



Explaining the Difference

Explaining the Difference Pack

Learning Link Scotland and Evaluation Support Scotland brought together voluntary adult learning providers to build a collective vision of the difference they make and how they contribute to local and national outcomes. We produced a model to describe this difference and generated much learning about how to evidence our impact. This approach, which we called **Explaining the Difference (EtD)**, was a great success and was welcomed by Scottish Government and HMIE. We wanted to share the work we produced and the process we followed so others can make use of our learning.

The intention of this pack is to give people an understanding of the work of the pilot phase of EtD. It will be of use to Community Learning and Development (CLD) practitioners drawn from voluntary sector and local authority staff, and volunteers; really all those who are concerned with making a change within communities. So the pack is for you if you are:

- The manager of a multi-project organisation and you want to understand better how different projects and interventions join together to contribute to an overall difference
- A facilitator or leader of a group of similar organisations that are working together and want to show how collectively they contribute to local or national outcomes (for example a local umbrella body, forum or equalities grouping)
- A development worker who is keen to reflect upon your practice and make sure that you understand the impact of your organisation's work and its fit with other projects
- A CLD manager who wants to understand better how services in your area fit together and contribute to local strategies etc

How to Use the Pack...

Part 1:

The Process and Model of Explaining the Difference

This section describes how we ran the pilot and developed the model. Readers will be able to see the adaptability of this approach for community based adult learning or indeed any aspect of CLD since the process and model would be relevant for other priority areas.

Part 2:

Learning from the Pilot of Explaining the Difference

This section shows how we applied the tools developed in the pilot. It showcases the collective model that was produced and individual models and case studies. It will be particularly useful for anyone working in community based adult learning. It will help you think about the impact of your work and see how other organisations are measuring the difference they make. We also reflect on the links between our model and local and national Government outcomes.

Part 3:

Information and Support

This short section gives further information on the work of Learning Link Scotland and Evaluation Support Scotland and how to find out more about EtD.

The Context for Explaining the Difference

A number of key policy areas have been developed by the Scottish Government and statutory agencies over the past decade – all dovetailing towards outcome focused delivery.

Working and Learning Together sets the framework for CLD in Scotland. The three national priorities for CLD are:

- Achievement through learning for adults
- Achievement through learning for young people
- Achievement through building community capacity

The strategy document – **Developing Change** - outlined the need to say more about the difference that CLD makes to the lives of individuals, groups and communities. The document lists the range of outcomes that CLD contributes to.

Following the **Concordat** in 2007 between local authorities and Scottish Government, there has been a shift to “localism” in the delivery of services. Through the development of the **National Performance Framework**, the Scottish Government outlined 15 **National Outcomes** which they want to see embedded in the work of local authorities and their partner agencies. All local authorities have established **Single Outcome Agreements** which strategically outline how they are going to work with their partners towards these National Outcomes

Her Majesty’s Inspectorate for Education (HMIe) undertakes inspection and reviews of CLD provision across Scotland using their framework for self evaluation – **How Good is our Community Learning and Development? 2** (HGIOCLD?2). The framework poses high level evaluation questions for practitioners, beginning with:

- What key outcomes have we achieved?

The four capacities of **Curriculum for Excellence** are also outcome focussed. It aims to create:

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

Together these policy drivers are making it ever more essential to show the impact of our work and present the evidence of the changes we are making. We believe that **Explaining the Difference** can assist you to do this easily and with clarity.



Process and Model of Explaining the Difference + Insert



Evaluation is about working out what we are doing, what difference we are making and what we can learn as a result. It involves asking questions, gathering evidence, analysing it and being prepared to act on the results.

Explaining the Difference (EtD) is an approach to evaluation and a programme for learning how to show the outcomes and the impacts of your work. This is a combination of a process and a toolkit of evaluation methods. At the heart of the process is an Action Learning Group and at the centre of the toolkit is a logic model. This section of the Pack is intended to show the process and development of the model in our pilot of EtD.

Why Action Learning Groups?

An Action Learning Group, as the name suggests, links actions with learning – allowing participants to actively test out new learning in the group and outside the group, back in their respective organisations.

We chose an “Action Learning Group” approach for the pilot of EtD for two reasons:

Firstly we thought we would get a better “model” to describe our outcomes if we worked collectively through action learning, rather than through more traditional research methods. We wanted to build a model around the existing work of organisations, starting from the ground up. We wanted participants to shape the model, based on their experiences and their understanding of “what explanations would work” in the contexts in which they worked.

Secondly we wanted individuals to learn from the process of developing the model and for their organisations to benefit as a result.

Action Learning Groups are effective routes for learning for the following reasons:

Focus on practice - this way of working focuses on the issues and solutions that participants bring to the table and enables them to plan and develop organisational practice.

Peer support - it's useful to test out ideas, methods and actions among your peers and have them challenged, supported and refined within the group. The Action Learning Group provides a supportive structure to work collaboratively. The learning is contextualised for participants as it centres on their own work and life experiences.

Confidence building – the Action Learning Group supports the development of confidence of participants.

Leadership - at different times, different participants can take on leadership roles.

How we set up an Action Learning Group for EtD

Involvement in the Group required a real time commitment, not just to attend the meetings but also to do the required homework. We needed to ensure that participants would have the time and the motivation to attend. As part of the recruitment process we considered the skills, knowledge and experience that we wanted participants to bring with them.

We carefully thought through why we wanted to run such a Group. We intended it to be about personal development, collective understanding and organisational change, so it was important to decide the level at which we wanted to pitch the learning. We recruited people for our Action Learning Group who represented a range of organisations and who had the authority and power to make organisational changes.

Ideal numbers for an Action Learning Group are between 5 and 10 participants and for the pilot of EtD we recruited 6 participants through our learning community network of adult learning organisations. We highlighted the key benefits* of using EtD to evidence outcomes and impact:

- Peer support to develop real actions and fun and enjoyment in the process
- Increased ability to provide your own evidence against National Outcomes
- Be seen as an innovative champion of evaluation
- An opportunity to bring your own evaluation needs to the table and find solutions
- Develop your own systems and processes
- Be better prepared to engage with Single Outcome Agreements
- Be able to measure the quality and impacts of your own work
- Gain valuable experience of developing a new model
- Build sustainability through being able to convince funders of your impact
- Increased skills, understanding and confidence

The Action Learning Group came together for 6 group sessions. In between the sessions, participants undertook individual work and also had a one to one support session. As a result, learning happened at two levels, the collective and the organisational; with each feeding into the other.

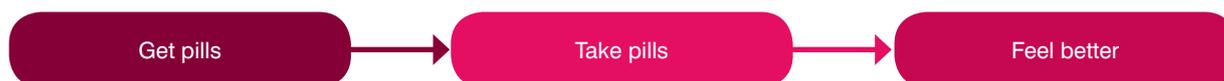
- The collective model was drawn from the work of individual organisations.
- Participants were asked to check the model with their colleagues and others, to make sure it captured what was important to them.
- Participants were also asked to develop models, indicators and methods for their own organisations. This gave us some good case studies, but more importantly, it allowed individuals to “take the learning home”.

We had opportunities to disseminate the work, with a reference group and at Learning Link Scotland's national conference. This proved invaluable, assisting participants to improve how we evidenced the outcomes and impact of our work.

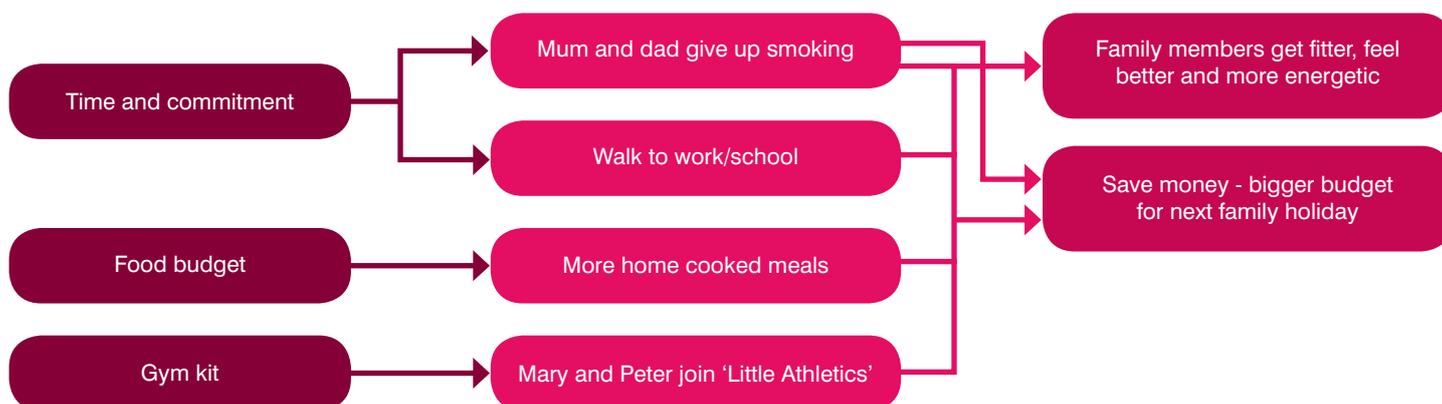
Why logic modelling

A logic model tells the story of your project or programme in a diagram and a few simple words. It shows a causal connection between the need you have identified, what you do and how this makes a difference for individuals and communities. Here are two simple examples:

a) Curing a headache



b) Jones Family 'get active' plan



Logic models can help you to:

- Think about why your project or programme exists, why you do what you do and why you think that makes a difference. They can help you explore and develop a shared understanding about these things.
- Plan a new project. In fact logic modelling is really a fancy word for planning. It can help you to think about the need and what you will do to address that need.
- Communicate your thinking to people who support or benefit from your work.
- Develop your evaluation plan. A logic model can help you to identify what you expect to happen, and when. It can therefore provide a pathway or road map for measuring progress.
- Identify project or programme risks and how you might manage them.

In a Group setting, logic models provide a structure for sharing the experience of different organisations, enabling members to identify similarities and differences. They provide a way of presenting a “shared” understanding of their collective work and impact.

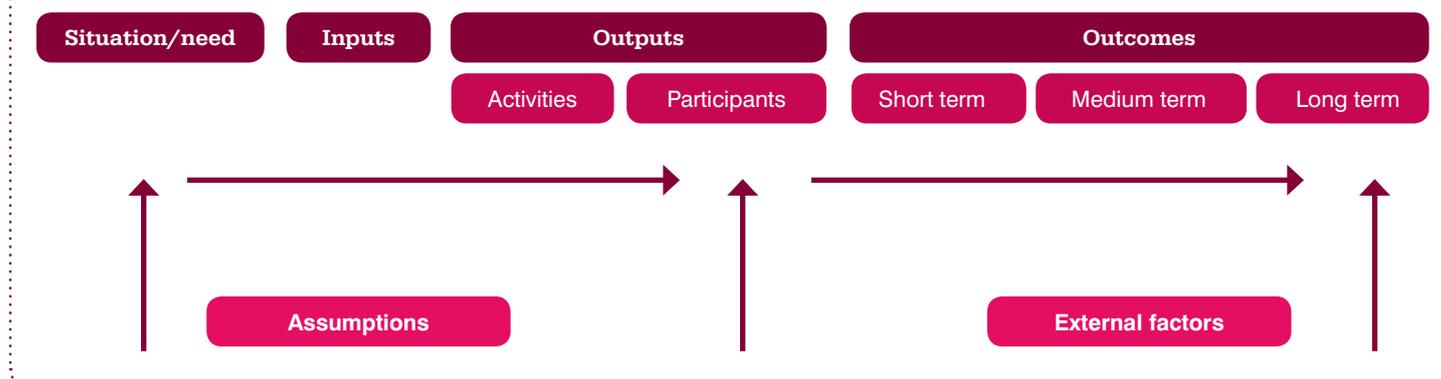
How we explored the logic model approach

It was important to spend some time explaining why we wanted to use this approach in the pilot EtD. We were aware that Group members may not have come across logic models before and needed to understand what logic modelling could do and how it could help the Group to achieve their aims.

The basic components

Although there are different logic models, we used the Wisconsin model.

Here are the components of that framework:



We used this model because it is helpful for thinking about monitoring and evaluation. It clearly links activities to outcomes and identifies whether outcomes will happen in the short, medium or long term outcomes. This in turn helped us decide what to measure and when to measure it.

The pilot EtD Group explored a number of important points about logic modelling:

- Any suggested model is there to help tell the story – not to constrain it!
- Logic models are never perfect. They are a summary of the work, not the detail itself. Different audiences may want to highlight the story differently. Don't spend too much time refining the model. Get it to a 'good enough' point and then get on with using it.
- One of the most useful aspects of logic modelling is involving people (staff, volunteers, partners and other stakeholders) in the process. Often the process of creating the logic model and sharing understanding is more useful than the diagram produced at the end.

Understanding the language

It was also important to ensure that everyone understood the language in the model, so that participants could use the terms consistently. Here were the definitions we used:

Inputs are the resources you put in to do the work: money, people, time, premises, equipment, etc.

Outputs are the activities or services you put on for your users.

Participants or Beneficiaries are the people that you reach. They are usually the people who take part in the activity or use the service.

Outcomes are the changes and differences that come out of your activities.

Short, medium and long term outcomes – the Group decides the times scales.

Situation describes the context in which you are working, with a particular emphasis on the need you are trying to address.

Assumptions are things that you take for granted.

External factors are factors that might affect your ability to deliver or the outcomes that come from your work. They might include political, economic, climatic, demographic factors or the actions of other agencies.

How we began logic modelling

To help the Group familiarise themselves with the components of a logic model, we described what logic models are, how they can be used and how they could help participants to meet the aims of the Learning Group. We introduced the Wisconsin model and used a simple example, like the one on the next page to demonstrate inputs, outputs and outcomes. Although this is not an adult learning example, it was an area of work that everyone could relate to.





How we developed the model

In any logic model it is important to understand the need that you are trying to address through your work. We had a full Group discussion airing different views and ideas about the need and how it should be addressed. To help identify the need, we asked these questions (Box 1):

- What is the problem or issue?
- Why is this important and for whom?
- What individual and institutional behaviours contribute to the problem and its solution?
- What attitudes, aspirations, skills, knowledge and abilities underlie these behaviours?
- Who else is helping to resolve this issue and with what resources?
- Why do you need to be involved?

1

Exploring the need further

We used a creative “picture drawing” exercise to allow people to reflect on the need they were meeting. We shared these pictures and drew out common themes.

We wrote up the discussion and circulated it to Group members for reflection and/or checking out with colleagues outside of the Group. At the next meeting of the Action Learning Group, it was further refined and the Group agreed what should go into the Need section of the model.

How we drew out assumptions

Inevitably there was discussion that highlighted the assumptions about how change happens. For example, the Action Learning Group identified that the majority of their learning programmes were non-formal and based on individual needs. This was based on an important assumption: to engage people in learning, the approach has to be learner centred. We made a note of identified assumptions for inclusion in the Assumptions section of the model.

Assumptions also became clearer at other points in the process of developing the model and we continued to amend and refine this section of the model.

How we identified inputs, beneficiaries and activities

At this point in developing the model the Group needed to identify what resources they were going to put into the process, who would benefit and what activities (often described as outputs) needed to be undertaken. We wanted to collectively identify the similarities and differences and agree what should be included in the model so that we could start linking activities to outcomes in the next stage.

Group members were asked to spend some time alone listing the inputs, beneficiaries, and activities that they would suggest should be included in the model. The Group then came together to share their suggestions and agree a shared list (Box 2).

Inputs: staff, tutors, volunteers, money, buildings, technology and input from other agencies

Beneficiaries:

- People with disabilities or health issues
- Carers
- Parents (sometime with specific issues e.g. addictions)
- School leavers
- Unemployed people
- Low paid or unskilled refugees and asylum seekers

Activities:

- Running a “Drop-in”
- Outreach work
- Advice and information
- Guidance

2

How we identified shared outcomes

The next stage in developing the model was for the Group to draw out the range and type of outcomes from their work. The aim was to identify common or shared outcomes.

We made sure the Group had a clear understanding of outcomes and how they differed from outputs or activities. The Group considered the 3 key questions in (Box 3) to help come to a common understanding.

Who is changing?

(e.g. the service user, beneficiary, organisation, community)

What is changing?

(e.g. knowledge, skills, environment, feelings)

How will it change?

(e.g. increase, improve, reduce)

3

Exploring common outcomes

Each participant was asked to think about the outcomes of their work and put their outcomes onto post-it notes, one outcome per post-it. Working in pairs, participants discussed each other's outcomes and made sure they were "change led", rather than "activity based" (in other words, an output).

Participants were then asked to stick their outcomes on the wall or on a flip chart. Through group discussion we clustered together those that were similar. We looked for common ways to express these clustered outcomes. At this point the outcomes didn't have to be perfect; Group members understood that they could be "cleaned up" when we began to make the links to activities and beneficiaries.

How we sequenced the outcomes

Sequencing these collected outcomes was an important stage in developing the model because it consolidated the work of the Group. This next stage brought all the thinking and discussions together and started linking outcomes to activities. By ordering or sequencing the outcomes the group created causal chains, in other words, began to understand "What leads to what?"

How we identified external factors

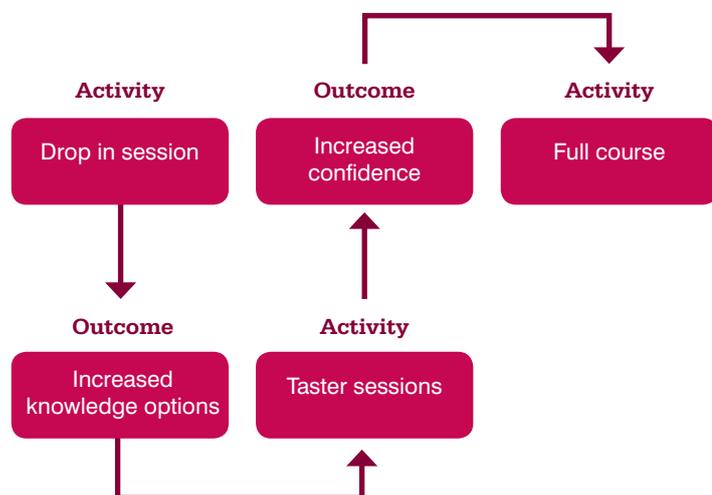
External factors are those things over which you have little or no control. So for example an external factor which may affect your work could be short term funding or a change in policy direction.

The Group was asked to consider the outcomes and discuss these questions:

- What factors might help or hinder achieving the outcomes?
- Consider each outcome under the following heading, factors that are: political, economic, environmental, demographic, technological, legal.
- Can you do anything about these factors?
- What agencies can support or threaten your work?
- What are the possible impacts on the beneficiaries?
- How can you better manage relationships and partnerships to achieve your outcomes?

Following these discussions, Group members were able to identify the external factors that would be potential threats or opportunities and this allowed them to consider how these could be managed.

To assist the Group, we considered this simple example:



We used lots of flip-chart paper and post-it notes in this process. We moved the post-it notes around to reflect the Group's view about how activities led to outcomes at different times. We ended up with a very rough model that the facilitator took away and cleaned up. This was circulated and further refined at the next meeting.

How we refined the model

The draft model that the Group produced contained a summarised situation or needs statement, the sequence of inputs, activities and outcomes, assumptions and external factors. Refining the model was an important part of the process, holding onto the important links that Group members had already identified.

Members of the Group were asked to reflect at different times on the model; giving them the opportunity to clarify thinking and question the content. Over a number of sessions we:

- Amended the needs statement
- Re-worded and re-ordered outcomes
- Captured more assumptions
- Changed and simplified the model

Evidencing the model

One of the reasons for developing a logic model is that it gives you a pathway of cause and effect. From here you can begin to identify the things that would evidence whether you are making progress and making a difference. The Group was aware that they could have focused on any number of areas to evaluate and we used the table below to facilitate discussion on this but Explaining the Difference focused on the ways of measuring the outcomes identified in the model.

	Evaluation questions	Process
Situation	Is our analysis of the problem correct? Has it changed?	Environmental scanning, research
Inputs	Are resources available and being used as planned?	Management of finances, people and resources
Activities	Are we delivering the activities as planned and to agreed standards?	Recording activities Checking satisfaction Quality checks
Participants	Are we reaching the right people? What factors are affecting take up?	Recording participation Asking participants
Outcomes	Are we making a difference?	Collecting information at the beginning and end

Measuring the outcomes using indicators

The Group explored the nature of outcomes and identified that some outcomes were easy to measure because they are “hard” i.e. tangible because there is something that you can count. For example if the outcome is to increase employment, the indicator of this would be the number of beneficiaries who have moved into employment.

Some outcomes are “soft” and are more difficult to measure. With these you need to set proxy indicators. These are things that might reasonably show that your outcome is happening. For example, if the outcome is to increase young people’s self confidence, an indicator might be whether a young person is able to participate in group activities or express their views clearly.

The indicators should be able to show whether things have stayed the same, improved or worsened. This means looking for levels such as:

- Level of knowledge
- Level of skills
- Types of behaviour

The consensus from our Group discussions was that a baseline measurement was needed in order to compare progress. So for example, in working with learners, you may gather information on their level of skills, knowledge or ability at the start of the programme, so that you can measure their progress at different stages and at the end of the programme.

How we developed indicators

The Group considered a three step process (Box 4) to developing indicators:

Step 1

For **each** outcome you need to ask yourself what it would look like if you had achieved it. Allow yourself to imagine all sorts of possibilities and come up with as many as you can think of in a list. These are your potential indicators.

Step 2

From your list of potential indicators identify those that you can collect information on and think about how easy it will be to collect that information. The ones that you choose will become your **key indicators**.

Step 3

Check out with other stakeholders (such as funders, partners and users) whether the key indicators that you have chosen are the most relevant ones to the outcomes to be achieved. You may find that some of the indicators that you develop are relevant to more than one of your outcomes.

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How we measured the indicators: methods

The next step was to decide exactly how we would measure the indicators. In (Box 5) there are some common sources of evidence that suggest particular methods

Common sources of evidence	Common Methods
Client tells you	Record casual feedback, Questionnaires, Interviews, Focus groups, Video diaries, Exercises, Mapping and visual progress tools
Third party tells you	
Behaviour changes	Observation notes
Records	Attendance sheets, Record of activities, Use of services
Hard evidence	Tracking what happens and comparing statistics (e.g. illness, employment, debt, non-attendance)

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The Group considered methods for collecting evidence against the indicators they had come up with and identified some key methods; in particular these were methods which could inform many indicators at the same time.



One-to-One Support

For this Action Learning Group we built in some one to one support for members to develop their own organisational or project logic models, plans for evaluation and methods for collecting evidence. We did this for a number of reasons:

- Better individual stories help to strengthen the collective story
- Indicators and methods are based on ‘real experience’ and ‘good practice’
- It can help develop case studies which demonstrate what people are doing in practice
- It can further build the capacity of members
- It gives something back to the organisation in return for the time and effort they have put into the group

This one-to-one support provided organisations with a “critical friend”, who could give feedback on the clarity of their story, who could question their logic and help them to think about different ways of expressing that. In addition it helped them to think through the best indicators and possible methods for collecting information. During the one-to-one sessions we focussed on a number of questions (Box 6):

Outcomes:

Why is that important and how do you know? Why do you think that that leads to that? These are the “so what?” questions.

Indicators and methods:

Do they seem like the right indicators?

Do the methods for collecting data in reality match up with the outcomes and indicators?

Could better use be made of existing data collection forms by making them more outcome- focused?

Is too much data being collected? Can things be simplified?

Is data collection both sufficiently sensitive to the group giving information and proportionate to the service they are receiving?

Overall model:

Is it plausible, doable, and testable?

If you were a stakeholder (funder, user, other agency) what questions might you ask?

6

Mapping against other’s outcomes

The Group did some work on mapping their model against local Single Outcome Agreements (SOA) and National Outcomes. This allowed them to consider how to demonstrate the extent to which their work contributes to the work that government and others are doing or want to fund. The Group saw this as a real chance to promote their work and show why it was important.

The Group considered:

- Where they saw Adult Learning/CLD being placed within their local SOA. For example, was it being linked to a particular National Outcome?
- Where they saw the best fit between outcomes that they had identified in their own work and those of the SOA.

These links to their local SOA could be added onto the organisation’s model. They could also consider how they would show that they were contributing. In the case studies in Part 2, you will see some useful models which make the links to local outcomes.

Insert 

Develop group focus

Develop the model

Use the model

Group work

Individual work and homework

Setting up the Group

Agreed the aims of the group and how it will work

Learn about logic models

Explored the community needs we met

Drafted a common needs statement

Refined the needs statement

Mapped inputs, activities and participants

Identified shared outcomes

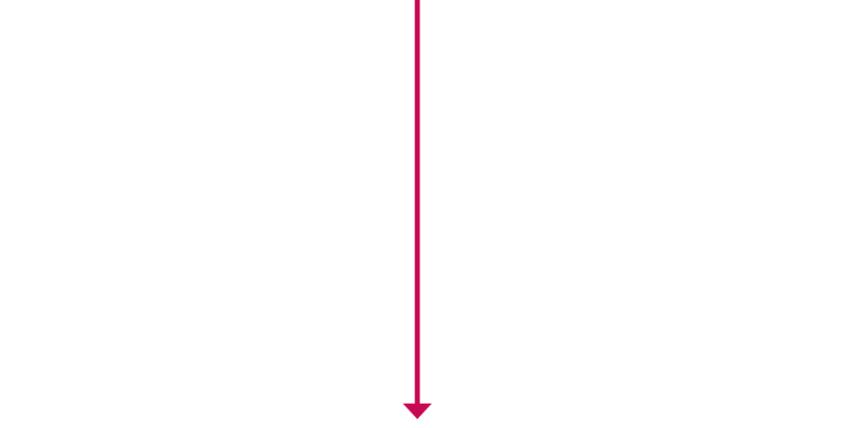
Squenced those outcomes

Refined the model

Mapped against local and national outcomes

Identified ways to evidence the model

Shared individual models, indicators and methods



Share needs statement with colleagues

Draft rough logic models of organisation or project

Check models with colleagues

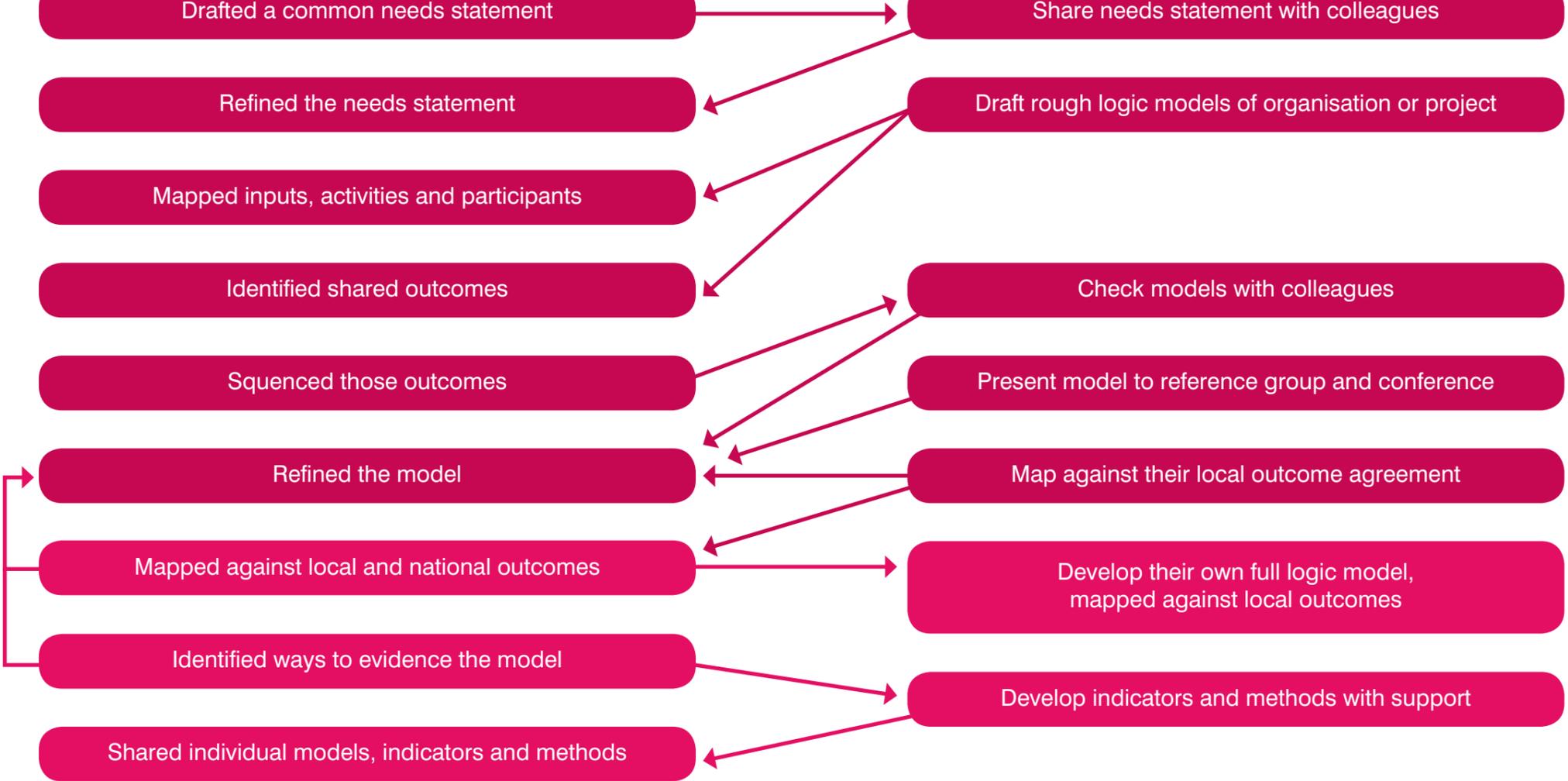
Present model to reference group and conference

Map against their local outcome agreement

Develop their own full logic model, mapped against local outcomes

Develop indicators and methods with support

Draw out assumptions and external factors



The Learning from the Pilot of Explaining the Difference

In this section of the Pack we describe the learning that took place in our pilot of Explaining the Difference. Parts 1 and 2 complement each other; allowing users of the Pack to learn about the process and model in Part 1 and see concrete examples of the models and tools developed by the Action Learning Group in Part 2.

The Pilot EtD Model

The logic model was produced by the pilot EtD to show the outcomes and impact of the work of the voluntary adult education sector, with a particular focus on the impact on learners.

Key points from the model:

The voluntary adult education sector is part of a broader picture of provision, but targets groups who find it harder to access mainstream education or to cross educational and life transitions.

Once people enter education or learning, they work towards outcomes of gaining skills and knowledge, gaining confidence and motivation, putting skills into practice leading onto improvements in people's life and employment prospects.

However, before people even set foot in a classroom, they might need encouragement and support to take up learning opportunities. The EtD Group called this "pre-learning activity". We recognise that some people need extra support and encouragement because of actual and perceived barriers to learning and that this support has to be flexible and holistic. As a result

- Learning opportunities are person centred and life relevant, filling gaps in current provision
- Ongoing support is given to overcome barriers (e.g. provision of childcare)

This support and encouragement continues even after people have started more formal learning. This is so they can "learn how to learn" and gain the confidence and motivation to take learning further alongside achieving learning outcomes.

In some cases learning is specifically used as a way to bridge social isolation and integrate people into their communities. In any case it enables people to feel more connected to others.

Other factors that distinguish the voluntary adult education sector include:

- The use of volunteers and encouraging learners to become volunteers themselves
- The role voluntary adult learning providers play in identifying the learning needs of disadvantaged groups and ways that others can improve their policy or provision.

+ Logic Model Insert



Indicators for voluntary adult learning outcomes

The pilot EtD Group identified a number of outcomes and the outcome indicators which would show that the outcome was happening:

Pre-learning outcomes

Outcome	Indicator
Engaged participant	Attendance at events Taking part in discussion and activities Extent to which they feel 'they belong' Thinking about next steps Overcoming barriers e.g. childcare
Improved knowledge of educational options	Level of information about options Applications to courses
Better able to articulate current skills and support needs	Ability to state needs Use of support services Ability to draw up a realistic action plan/ Personal Development plan (PDP)
Better able to overcome barriers	Ability to state needs – barriers and what needs to be overcome Use of support services Take up provision/ courses Extent to which barriers addressed
Increased confidence and motivation to take up learning opportunities	Take up of learning opportunities Level of comfort/ enthusiasm in trying new courses
Decisions made about next steps	Choice re learning opportunities Take up learning

Outcomes – putting skills and knowledge into practice

Outcomes	Indicator
Increased knowledge and skills	Assessment of skills before and after Qualification awarded (accredited or not)
Put skills and knowledge into practice	Level of confidence Uptake of volunteering opportunities Able to take on new things Applying for jobs Applying for further courses/ qualifications Level of engagement with others Planning for the future
Qualifications and/or experience	The qualification! Work placement Volunteer experience Progress to higher or other education
Increase pride in self	They tell us Level of interaction with others Ability/willingness to move on Level of assertiveness Personal presentation
More work ready	Level of communication skills Appropriate CV Level of team working Appropriate behaviours Level of understanding of the labour market: how realistic Level of motivation Level of preparedness for interviews Level of ability to use variety of job search strategies

Outcomes: learning how to learn

Outcome	Indicator
Learn how to learn	Awareness of what helps and hinders learning Level of confidence Learner identity Level of motivation Challenge to tutoring approach
Increased motivation	Participate in the learning process Learner persistence
Increased confidence	Ability to cope with course content Level of comfort/enthusiasm in the learning process Participate in the learning process

Outcomes: community integration

Outcomes	Indicator
Increased social contacts and networking	Groups belonged to Sources of support Friends at the learning centre Awareness of/using other facilities Volunteering or giving support to others
Improved understanding of other cultures/communities	Having friends from different backgrounds Awareness of/using other facilities that are non-traditional for that learner Giving support to others from a wider back-ground Number of sources of support from other backgrounds
Integration between groups and communities	Make up of groups using learning centre People taking part in community groups activities or events Awareness of/using other facilities that are non-traditional for that learner Having friends from different backgrounds Giving support to others from a wider back-ground Number of sources of support from other backgrounds
Volunteer to support others	Volunteering or giving support to others

Collecting data on Outcomes and Indicators

The pilot EtD Group explored the kind of data and methods they would need to use to evidence their work. From this sample below, it was clear to the Group that they were doing much of this data collection already and that importantly, one source of data could be used against more than one outcome/indicator.

Outcomes	Indicators	Source of evidence	Methods
Engaged participant Integration between groups and communities	Attendance at events Make up of groups using learning centre	Registration details Records of attendance	Analysis of demographic and geographical information
Learn how to learn Put skills and knowledge into practice	Awareness of what helps and hinders your learning Level of confidence	Personal development planning Feedback from tutors Third party feedback	Initial assessment Action plans Review meetings Exit interviews / assessment Observations of course record or informal chat Questionnaire/ informal chat
More work ready Volunteer to support others	Level of ability to use variety of job search strategies Volunteering or giving support to others Qualification	Feedback from learner Feedback from third party	Follow up questionnaire/ phone call Follow up questionnaire / phone call Unsolicited feedback re individual, programme or organisation
Qualifications and/or experience Increased knowledge and skills	Assessment of skills before and after	Feedback from learner Feedback from tutors Level of qualification awarded	Evaluation sheets Course exercises Video diaries Course record Required assessments
Increased social contacts and networking Improved understanding of other cultures/ communities	Groups belonged to People take part in community groups' activities or events	Feedback from learner Feedback from third parties Community surveys	Include question in methods above Success book for unsolicited feedback and good news stories Analyse evidence provided by others or conduct own as part of community needs assessment

Links to national and local outcomes

In the pilot EtD we examined the National Performance Framework with its 15 National Outcomes and considered a sample of local Single Outcome Agreements (SOAs). Overall it was clear that the EtD participants found a much closer alignment with the National Outcomes than the sample of SOAs.

Group members could see links to nearly all of the 15 National Outcomes, but found a particularly strong fit to the following:

- No. 2 - We realise our full economic potential with more and better employment opportunities for our people.
- No. 3 - We are better educated, more skilled and more successful, renowned for our research and innovation.
- No. 7 - We have tackled the significant inequalities in Scottish society.
- No. 11 - We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others.

Some individual programmes have a particular fit to other National Outcomes, dependent upon the focus of learning. These included:

- No. 5 - Our children have the best start in life and are ready to succeed.
- No. 6 - We live longer, healthier lives.
- No. 8 - We have improved the life chances for children, young people and families at risk.

It was harder to show links between the model and SOAs, because in relation to adult learning, SOAs tended to focus on outputs, e.g. on the number of courses or the number of learners. However, pilot EtD participants did see the benefits of making links to the developing SOAs and putting a marker where they could against their own and their local SOA outcomes. So for example, two of the Group members showed in their own logic model, where they fitted with their SOA against local outcomes concerned with:

- Increased number of learning opportunities for adults
- Increased participation in alternative curricula options

See the Craigowl and Lead Scotland case studies for an example of links being made to SOAs.



Case Studies from the Pilot of EtD:

Rosemount Lifelong Learning Making a Difference Programme

+ Logic Model Insert



Background

This is the story of the Making a Difference (MAD) programme which has been developed and piloted by Rosemount Lifelong Learning and is now in three areas of Glasgow. Rosemount Lifelong Learning aims to reduce poverty by providing high quality childcare and increasing lifelong learning opportunities in an approachable and supportive community setting. Our objectives are to:

- Improve access to education that allows adults and children to realise their full potential
- Increase potential for employment and career progression
- Create a healthier and more confident community
- Remove barriers to participation and encourage integration of all individuals by increasing the accessibility of services and support in a family friendly environment

The MAD Programme aims to improve the life skills of young parents (aged 16-25) who are social housing tenants and who are at risk of being unable to sustain their tenancies. The programme has been developed and refined over the last two years and has several key features:

- Considerable resources are employed at the promotional stage, contacting housing, social work and other stakeholders to identify parents from the target group, gaining the trust and identifying the interest of the young parents.
- The programme content is participant led, with a wide variety of activities designed to engage and sustain the interest of the young participants.
- Content varies but includes a mix of confidence building, health promotion, financial management, parenting skills, core skills.

- Parents are asked to commit initially to the first stage, and experience a sense of achievement at the end of each of three stages of the programme, which increase in intensity and complexity. The programme totals approximately 450 hours delivered over 36 weeks.
- Several local agencies including a local FE College are involved in delivering elements of the programme; this builds relationships and contacts which encourage on-going participation in services and also build capacity and understanding on the part of local agencies.
- Provision of 1:1 guidance is essential, supporting parents to identify and overcome barriers, discuss and review aspirations and progress.
- On-site childcare is provided for children, a majority of whom are under three years old; childcare is a major 'draw' for parents and helps to sustain engagement in the programme.
- Parents receive a weekly attendance allowance and a donation towards a Credit Union savings account which encourages improved financial management.

Evaluation method

Prior to involvement with 'Explaining a Difference' we used a Weavers triangle' model for the project, with six outcomes, five of which have remained within the new logic model. The six outcomes and associated outputs were to be evaluated against 14 indicators using 25 measures; not surprisingly, we failed to implement this M&E system effectively! In addition, we had commissioned an external evaluation of the programme, which found excellent results for adults but less evidence of impact for children, due largely to a lack of baseline information.

Case Studies from the Pilot of EtD:

Rosemount Lifelong Learning Making a Difference Programme

+ Logic Model Insert



Logic model and new evaluation methodology

Developing the logic model helped us to see that there were distinct outcomes at different stages of the programme. The boxes in **yellow** describe what we do and the **pink** boxes describe the outcomes that come from that. The model identifies outcomes for children as well as adults. This allowed us to develop the following broad approach to monitoring and evaluation:

- Promotion: monitoring who attends and who goes onto the MAD programme
- Introductory programme: 4 key outcomes evaluated by guidance staff through a review process
- Core programme: topic related skills (monitored through Tutor Summary sheets) and outcomes specific to each participant (chosen from a menu) evaluated through guidance staff.
- Exit programme: monitored through checking progress onto work, volunteering or other courses

We recognised that guidance staff play a key role in providing support to participants and were in the best position to check progress as part of their ongoing discussions. Tutors could feed in useful evidence about group learning around specific areas of learning. Childcare staff could be involved in giving an overview of the increased confidence of children regularly attending childcare.

Forms developed or created to capture this information include:

- A client engagement review form – linked into our database
- A Tutor Summary sheet
- Childcare staff feedback sheet

Conclusion

Development of the new logic model has helped us to reflect on our monitoring requirements and to simplify and revise our current methods. Current service users have been involved in this process. The new logic model has helped us to be more logical about gathering appropriate evidence of the impact of the programme. We are about to commission an external evaluation of the MAD programme, and expect that the quality of the evaluation will be enhanced by the clarity of the logic model. A positive evaluation will help us to make the case to housing providers for the roll out of the programme as an effective way of supporting a vulnerable group of tenants which also reduces rent arrears and tenancy problems.

Case Study:**CraigOwl Communities
– Employability Programme “Skills for Success”****+ Logic Model Insert****Background**

CraigOwl Communities is a charitable company that supports people with a range of disadvantages to participate in learning. We operate from four community based learning centres in Dundee and have around 30 staff. Two of our main programmes have been operating since April 2008 and relate to employability – aiming to move people towards being “work ready”. 85% of staff are involved in delivering these programmes. Following a review with staff of the programmes’ strengths and weaknesses, it was decided to restructure the two programmes into a single programme and make a number of improvements. These included:

- Increasing the emphasis on client individual needs and providing appropriate delivery pathways
- Improving our ability to ensure that what we are delivering is effective (i.e. developing a comprehensive way to evaluate our outcomes) and linking this to collection of management information
- Restructuring use of staff and premises
- Refocusing staff on the needs of the client rather than the needs of externally imposed management information and “outcomes”

The development work is being led by a group of four project co-ordinators.

The programme model developed (attached) is not a pure logic model. It uses some aspects of the logic model methodology – clarifying programme inputs and outcomes – but is primarily a mapping of the delivery of the programme. The model was used for the practical purpose of framing the redevelopment of the programme content and structure.

Focus on one method

Key to improving the programme was the need to develop a better way to identify clients’ needs/expectations (the Initial Assessment), linking to a way of ensuring that we meet those needs/expectations (the Personal Development Plan). The specific aims were to:

- Increase the person-centred approach of the service
- Improve the ability of clients to reflect on their own progress
- Improve our ability to evidence client progress where that progress is “movement towards work readiness” – the funder’s objective.

We intend to adopt a two part approach to the initial client assessment.

(i) A computer-based initial assessment questionnaire will be completed by the client to gauge their views about their own capabilities in relation to the programme outcomes. The questionnaire has 20 questions, each with 3 levels of response indicating whether the client believes they have a development need in that area. The questions, and therefore the development areas, relate either to the outcomes of the programme or are designed to help identify literacy/numeracy needs. A voice-over ensures that clients with literacy difficulties are able to use the tool. Staff will be around to assist.

(ii) A face to face discussion with a project worker to talk through the report from the computer-based questionnaire, record their goals in each development area, prioritise their goals and develop a Personal Development Plan – linking directly to the eight programme outcomes. The PDP records the client’s initial score for each area and provides for a review period after which the computer based assessment may be carried out again and second results recorded – hopefully showing client progress. The client is asked to record numerically the extent to which they feel they have achieved their original goal for that development area.

We intend to support this new assessment method by introducing a case load approach so that each client has an identified project worker who sees them through the programme. The use of this initial assessment process will allow us to better engage the client with the aims of the learning opportunities on the Skills for Success programme and, where the clients’ needs do not match our programme outcomes, to identify where clients should be referred to other specialist service providers. It will enable staff to tailor PDPs to the client. By collecting information in the database on (i) initial assessment and PDP and (ii) reviewed assessment and reviewed PDP, we will be able to show client progression.

Case Study:**Lead Scotland North Lanarkshire Project
– pilot Creative Computer Class**

+ Logic Model Insert

**Background**

Lead Scotland supports disabled people and carers to access learning opportunities offering a person centred service with interventions such as: home visit, guidance and support, computer loan, volunteer support, transition support. The service is usually delivered one to one.

Vision

Lead Scotland's vision is of a Scotland where disabled people and carers of disabled people achieve their potential in an inclusive learning landscape.

Mission

Lead Scotland exists to:

- Empower disabled people and carers of disabled people to make well informed choices and engage confidently in learning;
- Provide person centred, individualised support for learning;
- Combat exclusion from learning;
- Inform and influence the development of policy and learning provision.

**Background information to the pilot
Creative Computer Class**

A number of individuals with learning difficulties/disabilities in North Lanarkshire had received one to one Lead Scotland volunteer support in their own home to learn to use a computer and wanted to progress. A couple of them had tried to move on to a college setting but felt the pace was too fast; there weren't enough support assistants and the materials weren't accessible enough. In short it was too big a leap from the one to one support. The Learning Co-ordinator saw the need and gap to be bridged and explored a way forward, with 2 volunteers (who had the necessary skills, knowledge and experience) and the Training and Development Officer.

We hold the Investing in Volunteers quality standard and encourage volunteers to be involved both strategically and operationally. Our strategic plan for 2009-2012 states that "we believe in volunteering as a learning experience".

The pilot was a timed piece of work, with design preparations from August 2009, and delivery of a 10 week course between October and December 2009, funded by the wider North Lanarkshire Project. It was viewed as worthy of "pilot" status because of the differences to our usual work, namely:

- Lead being the learning provider
- Working with a group instead of one to one
- Volunteers designing and taking the lead to deliver the course
- The course written for a group, with tailored elements for individual need
- Bespoke action plan, review and evaluation (weekly and at the end)

Focus on one method

We wanted a method of evaluation for the end of the programme which would be accessible and usable, taking cognisance of people's learning difficulties, literacy skills and their wholehearted enthusiasm for using technology.

During the course reviews and the snapshot evaluations at the end of each session we noticed that participants tended to say "great" to everything and "yes" or "no" to questions asked. We wanted to have an evaluation which would mean they took some initiative to tell us what they liked and how they felt about the course.

Pictures were laid out (conveying a variety of emotions, working in groups, working at home, parts of the computer and internet) to represent **what they had been doing** and emotions to consider **how they might have felt** about the course. The Training and Development Officer then asked people individually to choose 3 pictures (one at a time) then sit in front of a computer holding up the image for a photo to be taken via the webcam. They had a quick chat about why they picked the image and agreed a sentence to be written next to the photo. The photos and text were quickly and easily transferred into the Comic Life programme to create an instant and personalised A4 storyboard

The Training and Development Officer had been working behind the scenes so was less known in person to the participants – for this reason she carried out the evaluation to bring some objectivity.

Each participant received a copy of the evaluation for their folder. It will also form part of a wider case study evaluating the whole pilot to see if we will replicate this pilot in other areas with these monitoring and evaluation tools.

In our experience

Advantages

It's quick and fun. Participants had heard of a webcam but hadn't seen one in action. Each person had a dry run with the webcam to see how it worked.

It's like a storyboard so the concept is relatively easy to get to grips with.

People selected different pictures and reasons and the results were varied, suggesting people got different things from the course and the experience. The other monitoring and evaluation tools had not brought out this diversity.

Disadvantages

One person didn't want their picture to be taken, but they agreed to hold up the image to the webcam and hid behind it.

It wasn't fully technically accessible to the participant as there would have been a learning curve to take the photo themselves then upload into the piece of software comic life. The Training and Development Officer did that bit.

It's not very scientific but does give evidence towards soft outcomes.

Logic model for Voluntary Adult Education: focus on learners

Logic Model Insert 

Situation

Currently there is a very diverse landscape of learning needs which cannot be met solely through 'formal education institutions'. Barriers to taking up mainstream educational routes include both 'perceived' and actual barriers such as:

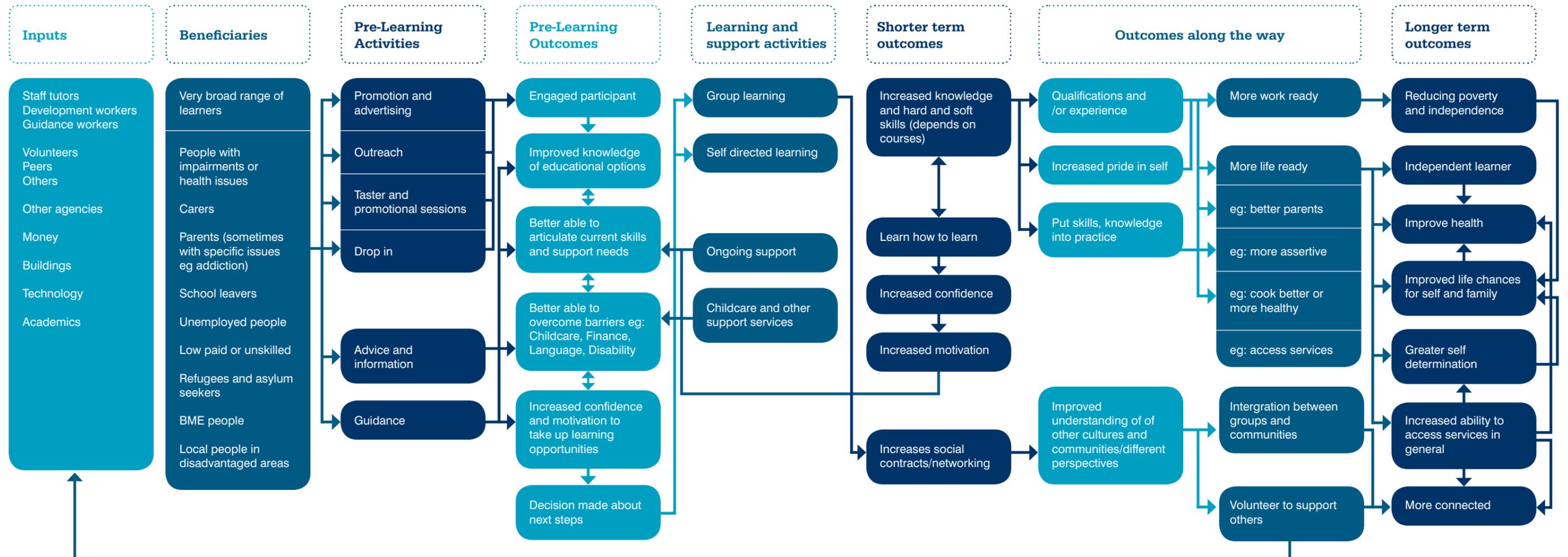
- Past negative experience of formal education
- Lack of childcare
- Language and culture
- Disability
- Social isolation

Lack of knowledge, skills and qualifications prevent people from reaching their full potential leading to people not taking up the services they are entitled to, not able to access jobs and financially maintain their families, not having a full voice or being able to contribute to their communities. These issues affect them, their families, the community and service and support organisations.

Assumptions

Everyone has a right to learning and the opportunities that stem from that, based on their individual needs and circumstances. Some individuals need extra support to identify what is possible in terms of their own development, to overcome barriers and to cross educational and life transitions.

A flexible approach to identify and addressing gaps in services is needed and cannot always be provided by formal educational institutions. The voluntary adult education services are uniquely placed to reach people, using a holistic, person-centred approach, non-judgemental approach that focuses on 'life relevant' skills and knowledge. They support and complement provision by other education providers, helping people to move toward mainstream education provision where appropriate. They are able to help demystify educational systems and to build bridges between services.



Rosemount lifelong learning 'making a difference'

Case Study: Logic Model Insert

Situation

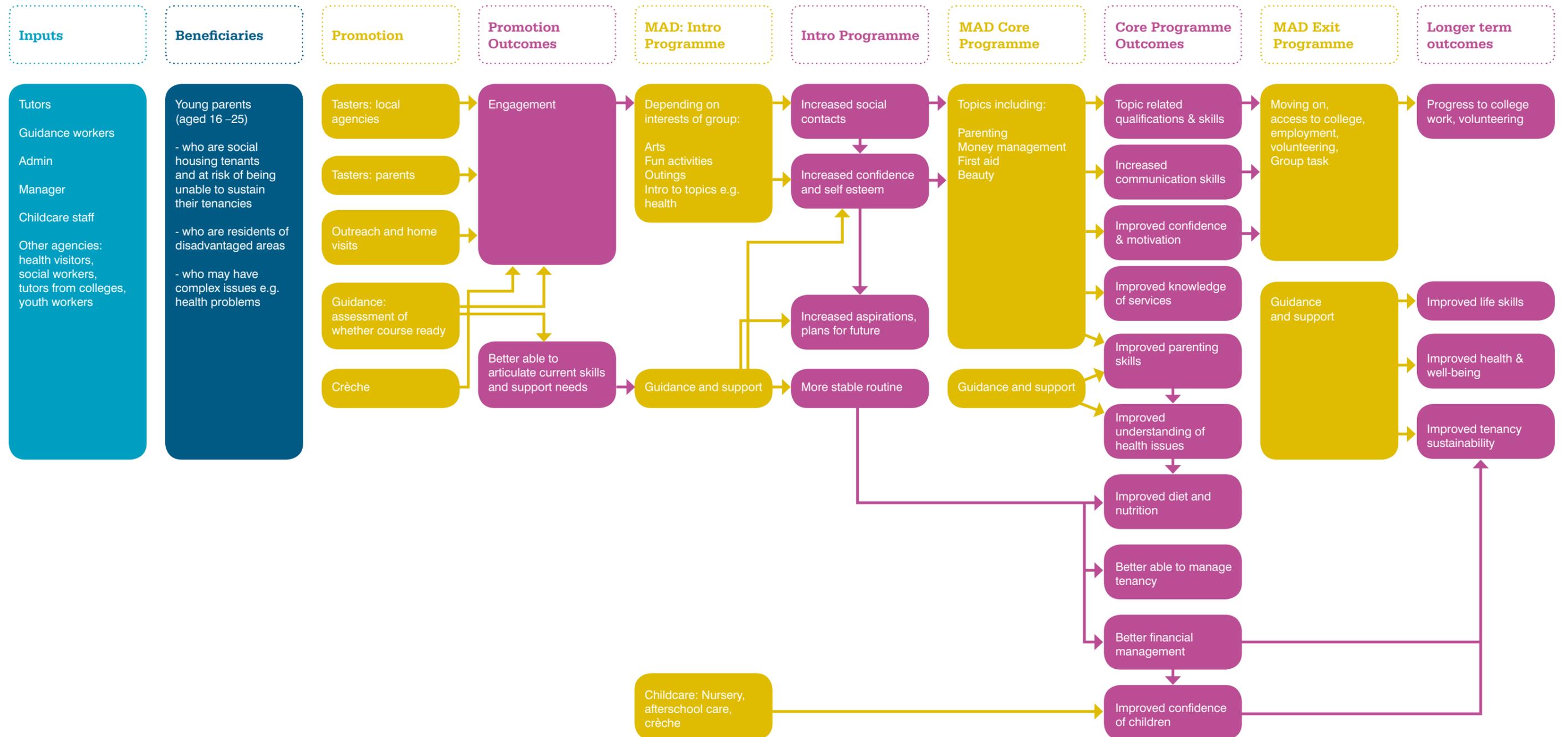
Young parents with complex barriers at risk of losing their tenancies due to inability to manage finance, resulting in rent arrears, and/or anti-social behaviour. Target group of young parents tend to be care leavers or are isolated lone parents with few sources of support. Many have low educational attainment, and tend not to have stable routines for their children. Most of the children are under five years old and not attending any childcare. Young parents attend MAD programme 3 days per week in three stages which steadily build confidence and progression.

Assumptions

Childcare is essential and also effective in maintaining parents' engagement
3 Stage programme effective in maintaining engagement

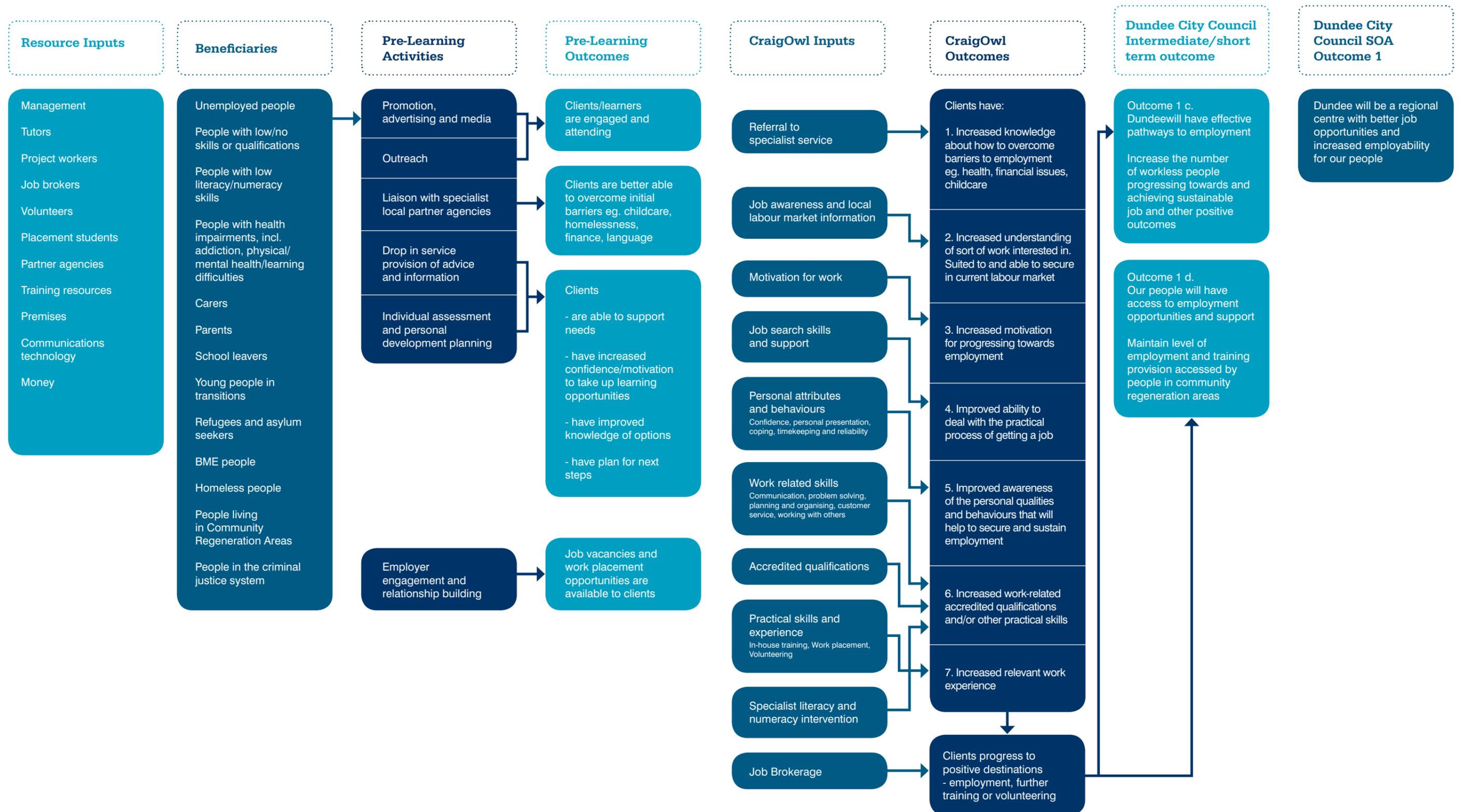
External factors

Complexity of barriers, e.g. violence, poor health, which prevent sustained engagement, recession, reduced funding for FE which limit options for progression



CraigOwl Communities: Dundee City Council SOA Outcome 1

Case Study: Logic Model Insert 



North Lanarkshire pilot - Creative Computing Course, Bellshill Academy

Case Study: Logic Model Insert 

Situation

A group of people with learning difficulties in North Lanarkshire want to learn ICT skills with a literacies approach in a supported group situation. Existing ICT courses are too high level, too paper based and not well enough supported for this group.

Assumptions

- Education is a human right. The European Commission government are supportive of lifelong learning for all and moreover that all types of formal, non formal, and informal learning are valued. National policy, strategy and law champion inclusion for disabled people.
- This group of learners have all had formal literacy support over a number or years, but are not able to articulate how they learn, beyond, 'I need support to learn/read/write'.
- ICT literacy is becoming more and more assumed, e.g. the front faces of many agencies are increasingly available online. There is a knowledged digital divide wich includes disabled people with low level literacy skills.

External factors

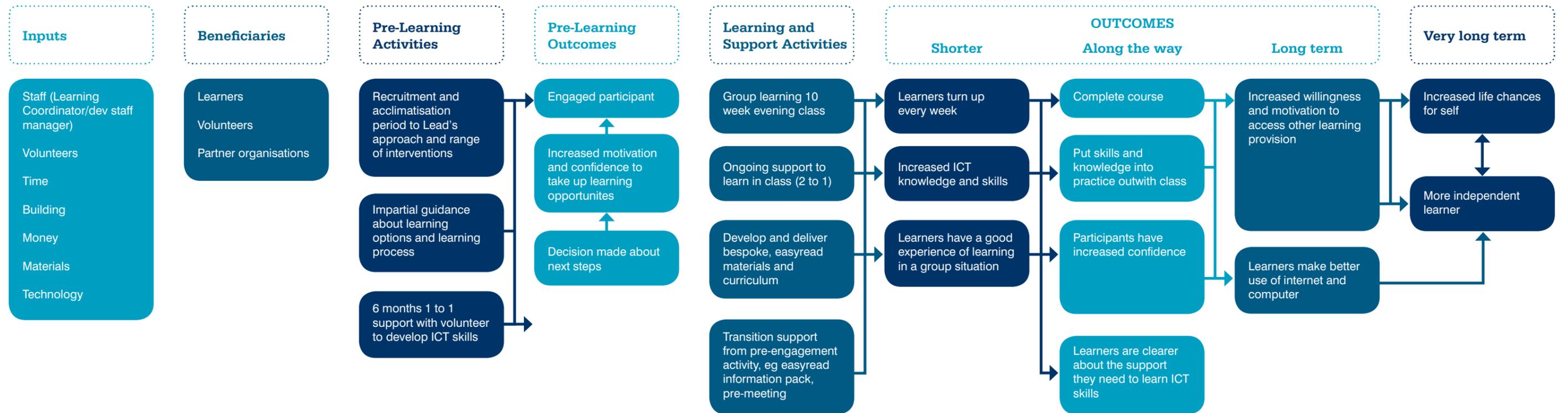
There are a number of factors which are outwith the course organiser's control, which may affect learners sustaining their commitment to the course, including ill health, family/support workers expectations and availability, transport.

Fit with NL single outcome agreement

Theme 2 - Lifelong Learning

Local Outcomes:

- Increased participation in alternative curricula options
- Increased number of learning opportunities for adults



About Learning Link Scotland

For the past 15 years, we have supported, promoted represented and developed voluntary adult education in Scotland. We do this by working with our extensive network of voluntary sector organisations. We are an independent voluntary organisation. Our experienced staff team provides high quality services including representation, development, research, consultancy, training and materials. We are led by an elected Board of Directors.

Our members are voluntary organisations delivering adult education. By working together with partners across the sectors, we improve opportunities for communities and contribute to Scottish Government strategy for lifelong learning, social inclusion and citizenship.

Visit the website www.learninglinkscotland.org.uk for:

- Further information on Explaining the Difference
- Events, training and activities
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- Information on the voluntary adult learning sector

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