learning connections
adult literacies
phase-two
pathfinders

evaluation framework
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Acknowledgements

We would like to acknowledge the support and assistance of a number of people. Vince Moore, Katherine Ashe and Cath Hamilton of Communities Scotland’s Learning Connections have provided invaluable support. Kathy Maclachlan, Morven Considine and Jim Carruth as members of the Project Advisory Group have also provided an excellent source of advice and guidance.

We would also like to thank the staff and partners of the eight Pathfinders who have co-operated fully with the Project.

The views expressed in this report are ours and not necessarily those of Communities Scotland’s Learning Connections.

ODS Ltd
June 2006
1. Introduction

Communities Scotland is an Executive Agency of the Scottish Executive. The agency has two main functions. First, it supports social housing activity in Scotland through its role as a funder of housing development and as the regulatory authority for Registered Social Landlords (housing associations). Secondly, it has the lead role in promoting and supporting community regeneration, particularly focussed on Scotland’s most socially disadvantaged and excluded communities. Within this latter role, the agency has a key role in promoting and supporting community learning and development. This role is carried out by the Learning Connections ‘division’ within the agency.

Learning Connections has within its areas of responsibilities, a co-ordinating and support role for Adult Literacies strategy in Scotland. In 2002, the Scottish Executive established four Pathfinder projects aimed at piloting innovative approaches to developing literacies provision. Responsibility for these projects was assumed by Communities Scotland, in 2003, shortly after the agency’s formation.

These first stage Pathfinders were succeeded later in 2003, with proposals to pilot a second stage, commencing in 2004. At the planning stage it was agreed that there would be value in ensuring that a comprehensive and systematic approach to the evaluation of these projects was established. This led to the development of an ‘Evaluation Project’ which would aim to ‘develop and support the implementation of an evaluation framework and evaluation tools for the eight phase two pathfinder projects’.

This report describes this project and its activities, collates the resources developed during the project and provides conclusions and recommendations based on the lessons learned. The report does not focus on any aspect of evaluating the individual Pathfinders. This is for two reasons. First the evaluation project aimed to support the projects undertake their own evaluative process and not to directly assess the projects themselves. Secondly, Communities Scotland has commissioned a separate independent evaluation of the Pathfinders and this report has been written to avoid duplication of this separate study.
2. The Second Stage Pathfinders

The Second Stage Pathfinders were based on a ‘challenge fund approach’. Communities Scotland was making available, £1 million over a two year period. Eight projects, developed by a wide range of agencies across Scotland, were selected from almost 100 expressions of interest, from which eighteen bids for funding were invited.

The eight Phase Two Pathfinder projects are:

1. **Challenge Dad – Family Learning – Aberdeen City Council**
   
   Works with male family members to increase the awareness and value of existing literacy and numeracy skills.

2. **Countdown East End**

   Promotes lifelong learning and social inclusion among families through the training and a community development approach of peer educators.

3. **Farm Plus – Learning Opportunities in Rural Area – Dumfries and Galloway Literacies Partnership**

   Examines the best methods to support distance and on-line learning in remote rural communities.

4. **Homing in on Literacy – Perth and Kinross Council**

   Aims to increase the literacies levels of homeless people so that they can deal with matters relating to their tenancies.

5. **Links to Literacies – Learning Link Scotland**

   Intends to strengthen effective voluntary sector participation in local literacies partnerships.

6. **Literacy and Health – Great Northern Partnership**

   To develop awareness among health professionals of adult literacies issues and available provision.
7. *Stirling Literacies Action Plan Partnership*

To enable literacy and numeracy services to offer programmes which effectively meet the changing needs and aspirations of people with learning disabilities.

8. *The Welcoming – Adult Learning Project – Edinburgh City Council*

Aims to address literacies issues for speakers of other languages, particularly refugees and asylum seekers.

The eight projects valuably demonstrate a range of approaches with diverse client groups and are located across the whole of the country, covering rural and urban communities.

More information about each of the Pathfinders can be found in Appendix 4.
3. The Evaluation Project

At the planning phase of the second stage Adult Literacies Pathfinders, Learning Connections were keen to ensure that the maximum benefit could be derived from the lessons learned from these pilot projects. Incorporated into the project plan, was a ‘parallel’ evaluation project. The aim of this project was to work with the eight Pathfinders to develop a framework which could be developed to assess both the progress and overall impact of each of the projects. This would also enable the projects to regularly review their projects and contribute to their ‘continuous improvement’.

This process would be in addition to, and not a substitute for the formal independent evaluation which would be carried out at the conclusion of the projects in March 2006.

Communities Scotland Learning Connections invited proposals from consultants to carry out this Evaluation Project and in February 2004, Organisational Development Support Ltd (ODS) was commissioned to undertake this.

The ODS proposal set out a programme of activities which would form the basis of the Evaluation Project.

3.1 The evaluation framework: the framework document would set out the principles of the evaluation process, the criteria that would be used to evaluate the Pathfinders and the mechanisms which would be used to achieve this.

3.2 Evaluation ‘toolkit’: the ‘toolkit’ would be a series of practical guides which could be used to carry out different aspects of project evaluation.

3.3 Development workshops: the project would include a programme of development workshops which would enable the Pathfinders to meet regularly and share experience of project development, implementation and evaluation.
3.4 Consultancy support: the Pathfinders would be offered one to one support with the implementation of the evaluation project and process.

3.5 Project web site: a web site would be developed which would contain the Evaluation Framework and Toolkit, would provide information on development workshops and on which individual project evaluation reports could be posted.

3.6 Dissemination: the final element of the Evaluation Project would be the organisation of an event at which the lessons of the Pathfinders on nearing their conclusion could be disseminated to a wider audience.

The Evaluation Project would be informed and supported by a project steering group, comprising practitioners, experts in the Literacies field and the Learning Connections Project Managers.

The evaluation project would run in parallel with the Pathfinders between April 2004 and March 2006.
4. Review of Project Activities

In this section we take each of the elements of the Evaluation Project and review the work carried out under each.

4.1. The Evaluation Framework
The underlying principle of the Evaluation Project as a whole was to engage with the Pathfinders and develop the project in consultation with them, rather than externally imposing it. This principle informed the development of the Evaluation Framework. A consultative workshop was held in 2004. This brought the eight pathfinders together with the Learning Connections Project Managers, support staff and the consultants working on the evaluation project.

The first priority for this workshop was to determine the criteria which would be used to evaluate the Pathfinders. A challenge for this part of the exercise was that each of the Pathfinders was quite different in terms of aims, target groups areas of operation and the approaches being developed. One aim of the evaluation project was to develop a framework which could be used by all eight pathfinders. It was recognised however that not all of the evaluation criteria developed would be of equal relevance to each of the Pathfinders. However it was acknowledged and accepted that overall, the pathfinders would aim to use all of the criteria, to a greater or lesser extent in their assessments of their projects.

Following consultation, it was agreed that eight evaluation criteria would be used

4.1.1. Impact on target group
Projects would evaluate themselves in relation to the impact they made on the target group. By this was meant their ability to engage with the particular group that was the focus of the Pathfinder, their ability to involve members of the target group and the overall impact they made in the development of literacies skills and awareness within this group. It was recognised and emphasised that by their very nature, the Pathfinders were more concerned with experimentation and developing new approaches and not purely with attracting large numbers of learners. At the same time, it was agreed that a realistic expectation of the Pathfinders was that this
would involve sufficient numbers to be able to develop their approaches and
demonstrate that key lessons had been learned which could be either
replicated elsewhere or used as the basis of developing new projects in
other areas and agencies.

This criteria highlighted the need for each of the projects to establish some
very basic baseline date, which could be used to help them assess their
success in relation to impact on the target group.

4.1.2. Demonstration of innovation

A key objective of the Pathfinders project as a whole was the use of
innovative approaches to the development of literacies skills and of
promoting awareness of literacies issues. Hence, it was considered vital
that the individual projects should be able to demonstrate how the project
was in some way innovative. Innovation was defined in this context, in its
broadest sense i.e. it might apply to teaching and learning methods,
identifying and attracting a particular target group, involving members of the
target group in the development of their own learning or in the development
of the project as whole. Essentially, the Pathfinders agreed to ask
themselves 'what is new and different about our approach?'

In some respects, this was one of the simplest yet most challenging criteria
for the Pathfinders. In some respects, innovation was self evident – it was
one of the criteria which was used in the initial selection by Learning
Connections for funding. However it was considered important that
innovation was not only a feature of project design but that it was also
sustained throughout the implementation and lifetime of the project

For some of the projects, it was relatively easy to see what was new and
different. For some, there was a feeling that ‘innovative’ meant
‘revolutionary’. It was important therefore that these projects were given
support to clarify their own thinking in relation to innovation and that this
could apply to a relatively simple aspect of the project – for example was
the approach that was being used to identify and engage with a particular
target group one that had been used before.
4.1.3. Resources development

Each of the Pathfinders had among their objectives, the development of resources for Literacies. For most, the focus was on the development of teaching/learning resources. This was not however the case for all of the projects. In those projects which were more concerned with promoting awareness of the need for Literacies provision or improved partnership working or co-ordination of agencies, resources development could apply to promotional material or awareness raising resources. It was also recognised that the production of ‘physical resources’ was potentially one of the most valuable aspects and legacies of the Pathfinder programme as a whole, with the potential for wider spread dissemination and application.

This criteria again was interpreted very flexibly and again it was agreed that it need not reflect ‘re-inventing the wheel’ but could also be applied to the processes of adapting existing teaching or promotional materials and applying these in a new or different way.

4.1.4. Development of inter-agency and partnership working

Each of the Pathfinders recognised that their impact would be heightened by their ability to work with and engage a number of different partner agencies in their projects. This was considered important for a variety of reasons. First, increased partnership and inter-agency working would ensure that the resources that were being put into the individual Pathfinders could ‘lever in’ additional support and resources from these agencies. It was also recognised that in terms of Literacies development, the projects were by and large dealing with particular client groups at a particular stage of their literacies development. The projects were part of a spectrum of learning provision and it was critical that other agencies were aware of their work and could develop complementary services e.g. follow-on provision, additional support to learners or as in some cases, building support for the long term sustainability of the project.

In those projects where the main focus was developing networks of service provision or raising awareness of Literacies issues, the formation of partnership work and improving inter-agency working were particularly important criteria to be used for assessing success.
4.1.5. *Raising awareness of literacy issues*

Another of the key objectives for the Pathfinders as a whole was to raise awareness among a range of target audiences of the nature and extent of literacies and the difficulties many adults experienced with these. With the exception of two of the projects (Links to Literacies and Learning and Health) the remaining projects did not have this as a central objective. It was agreed however that this should at least be a ‘spin-off’ of each of the projects.

4.1.6. *Recording and dissemination*

As a pilot project, it was considered particularly important that each of the Pathfinders should establish and use of systematic approaches to recording their work and reporting on this. This was to enable the projects themselves to reflect on their work as well as provide useful information to both Communities Scotland and the wider literacies and community learning agencies and partnerships to benefit from the lesson learned from each. The dissemination strategy was two fold. First that the information recorded and the experience would be part of an overall dissemination strategy. At the same time, each of the Pathfinders agreed that it would be important to disseminate the lessons learned within their own area of operation and among the other local agencies and partners who had had an involvement in the project.

4.1.7. *Project Management*

This criteria was based on a recognition that there would be little value in the Pathfinders having innovative ideas on how to tackle literacies challenges within a wide range of target and client groups if they were unable to effectively deliver the projects ‘on the ground’. This criteria therefore focused on the practical aspects of running the project. For example it would evaluate itself in the overall administration of the project – how effectively for example it recruited staff, deployed resources and generally managed the project.
4.1.8. Best Value

The final evaluation criteria was, one of the most difficult to assess. However it was agreed among all the stakeholders in the Pathfinders that there should be an attempt to assess the value the projects provided not only in educational terms but also in terms of the investment of resources that had gone into each of the projects. To what extent did that investment provide best value and value for money? With an overall investment of £1 million in the project it was important to form a view on whether this was being spent well or whether it may have made a greater impact used differently.

The evaluation framework document in full is included as Appendix 1.

4.2. The Evaluation Toolkit

The second main objective of the Evaluation Project was the development of an ‘evaluation toolkit’ for use by each of the Pathfinders. Again this was a task that would be carried out in consultation with the stakeholders including the eight pathfinders projects. The underlying principles were that the ‘toolkit’ should be uncomplicated and relatively easy to use. It should enable each of the Pathfinders to evaluate their progress at different stages of development and implementation of the project and it should embrace a range of methods, both quantitative and qualitative to inform their evaluations.

At the outset there was some debate about the need for a new set of evaluation tools. Some of the Pathfinders were already aware of, and intended to use the Learning Evaluation and Action Planning (LEAP) framework which had already been developed for the Scottish Executive.

This presented a challenge to the consultants who then had to develop the toolkit in a way that complemented this existing approach and avoided either duplicating or contradicting it. In the end, we feel that we were successful in this.
The evaluation toolkit comprises a number of elements, which Pathfinders could use at different stages to assess and report on their progress. The toolkit was reviewed over the first few months of the project and a number of amendments were made in light of the Pathfinders actually using it and feedback from the pathfinders project Advisory Group.

The toolkit is essentially a set of pro formas or guidance notes which covered:

Baseline Study and data: This would enable a consistent approach to the collection of the baseline data which was considered crucial as the benchmark against which each of the Pathfinders would measure their progress.

Project Evaluation Action Planning Framework: This provided the basis of planning the project in terms of objectives, outputs and demonstrating that these had been achieved. Within the toolkit, there was provided a “blank” proforma as well as a completed “example”

Quarterly and Annual Reporting Proformas: These are relatively simple proformas which were to be used to report on progress of each of the projects in terms of the evaluation criteria.

Final Report Proforma: This was the template that was to be used by each of the projects for the preparation of their final reports.

Case Study Guidance: Case studies were suggested as part of the qualitative evaluation of each of the projects. This part of the toolkit provides guidance on what was expected of a case study write up.

Client Satisfaction Interview Schedule: Learner or client feedback was considered an important element in project evaluation. This “tool” was designed to provide projects with a relatively simple guide to the areas to be covered in a client / learner interview.
Partner Interview Schedule: Particularly for those projects which were concerned with developing network and partnership working, this tool was developed to assist the projects assess their partner attitudes and raised awareness of literacies issues and provision.

The toolkit is included as Appendix 2.

4.3. Development Workshops

The overall approach being used in the Evaluation Project was one which placed importance on the involvement of the Pathfinders in its development. At an early stage in the project, the projects agreed that there would be value in holding over the course of the project lifetime, periodic workshops which would have two objectives. First they would enable the individual projects to come together and share their experience of developing and implementing their projects. Secondly, they would enable the projects to consider in a “learning environment”, how they might develop and improve their practice.

Over the course of the project, in addition to the initial workshops used to develop the evaluation framework, two further workshops were held. On a practical note it is worth recording that there were a number of difficulties associated particularly with the organisation of the latter workshops. Originally two workshops were scheduled for June and August 2005. However, for a variety of reasons it provide impossible to get the level of commitment and involvement for these. Eventually the themes for these two workshops were combined in a single workshop session, held in November 2005.

Workshop February 2005: this workshop provided each of the Pathfinders with an opportunity to provide updates on their progress and identify any particular obstacles to this. This workshop was generally considered very useful by the individual projects. However, the main difficulty we experienced was that with each of the eight Pathfinders giving, in some cases very detailed presentations about their work to date, it was difficult to allocate the amount of time to discussion between projects which would have been desirable.
Workshop November 2005: a number of “development themes” that had been identified with the Pathfinders during their development period. This workshop focussed on two of these themes. First, how could they provide evidence that there was learner progression i.e. that individual learners involved in each of the project were making individual progress. This first theme was introduced by Kathy MacLachlan from the Department of Adult and Continuing Education at the University of Glasgow (and a member of the Pathfinders Evaluation Project Advisory Group).

Secondly, there was also a recognition that the projects were generally the first contact that many adult learners would make in “returning” to learning. It was recognised also that there would be a need for progression or “moving –on” strategies.

It had also been envisaged that this workshop would also focus on the theme of “marketing strategies” i.e. how projects could raise awareness among other partners and agencies of their work, however it was eventually felt that to incorporate these them would be to “over-load” the workshop and reduce the time available for participation by the individual project representatives.

4.4. Consultancy Support

To complement the develop work we carried out on the Evaluation Framework and Toolkit, each of the Pathfinders were offered, if they wished or needed, consultancy support with their implementation. There was a considerable variation in the use the projects made of this, with some projects drawing quite heavily on this, some occasional use, and one or two, minimal if any use.

The main areas where projects asked for support included:

- Advice of collecting baseline data
- Advice on defining project outputs and outcomes
- Advice on dissemination strategies
Support was provided through a range of approaches, ranging from on site visits to projects, telephone support and in some cases, by e-mail correspondence.

We were keen to promote the availability of this support, and at an early stage in the project visited almost all of the projects. Those one or two projects not visited were those who had not yet been able to put in the staffing infrastructure or declined any support – we concluded that they, as they were perfectly entitled to do, just wanted to get on with it on their own.

4.5. Web Site
At the outset of the project, it was agreed that a web site for the project should be set up.

Initially it was proposed that this would effectively be included within Communities Scotland own web site, however for a variety of reasons it was agreed to establish the site on a stand alone basis. For example, this would make it much easier for the consultants to manage the content of the site and update this, without having to rely on the Communities Scotland IT staff. At the time, Communities Scotland’s web site was also going through a major redesign and this was likely to delay considerably our ability to get the Pathfinders web site up and running.

The web site was launched early in 2005 and enable users to:

- Download monitoring forms
- Read FAQs about using the evaluation framework
- Read information and news on the Pathfinder projects
- Share experience and views through a forum
- Browse Reference materials and link to other useful websites
- Access project quarterly and annual reports
- Obtain information on Project events

See Appendix 3.
While the site did not contain any sensitive or confidential information, Communities Scotland’s IT section insisted it was both a “stand alone” site and was password protected, for access only by Pathfinders or Communities Scotland staff or others approved to be given a password. In order to develop the site simply and quickly, we did not build in any provision for recording of “site visitors”. The password protection also meant that the potential audience or number of users was very limited. Ultimately, we feel the potential for the web site has not been, to date, as fully realised as it might have been.

In order to simplify the site, the Evaluation Toolkit could only be accessed by downloading. Projects could then for example complete the various proformas and return these by e-mail to Communities Scotland. Were the project to be developed further and perhaps with the benefit of hindsight, the site should be developed so that project progress reports could be completed and returned on-line. Communities Scotland could potentially insist on, or at least encourage this – it has developed a similar and more sophisticated approach for use with Housing Associations who are encouraged to complete and submit their Annual Performance and Statistical Return on-line.

4.6. Dissemination Conference

At the workshop in November 2005, there was discussion with the eight projects on the overall dissemination strategy for the Pathfinders. It was agreed that while each of the projects would be working on local dissemination activities, a national conference should be held at which the work of the eight projects could be “show cased”.

A conference planning group was established with representation from the projects, Learning Connections and serviced by the evaluation project consultants.

It was agreed that the conference should be targeted at Community Learning Partnerships and Literacies Partnerships, to whom invitations were issued.

In order to ensure that as many of the Pathfinder staff and representatives would be able to participate, the conference was held at the end of March, just prior to the formal end of the project.
It was agreed that the main focus of the conference should be a series of participatory workshops which would enable participants to gain a detailed appreciation of as many of the projects as possible. These would be complemented with a “projects marketplace” so that delegates who were only able to attend workshops on two projects could meet with representatives of the remaining six projects.

Participants were asked to complete and return an evaluation questionnaire. Disappointingly we only received seven returns. Of these all agreed that the conference day was “interesting and informative”. All but one agreed that the event “made them think about their own approaches” and “is likely to influence future work”.

Respondents indicated that the most worthwhile elements were:

- workshops
- making contact with practitioners
- learning first hand what methods worked and didn’t work

There were a couple of negative comments (from the same person): ‘too much choice’ (!) and ‘not enough time to view all the projects’

When asked if there was anything else they would like to find out about the Pathfinders – two people said that they would like to know where / how to access the resources which had been developed – another suggested making them available online.

One of the more useful by-products of the conference was the booklet containing descriptions of the eight projects. This is included as Appendix 4.
5. Other Issues

5.1 Project Advisory Group
Shortly after the commencement of the evaluation project, an advisory group with the remit to provide advice and guidance and generally “steer” the project was formed. This group comprised literacies experts, practitioners and representatives from Learning Connections and Communities Scotland’s Regeneration division. (See Appendix 5 for membership of the Advisory Group).

The Advisory Group met five times over the duration of the project. It has played a very valuable role, particularly in the earlier stages of the project, advising on the content and format of the evaluation framework and toolkit. It has also been very useful in refining the themes for the development workshops and also assisting with the input into these.

The Advisory Group has also played a valuable role, providing a key reference point for the consultants in terms of reporting project progress and as a ‘sounding board’ as refinements in the project methodology have been made as it has progressed. It has also ensured an external and ‘independent’ perspective has been brought to the project, to complement and enhance Communities Scotland’s own aims and objectives.

The main difficulties that the Advisory Group have experienced have generally been practical ones, including having to evacuate Communities Scotland’s offices during a fire alarm and reconvening in the bar of a local hotel (!). It has been difficult for all members of the Group to meet at the same time and it has been particularly challenging for Learning Connections staff to organise these meetings.

5.2 Relationship with Learning Connections
Learning Connections has provided the Project Management for both the Pathfinders as well as the Evaluation Project. The Evaluation Project has benefited from having two Learning Connections Co-ordinators to provide project management support, with one of the Learning Connections Managers having overall responsibility for the project.
This arrangement has worked well, with the consultants being well supported and having ready access to staff to deal with their queries and issues which have arisen over the course of the project.

Each Pathfinder has a designated link person within the Learning Connections team. At the outset of the project, we endeavoured to hold a joint meeting between the evaluation project team and the Learning Connections team, however for a variety of reasons (for which we are partly responsible), it proved impossible to schedule this meeting. One aim was to clarify the respective roles of the Learning Connections staff with the consultant team in relation to liaison and support to the individual Pathfinder projects. Generally this has worked well, however there have been a few areas where we think this could be improved. For example, the Pathfinders have, in some cases, been slow at producing their periodic progress reports. It has not been always clear whose role it has been to chase these up. This has led to a degree of confusion between the advisory/support role that we originally envisaged and a supervisory/management role. This has not been a major problem, however, with the benefit of hindsight, we should have all made greater effort at the outset to establish our respective roles a bit more clearly.
6. Conclusions

In this section we set out the main conclusions we have drawn following completion of the project. First, we take the project as a whole, and then we take each of the different elements of the project and set out separate conclusions for these.

6.1 General

Prior to being appointed to this project, we often commented that a fundamental problem with many project evaluations was that they came too late. By this we meant that the lessons learned often came after a project was finished. While this provided valuable information for others, it meant that those involved in the original project rarely gained the benefits of the process for their own projects. We were therefore encouraged by what we perceived as an enlightened approach that was being adopted by Learning Connections with the Second Phase Pathfinders.

In general, we conclude that this premise has been borne out with this particular project. Our overall impression is that the Evaluation Project has contributed to a process whereby each of the Pathfinders has critically reviewed its progress and that the process of self evaluation has introduced a rigour to this which would not otherwise be there.

At the same time, and we develop our thinking on this in more detail in the sections below, we would conclude that the approach we have developed has been possibly over mechanistic and over-relied on a ‘reporting’ process, rather than a more reflective one. While the evaluation framework and toolkit were designed to encourage self assessment, we generally conclude that they have been seen and used more as a processes of ‘justification’ and ‘accountability’ than as ‘developmental’ ones. In the next section, Recommendations, we set out ways in which this lesson might be applied in the future, with other projects. In general however, we feel that more emphasis (on our part), could have been placed on developing and supporting an internal process within each of the Pathfinders which could have been more participative and reflective. However, had this approach been adopted, we would have been less likely to have the legacy of evaluation resources which have been developed during the project.
Another significant factor worth commenting on has been the general process of establishing and implementing the Pathfinders. While we (Communities Scotland and the consultants) were keen to ensure that the evaluation process was embedded in the projects from the outset, we perhaps underestimated the difficulties and timescales that the projects would have in getting themselves ‘up and running’. For example, recruitment of suitable staff proved difficult for some of the projects. Others such as Farm Plus had difficulties setting up IT links with learners. Consequently, and understandably, the focus of the project staff and the sponsoring agencies was on the practical establishment of the individual projects and less so, on the evaluation processes.

While not really a subject of the Evaluation Project or this report, it is worth commenting, in passing, that one of the underlying difficulties that the whole Pathfinder project experienced was a general shortage of suitably qualified and experienced staff to resource the Pathfinders. Across the country as a whole, the Pathfinders were creating a significant demand for approximately 12-15 relatively experienced staff in the field of literacies. Our perception was that this in itself had “over-heated” the market and that some projects had difficulties in attracting and recruiting suitably qualified staff. In the end, however, it is worth commenting that the projects were ultimately able to recruit and generally retain good quality and experienced staff.

6.2 Evaluation Framework

The evaluation framework and the criteria developed to be used in the assessment of the individual projects has, we conclude, provided a useful basis for this. We can see however from the final project reports, that again understandably, the projects have applied more importance to some criteria than others. For example, criteria such as ‘Project Management’ and ‘Best Value’ have probably been the least applied or have had a detailed assessment made against them.

On reflection, we would conclude that the evaluation framework could be improved by a number of measures. First, it could be simplified and the criteria used by each project reduced. Alternatively, we should have used a matrix approach where by each of the projects developed their own evaluation framework, using the suggested criteria but prioritising them thus:
This would enable the projects to ‘tailor’ the framework more closely to the objectives of their projects.

This would also enable the framework to embrace more criteria which could be used (optionally) to assess projects against, without making the process more elaborate or complex. For example one criteria we referred to in our proposal, but ultimately was not included in the framework was that of ‘sustainability’. Paradoxically, this was an issue which became a pre-occupation with many of the projects and, with the benefit of hindsight, is probably more important than some of the criteria developed.

6.3 Evaluation Toolkit
The toolkit, we conclude provides a useful set of resources which could be made more widely available. The range of ‘tools’ is comprehensive however, it would be possible to develop this further to include one or two more which would assist further with assessing projects against all of the evaluation criteria. Originally for example the first version of the toolkit included a project financial monitoring ‘tool’. This was withdrawn and replaced with the existing pro-forma developed by Communities Scotland. Similarly, we can now see that it would be relatively easy to develop a ‘tool’ which would assist projects assess their approach to, and competence in ‘project management’.

Indeed, building on the conclusions on the restructuring of the Evaluation Framework, the toolkit could be redesigned so that there are individual tools relating
to each of the evaluation criteria and projects using this could then select the appropriate tools. The existing guidance with the toolkit does indicate that projects should use it selectively, but with a few design changes, this could be clearer and easier to use.

The only significant difficulty that projects reported with the toolkit, was the issue which pre-occupied the Advisory Group in the early stages of the project – the differentiation between Project Outcomes and Project Outputs. While efforts were made to clarify this and illustrate the differences with examples, this is an issue which could be clarified or simplified further.

It was also gratifying from the dissemination event that some of the projects had gone on to use more multi-media approaches to record the work of their projects and learner experiences. The toolkit relies very much on written reporting and recording and it would be useful, in any refined version of this, to incorporate tools which give advice on the use of multi-media.

Below, we develop further, in Section 6.6, the potential for the toolkit to be used “online”. Our conclusion is that at this stage, the toolkit is relatively unsophisticated i.e. a set of proformas and guidance that is downloaded, completed and then submitted to Communities Scotland. Further development could include more inter-active tools – for example the development of an interactive approach to assessing learners’ progress and attitudes which could potentially be very valuable e.g. online survey questionnaires for completion by learners.
6.4 Consultancy Support

As we comment above, projects have varied considerably in their uptake of the offer of consultancy support. Our overall conclusion is that this has been a valuable aspect of the project. Inevitably it was up to each project to assess what use they would want to make of this and was not imposed on them.

Again, with the benefit of hindsight, it might have been possible to build into each of the projects, an obligatory quarterly review workshop, facilitated by the consultants which would help the projects to focus on reviewing project progress and supporting them to overcome any problems or issues they were experiencing.

6.5 Development Workshops

The overall conclusion based on both observation and feedback from the projects is that these have provided a valuable opportunity for the projects to interact and share experience of the issues and problems they have each faced. We are aware that the earlier workshops, because of time constraints, limited this and this has been addressed in the latter workshops held.

A suggestion made at the outset was that the workshops could be hosted by the individual projects, in order that all of the projects could develop a better understanding of the contexts and environments in which each of them operate. However for practical reasons, i.e. the geographical spread of the projects, this has proved impractical. In retrospect, it might have been worth making more effort to overcome these practical obstacles, with a format of quarterly meetings, hosted by the individual projects. Saying that, it has been difficult to get the commitment from all the projects to participate in the workshops we have organised – not because these were not seen of value, but just for practical and other workload reasons.
6.6 Web Site

The Pathfinders web site is we conclude a very valuable resource, with potential to be developed further. As we say above, the limitations on its use have been largely as result of the external constraints that have been imposed.

In relation to the potential to develop the web site, there is still scope for it to contain, for downloading, the resources that have been developed by the individual pathfinders. In one case, (Farm Plus) these is a link to the project’s web site where the project’s resources can be accessed. Where projects have their own web sites, then the Pathfinders web site could signpost these. In other cases, it should be possible to download resources directly from the Pathfinders’ web site.

We would also conclude that there would be value in integrating the Pathfinders web site within the Communities Scotland web site and transferring responsibility for updating it.

At the same time, with the conclusion of the second stage Pathfinders, it is unlikely that there will be much more content added to the site. There is still scope for posting the Project’s final reports and possibly the independent evaluation. It would therefore make sense to consider ways of incorporating the information, lessons learned and the resources developed with Communities Scotland’s own web site.

6.7 Dissemination

Within the context of the Evaluation Project, the main dissemination event was the final conference, held in March 2006. As we say above this proved to be a relatively successful event and was well received by participants. However, we were disappointed by the significant level of ‘no shows’ i.e. delegates who had booked on the conference but failed to turn up. Below we make recommendations on how this problem might be addressed in the future.
7. Recommendations

In this section we set out a number of recommendations based on the lesson learned and the conclusions of the Pathfinders’ Evaluation Project. These are intended to provide practical advice which can be used in the future by Learning Connections in its role promoting and supporting development and innovation.

7.1 Future Projects: While formally beyond the scope of the evaluation project we would recommend that future literacies projects supported by Learning Connections should a) generally be smaller and b) should be linked to existing agency’s work and do not rely on the establishment of a separate project infrastructure and recruitment of new staff. This would avoid the relatively long lead in time the Pathfinders experienced, the difficulties of recruitment which some, but not all the Pathfinders had and finally, the understandable effort that goes into considering and obtaining longer term funding that inevitably arises when projects with new staff focus on, towards the conclusion of their initial funding agreements.

7.2 Project Evaluation: We would recommend that as well as undertaking final (summative) evaluations, Learning Connections also pilot alternative forms of formative evaluation. As we say above, we felt that the approach used in the second stage Pathfinders was perhaps over-reliant on a documentary reporting system. We would recommend an approach which was more “process” oriented. For example, integrating periodic review workshops into the project plan.

7.3 Evaluation Toolkit: We would recommend that there would be value in Communities Scotland incorporating the toolkit into its web site and making this more widely and generally available. We would also recommend, that the toolkit could be reviewed with a view to making it more adaptable to a wider range of projects. We are of the view that the evaluation criteria set out in the framework are appropriate for a much wider range of community learning and development projects, and with the addition of a few more criteria (e.g. as we say above “sustainability”), could provide a useful and flexible resource for other projects.
7.4 **Project Management:** We would recommend that there would be value in devoting more time at the outset of any project using external consultants to clarify roles and expectations of both parties more clearly. As we comment, we did not feel that we experienced major difficulties, but it would have been helpful if the respective roles of the Project Managers, the Project Co-ordinators and the consultants were a bit clearer.

7.5 **Web Sites:** While we understand the reluctance of Communities Scotland IT section to operate within the CS web sites, sites which are not under their direct editorial control, we would recommend that a more flexible approach could be adopted. For example CS could provide consultants with guidelines on site content, layout, format and language which would ensure that it conformed to CS’s standards.

7.6 **Sharing Experience:** A key objective of this project was to encourage and support the sharing of experience among projects during their lifetime. This proved more difficult to organise than we had suspected. We would recommend that the responsibility to participate in this was make more explicit and (almost obligatory) in any future pilot programmes.

7.7 **Dissemination Events:** We understand that the difficulties we experienced with low turnout seems to be a common experience with other similar events sponsored by Communities Scotland. We would recommend that there may be a number of solutions to this. We also appreciate that for a number of reasons it may not be acceptable to Communities Scotland to organise these events on a “commercial basis”. In this case, we would have been happy to explore with Learning Connections the scope for organising the dissemination event on a fee charging basis, with Communities Scotland underwriting the event, but with the consultants generating income from the event and thus reducing the consultancy fees charged. It is also our experience that participants are much less likely to be “no shows” at events where they have paid a fee.
We would also recommend that Learning Connections review its database of contacts in Adult Literacies and Community Learning and Development. We received comments from some of the conference participants that they were aware of potential participants who had not received invitations and while no data base can be fully comprehensive, we would recommend that the current data base is reviewed and that a process for regular updating is put in place.
Appendices

i  Evaluation Framework
ii  Evaluation Toolkit
iii  Pathfinders Web Site – Home Page
iv  Pathfinders Descriptors
v  Evaluation Project Advisory Group
ADULT LITERACIES PATHFINDERS EVALUATION FRAMEWORK

May 2004
1. Introduction

The aim of this document is to provide a framework which can be used to assist the eight Second Stage Adult Literacies Pathfinders to evaluate the effectiveness and impact of their projects. Along with this has been produced an "evaluation toolkit". This provides the Pathfinders with a number of practical guides to assist them undertake different aspects of project evaluation.

First the framework sets out what it is each Pathfinder is being evaluated on. It then describes the different methods used in evaluation and then provides a list of the contents of the Evaluation Toolkit.

The evaluation framework has also been developed to be consistent with the Learning Evaluation and Planning (LEAP) scheme. LEAP\(^1\) was devised for the Scottish Executive to be used by partners in community learning.

2. What is being evaluated?

Following consultation with representatives of each of the Pathfinders, the main objectives of each for the evaluation were identified. While each Pathfinder had its own specific objectives these could be categorised under a number of headings. These eight criteria have been incorporated within the Evaluation Toolkit documents and are:

- Impact on the Target/Client Group
- Demonstration of Innovation
- Resources Development
- Development of Inter-Agency Partnership Working
- Raising Awareness of Literacies Issues
- Recording and Dissemination
- Project Management
- Best Value

2.1 Impact on the Target/Client Group

Clearly one of the main objectives is to make a difference to the individuals (and the organisations) with whom the Pathfinders are working. In terms of individuals, a key objective is the development of literacies and associated skills. The evaluation of many of the Pathfinders will require them to be able to demonstrate individual learner progress. The use of tools for self-evaluation could be important in this. Many of the projects already use Individual Learning Plans which could demonstrate individual learner progress.

This objective also focuses on both the ability of the Pathfinder to engage with the client group, involve significant numbers as well as providing the quality of education, support and resources which will lead to improvement.

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\(^1\) Learning Evaluation and Planning: A handbook for Partners in Community Learning – Community Development Foundation 2001
User involvement is a priority within this objective. Users should be involved in the planning, delivery and evaluation of projects with involvement being demonstrated by:

- Learners being involved in designing materials and evaluating the methods used by the project.
- Feedback that learners have become more involved via new partnerships e.g. voluntary groups.
- Learners’ voices having a place so they can help change the culture within organisations.

Underlying the Pathfinder programme is the importance of targeting a number of “priority” groups. This aspect of the evaluation focuses on the ability and effectiveness of the individual Pathfinders to do this.

As well as having the objective of the development of literacies, a number of the Pathfinders have a number of specific objectives which are related to this, but can be described as “secondary”. This does not mean that they are less important - only that the development of literacies in the individual should bring about other benefits. For example one Pathfinder is concerned with helping young people to sustain their tenancies and move towards independent living, another is concerned with bringing about improvements in the health of the group it works with and another focuses on helping parents develop the educational abilities of their children.

LEAP describes two levels at which these impacts can be analysed. “The first level identifies the major dimensions of each activity. **We identify four for personal development**

- Identify and engage the participants
- Create empowering learning
- Support sustained involvement in learning
- Support the transfer of learning

We identify five for community capacity

- Work with communities to plan and address their needs
- Support the development of skills and confidence of activists and organisations
- Promote broad based participation in community affairs
- Assist communities to exercise power and influence
- Assist communities to provide or manage services

The second level identifies what is involved in each dimension. We call this level the elements. For example in the dimension: Identify and engage the participants, we have elements like: establish contact with groups and organisations; gather information on perceived learning needs, motivation and aspirations.”2

**2.2 Demonstration of Innovation**

For all of the Pathfinders, the scope to demonstrate that their projects were innovative in their approaches is also seen as a key objective. Innovation encompasses a wide range of aspects including new approaches to engaging and sustaining the involvement of the target group, new materials, teaching methods and the use of technology.

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2 Op cit. p. 7
2.3 Resources Development

For a number of Pathfinders the production of resources which help develop the literacies with their target group is seen as an important objective. These may be in the form of text based, audio visual media and interactive IT based. This objective is of particular priority to Learning Connections, enabling some of the important benefits of the pilot programme to be disseminated to other projects and services both within Scotland and further afield. The process of developing resources should also be part of the lessons learned from the project. The importance of developing quality resources which address barriers of accessibility and readability are crucial.

2.4 Development of inter-agency partnership working

An important theme for all of the Pathfinders was the ability to develop inter-agency partnership working. This is seen as important at a number of levels. First to maximise the resources that can be used in the delivery of literacies support to the client group, secondly to provide opportunities for "progression" for the learner and thirdly to engage with other agencies which are in contact with people who would benefit from literacies support and teaching.

The LEAP model is also concerned with ensuring that partners develop a shared perspective and understanding of the outcomes of the project and that this must be built in at the planning stages of the project in order that this can then be evaluated. (See for example LEAP handbook p.12)

While it is often recognised that effective inter-agency partnership working can be difficult to achieve, it is also recognised the importance of providing “joined-up” services especially to particularly disadvantaged or vulnerable client groups.

Partnership working is also an important aspect of ensuring the longer term sustainability of the Pathfinders, where other partners are a source of future support and resources. However, there is a need to have a shared understanding of how the level and effectiveness of Partnership working is measured.

It will be important to measure the effectiveness of these progression opportunities.

2.5 Raising awareness of literacies issues

Related to partnership working, is the objective of raising awareness of literacies issues among other agencies, groups and professionals. Projects such as the Great Northern Partnership have as a main objective, raising awareness of literacies issues and provision among health workers within the Social Inclusion Partnership area. Similarly projects such as Links to Literacies aims to raise awareness of the potential of voluntary and community organisations to be involved in the developments of literacies support. It is important to discern the impact of raised awareness on the activities of these organisations.

2.6 Recording and Dissemination

There is little point in a pilot programme such as Pathfinders if the experience of the individual projects is not well recorded and ultimately disseminated to others involved in literacies. While this objective is generally shared among the Pathfinders, it is of particular importance to Learning Connections, one of whose main tasks is to ensure that the lessons, both positive and negative from each of the Pathfinders can be used
to improve the quality of literacies provision throughout the country. There is also value in dissemination between projects, which will be facilitated by the development of a website for Pathfinder projects.

### 2.7 Project Management

A theme that several Pathfinders stressed was the importance of effective project management. This covers several aspects of the project – for example its effectiveness at recruiting skilled staff, good reporting systems and financial control. It is also concerned with issues such as ensuring good access to the project’s services for the client group. This can range from ensuring good physical access to premises through to ensuring that the project is promoted using accessible information.

### 2.8 Best Value

The Pathfinder programme represents a significant investment of public resources. This objective is concerned with being able to demonstrate that this investment is well used. Best value, like “value for money” is not however concerned with “cheapness”. It is about demonstrating that the outputs and lessons from the projects would have been difficult, if not impossible to achieve with fewer resources and “inputs” than by other means.

Inputs (using the LEAP model), include:

- Community inputs – including skills, commitment (including voluntary effort), and motivation of local people
- Partner inputs – from the main provider and its partner agencies including staff time and skills, buildings, equipment, services
- External inputs – in the form of government grants, support from external agencies

This aspect of the evaluation is also concerned with “the additionality” and support that each organisation sponsoring a Pathfinder can bring to the project.
3. How is Evaluation carried out?

In this section, the main methods of project evaluation are described. Different methods are used to evaluate different objectives. Two key concepts in the approaches to evaluation are formative and summative.

**Formative** evaluation is essentially concerned with assessing the processes and actions undertaken during the course of a project. The main focus is on monitoring progress and where using the results of this to adapt and develop the project during its life. Given the experimental nature of the Pathfinders, this aspect of the evaluation recognises that some aspects of the project will work, others may not. Success based on the ability to critically reflect on the work of the project, assess what works and build on this, what doesn’t work and change this.

**Summative** evaluation is more concerned with “looking back” at a project following completion and assessing the overall impact of the project and the lessons which can be learned for the future, both for the project as well as others.

The Pathfinders will be subject to an independent external evaluation which will focus on the **summative**. The main focus of the work that individual Pathfinders will concentrate on is on the **formative**, although the data and information gathered during this stage of the project’s life will also inform the final evaluation.

### 3.1 Baseline Data

In order to evaluate the impact of each Pathfinder it is important to have an understanding of the position within the community or target group the project is working with, prior to the project commencing. In some cases this information is relatively available and accessible, in others less so. The baseline data required for each Pathfinder will obviously vary but generally can be covered by the following headings:

- Area/community covered by Pathfinder
- Population/nos. of client group e.g. nos. of people with learning disabilities in area, no of asylum seekers
- Why literacies is an issue within the target group
- Evidence of the impacts of low literacies levels within the client group e.g. tenancy turnover, poorer health, higher levels of unemployment, poorer school performance of children

### 3.2 Statement of Project Objectives and Action Plan

The next step in the evaluation process is for each project to have a clear statement of its objectives and a plan to translate these into specific action and outcomes. This will also include an indication of the target timescales to achieve these. This should be produced by the end of September and sent to the Learning Connections Coordinator.

### 3.3 Progress Reporting

Pathfinders are required to provide periodic progress reports. These will record the action undertaken over a fixed period and the progress towards the Pathfinder’s objectives. It is envisaged that periodic progress reports will be required quarterly, with these consolidated in an annual report. The first quarter report should cover the
period October – December 2004) and submitted to the Learning Connections Co-ordinator by mid January 2005. Following this quarter, there will be a workshop in late January to review project progress, the experience of evaluating the first quarter of the project and to refine the evaluation framework in the light of this experience.

3.4 Final Reporting

Each Pathfinder should produce, close to its completion (dates for this will be agreed with each Pathfinder and their Learning Connections Co-ordinator), a final report. This will be a more detailed account of the project and an assessment of its performance, along with evidence of its work and achievements, the difficulties experienced and lessons learned. The final report needs to, as far as possible, provide quantitative data about the project. It can also provide a qualitative assessment of the project through the use of case studies which can provide evidence of the progress made both by individual learners (and clients) as well as the projects.

3.5 Learner Involvement

Feedback from learners involved in the Pathfinder will be an important element in any evaluation. Learner involvement can come in a number of ways. First, there is a need to be able to record individual learner progress. Second, the learner can be involved in providing feedback about the project, its benefits and how it might be improved. Thirdly, the Pathfinder may be able to develop ways in which learners are involved in the future development and management of the Pathfinder.

3.6 Consultation with Stakeholders

In assessing the impact of the Pathfinder overall, as well as the effectiveness of developing inter-agency partnerships, consultation with other stakeholders and partners is a central aspect of the evaluation. This can provide information on the success of increasing awareness, levering in additional resources and assessing the long term sustainability of the service.
4. The Evaluation “toolkit”

Accompanying this framework document are a number of “evaluation” tools to assist Pathfinders build up a comprehensive evaluation of their projects. It should be emphasised that not all “tools” will be applicable to every Pathfinder. Instead each Pathfinder can use those which best help it, or can adapt these to suit their individual circumstances.

The “tool kit” comprises:

4.1 Baseline Data Proforma

This is a short and simple proforma in which the baseline position prior to the establishment of the Pathfinder is recorded.

4.2 Statement of Project Evaluation and Action Plan

This is a summary in tabular form of the Pathfinder’s objectives. This is based on the LEAP model, providing a framework for planning and evaluation of the main “elements” of the Pathfinder. While the LEAP model focusses on two underpinning aims, Promoting Personal Development and Building Community Capacity it is likely that most Pathfinders are predominantly concerned with the former, although some will also have community capacity building as their primary aim e.g. Learning Links

4.3 Quarterly and Annual Progress Report Proformas

These provide a simple monitoring and reporting system which takes the objectives of the Pathfinders and enables them to provide both their stakeholders and funders with an easy to assess account of their work over a particular period.

4.4 Final Report Proforma

This is a more detailed proforma which covers the development of the Pathfinder, its work and an assessment of the extent to which it has met its objectives. It also gathers together the views of project users, partners and other stakeholders and sets out any lessons learned for the future. The final report may also provide a detailed case for future support for the project.

4.5 Case Study Guidance

The toolkit provides guidance on the preparation of case studies for incorporation in periodic and final reports.

4.6 Client Satisfaction Interview Schedule

This interview schedule is designed to complement other forms of learner progress recording. The main aim of this schedule is to obtain learners’ view on the project overall and ways in which it might be improved in the future.

4.7 Partner Consultation Interview Schedule

This schedule will enable Pathfinders to gather information from its partners and other stakeholders in a consistent way. It will also enable the Pathfinder to identify future potential of support and any action they may have to take to obtain this. It will
also enable them to assess the extent to which the Pathfinder has raised awareness of literacies issues among other partner agencies.

5. Support with Evaluation

An overall aim of this evaluation framework is to provide support to each Pathfinder to undertake its own evaluation. The “toolkit” is being designed to minimise the additional work that each Pathfinder has to undertake, supplementing the development work being undertaken by each project. There is additional consultancy support for each Pathfinder, to assist with the evaluation process.

Support can be provided to adapt this framework to the needs of individual Pathfinders, fine tune any of the parts of the toolkits, and where necessary develop new tools specific to an individual project.

To obtain any assistance in relation to project evaluation, contact Anne Murray or Tony Graham at ODS Ltd – Tel 0141 424 3765 or e-mail admin@ods-glasgow.com

There will be a review workshop which will assess the experience of all Pathfinders on the evaluation process at the end of January 2005. Details of this will be sent out in early January.

TG/ab
ODS
June 2004
Appendix II

BASELINE DATA REPORT

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Insert your Logo here
Target area/community/group covered by Pathfinder:

Total population of target group within area Pathfinder will be operating in:

What factors have contributed to literacies being an issue with this target group?
What impacts (social, economic or cultural) do low levels of literacy have on this target group?

Current provision for this target group

Other baseline/background information relevant to the objectives and targets of the project:
Pathfinder: ........................................

Pathfinder Objectives

<table>
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<tr>
<th>Evaluation criteria</th>
<th>Anticipated Outcomes</th>
<th>Targets (including timescales)</th>
<th>Action</th>
<th>Comments</th>
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<td>Resources Development</td>
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<td>Development of Inter-Agency Partnership Working</td>
<td>Raising Awareness of Literacies Issues</td>
<td>Recording and Dissemination</td>
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<td>Evaluation Criteria</td>
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<td>Progress during quarter</td>
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Notes:

- It is not expected that you will be able to report on progress within each of the evaluation criteria in every report. For example, activity in terms of resources development may come towards the end of your project.
- Outcomes are the overall effect, change or difference that your activities have made. Examples could include, “increased rates of employment within the target group” or “increased awareness of literacy issues among partner agencies”.
- Outputs are the activities you have carried out which have contributed to achieving these outcomes. For example, in achieving an outcome of “increased awareness of literacies issues among partner agencies” the output could be “two workshops with partner agencies on literacies” and/or “distribution of project information”.

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<th>Pathfinder</th>
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**Evaluation Criteria**

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<th>Outcomes</th>
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<th>Project Management</th>
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<td>Best Value</td>
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FINAL EVALUATION

..................PATHFINDER

Insert your Logo here

March 2006
# FINAL EVALUATION

## SECTION 1: INTRODUCTION

**Description of the Project**

**Target Groups**  
*Describe the profile of your target groups and why they want or need your service.*

**Growth Trends**  
*Is the need/demand for your service growing or shrinking?*

**Resourcing**  
*Explain the particular qualities or circumstances concerning your service that will enable you to maintain financial support.*
### Section 3: Organisation

Explain the form of project organisation you used and how this contributed to the project’s work/success, e.g. board, staff team, office base, outreach work, etc.
**SECTION 3: ORGANISATION**

Describe your (Board and staff team) work experience including a list of your skills and knowledge, which are required in your project.
**Section 4: Activities**

*Describe the Project’s activities*
### Section 5: Project Users Attitudes

Summarise any data you have on Project Users towards the Pathfinder.

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<th>Case Studies</th>
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</table>
### Section 6: Financial Resources

**Income**

**Expenditure**
SECTION 6: FINANCIAL RESOURCES

Support from Partners

Describe what support in kind you have from sponsoring/partner organisations.

Case Study
<table>
<thead>
<tr>
<th>Professional Advisers/Consultants</th>
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<tbody>
<tr>
<td>List any professional advisers who have provided support.</td>
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</tbody>
</table>
### Section 7: Promoting the Pathfinder

Describe how you have promoted the Pathfinder (include copies of any promotional materials):

What changes/improvements would you make to your promotional strategy?
## Section 8: Outcomes

In this section summarise the main outcomes of the project, e.g. engagement with target group, resources development, new linkages made. This can be adapted from the original application and subsequent annual and quarterly progress reports to Communities Scotland.

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Targets (take from Project Action Plan)</th>
<th>Progress Against Targets</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>Impact on target group</td>
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<tr>
<td>Demonstration of Innovation</td>
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<td>Resources Development</td>
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<td>Development of Inter-Agency Partnership Working</td>
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<tr>
<td>Raising Awareness of Literacy Issues</td>
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# FINAL EVALUATION

## SECTION 8: OUTCOMES

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<tbody>
<tr>
<td>Recording and Dissemination</td>
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<td>Project Management</td>
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<tr>
<td>Best Value</td>
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</table>
### Section 9: Partner Involvement

What partners/stakeholders have been involved in the Pathfinder and in what way?

<table>
<thead>
<tr>
<th>What feedback/comment have you had from partners. What commitment (if any) are they able to make to the future of the project?</th>
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</table>

How has the project been able to demonstrate innovation?
### Final Evaluation

<table>
<thead>
<tr>
<th>Section 11: Lessons Learned</th>
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<tbody>
<tr>
<td>Describe any problems faced and how these have been overcome/minimised:</td>
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<tr>
<td>Describe any other lessons learnt from the experience of your project:</td>
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</table>
## Section 12: Pathfinder Replication

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>Is there scope for this project to be replicated elsewhere? (Please state reasons why you agree or disagree with this)</td>
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<tr>
<td>What are the prerequisites to success if the Pathfinder were to be replicated in another area?</td>
<td></td>
</tr>
<tr>
<td>Are there any issues/barriers you have faced which would need to be addressed before this project is replicated in other areas?</td>
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</tbody>
</table>
What future options are there for the development of the project? What would the resource requirements be?
ADULT LITERACIES PATHFINDERS
CASE STUDY GUIDANCE

September 2004
Pathfinders Case Study Guidance

The aim of the case study is to provide a “snapshot” of the work of the project to complement the more quantitative data you may be collecting.

A case study may focus on:
- an individual learner
- a client organisation and the work you are undertaking with it
- a particular partnership relationship
- a particular example of practice, e.g. a promotional activity or the development of a teaching resource
- how you addressed a particular organisational issue or problem.

Format
In general, case studies should be relatively short – no more than 500 words of text and on average 250-400 words. They should also contain where possible, examples and samples of work, publicity material, press cuttings.

When would you use a case study
The case study can be used to give either a general sense of the work of the project or to illustrate a particular point. For example, a case study might be used to illustrate how the project helped a learner assess their future options and the basis on how they reached a decision. Alternatively, it may describe how the project developed and sustained a particular relationship with another education provider and the benefits to both agencies that has brought.

Confidentiality
Unless the information about an individual student is in the public domain, the case study should be anonymous. Similarly, especially where partnership relations may be particularly sensitive, you may wish to “disguise” the organisation. You would normally ask the person or organisation on whom the case study is based if they are happy for it to be used, even anonymously.

Writing up a case study – three parts
1. One or two sentences setting out what the case study is about and what it hopes to demonstrate.
2. The body of the case study in narrative form describing what happened.
3. Last section – three or four bullet points highlighting the main lessons learned.
Incorporating case studies in a report

It is generally better to “pepper pot” case studies through a report to highlight or reinforce the relevant sections of the report, rather than have them all together. It is usually a good idea to highlight case studies by placing in a text box, using a different font/style and sometimes shading the box slightly. This enables the reader to easily distinguish between the case study and the main body of the report.
ADULT LITERACIES PATHFINDERS
PROJECT USER SATISFACTION INTERVIEW
SCHEDULE
**Pathfinders Satisfaction Interview Schedule**

Remind interviewee that information would only be used anonymously. The purpose of the interview is to help us improve the project.

*Name:* ...........................................................................................................................................................................

*Date of Interview:* ........................................................................................................................................................

1. How did you hear about the project?

2. *What made you interested in getting involved?*

3. *What did you hope to get out of being involved?*

4. *Has the project helped you with this and in what way?*

5. *Is there anything else that you would like the project to help you with?*

6. *Are there any ways we could improve the project?* (e.g. more frequent contact, better location, more activities)

7. *Is there anything about the project you don’t like?*

8. Have you any other general/other comments?
ADULT LITERACIES PATHFINDERS
PARTNERS INTERVIEW SCHEDULE
Pathfinders Partners Interview Schedule

Partner organisation: ..........................................................

Representative: ..............................................................

Position: ............................................................................

Date of Interview: .............................................................

1. **Relationship with Pathfinder:** (e.g. funding, sponsoring, advisory, joint provider, referral)

2. **Understanding/perceptions of the Pathfinder:**

3. **How does Partner perceive working relationship with Pathfinder?**

4. How does Pathfinder assist the Partner with its objectives/what benefits does the Partner see the Pathfinder having brought?

5. **Is there anything the Partner would like to see the Pathfinder:**
   - Doing more of
   - Doing differently

6. **What support could/would the Partner be able to give Pathfinder:**
   - Over the next year
   - Over the longer term
7. How does the Partner see the working relationship with the Pathfinder developing in the future?

8. Any other views/comments:
Welcome

Communities Scotland is keen to ensure that the lessons learned from the eight Pathfinder projects are made available to as wide an audience as possible. The aim of the Evaluation Project is to support each of the eight projects in setting up a system for recording progress and monitoring the impact of the work they are undertaking.

The project has developed an Evaluation Framework which sets out the criteria used to evaluate each of the Pathfinders. This is accompanied by an Evaluation Toolkit. This provides Pathfinders with guidance on ways to record and evaluate different aspects of the project at key stages.

The evaluation project is overseen by an Advisory Group.

Site Directory

PROJECT DIRECTORY
Information about the eight Pathfinder Projects and their activities.

ADVISORY GROUP
Membership and minutes of the Advisory Group.

EVALUATION FRAMEWORK AND TOOLKIT
Download the evaluation framework and toolkit documents.

PROJECT CO-ORDINATORS DIRECTORY
Project Co-ordinators Directory

LEARNING CO-ORDINATORS DIRECTORY
Learning Connections Co-ordinators Directory

REFERENCE
Websites and publications related to monitoring and evaluation. Also some links to literacies resources.

FAQ
Some commonly asked questions on how to use the evaluation framework.

About this site
This site is administered by ODS Ltd on behalf of Communities Scotland. You can add comments to events, participate in forums. If you want to comment on the site please email the site administrator.

Forums
A discussion and information exchange forum for those involved with the Pathfinders.
ADULT LITERACIES (2\textsuperscript{ND} PHASE)
PATHFINDERS

PROJECT PROFILES
Challenge Dad

Background
Challenge Dad is based in Aberdeen and provides opportunities for men to build upon existing literacies skills and develop new ones. The project’s activities focus on dads working with their children - helping learners to increase awareness of their own and their child’s learning. Challenge Dad has developed existing partnerships and established new links across Aberdeen City.

Practice
The project organises fun events for fathers or carers and their children. Events incorporate literacy-related activities to help parents build their skills and develop ways to support their children’s learning. The project has used sport, outdoor activities, ICT and participative short courses to engage a wide group of men. Challenge Dad has committed itself to a learner-centred approach, developing learning resources with participants to contextualise the experience within their lives and taking time to build quality relationships based on trust and respect. Innovation comes in the target group for the project.

Challenges
- Partnerships and time have been the most prevalent issues during the project.
- The project has found that effort is needed from all partners to develop and sustain new work - successful partnership work has been through a matched effort.
- Time is vital when working with disengaged groups, time to build relationships is most important.

Learning points
- A learner-centred approach takes time to develop
- Not enough services are focussed on men
- Men are difficult to engage and need support
- Appropriate funding is essential
- Practice should be informed by research.
Countdown East End

BACKGROUND
Countdown East End focuses on sustainable community development. It runs alongside the PEEPS project, which provides a variety of adult learning courses for parents of primary school children in the East End of Glasgow. Countdown East End supports the PEEPS project by identifying unstated literacy and numeracy need and addresses this need through a system of Peer Educators.

Countdown East End was specifically designed to build upon the existing skills, knowledge and experiences of learners. Peer Educators encourage all participants to become actively involved in the wider social justice issues of their communities.

Practice
Aims:
- To increase the community's ability to identify and tackle literacies problems where they exist
- To build the confidence and skills of individuals to allow them to participate in community activity
- To promote lifelong learning
- To develop an effective monitoring & evaluation system.

After consultation with the local community, a wide range of innovative course programmes were designed, including:

- **Build Your Skills**
The aim of the course is to teach new skills and encourage teamwork. The course utilises the practical element of building a doll’s house, however each aspect of the “build” is underpinned with a literacy element. The course also builds practical skills such as budgeting and internet use.

- **Peer Educators Course**
The aim of this course is to give the Peer Educators an insight into the decision-making processes that affect people in the East End and in the wider community. Participants visited Council and SIP meetings and looked at the work done by Credit
Unions, Citizens’ Advice Bureaux, Community Councils and individual SIP projects. The literacy element included reading agendas, minutes and documentation, the use of the internet for research, interviewing decision makers and writing reports.

- **L-PADS (Learners Partnership Agreement Diary)**
The L-Pad document has been designed by the learners. It contains all the information normally contained within a traditional ILP but also records the soft indicators that can be difficult to monitor.

- **Reflective Diaries**
All learners keep a reflective diary. A diary can do more than simply record what happens in a session. It also provides an opportunity to be reflective, to ask questions, and to consider ways in which we might change what we do in future sessions.

**Challenges**

- Adapting courses to meet the needs of literacies learners
- Developing an effective monitoring and evaluation system
- Developing a method of recording ILPs that took into account the needs of not only the learners but those of other partners - L-PADS (Learners Partnership Agreement Diaries)
- Developing a Peer Educators course that is relevant to the Peer Educators and to the other learners
- Ensuring an effective and reactive method of engaging with the community.

**Learning Points**

- Consult effectively with the community to understand their learning requirements
- Meet with individual learners on a regular basis to discuss their progress and learning needs. L-PADS
- Staff and tutors should be aware of the individual and local issues that can affect learner progression
- Utilise existing resources available within the community
- Ensure effective partnership working.
Background
Research confirmed that there is a need for ALN support within the agricultural sector - and that the intensive seasonal nature of the work and long hours make normal patterns of delivery problematic. The remote rural locations of many employees in this sector doesn’t allow for the traditional group work learning experience.

Through Farm Plus literacy and numeracy learning is delivered to individuals within the agricultural sector in Dumfries and Galloway, particularly those who live in remote rural areas. This is a combination of one-to-one tutor support, telephone and e-mail support and learning materials developed for, and accessed through, the Farm Plus website.

This research project aims to identify the learning mode, or combination of learning modes that best supports delivery in remote rural areas. This will inform future delivery locally and nationally.

Practice
Main activities
The project provides the following:
- 1:1 tutor support to learners in their home of up to 40 hours face to face learning time per annum
- each learner works to identified personal learning goals negotiated through a personal learning plan with progress being recorded through records of work
- learning is centred on improving learners literacies and IT skills
- a dedicated website - www.farmplus.ac.uk - which contains downloadable contextualised materials, a news section, texts with audio, an audio glossary of key words with definitions and sample sentences, interactive crosswords, word searches and cloze exercises, and a discussion forum for learners and tutors
- a folder of paper-based contextualised learning materials for learners
- a PC, printer and dedicated phone line installed in each learner’s home.

Innovations
- Farmplus is the only literacies project and website to be solely contextualised in the farming sector
- The level of audio support provided is much higher than any other comparable website or project
- The quality of visual materials: photographs of actual scenes and activities are used whenever possible as opposed to computer-generated graphics
- Farmplus is the only website literacies project which also provides 1:1 tutor support to learners
- The provision of a PC and 24/7 dial up in the learner’s home is also unique
- Farmplus takes the learning to the learner, thereby targeting a hard to reach group and overcoming the barrier of rural isolation.
Challenges

Key Challenges

▪ Identifying and engaging with individuals with ALN needs within this sector
▪ The remote rural locations of learners with demanding working lives
▪ Meeting the original design of the project, which was over-ambitious in terms of technological specifications
▪ Identifying tutors and training them in terms of technology and learning materials
▪ Co-ordinating a small number of learners over a region that covers 2,500 square miles.

Significant Issues

▪ The technology at our disposal was not adequate to meet the original aim of producing web cast broadcasts
▪ The location of the learners meant that we were not able to use Broadband
▪ Responding to the demand for materials from the learners within the hours allocated to project team.

Learning points

▪ More lead in time to set up infrastructure
▪ Additional hours for the development of literacies materials should have been allocated earlier in the project
▪ The need for a broad range of learning modes that learners can access and use. Learners require their individual blend – the range of materials and modes needs to be broad so that the most effective blend for the individual can be created from this
▪ Pilot projects of this type require a flexible and adaptable approach.
Background
Healthwise Aberdeen aims to:

- raise literacy awareness in the health sector
- provide integrated literacies / health courses and 1:1 learning opportunities
- support the production of easy to understand health information
- increase the number of literacy referrals coming from the health sector
- promote the use of health literacy in everyday tutoring practice by Adult Learning tutors.

The project aims to engage local people from the target areas, local health staff, Public Health staff and Adult Learning tutors.

Practice
Throughout the project we have worked in new ways to build links between Adult Learning, the health sector and local communities. We have developed our activities in response to feedback from local people, health staff and Adult Learning tutors.

**Raise literacy awareness in the health sector**
We have worked to develop strong relationships with the local health sector:

- conducted a baseline survey into literacy awareness within local health sector
- attended and gave presentations at health meetings and forums
- provided informal advice to health staff through contact with the Learning Advisor Service
- produced awareness raising resources for health staff

**Provide integrated literacies / health courses and 1:1 learning opportunities**
The project has developed and provided group and 1:1 learning opportunities in response to feedback from local people. New groups include Log on to Health, Lunch and Learn, Food for the Family, Able with Labels and Family Health groups, as well as general literacy and numeracy provision.

**Support the production of easy to understand health information**

- provided advice on making health resources more accessible
- have rewritten health information and publicity for health services to make it more accessible, at the request of Public Health staff
- produced a Clear Communication pack for health staff
- worked with local people to develop health resources.

**Increase the number of literacy referrals coming from the health sector**

The Learning Advisor Service was based in local health clinics to engage local people who access health services, in order to provide information on local learning opportunities and Healthwise Aberdeen groups.

**Promote the use of health literacy in everyday tutoring practice by Adult Learning tutors**
- established a Healthwise Aberdeen resource section in the Adult Learning Resource Library following consultation with staff and tutors
- held a resource launch night for tutors
- attended regular tutor meetings and training courses to talk about the project.

**Challenges**

- **Time issues**
  Every one of our aims could have been a full time project in itself. We therefore had to prioritise and be realistic about the amount that one project worker could achieve. It is important not to underestimate the amount of time needed to effectively meet local needs. It takes time to coordinate effective provision.

- **Need for flexibility**
  Partnership working requires a flexible approach. The original plan of delivering formal awareness raising sessions to health staff had to be adapted to an informal approach due to the training structures in place within the NHS and the time constraints on health staff.

**Learning points**

- **Health literacy is an important area of work**
  It has become clear how important health literacy is - there is real demand from health staff, tutors and local people. It has the potential to improve health care, the communication of health information, and understanding of health issues.

- **Health literacy is an excellent way to engage new learners**
  It is relevant to peoples’ lives and has been successful in attracting new learners who do not traditionally attend community services.

- **There is interest in health literacy and a demand for the approach used**
  We are currently using all our resources to meet demand from potential learners, health and community staff.

- **A targeted health literacy project has been a worthwhile thing to do**
  Having a specific project to concentrate on health and literacy has enabled us to target work and resources in a way that would not otherwise have been possible. The results provide ample evidence that this has been worthwhile.
Homing In on Literacy

Background
Homing In on Literacy aims to reduce the number of adults and particularly young adults facing homelessness by addressing the issue of sustainable tenancy. The project provides those who are homeless or living in temporary accommodation with the literacy and numeracy skills necessary for dealing with tenancy matters. Homing In on Literacy helps learners to maintain their tenancy and thus avoid the revolving door of homelessness.

Practice
The most innovative approach adopted by this Pathfinder has been to take learning opportunities to learners where they are. An open and informal view of engagement has supported an open door approach.

- The project has provided one to one dedicated literacy support to learners
- ‘Skinflints’ resettlement programmes
- Provided in house learning opportunities within hostels and housing projects
- Used a multi media approach to engaging learners through film and creative writing.

Challenges

- Meeting the objectives of a multi agency steering group
- Publicising the project – appropriate networking
- Raising awareness of literacy and the barriers faced by people with low levels of literacy skills
- Developing user led services.

Learning points

- Working with a transient group, the project has had to respond by providing transient learning sessions. These enable learners to produce a piece of work within one or two day workshops
- Learning opportunities have to tap into learners interests
- Short fix approach is not most effective with this particular learner group
- Have to recognise limits to ‘move on’ options – eg. college not always appropriate.
Background

Links to Literacies is about the development of a model to increase the communication, collaboration, representation and partnership between statutory and voluntary partners, to ultimately increase the number of literacies learners.

Links to Literacies aimed to identify how the links between voluntary groups and literacy provision could be strengthened through the model of a Link Worker and local networks of voluntary organisations. Many people engaged with voluntary groups have literacies needs. Links to Literacies aimed to establish better systems for reaching excluded learners - and engage the voluntary sector in literacies planning and delivery mechanisms.

The target groups were local and national voluntary organisations in seven pilot local authority areas: Angus, Argyll & Bute, Clackmannanshire, Falkirk, Inverclyde, Stirling and West Dunbartonshire.

Practice

A literacies Link Worker operates in each of the local authority areas to improve collaboration between the local Adult Literacies Partnership (ALP) and a local network of voluntary organisations (an average of 10). Link Workers were recruited and trained from the voluntary sector.

Information on literacies provision and planning was cascaded through the Link Worker at regular meetings and in newsletters. Training and development opportunities and resources (books, materials, etc) were made available to the Link Workers and member organisations through the Links to Literacies Co-ordinator.

Challenges

At the start of the Project, it was discovered that the majority of voluntary organisations encountered knew little about the literacies plans of their local ALP. The Key Contacts of the ALPs were similarly unaware of many of the local
organisations and their work. Almost all of the voluntary organisations wanted to be more involved with adult literacies.

The other common obstacle that organisations faced was the pressure of time and the lack of resources, including staff, to enable full involvement in literacies.

The key challenges therefore were:

▪ To increase the flow of information between the ALP and the voluntary sector
▪ To raise awareness of literacies in the wider sense among voluntary sector organisations
▪ To facilitate awareness raising training for voluntary organisations
▪ To encourage the sharing of good practice, knowledge and experience among voluntary organisations in the pilot areas
▪ To facilitate involvement of the voluntary sector through effective representation (via the Link Workers) on the ALPs.

**Learning points**
The network approach of Links to Literacies has proved highly effective as indicated by the following statistics:

▪ 87 per cent of voluntary organisations (surveyed after being involved with the project for around 12 months) indicated that they were aware of clients with literacies needs. Not all of these are referred to literacies provision - many clients are supported by the voluntary organisations themselves
▪ 67 per cent of respondents reported that their level of awareness had increased since engaging with Links to Literacies
▪ 78 per cent were more aware of other literacies providers who could support their organisation or clients
▪ 53 per cent of respondents felt that they had stronger links with the local Adult Literacies Partnership
▪ All Key Contacts noted an increase in the number of voluntary organisations involved in the local partnership.
Stirling Partnership – Challenge and Change

Background
The Stirling Pathfinder aimed to establish literacy and numeracy programmes which effectively meet the changing needs and aspirations of people with learning disabilities.

The project builds on a strong history of partnership working in Stirling - in the fields of learning disability and adult learning. We became more and more aware that new opportunities were opening up for people with learning disabilities, as a result of national and local initiatives. We felt very strongly that to make the most of these, people needed a chance to develop literacy and numeracy skills relevant to their developing opportunities - in short, acknowledging in curriculum terms that people with learning disabilities are people, first and foremost.

Practice
- Consultation events with learners, and those who had previously been learners, but opted out
- A residential event exploring different ways of enabling people to articulate their ideas – for example, using drama and creative writing
- Programmes delivered in response to the needs identified - including campaigning (using Powerpoint to produce a presentation on rural transport issues), and literacies for work (which will end with learners on work experience in a local supermarket)
- Support staff trained in PDA ITALL, and assisting in literacies programmes
- Pilot of awareness raising training
- Production of curriculum.

Innovation
- People with learning disabilities have led the direction of the Pathfinder's activities
- Linking the task of developing the curriculum with delivering learning opportunities
- Consultation with learners, and with others involved in the learners' lives
- 'Learn by doing' - challenged how people thought (staff and learners)
Challenges
For us, the most significant issue was in relation to staff recruitment, which in the initial stages proved very difficult. In the longer term we were fortunate that the blend of skills and experience from staff we were able to attract was the right mix at the right time.

Initially, there was some reluctance to accept the need for a bilingual approach, although this has been overcome.

Learning points
▪ Partnership is essential - because so many individuals and agencies impact on and have influence over the lives of people with learning disabilities, it is crucial that we work together, and that we have a shared value base
▪ All of us need to raise the expectations that we have of what people with learning disabilities can achieve. We've learnt that great things can happen when people are supported - and have access to the right kinds of learning opportunity. We need to think about people with learning disabilities first and foremost as people, with the same hopes, fears and aspirations as everyone else
▪ We need to engage those who support people with learning disabilities, so that they understand and maximise the learning opportunities provided by everyday activities
▪ We need to take a wide view of 'literacy and numeracy' in the context of learning disability - for example, sometimes it might be easier for someone to enact through drama than to articulate through a visual medium, the written or spoken word.
▪ We need to recognise the importance of a variety of resources and the need to work with specialist practitioners, for example in assistive technology. A limited view of the potential of resources limits the potential of learning opportunity
▪ We need to think creatively about how we deliver programmes. The learning may be more effective if a programme is delivered over three days in one week, than for a few hours once a week for ten weeks.
The Welcoming

Background
The Welcoming brings together refugees, asylum seekers, Scottish and local minority ethnic communities. The aim is to socialise, share cultures and learn together. Newcomers learn about Scots society and culture, and practice their English speaking and writing.

The project is based in the Adult Learning Project (ALP) which has been delivering adult education services in Edinburgh for over twenty years.

Practice
- The Welcoming takes place each Wednesday from 11am till 3.30pm at the Methodist Central Hall in Tollcross, Edinburgh with an office in the ALP Tollcross Centre
- ESOL / literacy groups discuss a theme, followed by more detailed work including writing, discussion, arts work, drama in small groups
- The morning has 15-20 people dropping in, and we provide childcare
- ALP participants, volunteers, speakers, artists and other participants join the morning groups for lunch and then all join the afternoon sessions. We regularly have between 35 and 50 for lunch
- The themes have been chosen by the participants. They have included such topics as Festivals, Marriage, Education, Health Visual Arts, Drama and Personal Safety.

Innovation
- There is a celebratory element to the day with some music, singing or dancing
- The project is unique in facilitating a dialogue between the local ALP students, including literacy students, and newcomers to Scotland
- We have a Welcoming newsletter
- There are regular outings to community events and places of interest, links with arts organisations and an extensive information and referral service
- The Welcoming employs three bilingual outreach workers
- The numbers attending have been consistently rising over the period and are maintained between 40 and 50
- We hold mass planning and evaluation sessions
- There is a Steering group and a subcommittee of the ALP Association
- The Welcoming was one of 32 projects selected to represent the communities of Scotland at “The Riding of the Scottish Parliament”
- We have established The Welcoming as the principal gateway into the communities of Edinburgh for newcomers
- The Welcoming created an evening class “Scotland for newcomers”.

**Challenges**
- To contact and involve ethnic minorities
- To develop a literacies practice on a drop in basis
- To create space for the participants to get their voices heard
- To involve and deploy 8/10 volunteers per session
- To move as part of the ALP project to a new community
- To maintain an effective staff team

**Learning points**
- The close relationship to a “Mother” project is crucial. The ALP association was very supportive
- Volunteers are abundant and willing but need careful, clear deployment, preparation and training
- Dealing with a wide range of abilities in English and literacy requires dedicated and highly skilled workers - and lots of preparation
- The well structured but highly dialogical thematic approach is very effective in fostering warm and productive relationships across cultural difference
- Eating, singing, dancing, making artworks and drama together has a powerful and highly valued role in humanising the educational space, and building real community.
Appendix V

Pathfinders Evaluation Project Advisory Group

Jim Carruth – Scottish Centre for Regeneration
Kathy MacLachlan – Dept Adult and Continuing Education, University of Glasgow
Morvern Considine - Adult Learning Development Officer, Aberdeenshire Council
Cath Hamilton – Learning Connections
Vince Moore (chair) – Learning Connections
Katherine Ashe – Learning Connections