

An Cosán, Tallaght West, Dublin

Using the power of transformative education through learning, leadership and enterprise to end the injustice of poverty.



The Shanty Education & Training Centre

Providing high-quality accessible community education in Tallaght West .

Transformational model of education which aims to bring about change for both the individual and society.



Avril Bailey, The Shanty Education
& Training Centre

The Shanty Profile

- Annually over 450 adults access diverse range of programmes.
- Provide access to and progression within National Qualifications Framework: FETAC L2 to HETAC L7.
- 335 learners engaged in 19 programmes.
- Range of student supports.
- Building capacity for active learner leadership.
- Supporting active citizenship programme.

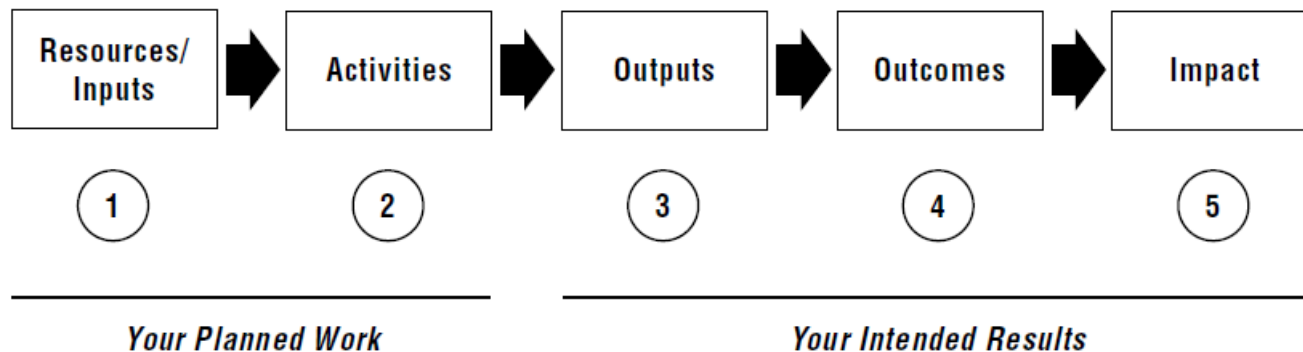
Why measure outcomes ?

- Account for our practice and improve our service to the community.
- Effectively manage resources.
- Improve advocacy on behalf of learners and community.
- Improve potential to attract funds from government, foundations and individual donors.

The *W.K. Kellogg Foundation* Logic Model

The *WHAT*: Logic Model Definition

Basically, a logic model is a systematic and visual way to present and share your understanding of the relationships among the resources you have to operate your program, the activities you plan, and the changes or results you hope to achieve.



The First steps

- Established a working group
- Selected programmes and established work schedule
- Identified programme Mission, Objectives, and Participants
- Identified the Outcomes of the programme
- Selected Specific Indicators to Measure the Outcomes
- Select Data Sources and Data Collection Procedures for Each Indicator

Next stage

Pilot Test the Procedures, Make Needed Modifications, and Implement

Analyze the Outcome Information

What happened next?

- How do we measure our practice e.g. learner centred methodologies, to evidence its effectiveness?
- What is the impact on an individual who attends a programme here in The Shanty?
- Does accessing educational opportunities in The Shanty have a positive impact on both individuals and community?

Survey of Community Learners in The Shanty: A Work in Progress

- Designed to measures changes in personal development, active citizenship, independent learning.
- 2009-10 piloted survey parts 1&2 and established base line data.
- 2010 -11 Implemented part 1 of modified survey.

Tips

- Selecting which outcomes and indicators to monitor is crucial.
- Look at how you have measured outcomes in other programmes: Data sources and collection: Acknowledge wealth of data already collated and identify any gaps.
- Outcome data identifies where results are going well and where not so well. This supports continuous program learning and program improvement.

Tips Ctd.

- Start tracking only a very small number of the indicators, especially if you have had only very little experience with such data collection and have very limited resources.
- Some of the most important client outcomes and outcome indicators will require new data collection procedures e.g. post programme survey.

Challenges

- Wealth of information about ‘measuring outcomes’.
- Developing relevant data collection instruments.
- Limited resources for collecting, analyzing, and using data to inform practice.
- Level of ICT expertise required.

Way Forward

- CEN to form a group to develop a framework for documenting and measuring outcomes in community education.
- CEN to support the identification and improvement in data collection tools and infrastructure to do the analysis.
- Interdepartmental group, including representatives of community education sector to develop an overarching framework for documenting and measuring outcomes.

Further information

- www.ancosan.com

- www.wkkf.org

Logic Model Development Guide

- www.urban.org

Range of publications e.g. *Building a Common Framework to Measure Nonprofit Performance and Key Steps in Outcome Management*