

## Case Studies from the Pilot of EtD:

### Rosemount Lifelong Learning Making a Difference Programme

+ Logic Model Insert



#### Background

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

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

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

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

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

#### Evaluation method

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

# Learning from the Pilot of Explaining the Difference

## Logic model and new evaluation methodology

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

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

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

Forms developed or created to capture this information include:

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

## Conclusion

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