeling of tone […] people were less hostile and suspicious of what she was doing, that it wasn't just about getting arts council funding.'

Meaningful Tools

'Tools like the Leapfrog tools, because they're presented in a way that's engaging and meaningful, and because they break down all the barriers that prevent people from being engaged, that's why it's exciting and useful.'

Making Use of Time
'In rural areas, it can be hard to get people together in the first place. Once you've got them it's good to think how to keep them engaged.'

Bespoke Engagement
'As an organisation we want them [community groups] to enjoy working with us and part of that is that they feel that it has been a productive relationship because hopefully we'll get more grants...'

Wanting More Contact
'The staff wanted, it came out at a team meeting to meet some of the new team members. They wanted to understand the skills mix of new people. So that was an idea and they wanted to kind of hot date, if that made sense.'

Ownership of Progress
Where workers and members take control of outcomes from the tool.

Giving Control to Users
'Young people Amplify Champions have been involved for a few months and have designed their own workshops using the Target Control and Storyboard tools to look at body image.'

Individual Sense of Practice
'We saw no great need for Leapfrog support in dissemination as we had our own plans for the tools.'

Value of Tool Provenance
'That particular cluster of libraries has been very focused on how they use the tools, and it's obvious that the member of staff that was involved in the

collaboration project has really influenced her colleagues positively.'

Outcomes Become Formalised
'We are trying to embed engagement by including this within their service development plans, which every team does each year.'
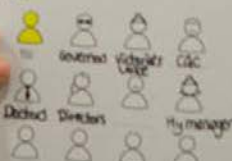
Recognise Contribution
'I wanted to be in the process at the start to influence something that will work for me. I wanted to get in at the start so that I could have a say in how this took shape and make sure that it was relevant for the people who are going to use it.'

ACTION PLAN

TOOLS
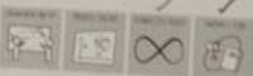
PEOPLE
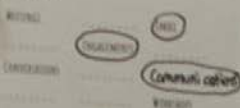
You · Governor · Volunteers/Carer · CQC
Elected · Directors · My manager

INTERACTIONS

Reporting (sometimes vast amounts of) engagement data in a succinct + interesting way...

① Utilise the snapshot + story tool after each engagement to provide an overview to staff/colleagues, with the aim to improve understanding of logic behind action planning.

② Create an 'engagement folder' to store completed feedback cycle request's in preparation for CQC visits.

③ Share said engagement folder with youth forum at each meeting to feed back on changes made.

④ Manager rep. to attend youth forum meetings for 10 minutes to provide verbal feedback 'from the horses mouth' (result of 'prioritise together tool').

⑤ Share tools with other teams across the Trust.