

HOW DO WE KNOW IT'S WORKING?

Supporting Youth Organisations to plan for and demonstrate the outcomes of their work

Conference Report



Youthnet
network for the
voluntary youth sector



About Youthnet

Youthnet is a strategic network of voluntary youth organisations. It exists to work with and advocate on behalf of its membership, to represent, support and develop their interests and aspirations and to promote the independent voice of the voluntary youth sector. Our 75 member organisations cover a broad range of activity for children and young people across Northern Ireland, including front line delivery of youth work in communities, local youth projects, work in rural and urban interfaces, developmental work in schools, specialist counselling, outreach projects and regional and national organisations for young people.

The organisation also acts as a Delivery Partner for the non-formal education sector in the European Peace Programme, Peace III.

www.youthnetni.org.uk

About the National Youth Council of Ireland

The National Youth Council of Ireland (NYCI) is the representative body for national voluntary youth work organisations in Ireland. Is é Comhairle Náisiúnta na nÓg an eagrais ionadaíochta an óige in Éirinn. It represents and supports the interests of voluntary youth organisations and uses its collective experience to act on issues that impact on young people. It seeks to ensure that all young people are empowered to develop the skills and confidence to fully participate as active citizens in an inclusive society

www.youth.ie

Youth Sector North South Working Group

Denis Palmer	Youthnet
Mary Cunningham	National Youth Council of Ireland (NYCI)
Mary Field	Youthnet
Gerard Doran	Education and Library Board (ELB) Interboard Panel
Jim McVeigh	Vocational Education Committee (VEC)
David Guilfoyle	Youth Council for Northern Ireland (YCNI)

Compiled by: Gail Neill

Photography: Chris Flack

Contents

	Page
Introduction	2
Opening Session: Dr Maurice Devlin	2
Minister for Education in NI: Minister John O'Dowd	3
Demonstrating Outcomes in Youth Work: Dr John Bamber	4
Making the Difference: Gemma Rocyn Jones – The Young Foundation	7
Question Time	10
A Youth Perspective: Dr Hilary Tierney (NUI Maynooth)	12
Mr Sam McCready (UU)	13
Ms Elaine Nevin (ECO-UNESCO)	15
Final Reflections: Mary Cunningham (NYCI)	16
Mary Field (Youthnet)	
Denis Palmer (Youthnet)	
Workshops	19
Further Reading	43
Conference Delegates	44

The Conference was chaired by:

Dr Maurice Devlin – NUI Maynooth (morning session) and

Dr David Guilfoyle – Youth Council for Northern Ireland (afternoon session)

Introduction

The conference was organised by the National Youth Council for Ireland (NYCI) and Youthnet on behalf of the North South Working Group funded by Youth Education Social Inclusion Partnership (YESIP) through the EU Peace III Programme. The conference aimed to build on a previous event “*Creating a Framework for North South Co-Operation in the Youth Sector*” which identified the theme of impact measurement as an area for future mutual co-operation.



The conference consisted of a combination of key inputs and participative workshops presented by member organisations on their experiences on using different tool kits for measuring impact. It explored recent developments of Impact Measurement and provided a platform for members and organisations to exchange information across both sectors north and south of the island.

Opening Session – Dr Maurice Devlin

The Conference was opened by Dr Maurice Devlin who welcomed this conference as an opportunity to further develop dialogue North and South concerning youth work. He noted that approaches to youth work that integrate best practice and facilitate shared learning throughout the island are very much welcomed.



Minister for Education in Northern Ireland Minister John O'Dowd



Minister John O'Dowd opened his address by affirming the importance that youth work makes to the development of young people. This is on an everyday basis and in some of the most difficult situations and environments within society today. He noted, however, the need to ensure that youth work continues to deliver on value, especially value to those young people it serves. He welcomed and

encouraged events and discussions about how youth work can be effectively measured or improved.

The Minister recounted a recent newspaper article that represented today's youth as 'the lost generation'. He acknowledged the impact of the economic downturn on the lives of many, including young people, yet he warned against allowing media commentators to map out the future of young people. Rather, he noted that young people need to feel empowered to enjoy their youth and to not lose hope in the future. He went on to state that *'it is our responsibility to give them (young people) the skills to believe there is hope'*. The Minister acknowledged the significant role youth work plays in developing skills and instilling hope in young people. He went on to warn that youth work should not become a *'process of moving papers around'* and that *'youth workers are at their best when they are on the ground working with young people'*. The Minister reiterated the important place of youth work within his Department and commented specifically on the Department's commitment to working towards the publication of Priorities for Youth in Northern Ireland.

The Minister concluded by noting his interest in seeing the completed Conference Report and reiterated that youth work which values the individual is fundamental within education.

***"Youth work is an
integral part of my
Department"***

**(Minister for
Education, John
O'Dowd).**

Demonstrating Outcomes in Youth Work: Challenges and possibilities – Dr John Bamber (Centre for Effective Services)



Dr Bamber began his address by asking delegates to consider how they measure outcomes in youth work. He followed this by illustrating his personal journey as a young man who had benefited significantly from youth work, stating that he was himself a youth work outcome and that was surely worth the salary of a Youth Worker for a year. Dr Bamber noted that while stories like this within youth work are plentiful and powerful, they are no

longer enough. Living in an age that is increasingly focused on results we are all faced with asking and evidencing the question, *'what difference does my work make?'*

In considering measuring the difference that youth work makes Dr Bamber pointed to a range of evidence that can and is being used to qualify and quantify this work. He warned, however, of what might be considered a *'hierarchy of evidence'*. That is, methods such as systematic reviews, randomised control trials and quasi-experimental studies being presented as robust, objective and ultimately more valuable than the methods many Youth Workers employ (e.g. before and after baseline tools, evaluations, practice papers and reflective practice), which may be deemed *'less valid'* and more subjective. He cautions that this concept is flawed and that rather than feeling that all our work needs to be subjected to such methods, considered at the apex of the hierarchy, that we instead tap into the high level research that others in similar positions are conducting around the world.

Dr Bamber made links to a podcast that focuses on evidence-informed practice as a way of using research to improve services for children and young people.¹

Quoting Nutley (2010) Dr Bamber stated that the knowledge we need is about more than simply knowing 'what works'. Rather it should include:

- Know-about (problems): e.g. the nature, formation, and interrelations of social problems

An evidence informed approach is one which -
“helps people and organisations make well-informed decisions by putting the best available evidence at the heart of practice development and service delivery”

¹ <http://www.effectiveservices.org/ces-projects/p012-seminar-series-practice-issues>

- Know-why (requirements of action): explaining the relationship between values and policy and practice
- Know-how (to put into practice): e.g. pragmatic knowledge about service and programme implementation
- Know-who (to involve): e.g. care teams; building alliances for action.

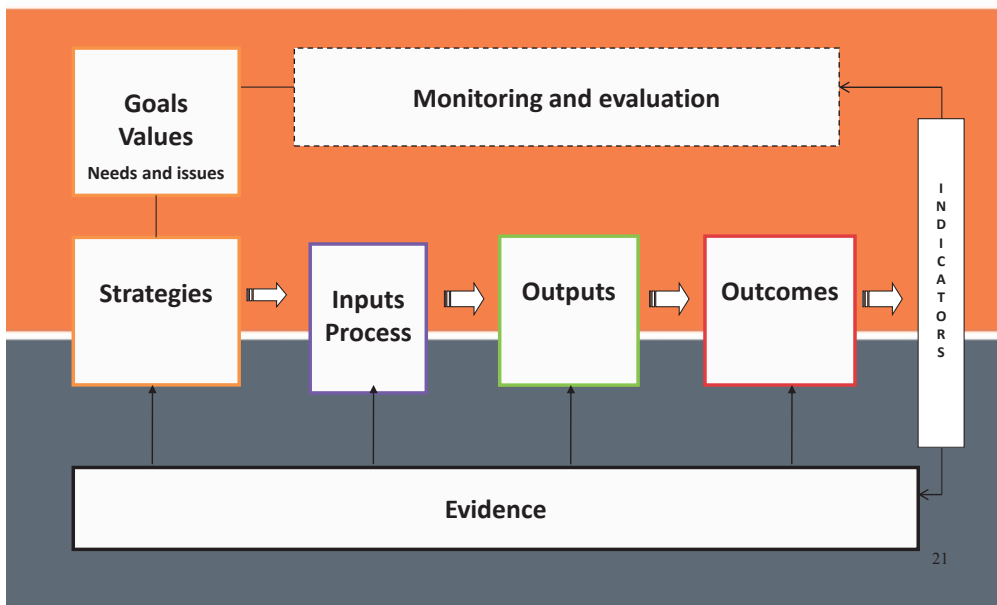
The Theory of Change was another approach to measuring impact that Dr Bamber highlighted. This model brings together the underpinning theory, the relationship between practice, policy, consultation and research as a way of visualising and understanding the value of what youth work can do. He went on to highlight '*This is Youth Work – stories from practice*'² as a resource that can support Youth Workers in articulating what it is they do and the impact of their work. Moving on from the impact stories have in defining youth work, Dr Bamber stressed the need for Youth Workers to also have a greater awareness and working knowledge of the theories that underpin or inform their work. This comes from professional on-going training and personal reading.

Moving on to highlight outcomes as a source of measurement within youth work engagement, Dr Bamber made reference to three methods of measuring outcomes:

- **Proximal outcomes** (those expected from face to face youth work such as changes to attitudes and beliefs, skills development, change of behaviour and knowledge) and **Distal outcomes** (positive movements in education, relations with adults, health, social conditions, economic conditions, safety and service provision)
- **Chain of Outcomes** – short, medium and long term
- **Outcomes and Indicators**

² http://www.indefenceofyouthwork.org.uk/wordpress/wp-content/uploads/2010/11/20252-Youth-stories-report-2011_4th-1.pdf

A Logic Model (see below) was also highlighted as another means of capturing the process, structure and order required to evidence what youth work does through the recordings of outputs and outcomes and how this supports the overall evaluation process.



In presenting these various models and approaches Dr Bamber noted that ‘an evidence based approach to youth work is not without its challenges’. For workers these challenges lie in taking time to commit to reflective practice and in challenging the assumptions that underlie much of what they do. For line managers the challenge lies in creating and promoting a culture for reflection and evidence gathering. While for policy makers and research the challenge is about developing user-friendly frameworks and useable ideas.

Making the Difference: Why measurement matters in work with young people - Gemma Rocyn Jones (The Young Foundation)

The Young Foundation is an international, independent non-profit organisation that brings together insight, innovation and entrepreneurship to address social needs. The Foundation meets this aim through:

- Research into emerging social needs and how to innovatively meet them
- Collaborations – piloting innovations in public services
- Advising governments – on supporting innovation and social entrepreneurship
- Social ventures – supporting and spinning out start-ups.



Having highlighted the work of the Foundation Gemma asked those present to consider, in relation to their work, *'What matters more, pleasure or measure?'* She noted that measurement can often be considered to come at the expense of individual experiences and stories. An emphasis on measurement at times can demotivate staff as this can be seen to be imposed by someone else. It is also difficult, she noted, as within the sector, organisations and individuals feel isolated in considering how best to go about measuring their work. That said however she noted that *'both are important and both are needed'*.

Gemma went on to illustrate why measurement is becoming increasingly prioritised:

- **Central and local government – growing need to demonstrate value for money, accountability and transparency ;**
- **Rise of outcomes-based commissioning;**
- **Changing profile of philanthropists and growth of social investment – greater interest in impact of investments, more *'business-like'* approach;**
- **Increasing need to address inequality, disadvantage and exclusion; and**
- **Fewer resources mean services need to be better targeted.**

As a result there has been a fundamental shift within the youth and community sector – something that workers and organisations need to embrace and feel confident in.

Gemma used the Charities Evaluation Service definition of impact - *'The changes resulting from your organisation's activities'*. Gemma went on to highlight the importance of impact measurement and why organisations should see the value in this approach. She noted that the impact of negative outcomes on young people and communities can leave scars that will last for many years and that the cost associated with poor outcomes impacts on individuals, communities

and organisations. It is therefore essential, she noted, that organisations are able to demonstrate the positive impact of their programmes/work as funders are increasingly targeting money towards what they consider effective programmes (i.e. that is those that employ robust measurement that demonstrates value for money and impact).

In relation to measuring impact Gemma noted that for those working at a grass roots level qualitative evidence is plentiful and can be powerful. The following quote illustrates this point:

“Every one of us at this table could tell you transformational stories about young people, particularly marginalised young people, who have engaged with youth workers in a positive way” (Fiona Black, CEO, NYA in oral evidence to Education Select Committee).

She states, however, that quantitative evidence is less available, and more dispersed. The following quote illustrates the impact of this:

“I think it’s been all too easy for the Government and for local authorities to cut spending on services to young people, because we haven’t as a sector been able to demonstrate our impact well enough. Actually, we should never have been in that position, and we should never find ourselves in that position again” (respondent in telephone interview)

In practice however not all youth sector providers are:

- Considering their impact as part of their core business
- Presenting outcomes in a consistent way
- And across the sector there is a lack of consensus, common language and knowledge sharing

She noted that while youth workers often collect information, it can miss the point – i.e. information is collected on numbers of young people involved, the age of young people etc. but this does not relate to measuring the impact of programmes.

In relation to how youth work measures impact, Gemma suggested the following be considered:

1. What is the outcome to be measured? - Do organisations in the sector agree on a single outcome or a set of outcome measures?
2. How is that outcome defined? - Has it been defined by a measurement tool or set of criteria?

Impact - “The changes resulting from your organisation’s activities”
(Charities Evaluation Service)

“If what gets measured gets valued... how can we measure the things that matter the most?”

3. How should the outcome be captured? - Are the right systems in place to enable services to be captured?
4. How can the outcome be attributed to an intervention? - Can services explain what would have happened to young people without their intervention?
5. How can the outcome be valued? - Are there good financial proxies that can be used to estimate value?

In order to avoid '*measurement anxiety*' the following steps were highlighted:

- Think about it – what can/will we do
- Plan it – how are we going to design it, measure it and implement it
- Deliver it – quality and young people voice
- Assess it – consider what is working and what needs changed
- Improve it – implement highlighted changes
- Communicate it – articulate what you have achieved.

Finally, the following were suggested as benefits of measurement:

- The development of a common language – transparent, comparable and consistent
- The building of an evidence base which testifies to the role and contribution of youth work and services for young people
- Contribution to a virtuous circle where providers grow in confidence as do investors, commissioners and funders
- Highlighting the role of youth work in communities, schools and businesses, forging links and creating partnership opportunities
- The growth of a better understanding of value, and parameters for assessment
- Allowing proactive conversations with new and potential funders
- Supporting reflective practice, professionalisation and growth
- Enabling better service design and hence better outcomes
- Helping to make a case for the most effective services

Gemma concluded with a word of caution, that if over-focused on measurement organisations can risk starting at the end point (i.e. with the desired outcome), rather than at the starting point of identified need and where young people are at.

Question Time

Q. The best services are not always those that are sustained. Programmes that young people design themselves or one-off events can often have a significant impact, how can we capture the value of this?

A. The panel commented that measuring outcomes is not to negate the value of these sometimes unplanned, evolving pieces of work. They stated that the aim should be to find ways to bring young people's voices into the equation – asking how young people themselves measure the value of what youth work does for them.

Q. Even though we do things for the right motives, such as working with the agenda (i.e. targeted services, early intervention and prevention, outcomes focused work), is it not really about setting ourselves up for the cuts?

A. The panel responded with the following points:

Preventative action is relevant for all youth sector organisations (targeted and universal).

Our work is not about targeting young people who are labelled in particular ways.

The government agenda would imply that it is not proper or ethical to fund those programmes that are not evidenced. It is important that we turn this argument around as the starting point is flawed. When it comes to work with young people it is not about causality, it is about complexity (i.e. the complexity of their lives and of the work needed to support them).

Q. How do we 'grow' the youth workers who will be equipped to do this level of monitoring and evaluation in order to demonstrate impact?

A. Feedback from the panel noted the importance of continuous professional development, further specific training and a commitment to a long journey.

Q. The youth sector has taken on the Logic Model over the last number of years – it's good and it works. However, what are some of its limitations and what alternatives are available?

A. The panel noted that this is just one tool that brings together a number of different approaches. This approach, they noted is useful but needs to be linked to a process. There are all kinds of creative things that can be done (plays, collages, mind notes, things that enable people to focus on what is important). One of the benefits of the Logic Model is that on one page you get lots of information in a format that is clear and useful for people.

Q. Does the rhetoric match the reality? With regards to Peace Funding, all the funders seem to want to do is check paperwork, they are not really interested in what you are doing. Often funders are very restrictive, this limits the reflective practitioner.

A. It was noted that this is not an encouraging practice and there is a need to educate funders. There is a need to highlight really good practice and that is what the Centre for Effective Practice is doing (through the development of a common language, common approaches, demonstrating that if you do things in certain ways you get certain outcomes).

Q. There is a danger of focusing on larger scale measurement tools that will stifle smaller organisations thus making it too difficult for them to receive funding 'against' larger organisations.

A. The panel noted that the approach and expectations need to be proportional. There is a need to articulate a theory of change regardless of the methodology you use to get this information out/ evidence it.

Q. An over-use/ focus on the process of monitoring and assessing impact may be limiting.

A. The panel agreed that there remained a tension between structure and spontaneity. They noted a danger in over-simplifying what is a complex process, but that we need to recount this to others in a convincing way. We need to ensure that the importance of the special characteristics of youth work is not lost.

Q. While we need a common language, each funder requires a separate way of feeding back, reporting etc. How to capture in a common language what everyone wants but in different formats.

A. Government commissioners, funders etc in England working towards creating a more common language (commitment to bring everyone ideas together – difficult task).



A Youth Sector Perspective – Inputs from Dr Hilary Tierney (NUI Maynooth), Mr Sam McCready (UUJ) and Ms Elaine Nevin (ECO-UNESCO)

Dr Hilary Tierney – Talking the Walk

This presentation highlighted an Action Research Project with Kildare Youth Services that was intended to contribute to the development of analytical and explanatory frameworks for understanding and 'communicating' youth work. The aim of the project was to: explore how the organisation's mission is arrived at and



how practice is set to achieve the stated outcomes; generate new insights into the integration of youth work theory and practice; communicate to others the distinct purpose, value and benefits of youth work processes.

Dr Tierney spent some time illustrating the Theory of Action for Reflective Learning (York-Barr et al., 2006). This model comprises 7 stages - Pause, Openness, Inquiry, Thinking, Learning, Action (resulting in enhanced experiences and benefits for young people), followed by a further Pause.

Dr Tierney illustrated this model by offering a practice example based on two workers talking about a youth work project where young people felt in control and empowered. The various stages of this model were expanded upon as follows:

1. **Pause** – taking some time to stop (designed a reflective practice tool; sessions were recorded on DVD).
2. **Openness** – workers engaged fully in the process.
3. **Inquiry** – engage people to look at this in a public sphere – commitment/ buy-in.
4. **Thinking** – explore new ways of looking at our practice.
5. **Learning** – drawing learning from thinking and inquiry.
6. **Action** – taking action or altering action based on learning.
7. **Pause** – reviewing the process (starting the cycle again).

Dr Tierney noted that this Action Research Project was complimentary to the youth work process as it built a shared understanding of things and a shared commitment to take action on practice as

*'the actual course of practice.... is ultimately decided by human interactions which are always **fluid**, **continuously shifting** and which therefore can offer no guarantee of reaching certain and final endpoints'*
(Davies. 2005).

regular critical reflection was built into the process. The researchers involved in the Action Research noted that the process was evolutionary which is at odds with some of the rhetoric about predictable outcomes. The process is conscious and intentional but acknowledges that we learn, shift and move along the way. It was noted that this process can be unsettling as we are used to a beginning, middle and an end, and this approach requires the capacity to live with and embrace the uncertainty of practice. Dr Tierney concluded by noting that in much the same way as reflective practice is as 'much a state of mind as a set of activities' (Vaughan, 1990), informal education in youth work can be thought of as a way of 'being' with young people as much as, or perhaps even more than, a way of 'doing' with them.

It was suggested that reflective practice is a kind of Action Research. They engaged in an Action Research Project to better understand and articulate what they did and the value of it. This was recorded through reflective journals, regular interviews (i.e. more than 'chats') and observation of practice.

Sam McCready

Youth Work Contributing to Educational Outcomes: Challenges and Successes.



Sam underpinned his input by locating the place of youth work firmly within the realm of education, the central purpose being the personal and social development of young people. He went on to note that youth work begins with informal approaches which are person-centred and moves into critical engagement as planned, structured interventions which can be issue or problem-centred. He warned that youth workers should

take care not to lose sight of what they are doing in the range of outcomes-based discussion.

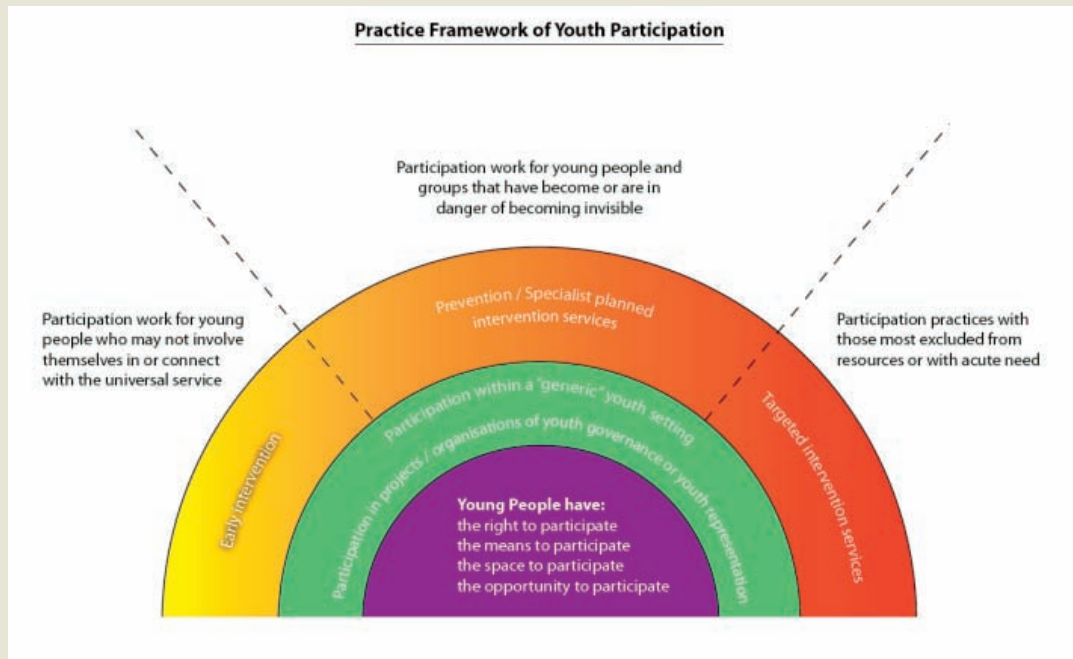
Sam highlighted the desired outcomes for education, and noted that within Educational Services research has indicated that young people spend 16% of time in school per year (and yet 70% of learning takes place outside the classroom). He went on to make the connection between the millions of pounds that is put into schools and questioned how much went into other 'learning' provision.

With regards to the subject of 'outcomes', Sam highlighted the following tensions faced by youth workers:

- '*Outcomes led*' is different to working with outcomes. Youth workers are more comfortable working within the latter approach. Getting the balance is crucial.
- An emphasis on some outcomes rather than others might mean that important outcomes are rendered invisible.

The following model was presented:

Example of how participation outcomes can be mapped into the model



This model identifies the nature and outcomes of youth work intervention at each of its level (universal, early intervention, prevention and targeted intervention). Within each of these areas there are subsequent characteristics and expected outcomes (see PowerPoint for further information).

It was noted that workers find this model useful as they can locate themselves within the rainbow (various stages). This helps them to classify what they are doing and some of the possible outcomes. Sam acknowledged the limitations of using particular models as one can be accused of cherry picking. He also identified future challenges, included measuring generic outcomes to provide service-wide and standardised evidence to enable a year on year analysis of progression.

Sam concluded the presentation by suggesting the following future actions be considered: sectoral agreement on generic outcomes; the development of user friendly outcomes; the implementation of methods of data collection which focus on measuring information on groups not individuals; the use of data collection methods that reflect the capacity of the organisation or groups involved.

Elaine Nevin – Monitoring and Evaluation

ECO-UNESCO is a National Environmental Education and Youth Organisation established in 1986. It focuses on environmental education and environmental work with young people. The organisation is affiliated to the World Federation of UNESCO Clubs, Centres and Associations (WFUCA). The mission of the organisation is to '*channel young people's passion into environmental protection and conservation and to promote the personal development of young people*'. The organisation seeks to fulfil this mission through:



- Promoting environmental awareness, knowledge and understanding in young people
- Promoting environmental protection & conservation
- Promoting the personal development of young people
- Promoting UNESCO ideals

The work focuses mainly on Environmental Youth Programmes, Education and Training Programmes and Representation and Advocacy. Each year over 9,500 people engage with ECO-UNESCO which is managed by a team of 10 staff and over 100 volunteers.

Elaine noted that in relation to monitoring and evaluation the key information they sought to gather focused on:

- How many people engaged
- Demographics and retention rate
- What are people gaining
- What is the impact (youth development, but also the wishes of funders – what about the environment impact?)

The aim/ rationale of recording the above information is:

- to review, learn, modify and improve – to develop
- to ensure delivery of programmes to greater numbers
- to ensure achieving results - 'to ensure we are doing our job the way we should to the people we should'
- to ensure they are responding to needs

Elaine noted that at the outset evaluation was funder-driven but over time they have accepted and embraced these recording tools. Tools include: Performance Management Systems, Before and After Questionnaires, Participant Evaluation Forms, Youth Worker Self Evaluation Forms and People Counter. Elaine presented samples of monitoring and evaluation tools at the Planning

(Annual Implementation Plan), Monitoring (Participant Analysis, Participant Feedback and Before and After tools) and Evaluation (Impact Assessment Grid) stages of the work – (see PowerPoint for further information on these detailed slides).

Elaine concluded by highlighting the following challenges with regards to monitoring and evaluation:–

- Time (small organisation with limited capacity)
- Buy in from all involved (depending on people to collect data and information and to input it)
- Making sure what you are monitoring and evaluating is what you need to be monitoring and evaluating
- Monitoring and evaluating needs to focus on quality and quantity
- Ensuring constant review of monitoring and evaluating systems.

Final Reflections - Mary Cunningham (NYCI), Mary Field (Youthnet) and Denis Palmer (Youthnet)



Mary Cunningham cautioned conference delegates that the current climate regarding monitoring and measurement is not a passing fad and as such consideration for how this will impact on future work needs to be considered. She noted that youth sector organisations and workers need to place themselves to influence this agenda rather than always playing catch up to the requirements of those who fund or evaluate the programmes/work delivered. The

NYCI are working with New Philanthropy Capital (NPC) to develop an Impact Measurement Framework, based on a Theory of Change Model. Youthnet is now shadowing this process. Mary acknowledged, however, that these moves cannot be an end in themselves, but rather should springboard into further thinking in this area and joint working.

Mary Field highlighted that the next steps for Youthnet included work on:

- Engagement with the sector in responding to 'Priorities for Youth'
- Engagement with the sector in developing models of collaborative support for local provision
- Engagement with the sector in the development of sub-regional stakeholder groups
- Working to test and promote the Curriculum Development Unit Quality Assurance Framework
- Working with Youth Service Sectoral Partners Group in the development of an Outcomes Framework to enable practitioners to link outcomes of youth work to educational outcomes
- Continued work with NYCI on Impact Measurement Framework

“...monitoring and measuring is not a passing fad...”

Mary went on to note that as a result of the conference and the issues raised, a priority area for Youthnet would be the continuation of work on the Impact Measurement Framework, working to ensure its implementation and continued work to influence the wider sector.

Mary acknowledged the pressure on organisations and agencies to prove their worth but noted the power of a common language. She felt that with events like this conference, and a collective agreement



across the sector on what is meant by measurement and outcomes, then workers would be in a much stronger position. She concluded by suggesting that this work could be driven by the North South working group with the aim of establishing a North South Measurement Project.

Denis Palmer closed the conference by encouraging delegates to see this as the start of a process wherein discussions can lead to agreement around what we collectively mean by outcomes and



how we measure effectively what we do. Thus , grabbing this as an opportunity to '*do something before it is done to us*'. '*Show me the evidence*' - a cry from funders, evaluators and others is not going to go away. Evidence is not just about reporting and accountability but about seeing and communicating the value of our work on the lives of young people. He concluded by thanking the speakers, workshops facilitators, chairs, DKIT, technical support, staff at Youthnet and NYCI, Peace III, front desk

staff and delegates for supporting the successful running of the day.

The Workshops

	Page
1. Raising Standards and Evidencing Performance	20
2. SOUL Record: Measuring the Immeasurable	22
3. Tools and Techniques in Measuring the Impact of Youth Work	24
4. Travelling in the Right Direction	27
5. Outcomes Monitoring in Practice (SPIN System)	29
6. The Health Quality Mark	31
7. Managing Change	35
8. Social Investment	39
9. Planning for Outcomes in Preparation for Monitoring and Evaluation	41

Raising Standards and Evidencing Performance - Keith McCaugherty and Stephen Hughes

This workshop illustrated a Quality Assurance system designed locally and currently being used in a number of youth clubs in West Belfast. It explored the effectiveness of Quality Assurance in raising standards and evidencing performance in youth work. Stephen noted that the need to quality assure youth work is underpinned by the knowledge that it:

- Raises standards in developing the organisation
- Develops youth work practice (offers the opportunity to replicate good practice in other local organisations and wider)
- Develops the young people (young people and teenagers becoming more active within the clubs).

Stephen and Keith then highlighted the systems they have put in place within their youth work settings to measure the impact of the work they do. These were presented as a number of steps:

Step One – Gather contextualising information (community profile created using the following sources: NISRA, NINNI, Barometer, ARK, Young Life and Times Survey and local research).

Step Two – Stakeholders questionnaire goes out to young people, parents, schools, community activities, PSNI, staff, volunteers and partnership organisations.

Step 3 – What are you measuring against? Stephen and Keith highlighted the range of existing models they measure their work against, such as the Huskins Progression Model (pathways to progression), Community Relation Targets, Model for Effective Practice, Shiers Model of Participation (gives young people the responsibility to be active citizens) and BIGMAC (based on an American resilience model – Belonging, Independence, Generosity, Mastery, Affect and Communication). These models are used to support staff in completing baseline and progress reports throughout the year.

Step 4 – Analysis of the previous 3 steps helps identify the objectives for the following year.

Stephen and Keith went on to present the range of monitoring mechanisms they have in place to generate data and record development and growth, such as Attendance Sheets (capturing gender breakdown, age and postcode), Daily Reports (used to monitor individual participation and volunteering), Youth Work Report Forms (used to record and evaluate group work programmes), Baseline Returns (used to monitoring individual progression) and finally the BIGMAC Model (for recording young people's social and personal development). Keith and Stephen concluded their workshop by sharing these and other resources that their organisations were using including sample questionnaires (narrative and pictorial), daily report form pro-forma, personal staff action

plans, nightly statistical analysis sheets, performance review sheets and quarterly evaluation sheets.

Questions raised in workshop:-

How many young people are you working with? 470 registered members, 120 of whom are involved in project work. The models highlighted in the workshop are completed by those involved in project work.

Have the staff bought in? Stephen and Keith noted that initially they had to support staff to see this as more than additional administration. To support this process they brought in external facilitators. They also commented that these systems were supporting staff to have a more professional and planned approach to their work and this was having a knock on effect with other workers and volunteers.

SOUL Record: Measuring the Immeasurable - Liz Loftus and Sandra Hennigan (Involve Youth Service & Ballina Youth Project)

The SOUL record is a flexible toolkit offering an effective method of measuring progression in soft outcomes e.g. confidence, self-esteem and problem solving. It can also be used diagnostically to help the individual identify changes they want to make. It is a way of measuring the changes and effects that happen as a result of their involvement in the youth project's activities and programmes.

This is a software and resource package (comprising of questionnaires and worksheets that workers complete with young people). Only two organisations in Ireland, and one in Northern Ireland, have trained to use the resource. There are currently 2000 registered users in the UK. The cost of training is £320 per one day training and only those who have undertaken the training can use the material. The SOUL record is currently used by voluntary groups, county councils, schools, children's centres, community groups, youth work organisations, health schemes and mentoring organisations.

It is best used for one-to-one sessions (to track the progress of the individual young person from the beginning, middle and end of the programme; to track the distance travelled in their learning). Young people are measured in five core areas - being healthy, staying safe, enjoying and achieving, making a positive contribution and economic well being. These areas measure the soft outcomes of development.

The process is as follows - Young people complete a questionnaire at the start of the programme (based on positive statements), and revisit this questionnaire in the middle and at the end of the programme. Alongside the questionnaire there are accompanying worksheets the young people use to set personal goals based on areas they would like to develop. This can be considered as needs assessment tool as well as a measurement tool as it highlights areas/gaps that need to be addressed.

The following were identified as benefits to users:

- It gives them a voice, they set the goals they want to set
- It encourages their active participation – they are more involved in the programme
- It identifies area for change
- It motivates – offering young people a visual sense of progression (from printed out spreadsheets/ charts showing change)

Benefits to staff include:

- It enables workers to get to know the young person better
- It identifies the needs of young people and can allow effective follow-up work
- It tracks the progress of young people which can then be shared with colleagues
- It can be useful for assessing/ informing performance management (i.e. identifying and feeding back on what is working)

Finally, it was stated that there were also benefits for funders in that using the resource meant that evidence could be provided to them of the impact of programmes. The information generated can also be used to support funding applications (e.g. supporting the case for the need to develop new areas of work).

Tools and Techniques in Measuring the Impact of Youth Work - Caroline Redpath and Martin McMullan (YouthAction Northern Ireland)

The aim of this workshop was to provide managers with an opportunity to explore and identify different tools and techniques to enable staff to measure the impact of their work and to gain a practical understanding of the processes involved in gathering and interpreting evidence.

Martin and Caroline started the workshop by considering what is meant by 'outcomes':

- Outcomes are the answer to the 'so what' question – what difference does it all make?
- Outcomes are the changes or benefits for individual, families, communities, etc.
- They are changes in knowledge, attitudes, practical skills, behaviour etc.
- Outcomes are the effects or changes brought about by the activities provided by an organisation.

They went on to highlight what they consider matters in Outcomes: –

- The ability to identify the changes you want to achieve
- Investing resources to achieve these outcomes
- The difference you make
- The results you achieve
- Evaluating whether or not the outcomes have been achieved

They noted that simply arguing that you work hard, care a lot or that young people enjoy coming to a programme is insufficient in relation to measuring the impact of your work. They pointed out that because of this there is a need to find measurement tools that will record both the intended and unintended outcomes of your programmes. Caroline and Martin illustrated the following model as one means of evaluating the effects of a youth work intervention:

What do we mean by outcomes – “The changes or differences that your project can make over time. The results of what you do NOT The activities or services you provide”

4 level framework - evaluating the effects of a youth work intervention (Hoggarth and Comfort)

LEVEL	TITLE	FOCUS	DOES THIS SHOW OUTCOMES?	TIME FRAME
1	Reaction effects	Satisfaction (what they liked) and recommendations for change	No - people can enjoy a programme without achieving any real changes	Immediate
2	Learning and development effects	Gain, change, achievements, progress - the benefits / what they know / how they feel and think	Yes - might include growth in confidence, motivation and aspiration (knowledge, attitude change, insight and understanding)	Short term
3	Behavioural effects	How learning/gains are applied elsewhere / when learning is put into effect through action or changed behaviour	Yes - likely to be behaviour, actions taken, things put into practice - when learning is put into action!!!	Medium term
4	Effects on others	How the gains have affected others / multiplying effect	Yes - the effect beyond the participants - evidence of what others may see as benefits - the multiplier effect	Long term

Caroline and Martin then presented a Baseline, Review and Evaluation Model. They noted that this is a simple process of evaluating against expected outcomes. It uses a scale method, for example 0-10, and invites participants to place themselves on the scale in response to a series of statements (e.g. 'I am aware of my skills'). This process needs to be undertaken at the beginning of an event or programme and returned to on several occasions in order to capture growth/movement. It also requires some explanation and support from the worker in order that young people understand the purpose of the model. Caroline and Martin note that where young people start on the scale is less significant as the focus should be on the degree of movement (increasing/decreasing) after their involvement in the programme. The information generated from this method is then considered in conjunction with qualitative data obtained from participants during a programme or project (e.g. end of session evaluations etc.).

Caroline and Martin went on to highlight the Youth Achievement Award (YAA) as a method of engaging young people themselves in evidencing their own learning and development. This programme relies on the gathering of evidence, peer and worker review and self-evaluation. YAA is accredited through ASDAN and operates at Bronze, Silver, Gold and Platinum levels.

Finally, in relation to how those involved in youth work measure the impact of their work, it was suggested that the following be considered:

- Individual movement and progression
- Group progression and movement
- Impact on community or wider society
- How scientific we can be in claims that the change has taken place as a result of our intervention
- Short term (baseline scales and descriptors), medium term (purposeful biographies and time lapsed review) and long term interventions and impacts.

Hard copies of baseline assessment and review analysis were made available. For more information on Youth Achieve Awards contact YouthAction.

Travelling in the Right Direction - Dearbhla Holohan, Bernice Boyce and Stacey Nugent (Include Youth)

This workshop illustrated how the Rickter Scale is used by Include Youth's Give and Take Scheme across Northern Ireland to measure the distance travelled by at risk young people involved in the programme. The Give and Take Scheme work with young people aged 16-21 years old throughout Northern Ireland who:

- Are NEET and have a social worker *and*
- Are unable to cope with mainstream training
- Have some level of motivation
- Don't feel pressurised to join
- Are in reasonably settled accommodation

The aim is that through training, personal development, mentoring and work experience young people will become more confident, skilled and employable. The scope of these areas was then presented:

Training - Essential Skills (Literacy, Numeracy), ICT, Preparation for Placement, Employment Skills, Accredited Personal Development Programmes, First Aid and CSR.

Personal Development - Needs led accredited programmes, Duke of Edinburgh Awards, Youth Achievement Awards, 'Activate' – physical activity, Drop Ins, Day Trips, Consultations, One to one , Advisory Groups.

Mentoring - Support for 3 hours a week for a year, Contact with someone 'not paid to be there', Volunteers receive training and supervision, Work towards shared goals, £40 per month budget, One off £100 for big activity, Support can continue after the scheme.

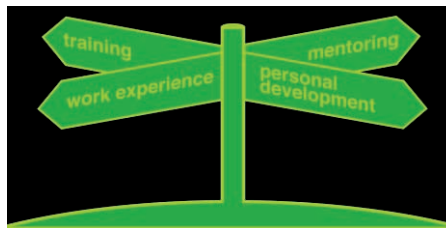
Work Experience - 'Work Prep' – Group Based, 'Work Ready' – Job Sampling, 'Work Well' – Supported Placement, CV Building, Job Search, Interview Skills, Support on site and from Give & Take staff, Dedicated Careers Office, Prep with Employers.

The Rickter Scale was presented as an effective means of recording the distance travelled by those young people who take part in this scheme (a case study was also presented to illustrate this in action) -



How we use Rickter Scale

- Employability Board — carried out by the Project Worker
- Interview at entry stage and reviewed every 6 months
- *Questions are asked under the headings of:*
 1. Motivation
 2. Confidence in the future
 3. Communication
 4. Support
 5. Core Skills
 6. Work Skills
 7. Readiness
 8. Type of work
 9. Job Application
 10. Interview Prep



Outcomes Monitoring in Practice: The Spin System - Kate Martin and Ian Neill (MACS)

MACS provide housing support for young people leaving care, 'floating' housing support for young people 16-25 who 'haven't had a fair deal', one-to-one mentoring and group work support. As a result of a funding threat a number of years ago MACS decided to document the scope of their work and its value in supporting young people. This workshop outlined the benefits of outcomes monitoring for the organisation, staff and service users and gave practical examples of the reports it can generate and how they can be used to improve service delivery.

MACS follow a case work model and over the last 3 years have developed an online outcomes monitoring system called SPIN. The system collects hard outcome data under 5 high level outcome areas and soft outcomes under ten areas illustrated in the 'Outcome Star' (see below). They initially came up with 66 Key Performance Indicators but over time reduced these to 5 (the 5 higher level outcomes were based on the Department for Education and Skills, DfES – *Every Child Matters* Programme and OFMDFM's *Our Children and Young People – Our Pledge: a ten year strategy for children and young people in NI 2006 – 16*). MACS have selected 16 outcome areas to measure which fit into the 5 higher level strategic areas of the outcomes framework. The 5 high level indicators include:

- Achieve Economic Wellbeing
- Enjoy and Achieve
- Be healthy
- Stay safe
- Positive contribution

The SPIN system is used to record, measure and analyse hard outcomes for young people and it enables them to evidence details such as how many young people received correct benefits, how many maintained their tenancies, how many accessed training and employment etc. The SPIN system generates reports that allow the analysis of outcomes information and provide them with an overall picture of service performance, gaps in provision, staff training needs, service strengths and young people's progress. To examine the soft outcomes of their work with young people, MACS also use a tool already in existence for supporting and measuring change called the 'Outcome Star'. These measures also relate to the 5 high level indicators mentioned above.

Outcome Star



The benefits of this particular measurement tool were highlighted as follows:

Benefits for staff:	Benefits for the organisation:	Benefits for young people:
<ul style="list-style-type: none"> • Reduction / change of administration • Clear framework for learning and development • Clearly demonstrates achievements • Motivational • Improves clarity / purpose of work 	<ul style="list-style-type: none"> • Evidences performance for future contracts, • Provides clear statistical analysis • Improved I.T. systems • Highlights improvements for the future, and gaps in provision • Benchmarks work • Introduction of Balanced Scorecard 	<ul style="list-style-type: none"> • Visual tool • Improved monitoring of service • Tailored support to suit specific individual needs • Analysis enables change of intervention.

Securing funding to pilot the system with four other providers they plan to develop the system to make it universally adaptable for any supporting people provider. MACS hope to develop a social enterprise project and sell the SPIN outcomes monitoring system to other organisations next year.

The following were presented as useful websites for further information on the methods illustrated within the workshop –

www.homelessoutcomes.org.uk

www.outcomesstarsystem.org.uk

The Health Quality Mark (HQM): Promoting health and acknowledging quality - Kevin O'Hagan and Siobhan Brennan (National Youth Health Programme NYCI)

The aim of the Health Quality Mark is “to recognise and acknowledge quality health promotion in youth organisations”. This workshop outlined the purpose, structure and process of the Health Quality Mark (HQM) and identified links with quality frameworks.

The work the organisation is involved in includes:

- Broad range of Youth Health Promotion Training courses
- Specialist Certificate in Youth Health Promotion (accredited by NUI Galway)
- Health Quality Mark

Context of the HQM:

- Questions regarding the impact and sustainability of training
- International good practice regarding quality frameworks in Health Promotion
- Developed from the World Health Organisation - Health Promotion School concept
- Identified need for professional development in Health Promotion within youth sector
- Based on evidence and informed by the ‘Settings based approach’ to Health Promotion

Rational for HQM:

The ‘settings based approach’ to Health Promotion: “The place or social context in which people engage in daily activities in which environmental organisational and personal factors interact to affect health and wellbeing”.

The Health Quality Mark encourages and facilitates youth organisations to develop and deliver a '**whole organisational approach**' to promoting health. This can happen at four distinct levels as follows:



HQM – A three year process made up of the following phases:

- Phase 1: Expression of interest and meeting with Health Team
- Phase 2: Completion of Specialist Certificate
- Phase 3: Agree procedures for ongoing support
- Phase 4: Portfolio of evidence
- Phase 5: Assessment of portfolio and site visit (NYHP & HSE staff)
- Phase 6: Ongoing support to sustain HQM (CIP) – HQM Support Network

Structure of HQM:

- Gold HQ-Mark All 12 criteria to be successfully implemented
- Silver HQ-Mark Any 8 criteria to be successfully implemented
- Bronze HQ-Mark 4 Criteria: Any 2 criteria plus: 1. Health Promotion; 2. Health Promoters Role Description & Terms of Reference for the Health Promotion Team

Evaluation of HQM:

- The HQM has positive impacts at the level of individual young people, staff, volunteers and the organisation
- Process is very important
- Having a target of an award to work toward is described as motivating

- The assessment dimension indicates a respect for the process and results in satisfaction
- Criteria highlight areas that require attention (NUI Galway 2007)

The process of working through the criteria and the criteria itself can facilitate team work and joined-up thinking. The award appears to foster a holistic understanding of health and the promotion of it. Organisations find that the HQM's offers them new challenges, while also validating work already undertaken that may not have been seen to be health promotion prior to being involved in the initiative. The structure of the programme seems to draw health promotion into the heart of the organisation, providing a home for other work and stitching things together.

Impact of the HQM:

Impact on young people:	Impact on Staff and Volunteers:	Impact on the Youth Organisation:
<ul style="list-style-type: none"> • It was seen to instill a sense of pride and achievement • It provided greater opportunities to work on health related topics • It enhanced their experience of youth participation through greater involvement in all aspects of health promotion in the organisation • It increased their self confidence • It impacted positively on their overall health status, e.g. through the provision of needs-based programmes on cooking and nutrition, the provision of healthy food and snacks 	<ul style="list-style-type: none"> • Providing staff with training opportunities • Fostering a greater awareness of youth health issues • Improving teamwork and a sense of ownership of the HQM process 	<ul style="list-style-type: none"> • Familiarises staff with the process of information gathering • Enhances the image of the organisation within the community • Provides tangible evidence of their quality of work in relation to health • Improves overall teamwork between staff and management • Embeds the issue of health within the overall work of the organisation

Managing Change - Helen Newman (Newman and Associates)

This workshop explored how change is positively managed and planned in the current economic and social climate facing Youth Service Managers and Boards. The session included discussion on: Current Reality, Models of Change, Supports and Barriers, Supporting People through Change, Appreciative Inquiry and Asset Based Planning.

Helen noted that *"we are in unprecedented times with pressures on reduced resources and increased demand for services. This is posing challenges for managers and boards in how change is navigated, led and negotiate."* She then posed the questions *'How skilled are any of us in: doing this? Wanting to do this? Considering what is our role? Considering what authority and responsibility we have around the change being imposed on our services?'* She noted that government is insisting that cost of delivering services must be brought down and as a result there will be greater accountability for results. There will be less tolerance of 'perceived' or actual duplication and rather a greater emphasis on synergy, collaboration, integration and inter-agency working. Furthermore, she noted that the economic crisis is both qualitatively and quantitatively different from what has been seen before - a radical and permanent reshaping of the public landscape is occurring. Helen noted that the climate is volatile and unpredictable and asked delegates to consider how they can ensure that the *'recession culture'* does not stifle employee motivation.

Helen questioned how youth work organisations are keeping staff engaged so that they can remain a significant influence on how organisations thrive. Key questions need addressed in order to assess whether organisations are currently thriving, surviving, weakening or losing ground. She notes that it is the values and core purpose that makes an organisation and as such consideration must be given to how this is protected in light of the shifting nature of funding in the sector. The current climate should, therefore, cause charities to refocus on what they are about, their core purpose, their priorities, and to consider what makes what they offer unique. She noted that modern charities need to be nimble, flexible and have a capacity to manage change regardless of whether it is imposed or planned.

She noted the following as implications of managing change for managers and boards: –

- How do we view change?
- How do we release change as opposed to impose it?
- How do we inspire, enable, encourage and facilitate change in people and their behaviours?
- It is about creating energy, motivation, collaboration and dialogue?
- How do we ensure that organisations, staff and leaders have the knowledge, skills and aptitude to make change sustainable?

The following were noted as the differential characteristics of imposed and intentional change:

Imposed change:	Intentional change:
<ul style="list-style-type: none">• is often unexpected• is sudden• is dramatic (lightning bolt)• is rapid (out of control)• is problem-creating• is disruptive of routines	<ul style="list-style-type: none">• is a conscious decision• is anticipated• is gradual• is incremental• is paced• is problem-solving• is an opportunity for growth

Using the following Model for Managing Change, Helen illustrated the various stages that change represents, and how people view and can be supported through this process.

Model for Managing Change

Endings

Loss



Neutral Zone

Limbo



New Beginnings

Life

William Bridges *Managing Transitions*



The following offers an overview of all stages and considerations for how best to manage feelings -

Model for Managing Change



It was suggested that when leaders or managers are planning to manage change, five key principles should be kept in mind:

- Different people react differently to change
- Everyone has fundamental needs that have to be met
- Change often involves a loss, and people go through the "loss curve"
- Expectations need to be managed realistically
- Fears have to be dealt with.

The following were presented as tips for supporting people with change:

- **Give people information** - be open and honest about the facts, but don't give over-optimistic speculation; i.e. meet their openness needs, but in a way that does not set unrealistic expectations.
- For large groups, **produce a communication strategy** that ensures information is disseminated efficiently and comprehensively to everyone (don't let the grapevine take over); e.g. tell everyone at the same time. However, follow this up with individuals as

necessary to produce a personal strategy for dealing with the change. This helps to recognise and deal appropriately with the individual reaction to change.

- **Give people choices to make**, and be honest about the possible consequences of those choices; i.e. meet their control and inclusion needs.
- **Give people time** to express their views, and support their decision-making, providing coaching, counselling or information as appropriate, to help them through the change curve.
- Where the changes involves a loss, **identify what will or might replace that loss** - loss is easier to cope with if there is something to replace it. This will help assuage potential fears.
- Where it is possible to do so, **give individuals opportunity to express their concerns and provide reassurances** - also to help assuage potential fears.
- **Keep observing good management practice**, such as making time for informal discussion and feedback (even though the pressure might seem that it is reasonable to let such things slip - during difficult change such practices are even more important).

Helen concluded the workshop by highlighting Appreciative Inquiry (AI) as an organisational development method which seeks to engage all levels of an organisation to renew change and improve performance. Supporters of AI see it as being applicable to organisations facing rapid change or growth. The following overview of the method was provided:

- AI works on the assumption that whatever you want more of, already exists in all organisations, groups and individuals
- AI is a way of thinking, seeing and acting for powerful, purposeful change

Steps towards developing AI include:

- Discover – what are we good at? Success?
- Dream – what stretch do we need? Gaps
- Design
- Deliver

Social Investment: What are social investors looking for and does my organisation fit the bill? - Gemma Rocyn Jones (The Young Foundation)

Through a series of questions and prompts this workshop aimed to provide youth sector organisations with an understanding of: social investment; what form of social investment might support their work; what social investors are looking for; how suitable/ ready their organisation is for social investment.

What is social investment? Social investment is a capital investment where some/all of the below statements are true:

- The financial return is linked to the social return (e.g. a social impact bond, or funding for a payment by results contract)
- The investment terms are more favourable than a commercial investment
- The organisation invested in has a social mission or clearly demonstrated social impact

What type of social investment might be appropriate for my organisation? In order to consider if social investment might be appropriate for your organisation Gemma put forward two key questions that would have to be answered before proceeding:

1. What form of income do I have? - Commissioned projects? Trading income? User-pays? Or grant reliant?
2. What do I want to use the money for? - Fund an asset purchase? Cash flow? Expansion? Replication? Investment in organisational capacity?

What do social investors look for? A chart was used to illustrate the areas that social investors are looking for. These fell under three categories: the people, social impact and business plan. Under each category a number of ways in which this might be examined/ illustrated were highlighted. While this was by no means an exhaustive list, Gemma noted it was sufficient in highlighting what social investors are generally looking for e.g. the people (leadership, management, trustees, skills, drive, mission); social impact (track record, impact, quality assessment, measurement tools, evaluation); business plan (operational model, business plan, strategy, vision, financial projections, risk assessment, value for money).

How ready is my organisation? In order to assess how ready organisations are for considering a social investor, Gemma suggested addressing the following points (as a starting point rather than a guaranteed method):

- How would a social investor assess the criteria listed above – people, social impact and business plan? What sort of key indicators would they look for? How well could my organisation meet these criteria?
- How would a social investor prioritise these criteria depending on the type of investment requested? Taking this into account, how well would my organisation meet these priorities?
- What gaps are there? What can my organisation do to progress from where it is now, to where it needs to be to meet criteria relevant for the investment needed?

Gemma concluded the workshop by encouraging participants to take account of the following in order to consider how social investment may or may not be of benefit to them in developing their area of work:

- What are our funding needs?
- Will it make us more effective?
- Could we use commercial funding?
- What are the potential risks?
- How 'investment ready' are our investment proposals?
- Who are the social investors and do I want to build a long-term relationship with them?

The following links to further reading on the topic were provided:

Best to borrow? A charity guide to social investment, New Philanthropy Capital, November 2011
http://www.philanthropycapital.org/publications/improving_the_sector/Social%20investment/guide_to_social_investment.aspx

Growing interest? Mapping the market for social finance in the youth sector, The Young Foundation, August 2011 <http://www.youngfoundation.org/publications/reports/growing-interest-mapping-market-social-finance-youth-sector-august-2011>

A guide to venture philanthropy for venture capital and private equity investors, European Venture Philanthropy Association (EVPA), June 2011 <http://evpa.eu.com/knowledge-centre/publications/evpa-publications/>

Planning for Outcomes in Preparation for Monitoring and Evaluation - Sue Redmond and Caoimhe McClafferty (Foróige)

This workshop was based around presenting the Logic Model. Alongside a presentation of the Model participants had the opportunity to practice using it. The session concluded with a discussion on the implementation and challenges of this approach.

The first stage identified was planning:

- Planning – outcomes focused
- Focusing on what you want to achieve and working towards it
- Identifying where a person is at then planning learning experiences for the young person to develop particular outcomes.

A Logic Model was defined as a systematic and visual way to present and share your understanding of the relationships among the resources you have to operate your programme, the activities you plan and the changes or result you hope to achieve. The following was presented as illustrative of the logic model:

Inputs (resources that go into the programme/what we invest)



Outputs (activities the programme undertakes/what we do/who we reach)



Outcomes (changes or benefits that result/ short, medium and long term)

This approach was suggested to act as a sort of 'road map' that would help people consider, with regards to their programmes: Where are you going? How will you get there? What will show that you've arrived?

A number of more detailed Logic Models were presented as examples of how this might look in practice (see PowerPoint for further details).

Linking the Logic Model to evaluation (of impact/achieving outcomes), various levels of evidence (adapted from Veerman and Van Yperen, 2007) were also presented:

Level Four - Causal evidence (where there is substantial evidence that the outcome is caused by the intervention). This can be evidence through Randomised Control Trials and Quasi-experimental design.

Level Three – Indicative evidence (where it has been demonstrated that the intervention clearly leads to the desired outcomes). This can be evidenced through baseline and follow-up measures and Process Studies.

Level Two – Theoretical evidence (where the intervention has a plausible rationale to explain why it should work with whom). This can be evidenced through literature reviews and the articulation of the theoretical basis for the intervention.

Level One – Descriptive (where the essential elements of the intervention have been made explicit e.g. goals, target group, methods, and activities). This can be evidenced through Logic Models and monitoring of programme delivery.

A slide highlighting the Logic Model and the various stages of evaluation was also presented (see PowerPoint for details). This illustrated the various evaluative approaches that could be undertaken at each stage of the model. At the outset of the process a **Needs/Asset Assessment** could take place that focused on identifying needs, the key population, barriers that might be faced and the identification of appropriate action. This would be followed by a **Process Evaluation** that seeks to record how the programme is being implemented, if the activities delivered and participants being reached are as intended, and how the participants are reacting. Following this is an **Outcome Evaluation** that assesses if goals/targets are being met, if desired changes are occurring, considers who is benefitting, monitors what is working and not working and finally records any unintended outcomes. The final stage is the **Impact Evaluation** that seeks to demonstrate specific changes that can be attributed to the programme, the net effects, the final consequences and indication of value for money.

The presenters concluded the workshop by highlighting the following as challenges and considerations in evaluation:

- Ethical considerations – consent, anonymity, doing no harm
- May be difficult for staff
- Communicating uncomfortable or conflicting findings
- Decisions re: funding often made already
- Can be costly
- Maintaining distance

Further Reading

The following sources were highlighted for those interested in reading more about outcomes and indicators:-

Centre for Effective Services:

<http://www.effectiveservices.org>

<http://www.effectiveservices.org/ces-projects/p012-seminar-series-practice-issues>

Charitable Evaluation Services:

www.ces-vol.org.uk/

Community Evaluation Northern Ireland:

<http://www.ces-vol.org.uk/>

In Defence of Youth Work:

http://www.indefenceofyouthwork.org.uk/wordpress/wp-content/uploads/2010/11/20252-Youth-stories-report-2011_4th-1.pdf

The Young Foundation:

<http://www.youngfoundation.org/>

Urban Institute :

<http://www.urban.org/center/cnp/Projects/outcomeindicators.cfm>

The Conference report is also available to download from:

<http://www.Youthnetni.org.uk>

<http://www.youth.ie>

Conference Delegates

First Name	Last name	Organisation
Gabrielle	Tanham	Arts Council
Gerry	Mc Carthy	Ballyfermot Youth Service
Maria	Healy	Ballyfermot Youth Service
Linda	White	Bray Youth Service
Peter	Hosey	Bray Youth Service
Annika	Baesslea	Bui Bolg
Lucy	Medlycott	Bui Bolg
Laura	Saunders	Catholic Guides of Ireland
Marian	Stewart	Catholic Guides of Ireland
Gwen	Doyle	CDYSB
Louise	Fitzpatrick	CDYSB
John	Bamber	Centre for Effective Services
Patrick	Mc Mullin	Clare Youth Service
Aoibhinn	Loye	CLAY Youth Project
Leanne	Lowry	CLAY Youth Project
Nuala	Purcell	CLAY Youth Project
Áine	Ní Mhurchú	Comhairle na Gaelscolaíochta
Brian	O Caoindealbhaín	Co-operation Ireland
Stephen	Hughes	Corpus Christi Youth Club
Feargal	Mac Tréinfhir	Cumann na bhFiann
Traic	Ó Braonáin	Cumann na bhFiann
Leighann	McConville	Curriculum Dev Unit
Carmel	O'Connor	CYC
Mark	Harding	CYDSB
Christina	Duff	DCU
Conor	Rowley	DCYA
Doreen	Burke	DCYA
Cathy	Galway	Dept of Ed, NI

Oliver	McKearney	Dept of Ed, NI
Elaine	Nevin	ECO_UNESCO
Kieran	Donohoe	FDYS
Pilar	Loring	FDYS
Liam	Ó Maolchluiche	Feachtas
Caoimhe	McClafferty	Foroige
Sean	Campbell	Foroige
Gavin	Byrne	Foróige
Sue	Redmond	Foroige
Andy	Leeson	Foroige, Tallaght
John	Madigan	Foroige, Tallaght
Jacqui	Durnin	Foundations
Karen	Curran	Foundations
Marion	Irwin-Gowran	Gaisce - The President's Award
Dermot	O'Brien	Hi Rez Youth Centre
Martin	Kelly	Holy Family Youth Centre
Keith	McCaugherty	Holy Trinity Youth Club
Siobhan	McGrory	HP Training and Support Servs
Bernice	Farrell	Include Youth
Dearbhla	Holohan	Include Youth
Sandra	Hennigan	Involve
Liz	Loftus	Involve
Catherine	O'Connor	Irish Girl Guides
Katherine	Ryan	Irish Girl Guides
Linda	Peters	Irish Girl Guides
Daragh	Kennedy	IWA
Francis	Scott	Kilbarrack Coast Comm'y Prog
Catherine	Galway	Kerry Diocesan Youth Service
Becca	Gallager	Liberties Club
Brian	McMenamin	Long Tower YC

Ian	Neill	MACS
Kate	Martin	MACS
Brona	O'Callaghan	Mencap
Pauline	Fitzsimons	Mencap
Michelle	Carew	NAYD
Rhona	Dunnett	NAYD
Helen	Newman	Newman and Associates
Claire	King	NIYF
Hilary	Tierney	NUI Maynooth
Maurice	Devlin	NUI Maynooth
Anne	Walsh	NYCI
Daniel	Meister	NYCI
Deiniol	Jones	NYCI
Elaine	Mahon	NYCI
Elaine	Lowry	NYCI
Geraldine	Mahon	NYCI
James	Doorley	NYCI
Johnny	Sheehan	NYCI
Kevin	O'Hagan	NYCI
Laura	Geraty	NYCI
Lisa	Hyland	NYCI
Marie-Claire	McAleer	NYCI
Mary	Cunningham	NYCI
Olive	Ring	NYCI
Síle	O'Sullivan	NYCI
Siobhan	Brennan	NYCI
Valerie	Duffy	NYCI
Louise	Monaghan	NYCI
John	Cahill	NYCI
Maggie	Ryan	Pavee Point Travellers Centre

Gillian	McClay	PlayBoard
Paul	Smyth	Public Achievement
Sinead	Harris	Ronanstown YS
Tammy	Tallon	Ronanstown YS
Florence	Mucheche	SARI
John	Meikleham	Scout Foundation NI
Enda	Downey	Scouting Ireland
Ruth	Hughes	Scouting Ireland
Dessie	McCormac	SEELB
Angela	Quirk	SEELB
David	Logan	SEELB
Aideen	Mc Cormick	SELB
Michael	Hogg	SELB
Anthony	Young	St. John Bosco Youth Centre
Rhonda	McGovern	St. John Bosco Youth Centre
Stephen	Sharpe	St. John Bosco Youth Centre
Cormac	Doran	Swords Baldoyle Youth Service
Jonathan	Gracey	The Boys' Brigade NI
Brenda	Lappin	The Bytes Project
Ronan	McCaffrey	The Bytes Project
Rob	Nelson	The Cove Youth Cafe
Gemma	Rocyn Jones	The Young Foundation
Mark	Hammond	Univeristy of Ulster
Tony	Morgan	Univeristy of Ulster
Jane	Gribbin	Volunteer Now
Grace	Walsh	VSI
Joe	Sheehan	VSI
Lyndsay	Cathcart	WELB
Stephen	Quigley	WELB
Joe	Hawkins	YCNI

David	Guilfoyle	YCNI
Karen	Witherspoon	YCNI
Gary	McHugh	YIFM
Stephen	Turner	YMCA Ireland
Patrick	White	Youth Link NI
Dessie	Keegan	Youth Work Ireland
Fran	Bissett	Youth Work Ireland
Patrick	Burke	Youth Work Ireland
Paul	Gralton	Youth Work Ireland
Tom	Dunne	Youth Work Ireland
Nicola	Moran	Youth Work Ireland
Caroline	Redpath	YouthAction
Martin	McMullan	YouthAction
June	Trimble	YouthAction
Ben	Ewan	Youthnet
Chris	Flack	Youthnet
Claire	O'Hare	Youthnet
David	Brown	Youthnet
Denis	Palmer	Youthnet
Jenny	Roberts	Youthnet
Linda	Gordon	Youthnet
Mary	Field	Youthnet
Niamh	O'Carolan	Youthnet
Sam	McCready	Youthnet
Susie	Conlon	Youthnet
Gail	Neill	Youthnet
Shane	McElroy	Youthreach
Amy	Power	

National Youth Council of Ireland

3 Montague Street
Dublin 2
Ireland

Email: info@nyci.ie
Tel: + 353 (0)1 478 4122
Fax: + 353 (0)1 478 3974
Web: www.youth.ie

Youthnet

5th Floor
14 College Square North
Belfast
BT1 6AS

Email: info@youthnet.co.uk
Tel: 028 90331880
Fax: 028 90331977
Web: www.youthnetni.org.uk

