

IDENTIFYING AND QUANTIFYING THE OUTCOMES OF COMMUNITY LEARNING AND DEVELOPMENT

DEVELOPMENT AND TESTING OF A
RESEARCH INSTRUMENT

FULL REPORT

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Foreword

Focusing public services more clearly on outcomes – on the difference that they make to peoples' lives – is one of the key challenges for government in the 21st century. The Scottish Government is addressing this challenge by establishing the National Performance Framework as a key means of improving both the performance of public services and the ability of the Government and its partners to provide evidence of what is delivered.

Improving performance through a sharper focus on outcomes, and providing better evidence of these, has been a key concern for both policy and practice in community learning and development (CLD) for at least the last five years. It has been driven by the knowledge that our evidence base in relation to the impact of CLD is not as strong as it should be.

Working and Learning Together to Build Stronger Communities, Scottish Government guidance for CLD issued in 2004 therefore said that “we want to be more able to assess more thoroughly the contribution of CLD to achieving outcomes”. Since 2004 this commitment has formed a major strand of the work carried out by Learning Connections, at first as part of Communities Scotland and now as part of the Scottish Government's Lifelong Learning Directorate.

This study reports on a project which developed a new research instrument for identifying the outcomes of CLD. It concludes that use of this instrument can make an important contribution to establishing a substantial body of evidence in this field. Our intention is now to work with partners to build on this research project, and on related work, in order both to improve this evidence base and to further develop the practice which generates the evidence – and more importantly enables people to make positive changes in their lives.

There are increasing signs that the CLD field is rising to the challenge posed by *Working and Learning Together* and now established by the National Performance Framework as the key driver for public services as a whole. CLD has a key contribution to make to creating a more successful Scotland – delivering outcomes effectively, and demonstrating that they have been delivered, is essential for fulfilling this potential.



Mark Batho
Director of Lifelong Learning
Scottish Government

Executive Summary

Task

As part of national work identifying the links between the activity of Community Learning and Development (CLD) and the difference that it makes, Learning Connections, which is part of the Scottish Government's Lifelong Learning Directorate, commissioned research that is the subject of this report.

The task was to develop and pilot an instrument that could test whether it is possible to identify and quantify retrospectively the outcomes of CLD for individuals and communities in Scotland.

Context

The work was set in the context of a range of work underway supporting evidence of outcomes in CLD. This includes:

- the recommendations of the former Learning Connections Performance Information Project Working Group, which identified the need for further research into CLD outcomes;
- the development of the Government's 2006 '*Delivering Change: Understanding the Outcomes of Community Learning and Development*' which sought to support more thoroughly the contribution of CLD to outcomes, by setting out for the first time the range of outcomes expected;
- *How Good is Our Community Learning and Development?*² the HMIE self-evaluation framework supporting improved quality in CLD practice and other work underway supporting outcome based practice for CLD; and
- The November 2007 groundbreaking Concordat between the Scottish Government and the Convention of Scottish Local Authorities which set out a *National Performance Framework* with 15 national outcomes and 45 associated indicators and targets, many of which relate to the work of CLD.

Approach

The study took place in three distinct phases during 2007. The first phase saw the construction of an instrument to measure outcomes, which entailed both desk research together with the input of CLD stakeholders. The second was a pilot of the instrument in order to test validity and to identify ways in which it offered reliable results; as well as to understand the impact of CLD activity in the pilot population sites of Aberdeen and Aberdeenshire. The final phase entailed analysis of the findings to establish the contribution that the instrument can make and recommendations for the future.

Constraints

There were a number of constraints that had a bearing on the study, these include issues of attribution, retrospection, links to inputs and outputs, worker influence, numbers of participants in each phase, study timeline, participant feedback and measurement scale.

Findings

- 231 participants took part in the test of the instrument
 - 74% of participants were female
 - 24% were young people (up to the age of 25) and
 - 33% were over 60 years of age.
-
- The majority (66%) of participants were engaged in adult learning activity
 - 19% of participants were engaged in youth work
 - 15% were engaged in community capacity building activity and
 - 53% were involved in CLD as either volunteers or committee members.

Overall there is a positive distance travelled toward the defined outcomes by the respondents who completed the personal development indicators. This means that CLD is supporting people to become more confident individuals, more effective contributors, responsible citizens and successful learners. Equally, across a range of indicators, those involved in community capacity building provide evidence of improvement in how their groups function and the impact that this has on communities.

Conclusions

The instrument that was developed was tested in order to establish its validity, to identify ways in which it offers reliable results, and to understand the impact of CLD activity in the pilot populations. Scrutiny of the data results allowed testing of the instrument's validity and the reliability of findings. In effect, by asking questions of the data, analysing the answers and then asking questions of the answers it is possible to then test the validity of the instrument itself.

With the support of workers in the field and despite the difficulties of some aspects of the design of the instrument, participants largely enjoyed the opportunity the instrument provided them in terms of personal reflection. Their efforts were supported by managers and CLD workers across a range of settings and sectors, all of whom were keen to understand if their work made a difference to the lives of those they support and the communities in which they live.

The data supports their aspiration that across a range of indicators the work does make a difference. These directly correlate not only to the requirements of *Delivering Change*, but also those in areas of direct relevance to the Government's aspirations set out in the *National Performance Framework*.

Even given the constraints of causality, the statistical analysis of outcomes demonstrates a positive message. This is supported by the analysis of the data generated by completion of the instrument both in terms of what it can tell us about distance travelled and the patterns of responses.

The study therefore confirms that the instrument can assist in providing evidence that CLD is able to make a contribution to key national as well as local outcomes; and particularly that it dovetails well with the development work on implementing *Curriculum for Excellence* in Scotland's schools

It is important to note that the task was the development of an instrument which supports national research into the outcomes of CLD activity. It was not about evaluation. There may be scope for using the instrument as the basis for developing practice tools which help with that: working with those involved in CLD activity, assisting them to gain an understanding of how to adapt approaches which will provide the best possible chance of achieving the desired outcomes. Such outcome based practice also enables a direct correlation to be drawn between the outputs (what was done and how) and inputs (the resources deployed).

The practice that is adapted as a result of this information should flow through and be demonstrated in the results of national research, which will also support evidence of CLD outcomes. To date there is little national CLD outcome research and this instrument seeks to support the establishment of a body of evidence in this field.

While there is work to be done to further refine the instrument, the data that it can produce, suggests that were it to sit alongside a longitudinal research and more developed practice tools, CLD may be more able to evidence the impact of such work. Research data flowing from the use of such an instrument would provide important trend analysis over time. This is largely absent for CLD. Research in parallel professions is frequent, substantive and given considerable credence. CLD should be informed by the same body of evidence and rigour.

Recommendations

Key recommendations include:

1. The Scottish Government and other stakeholders, including Community Planning Partnerships, note that despite the constraints of the study, the instrument appears to be a valid measure of CLD outcomes and as such should be further developed.
2. The Scottish Government, CLD managers and workers, promote understanding of the instrument as it develops as being of use as part of a series of activities that support evidence of CLD outcomes. The instrument should be understood to be complementary to work which seeks to demonstrate the relationship of inputs and processes to the outcomes of CLD.
3. Directorate General Education undertake research that seeks to demonstrate the relationship between CLD outcomes, inputs and processes, including the longitudinal study noted as under consideration in the brief for this research and recommended by the PIP group.
4. Learning Connections, Aberdeen and Aberdeenshire undertake further analysis of the volume of data available from the test in order to maximise the available information for the two pilot sites.

1.0 Introduction

Learning Connections is part of the Education and Lifelong Learning Directorate General of the Scottish Government. It carries responsibility for supporting the development and implementation of policy and practice in relation to Community Learning and Development (CLD).

As part of national work identifying the links between the activity of CLD (outputs) and the difference that it makes (outcomes), Learning Connections in January 2007 commissioned the research that is the subject of this report.

The task was to develop and pilot an instrument that could test whether it is possible to identify and quantify retrospectively the outcomes of CLD for individuals and communities in Scotland.

2.0 Background and Context

In January 2004 the Scottish Executive set out in *Working and Learning Together to Build Stronger Communities (WALT)*, its desire “to be able to assess more thoroughly the contribution of CLD to outcomes”.

Avanté worked together with the Scottish Community Development Centre (SCDC) on the early and joint, Development Department and Communities Scotland, study that informed further work in this field: The September 2004 *CLD Management Information System Project: Scoping Study Report*.

The Scoping Study suggested a national working group to take forward the recommendations in the report, which led to the establishment of the CLD Performance Information Project (PIP). The research that is the subject of this report seeks to contribute to the last of the PIP’s four key objectives, which is to “establish a programme of longitudinal research to develop better understanding of the impact of CLD.”

This study seeks to establish the contribution of CLD activity to the achievement of outcomes for the three national priorities for CLD¹ and to the Scottish Government’s Regeneration Statement: Closing the Opportunity Gap (CtoG).

‘*Delivering Change – Understanding the Outcomes of Community Learning and Development*’ was published by Learning Connections in 2006 and sets out both intermediate and end outcomes as an agreed outcome framework for CLD.

These include outcomes related to the economy and employment, learning and education, democratic participation and health; as well as wider outcomes related to community safety, integrated communities (equality and diversity), sports, culture and leisure as well as those related to the physical and natural environment.

¹ Achievement through:
• learning for adults;
• learning for young people;
• building community capacity.

‘Delivering Change’, has been widely welcomed by CLD practitioners. It reflects not only CtoG objectives and WALT Guidance; it also complements the Scottish Government’s 2006 Her Majesty’s Inspectorate of Education (HMI E) second edition of *‘How Good is Our Community Learning and Development? (HGIOCLD?)’*.

The latter is widely used by CLD partnerships across Scotland to support the self-evaluation of the quality of CLD services. It provides a range of quality and performance indicators against which any self-assessment or inspection process can take place.

In November 2007, a concordat set out the terms of a new relationship between the Scottish Government and local government, which underpins the funding to be provided to local government over the period 2008-09 to 2010-11. This is represented by a package of measures and takes account of the Government’s Spending Review.

One of the central tenets of this agreement is that there will be:

“A move to a Single Outcome Agreement (SOA) for every council, based on the agreed set of national outcomes (underpinned by agreed national indicators), supported by streamlined external scrutiny and effective performance management.

And that...

The Scottish Government will work with local government to develop an agreed response to the Crerar review² that will lead to improvements in performance management and self-assessment across the public sector thereby enabling a more focused and proportionate inspection regime to apply to local government”.

Nov 2007 Scottish Government and COSLA Concordat

The national outcomes and indicators form part of the Concordat between the Scottish Government and CoSLA, which requires councils (and hopefully their community planning partners) to seek to establish a Single Outcome Agreement setting out local outcomes and priorities that take account of the National Performance Framework set out in the concordat (See Appendix One). SOAs are expected to be in place across all councils during 2008-09.

The University of Edinburgh has also undertaken a smaller scale study into the CLD outcomes linked to work around social capital. Work on this was ongoing during a similar timescale to this research with collaboration between researchers assisting both.

² The final report from the review of Scotland’s scrutiny regimes – part of the *Efficient Government Plan*, the report is known as the Crerar Review. The aim of the review was to improve the way scrutiny bodies operated in regard to public services.

3.0 Research Aims and Objectives

The aim of the research was to develop and assess methods that identify and quantify, as far as possible, the impact of CLD on the distance travelled in relation to the *Delivering Change* outcome framework by individuals and communities over a specified period. The following objectives flowed from this:

1. The construction of an instrument to measure outcomes.
2. Identification of a population against which to test the instrument on a retrospective basis.
3. Testing of the instrument across all three CLD priority areas.
4. Analysis of the findings and the methods to establish the contribution that the instrument can make to measuring outcomes related to national CLD priorities and CtoG.
5. Recommendations on future actions in respect of the instrument.

4.0 Methodology

The objectives meant that it was possible to set out three distinct phases to the work:

Phase One - the construction of an instrument to measure outcomes and identify the population against which to test this on a retrospective basis.

Phase Two - testing of the instrument across all three CLD priority areas.

Phase Three - analysis of the findings and methods to establish the contribution that the instrument can make to measuring outcomes and recommendations for future action.

4.1 Phase One – Construction of the instrument

The instrument³ was developed over the spring and summer of 2007 and entailed a literature review (which included taking cognisance of a smaller-scale study underway with the University of Edinburgh into the social capital outcomes of CLD, subsequent creation of a range of outcome indicator statements that were then tested with CLD stakeholders across the country in a series of workshops; and latterly the formation of the instrument).

The four CLD⁴ themed workshops were well attended by a total of 81 stakeholders from community, voluntary and statutory sectors engaged in CLD activity. Participants in the workshops considered a range of CLD outcome indicators drafted by the consultants and informed by the literature review. These workshops were held so that practitioners, managers and academics engaged in CLD work could contribute to the construction of the tool by refining and shaping the indicators.

3 See Appendix Two

4 Young People, Adult Learners, Community Capacity Building and Equalities

Their contribution resulted in a culling of the indicators from more than 100 to the 76 that formed the core of the instrument, which went on to be tested in the pilot. This culling was based on information drawn from both the focus groups and from subsequent statistical analysis.

The latter considered the frequency of workshop participant agreement with the desired outcome statements, as well as the correlation between responses and patterns of responses. This sought to establish whether the indicator demonstrated the desired outcome, if it was too general and could be applied to other outcome categories or if it was too vague and applied to none of the outcome categories.

Using statistical analysis tools such as weighting, analysis of correlations to other indicators, cluster trees, discriminant function analysis and simple correspondence analysis, it was possible to identify the strengths and weaknesses of each indicator statement against the outcome it was intended to evidence. This, together with stakeholder feedback on wording, enabled amendment and culling of the indicator statements and a stronger confidence in their validity.

Following this process the instrument was further refined with the assistance of the research advisory group to include appropriate end outcome indicators, a rating scale and final design considerations. It was agreed that the tool should be electronic and able to be completed on-line with alternative accessible formats available.

The advisory group also assisted in identifying the test populations, which it was agreed should include both rural and urban dimensions. Offers of interest in taking part in the pilot were considered and agreement reached on Aberdeen City and Aberdeenshire.

4.2 Phase Two - Testing of the instrument across all three CLD priority areas

This pilot phase of the research was a test of the instrument in order to test validity and to identify ways in which it offers reliable results; as well as to understand the impact of CLD activity in the pilot population.

The fieldwork pilot took place during the autumn of 2007 and the instrument was available for completion for six weeks during this period. A joint briefing meeting was held with 12 agency managers involved in the CLD Partnerships for both pilot populations, and was followed by similar joint briefing meetings for workers spanning all three Community Learning and Development strands. This resulted in 43 practitioners joining a group that supported the test on the ground.

Feedback from workers at this early stage enabled additional fine tuning of the support information for participants. It also established that hard copies would be required in larger quantities than anticipated. A total of 231 individuals took part in the pilot completing the study both on-line and in hard copy, of these, 83 preferred to complete using paper copies.

Once the test was underway workers received regular updates on the number of respondents by CLD strand.

4.3 Phase Three - Analysis of the responses and instrument performance following a fieldwork pilot

Following completion of the fieldwork pilot test of the instrument all data was collated and analysed by statistical and research consultants. This identified the key findings related to the outcome indicators (intermediate and end) as well as a review of the experiences of participants and workers in relation to use of the tool. Findings from the data also enabled issues of validity and reliability to be identified and addressed in the analysis of the data. Feedback from 11 workers and 6 participants was also taken into account in relation to the experience of using the instrument.

4.4 Constraints

A study of this nature has a number of constraints that are worthy of note:

- The data gathered is subject to the individual respondent's views on any given day. This '*good day* – *bad day*' effect means that someone may answer one way on one given day and another on another given day depending on the circumstances of their mood on that date.
- The instrument also seeks to gather the views of participants on the distance travelled in relation to the *Delivering Change* outcomes and to attribute this to their engagement in CLD activity. Participants were asked to report where they were when they started the CLD activity and where they are now. For some this period might have been relatively short – weeks or months – while for others it might have been years. The retrospective nature of the instrument contributes two possible constraints:
 - o The instrument does not assess the difference that the length of the retrospective period might have on the impact of the activity. In other words, it does not consider if a participant is involved in CLD activity for 10 days or 10 months. It relies on the participant to reflect back on when they started the activity without regard for when that might be. While potentially a constraint for the results of this study, this factor has more to do with an assessment of the impact of inputs and processes on CLD outcomes which this study does not address.
 - o Asking participants to reflect back to when they started the activity relies on their past perceptions and memories as data. While initially considered a constraint for this study, there is no evidence that participants had concerns about or had difficulties understanding the task of retrospection. However, asking participants to provide a retrospective report remains a possible constraint to be mentioned here.
- It is also important to acknowledge the constraints of respondent perceptions which attribute change solely or substantially to the CLD activity. It is possible that the change is related to the impact of CLD; however it is also possible that such change is the product of factors that this instrument is unable to tease out. This is particularly true for the indicators for end outcomes. This does not invalidate the respondent's view but does not allow for additional factors to be considered.

- The instrument does not provide any assessment of the nature and quantity of the resources used to deliver the activity (inputs), and makes no assessment of the approaches or processes used in any given setting.
- There may be a time delay between the CLD activity and the outcomes, creating a distance between the change and the factors that might be attributed to causing the change.
- Worker influence was something that was discouraged as part of the test arrangements. However, workers reported that literacy issues would have prevented some respondents from participating in the study if support had not been available. A significant number of respondents reported completing the instrument on their own, with 179 of the 231 (77%) working on their own and only 52 of the 231 (23%) reporting that they were assisted in completion of the instrument. It is not possible to tell the extent to which the assistance of workers influenced the responses of these individuals.
- In a similar vein workers reported that despite reassurances to the contrary, some respondents appeared keen to ensure a positive response to statements. The workers mainly attributed this to the participants' association of the instrument with future funding arrangements.
- This response is indicative of some participants and workers who reported identifying the study as in keeping with evaluation, rather than research. It did not appear to be fully understood that outcome measurement is not performance measurement or programme evaluation.
- The correlations drawn from the data returned by workshop participants are based on 81 people working in a series of smaller groups. It is possible that a higher number of participants and groups would affect the patterns as they may alter how they categorise the indicators.
- The starting time for the pilot test of the instrument was delayed due to a recess taken by many CLD groups during the summer months. This had a knock-on effect to the subsequent testing timeline. This affected the length of time the instrument was available for testing – 6 weeks. Workers noted that a longer period may have secured more participation.
- It proved difficult to obtain the views of CLD participants on the experience of using the instrument. The views of respondents account for only six adult learners. A focus group planned with young people was not possible within the reporting timeline, and no respondents engaged in community capacity building were available for interview. However, considerable feedback was possible from the 11 workers who took part in a focus group at the end of the completion process. Their comments included views on the experience and the instrument from their own perspectives and role in the process, as well as feeding back views from many participants.

- The measurement scale used in the instrument was adjusted following feedback from a range of stakeholders in the process leading up to the final design. This reduced the range of options to three ‘hardly ever’, ‘some of the time’ and ‘most of the time’. While this made an already bulky instrument appear less demanding, it had the effect of reducing the range of answers available and the feedback from participants indicated a desire for more options. The lack of options for reporting smaller amounts of change may have had an influence on the amount of change reported or the number of people who reported a change.

5.0 Findings

The pilot, which was conducted as a core component of the research, is a test of the instrument for two different reasons:

1. To test the instrument for validity and to identify ways in which it offers reliable results, and
2. To understand the impact of CLD activity in the pilot population.

Understanding whether this instrument has merit for use in measuring the outcomes of CLD activity is a function of understanding what the data generated by completion of the instrument tells us. Placing the data and the results under the scrutiny of analysis allows us to test its validity and the reliability of findings. We ask questions of the data, analyse the answers and then ask questions of the answers in order to test out the validity of the instrument itself.

Therefore, a discussion of the findings based on an analysis of data with respect to the impact of CLD activity is presented first, and a discussion of the validity of the instrument follows.

Impact of CLD Activity

Looking at the data from a variety of perspectives allows us to see the impact of CLD activity

- toward each outcome;
- from across personal development outcomes, end outcomes, community capacity building outcomes and different groupings of these;
- based on demographic considerations of age, gender, ethnicity and the like;
- across the range of roles participants play within CLD settings; and
- in broad CLD settings categories of youth work, adult learning or community groups.

While each of these perspectives might suggest nuances in impact, the primary analysis for the purposes of this report is based on gender and the setting for CLD activity – i.e. youth work, adult learning or community organisation.

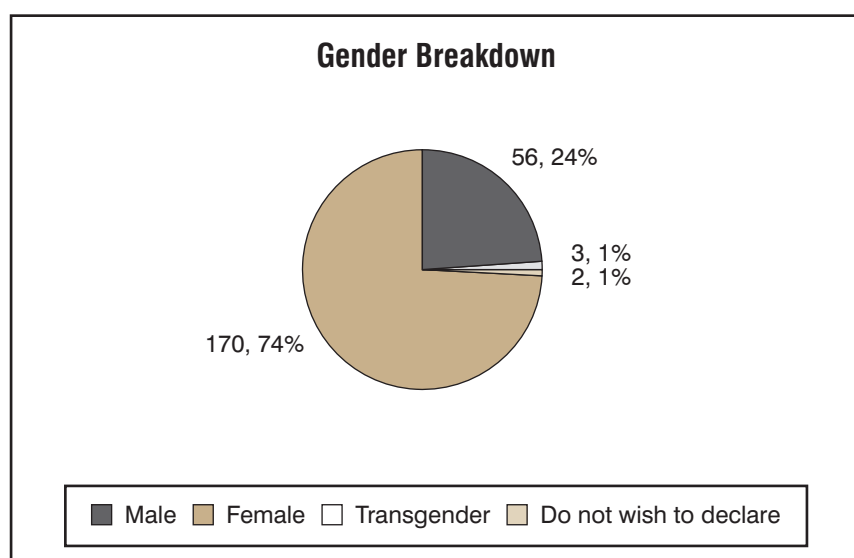
Population and Sample: The population for the pilot test included people within Aberdeen and Aberdeenshire who participate in CLD activity. CLD workers in the area were asked to provide information about the survey to the participants in CLD activity they come into contact with through their work. The workers were identified by CLD managers across the area. Access to the survey was provided both on-line and on paper, with participants directed to the survey during their contact with the CLD workers. Some participants completed the survey during their CLD time and some completed it on their own time. All survey respondents were offered support to complete the survey from their CLD worker or from Avanté consultants.

Those who completed the survey from the total population included in the pilot were a convenience sample based on the following:

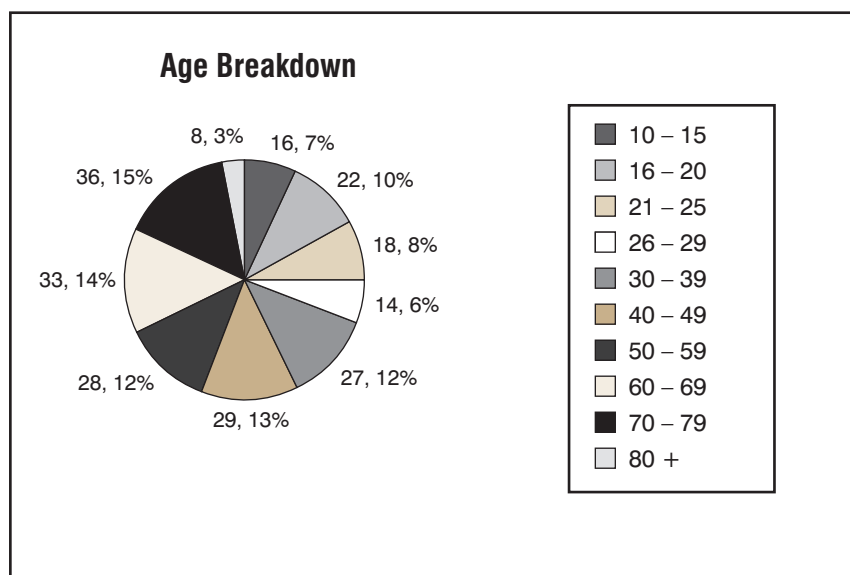
1. those who were connected with a CLD worker who was committed to contribute to the pilot, and
2. those who were willing and able to complete the survey.

The total number of respondents to the pilot survey is 231, and demographic information about the sample is as follows:

GENDER	N	%
Male	56	24.2
Female	170	73.6
Transgender	3	1.3
Do not wish to declare	2	0.9
Total	231	100



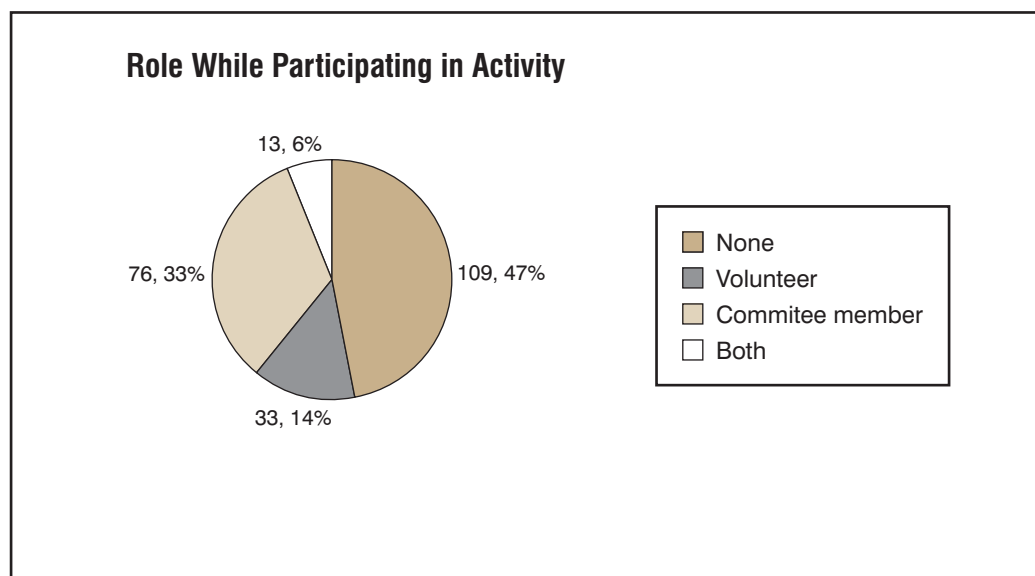
Age Band	N	%
10 – 15	16	6.9
16 – 20	22	9.5
21 – 25	18	7.8
26 – 29	14	6.1
30 – 39	27	11.7
40 – 49	29	12.6
50 – 59	28	12.1
60 – 69	33	14.3
70 – 79	36	15.6
80 +	8	3.5
Total	231	100



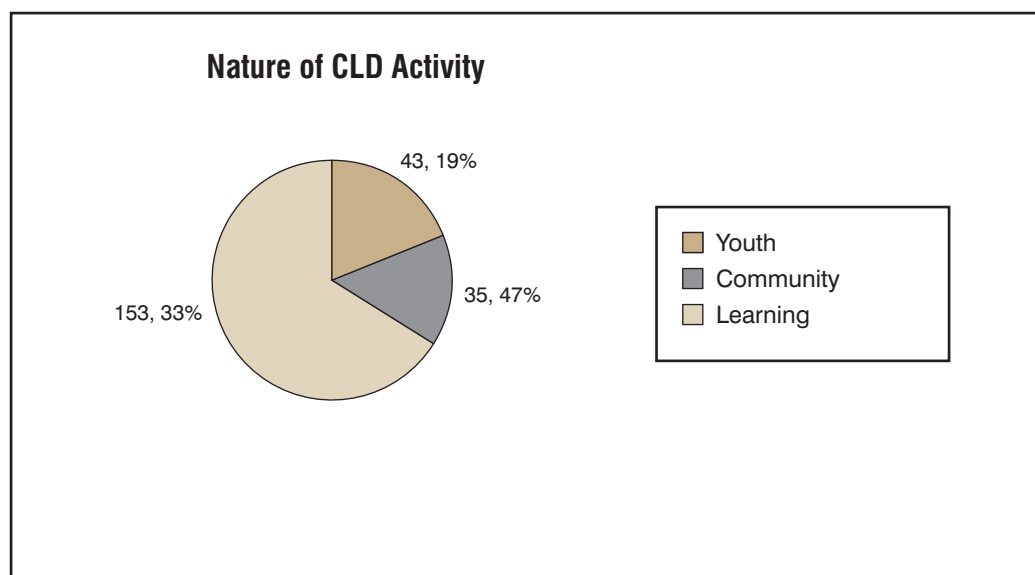
ETHNIC ORIGIN	N	%
Other Asian background	1	0.4
Black African	2	0.9
White British	24	10.4
White other European	4	1.7
Chinese	2	0.9
Any other (please state below)	1	0.4
White Scottish	179	77.5
White Irish	1	0.4
Do not wish to declare	17	7.4
Total	231	100.0

FAITH	N	%
Church of Scotland	81	35.1
Roman Catholic	5	2.2
Other Christian	23	10.0
Buddhist	2	0.9
Muslim	1	0.4
Another religion	11	4.8
Do not wish to declare	108	46.8
Total	231	100.0

In addition, describing the type of CLD activity and the nature of the role of the participant in the activity is as follows:



Note that just over half of those who completed the instrument are not involved in any particular role with the activity, but would classify themselves as participants only.



This shows that the pilot participants were predominantly involved in adult learning with two-thirds of the sample engaged in this activity.

Respondents who completed the assessment for the Community Capacity Building indicators also completed the Personal Development section; but those who completed the Personal Development section could 'opt out' of completing the Community Capacity Building section. Of the 231 total

responses, 115 included responses to both Personal Development and Community Capacity Building, and 116 included responses to only Personal Development indicators. In the discussion about the impact of CLD activity below, responses are compared between those who completed only the Personal Development section of the instrument and those who completed both the Personal Development and Community Capacity Building section.

It is important to note that some people did not answer some or all of the questions. For Personal Development outcomes, a total of 79 of 231 people (34%) did not respond to one or more of the indicators for the start of CLD activity, and 2 people completed registration information but did not provide any responses. For Community Capacity Building outcomes, a total of 35 of 115 people (31%) did not respond to one or more of the indicators for the start, and 5 people completed the registration information but did not provide any responses.

Most significantly, while non-response was less than 9% across all other Personal Development indicators and between 8% and 18% across all Community Capacity Building indicators, non-response was between 19% and 25% for End Outcome indicators related to employment. Given that 24% of the participants were between the ages of 10 and 25 (6.9% between 10 and 15 years of age; 9.5% between 16 and 20; and 7.8% between 21 and 25) and 33% were 60+, the analysis should take into account whether the employment indicators are simply not relevant for some or many of these young and older people.

A closer look at the responses by age show that a significant number of older people did not respond to these questions. For people who are 60+, the non-response was between 40% and 54%, a much higher percentage than for the entire sample. However, for young people, non response was between 11% and 15%, an average rate similar to the entire sample. Taking the young people and the older people out of the sample and looking only at the responses for participants between the ages of 26 and 59, the non-response rate for the four employment and economic activity indicators is between 8 and 12%. This suggests that the employment and economic activity indicators and outcomes are not as relevant for people of pension age, although entirely relevant for many others.

Indicators and responses: The instrument uses 36 indicators across 4 Personal Development and End outcomes and 40 indicators across 6 Community Capacity Building outcomes, for a total of 76 outcomes indicators.

Each indicator had two responses, one for the participant's perspective about when they started with CLD activity and one for what the participant thinks now.

In order to quantify the responses to the survey, each response was assigned a numerical value, where

- 1 = hardly ever
- 2 = some of the time
- 3 = most of the time
- 999 = no answer.

Averages: In order to make sense of the entire data set, it is useful to look at average responses of groups of individuals for each indicator. The most common types of analysis to find an ‘average’ response are the mean, median and mode. The mean is an arithmetic average, where the responses are added up and then divided by the number of responses. The median is the response that is in the exact middle, where 50% of the responses fall below it. The mode is the most frequent response. For the purposes of this analysis, we determined that the mean would not be very interesting as the 231 respondents had a choice of only three possible responses. The median and the mode provide more interesting results as we can see the level of ‘skew’ for each indicator, or where responses are concentrated across the three possibilities.

An analysis of the data shows that the median and the mode are very similar across the entire data set. Therefore, for the purposes of the discussion that follows, we use the mode as the average measure.

Change and Starting Point: An important objective for developing this instrument is to attempt to measure the distance travelled toward the desired outcomes by participants in CLD activity. In other words, to measure the amount of change participants report. The instrument measures change by asking participants to provide an assessment of where they think they were when they started the activity and where they believe they are now.

In order to understand the distance travelled, or the amount of change from the start of the activity to now, the amount of change was also assigned a numerical value, where

- 2 = change from 3 to 1
- 1 = change from 3 to 2, or from 2 to 1
- 0 = no change
- 1 = change from 1 to 2, or from 2 to 3
- 2 = change from 1 to 3
- 999 = no answer.

It is important to note that when respondents report change, the direction of change is predominantly positive. In other words, participants report a positive impact from CLD activity, with movement toward the outcomes rather than away from the outcomes. Across all 76 indicators and 231 respondents – a total of 17,556 possible responses – a negative change was reported only 38 times, or 0.22% of the total possible. Most of these negative changes were for indicators related to the End Outcomes, as discussed below.

The discussion below describes a significant number of responses indicating no change. While this could suggest that CLD activity does not have an impact on the outcomes, it must be viewed based on the starting point for each indicator. Distance travelled is relevant when we understand where participants begin in their journey as well as the direction and distance of their travel. For example, for the Personal Development indicators many people are starting at ‘most of the time’, and therefore only negative change is possible. Therefore, no change is a positive indication.

End Outcomes

Economic Activity and Employment: When taking into account the non-response rate to these indicators as discussed above, and therefore changing our analysis to exclude those who are age 60+, we see that no change was indicated for 58% of young people (between 10 and 25) and one level of positive change was indicated for 20% and two levels of positive change was indicated for an additional 4%. This means that nearly one-quarter of the young people in the pilot group experienced a positive change in employment and economic activity.

For people who are between the ages of 26 and 59, no change is indicated for 66%, one level of change is indicated for 14% and two levels of change is indicated for 5%.

In addition to the high number of non-responses for people age 60+, no change was indicated as the average response for 47%. However, 3.5% indicated one level of positive change and 2.5% indicated two levels of positive change. None indicated negative change.

These four indicators elicited the highest number of negative change responses. Females indicated the highest incidence of negative change in this category, with each indicator in this category having at least one incidence of one or two levels of negative change across all ages. For the people age 26 through 59, negative change of one or two levels was indicated 1.5% of the time and for young people between 10 and 25 one or two levels was indicated for 2.3%.

Overall people across all ages indicate some change toward being in a job or in training. A large number of 103 of 231 people (45%) indicated 'hardly ever' at the start and 79 of 231 (34%) indicated 'hardly ever' now. This is a positive change for 24 people, which is just over 10% of the total.

Similarly, indicators about job and working satisfaction as well as income levels show progress toward the outcome but at lower rates than in other outcome areas. Those reporting 'hardly ever' for these other indicators are as follows:

My job is a good one for me:	39% at start 32.5% now
I feel better about working:	35% at start 24% now
My income is improving:	46% at start 39% now.

Learning and Education: For this measure, 146 people (63%) indicated no change, with 18.6% indicating one level and 7.3% indicating two levels of positive change. The number of people who started at 'most of the time' was 81, and this number grew to 117 now – a positive change of 44% from the start and 16% of the total sample. The number of people who (started) at 'hardly ever' went from 79 to 45 now, a positive change of 15% of the sample.

However, it must be noted that five people (2%) indicated either one or two levels of negative change.

Democratic Participation and Engagement: This measure provided the least evidence of change between the start of activity and now, with 196 respondents (85%) indicating no change 8% indicating one or two levels of positive change and 1% indicating one or two levels of negative change.

Health: Approximately 80% and 82% of responses for the questions related to physical health indicated no change. 108 people (47%) report being physically healthy ‘most of the time’ at the start, and that measure grows to 130 (56%) now. Only 69 people (30%) report not engaging in harmful activities ‘most of the time’ with the number growing to 80 people (35%) now. This is a positive change of 20% and 16%, respectively.

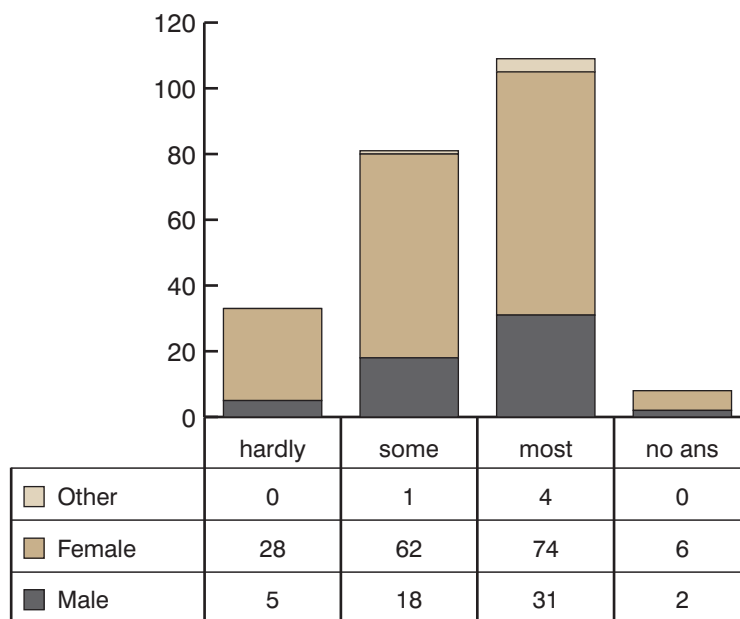
For the indicator related to well-being, 60% indicated no change but 31% indicated one level of positive change and another 2.6% indicated two levels of positive change. The change for those who report ‘most of the time’ for this indicator from the start to now is from 76 (33%) to 122 (52%), or a change of 60.5%.

Personal Development

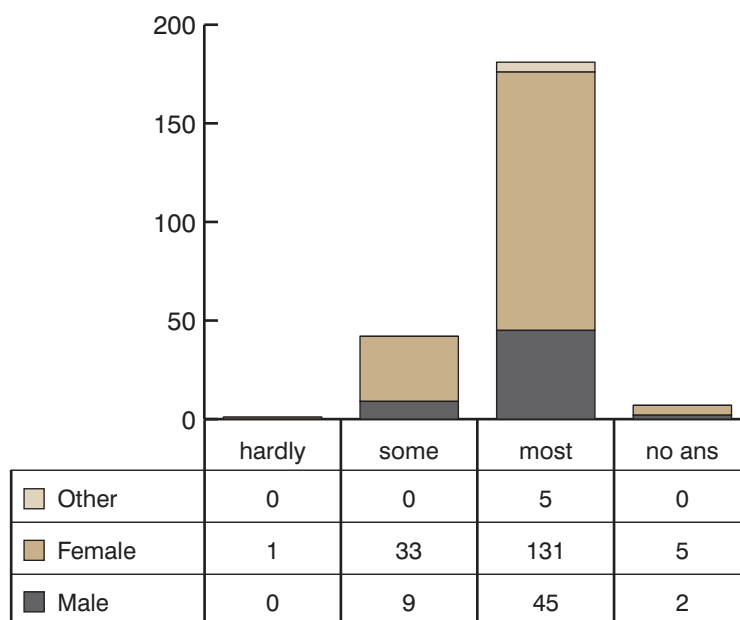
Confident Individuals: While no change between the start of activity and now was the average response for two-thirds of the respondents (153 of the 231), a large number (47%) indicated starting at ‘most of the time’. The numbers who indicated most of the time at the start and at now was 109 and 181, respectively, an increase of 66%. Those who reported hardly ever at the start to now went from 33 to 1.

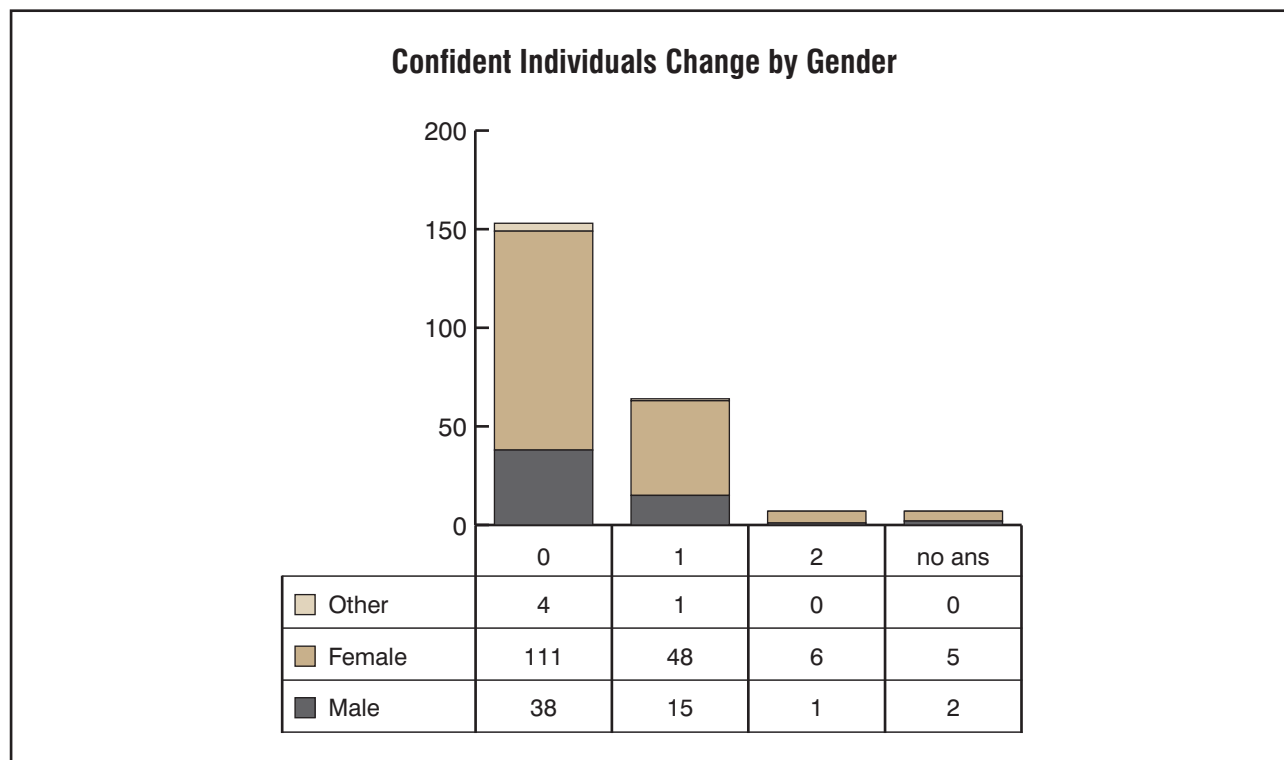
Women were more likely to report lower confidence levels at the start and experience more change in confidence due to CLD activity. Nearly 16.5% of females but only 9% of males reported ‘hardly ever’ feeling confident, and six female respondents indicating two levels of change and only one male reporting such change.

Confident Individuals at Start by Gender



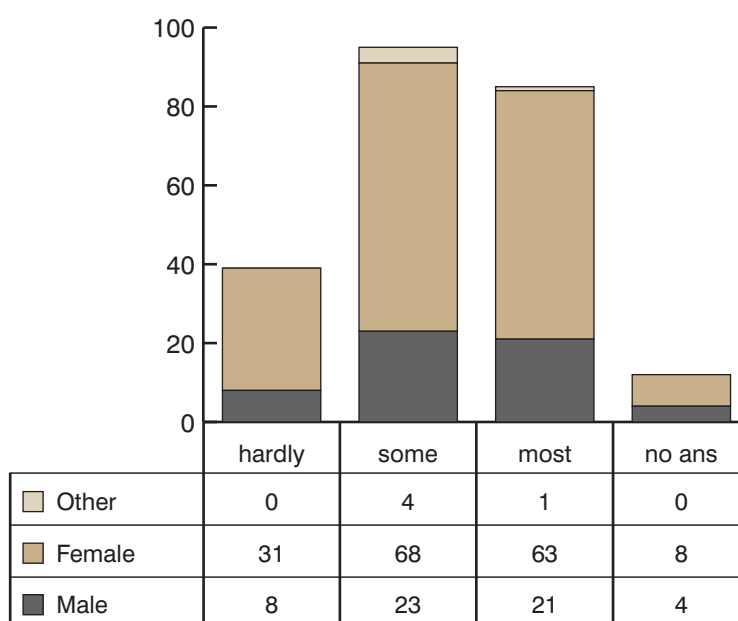
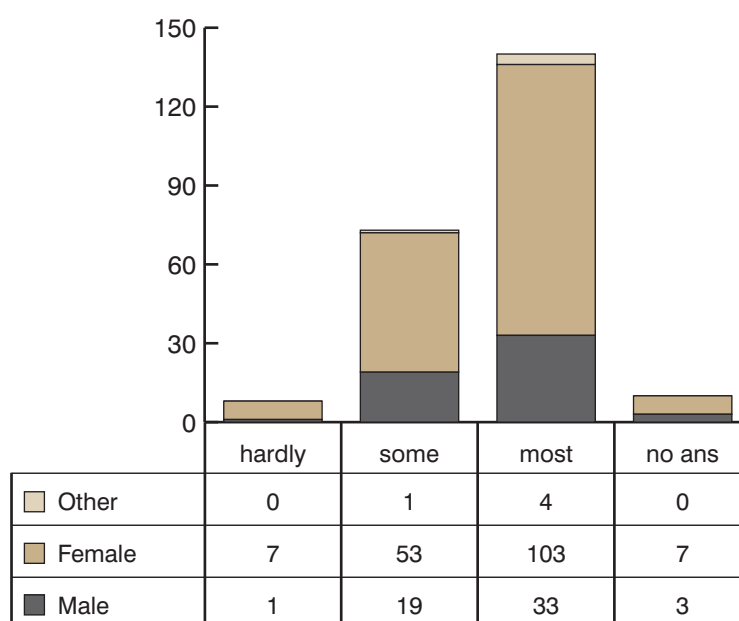
Confident Individuals Now by Gender



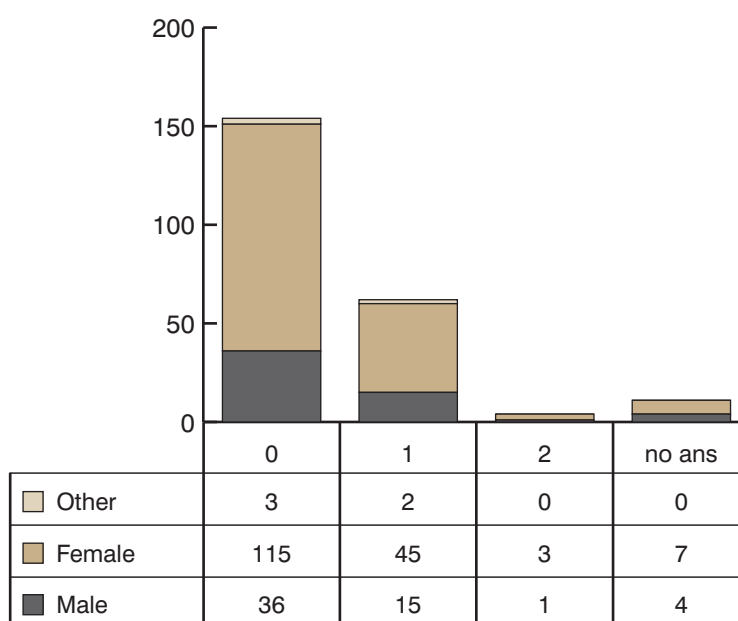


Effective Contributors and Responsible Citizens: Again, an average of 67% (153 of 231) of responses indicated no change between the start of activity and now. The number of people reporting most of the time at the start and the number reporting most of the time now went from 85 to 140, a change of 65%. Though only 35% indicated starting at ‘most of the time’, an additional 41% reported starting at ‘some of the time’. The average response for those who report hardly ever for the indicators in this category went from 39 at the start to 8 now.

For this indicator, the responses patterns are more similar with very little difference in percentages of responses between males and females.

Effective Contributors and Responsible Citizens at Start by Gender**Effective Contributors and Responsible Citizens Now by Gender**

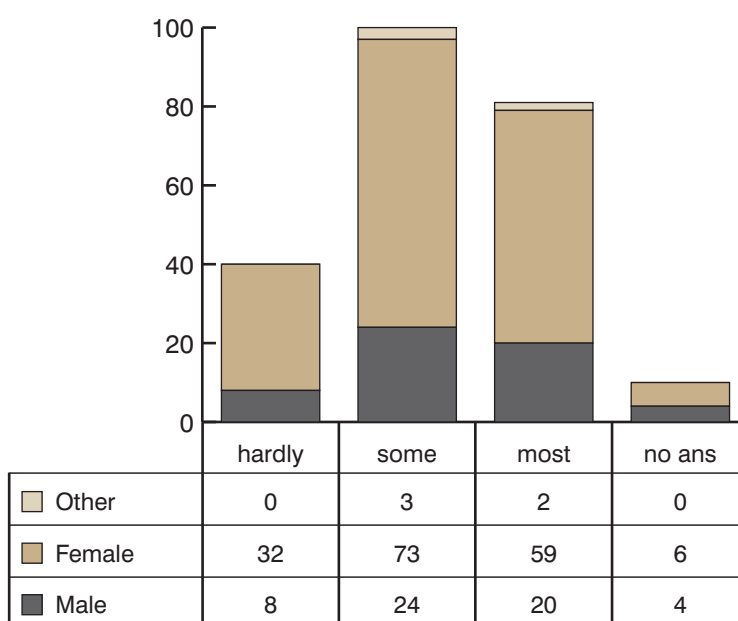
Effective Contributors and Responsible Citizens Change by Gender



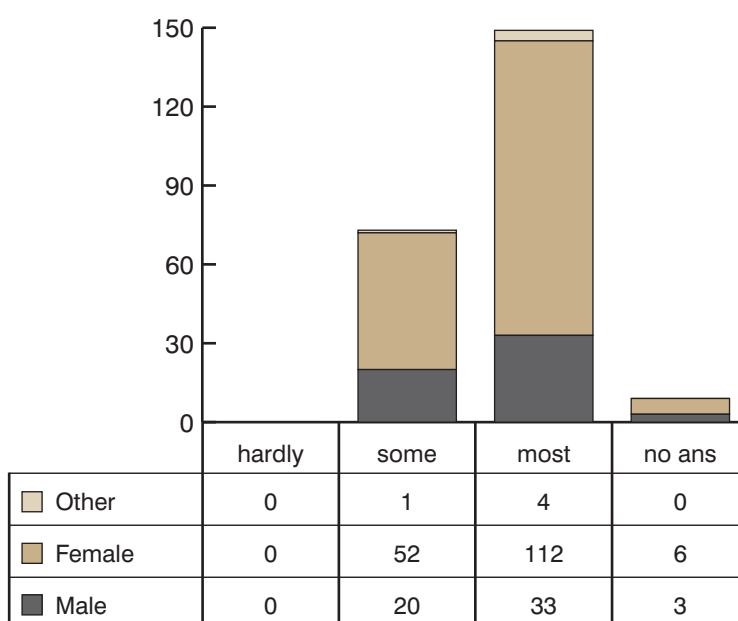
Successful Learners: The indication of no change between the start of activity and now was the average response for 62% of the respondents (144 of the 231). While only 35% of the total indicated starting at ‘most of the time’, that number was 64.5% now – an increase of 84%. The number reporting hardly ever went from 40 at the start to 0 now.

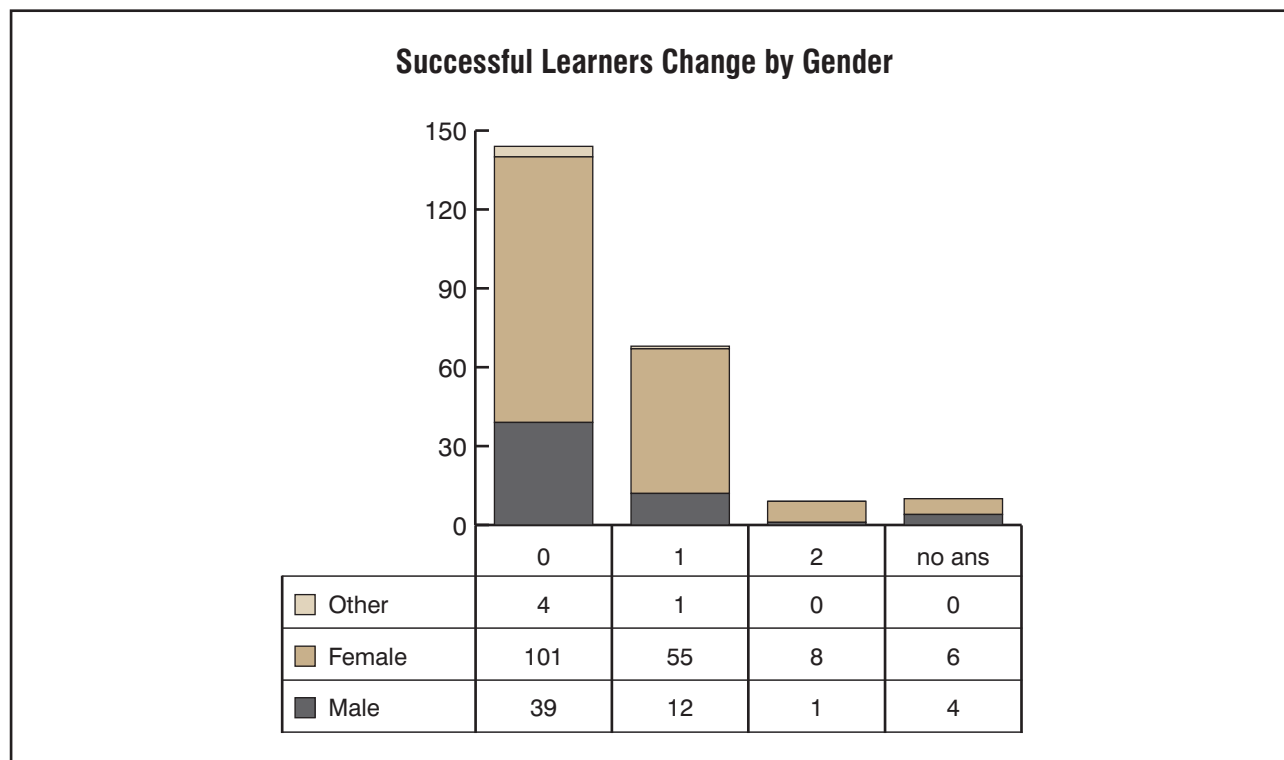
More females than males were likely to indicate ‘hardly ever’ at the start (nearly 19% vs 14%) and indicate less experience of ‘no change’ (59% vs 69%), thereby reporting more change toward the outcome of being a successful learner. Nearly 5% of females indicated two levels of change and 32% indicated one level of change, while less than 2% of male respondents reported two levels of change and 21% reported one level of change.

Successful Learners at Start by Gender



Successful Learners Now by Gender

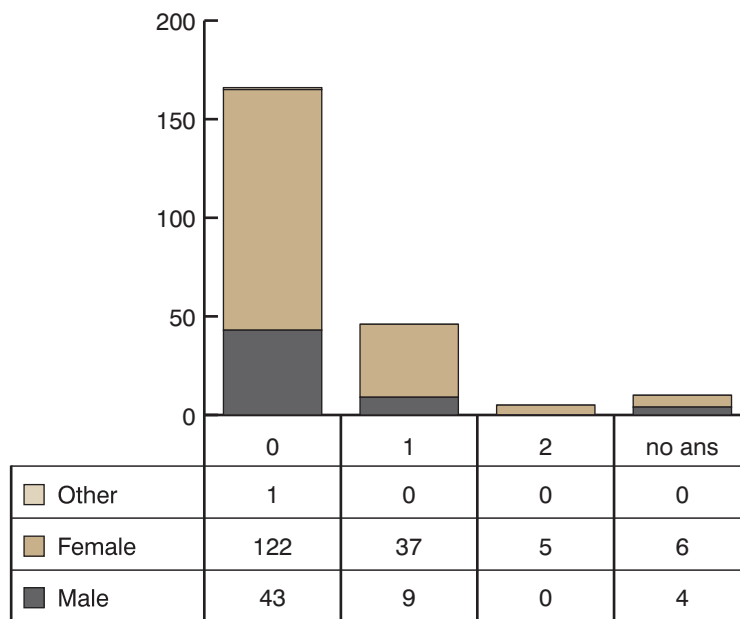




All of the indicators taken together show the average change toward the Personal Development outcomes by gender below. The overall average indicates 170 of the 231 respondents (74%) indicate no change, and 46 of the 231 (20%) indicate one level of positive change (from 'hardly ever' to 'some of the time', or from 'some of the time' to 'most of the time').

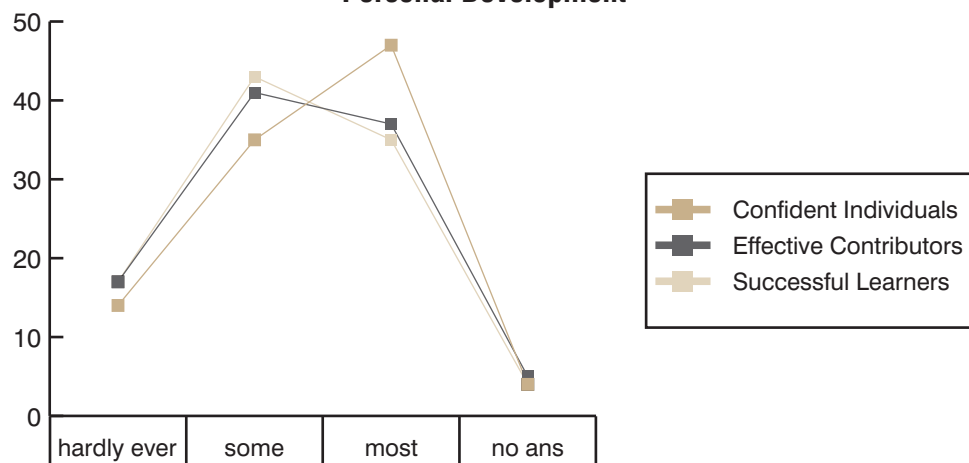
It is interesting to note that there is not a big difference between the responses in the Personal Development section provided by those who completed only this section and those who completed both the Personal Development Section and the Community Capacity Building section. More people (6% vs 3%) who completed both sections provided no response and fewer people (72% vs 75%) indicated an average of no change.

Personal Development Average Change by Gender



In order to understand the high level of no change for this category, it is interesting to note the starting point for individuals across all Personal Development indicators as follows:

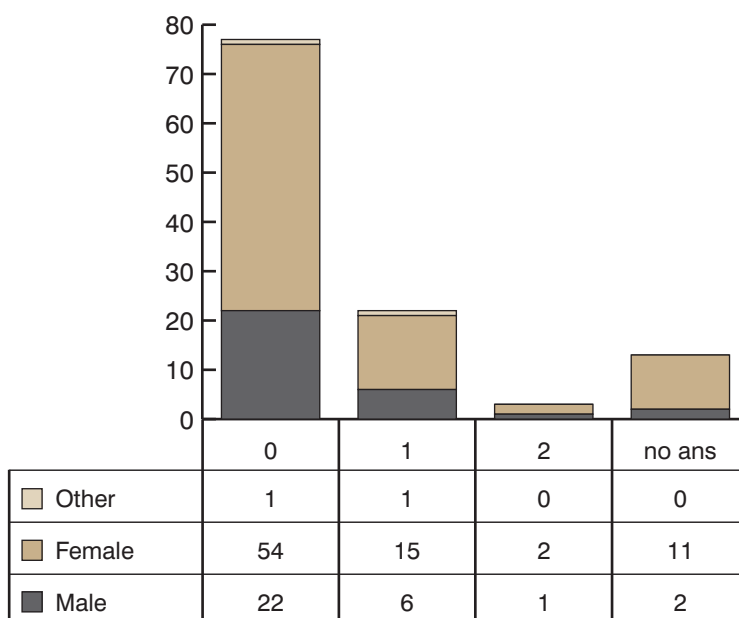
**% of Total Responses at Start
Personal Development**



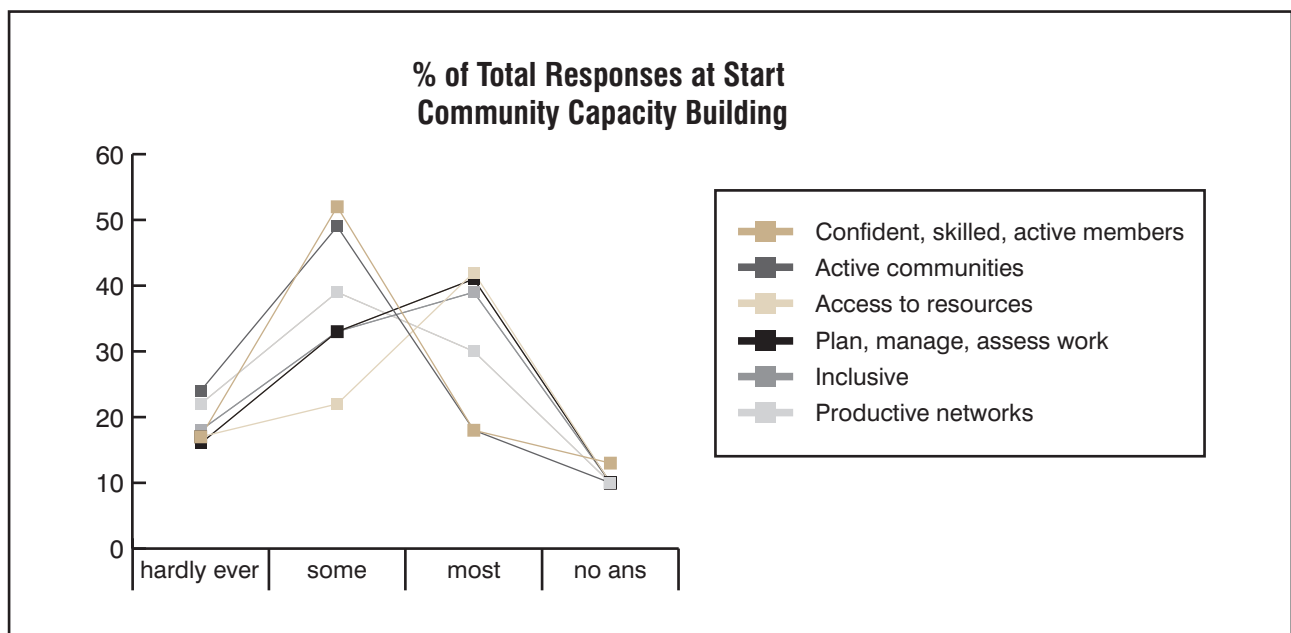
Community Capacity Building

To begin the discussion about the Community Capacity Building indicators, we review an aggregate of the indicators. This shows the average change toward the Community Capacity Building outcomes by gender. The overall average indicates 77 of the 115 respondents (67%) indicate no change, and 22 of the 115 (19%) indicate one level of positive change (from ‘hardly ever’ to ‘some of the time’, or from ‘some of the time’ to ‘most of the time’). This compares with the 74% and 20% for Personal Development indicators as shown above.

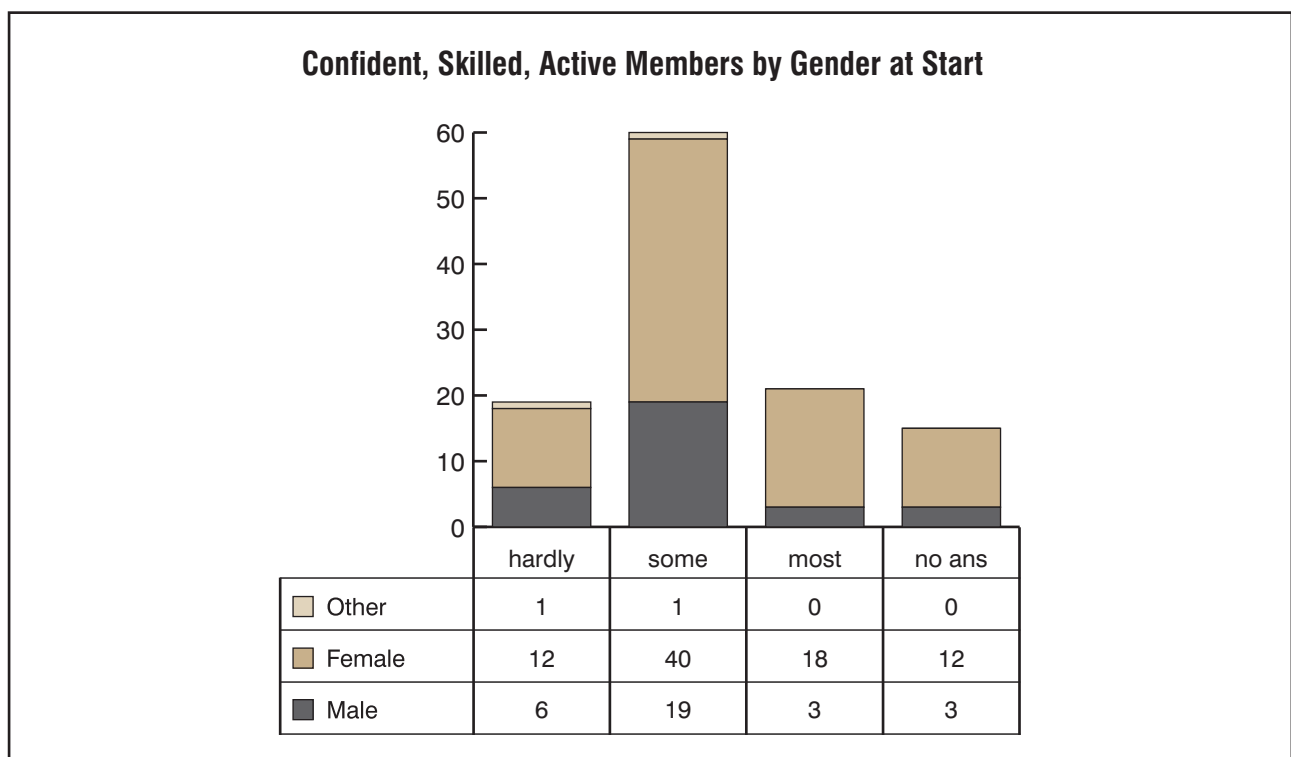
Community Capacity Building Change by Gender



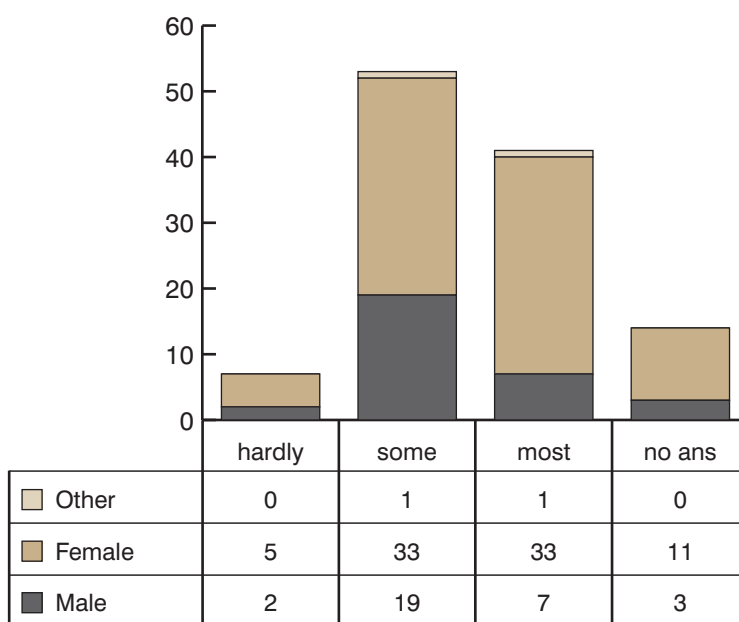
Again, to understand the high level of no change reported in this category, it is good to note the starting point for communities as reported for each of the Community Capacity Building indicators as follows:



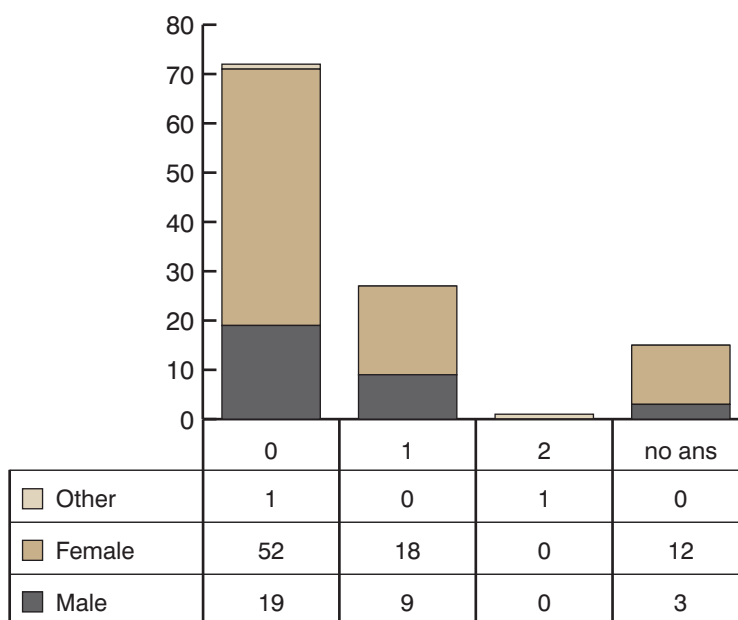
Confident, Skilled and Active Members of the Community: Of the total 115 respondents, 52% report an average starting point of ‘some of the time’ and 23% indicate one level of positive change. More than 10% of all respondents indicate positive movement from an initial report of ‘hardly ever’.



Confident, Skilled, Active Members by Gender Now

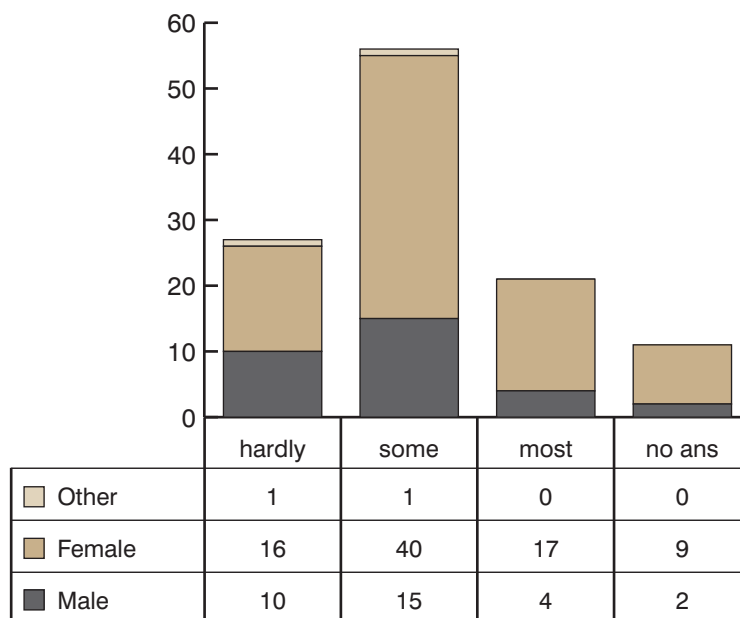


Confident, Active, Skilled Community Members Change by Gender

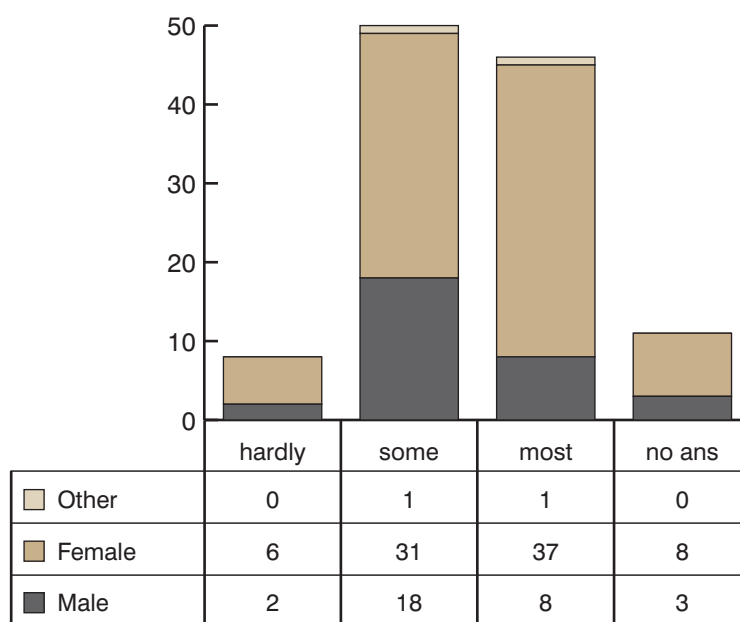


Active Communities with More Influence: For these respondents, 49% report ‘some of the time’ for this indicator; and while 59% indicate no change, a positive change of one or two levels is reported by 29%. Interestingly, just less than 2% (2 people) indicate one level of negative change for this indicator. Responses for 23% of people who reported hardly at the start changed to 7% now, and those who reported ‘most of the time’ changed from 18% at the start to 40% now.

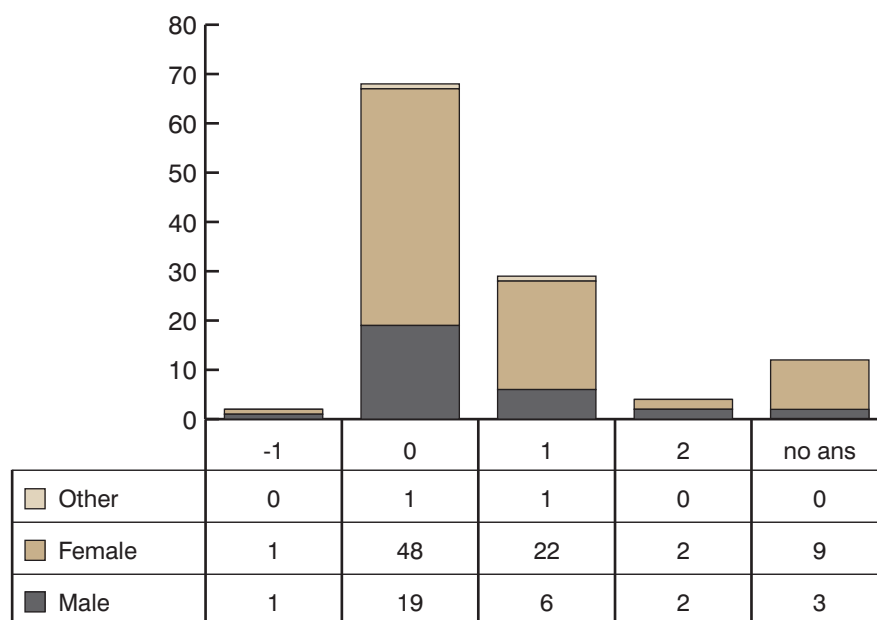
Active and Influential Communities by Gender Start



Active and Influential Communities by Gender Now

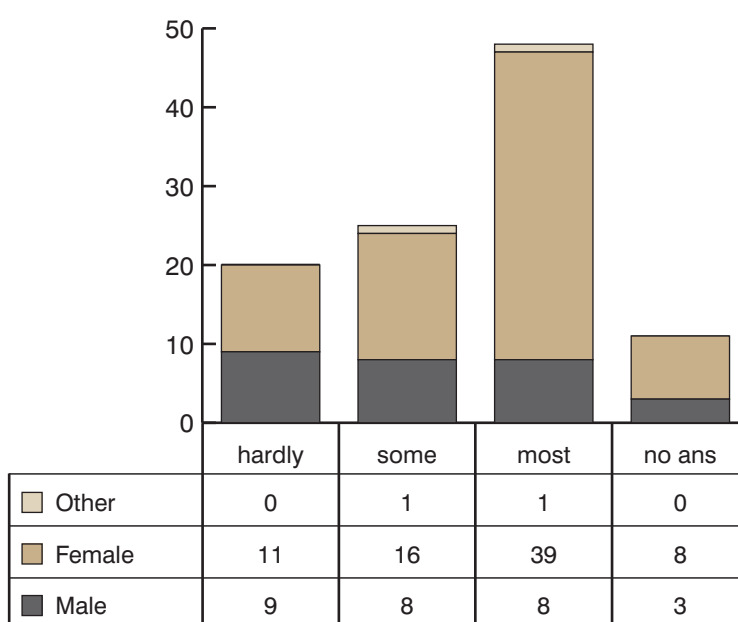


Active and Influential Communities by Gender Change

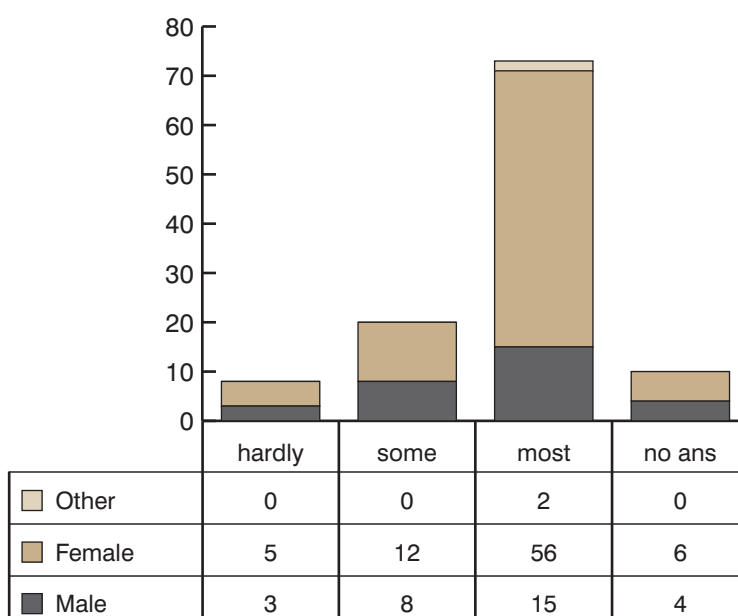


Community Organisations with Access to Resources and Deliver Services Effectively: For this category, many people reported ‘most of the time’, with 42% responding this way at the start and 63% now. Positive change of one or two levels was indicated for 22%, and those who reported ‘hardly ever’ decreased by 10% of all responses – a reduction of 60% from the start.

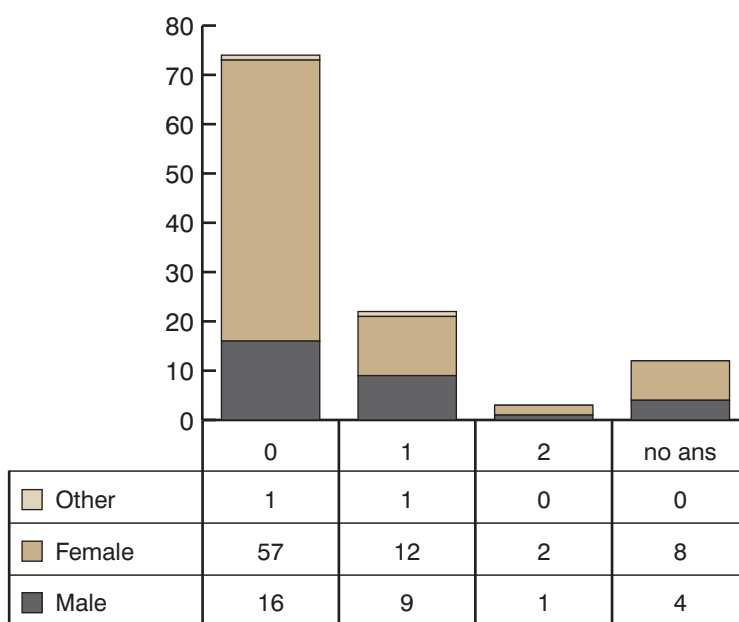
Access to Resource by Gender Start



Access to Resources by Gender Now

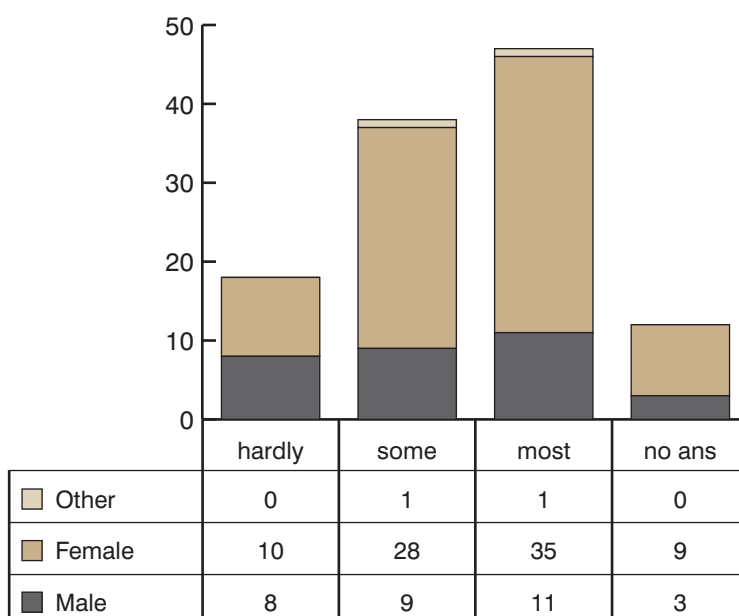


Access to Resources by Gender Change

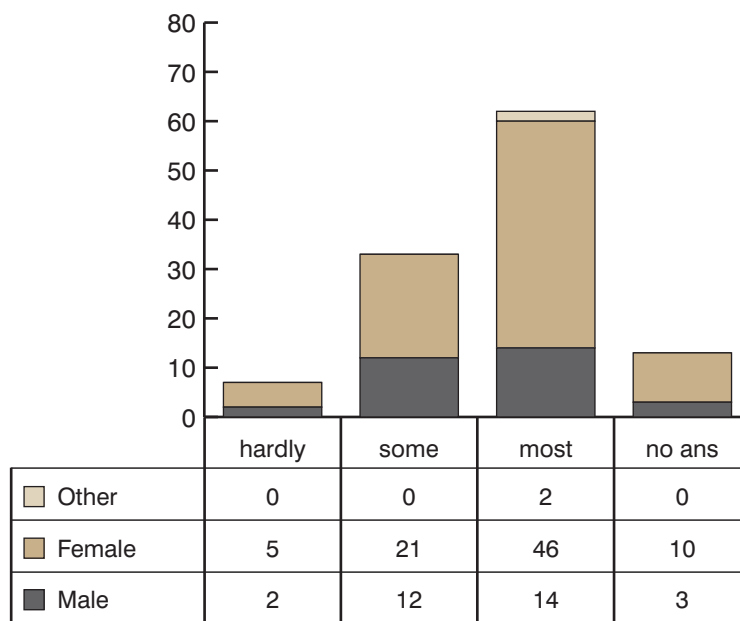


Community Organisations Plan, Manage and Assess their Work Effectively: Approximately 70% of respondents indicate no change in this area, though the number who report ‘most of the time’ grew from 41% of the total to 54% of the total, a change of 32% from the start. At the other end of the scale, respondents report 61% fewer assessments of ‘hardly ever’ between the start of CLD activity and now.

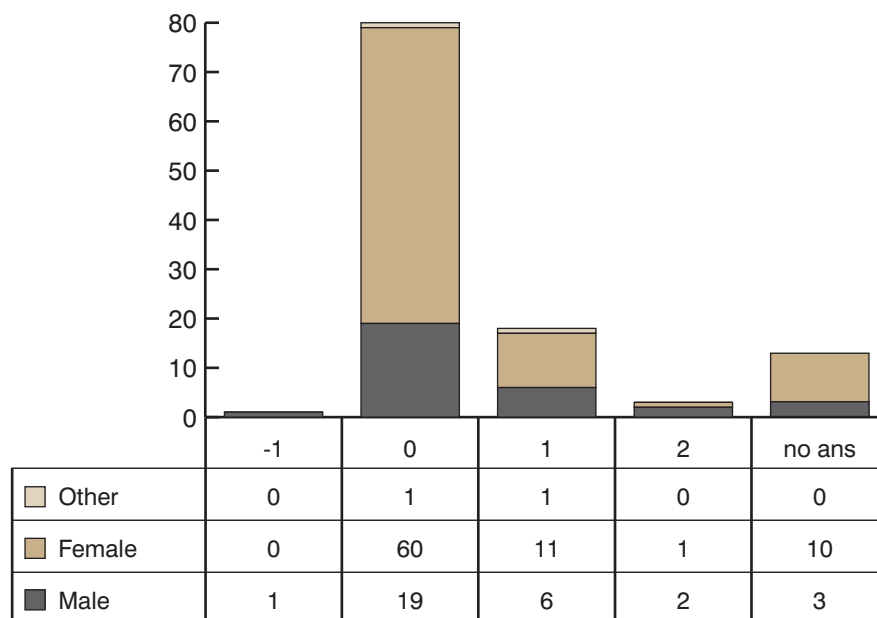
Plan, Manage, Assess Work by Gender at Start



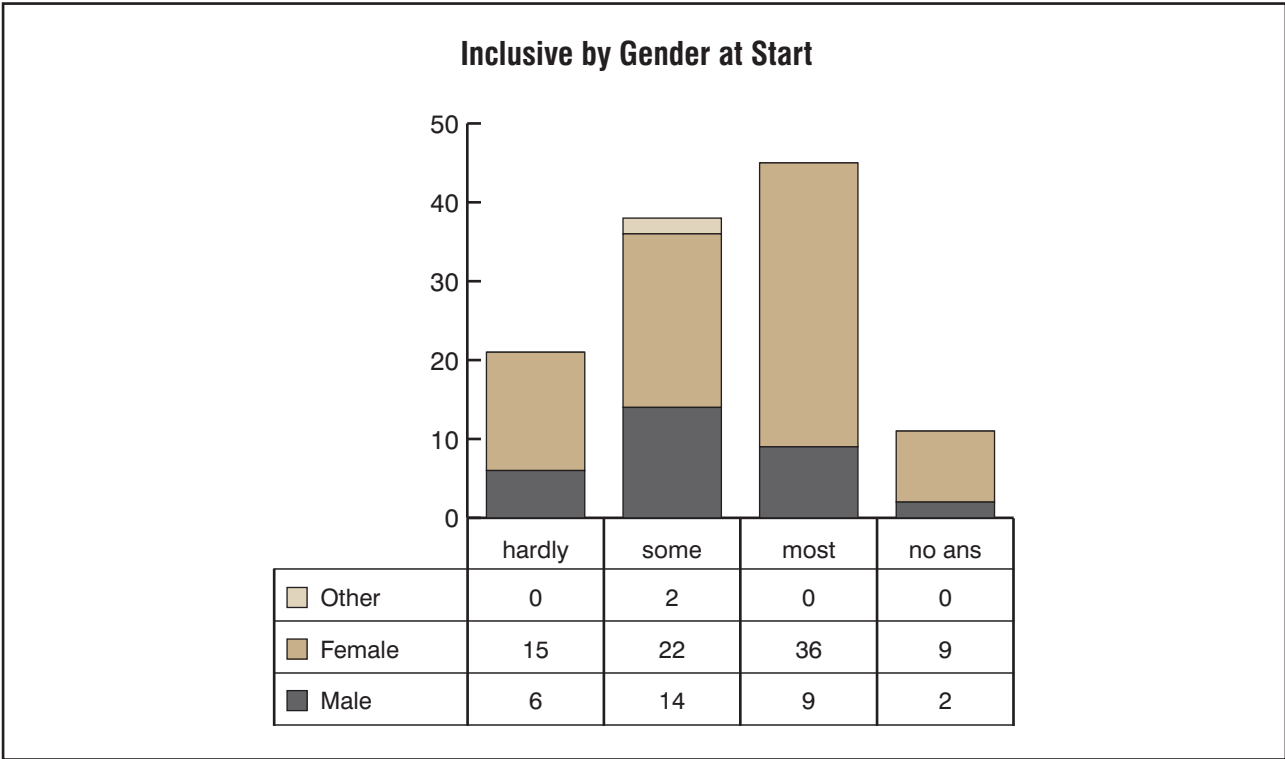
Plan, Manage, Assess Work by Gender Now



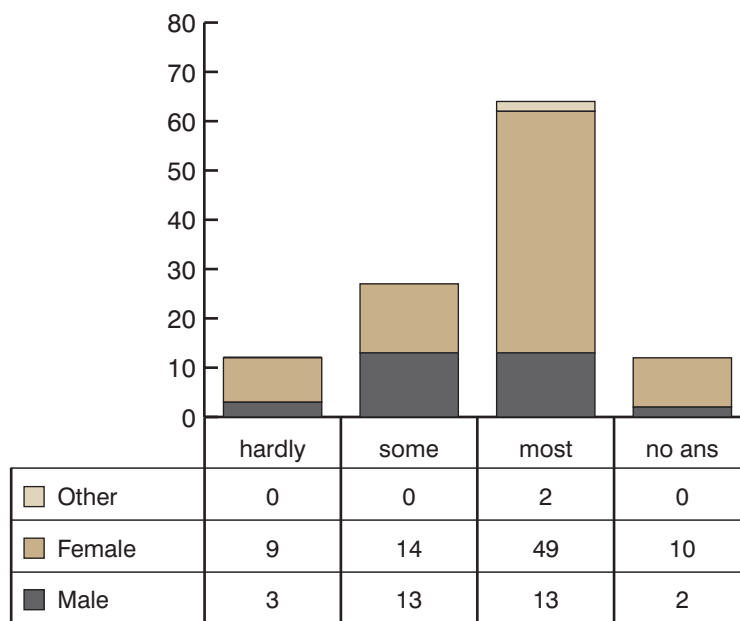
Plan, Manage, Assess Work by Gender Change



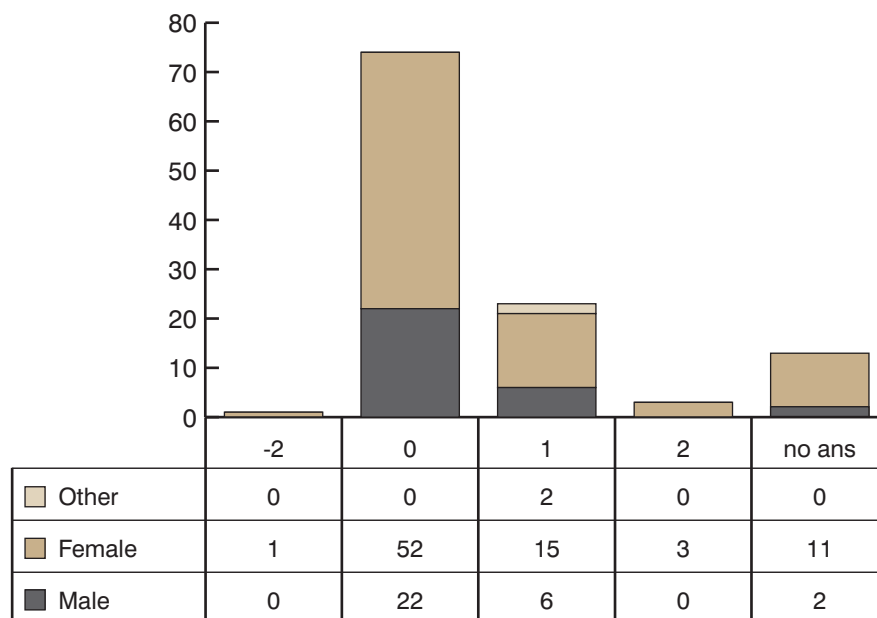
Community Organisations Include a Wide Range of People in their Work: At the start of CLD activity, 39% of the participants reported ‘most of the time’, 33% reported ‘some of the time’, and 18% reported ‘hardly ever’. For now, those numbers changed to 56%, 24% and 10%. With only 1 person reporting negative change, and 23% reporting one level of change, this indicates a significant change from ‘some of the time’ at the start of activity to ‘most of the time’ now.



Inclusive by Gender Now

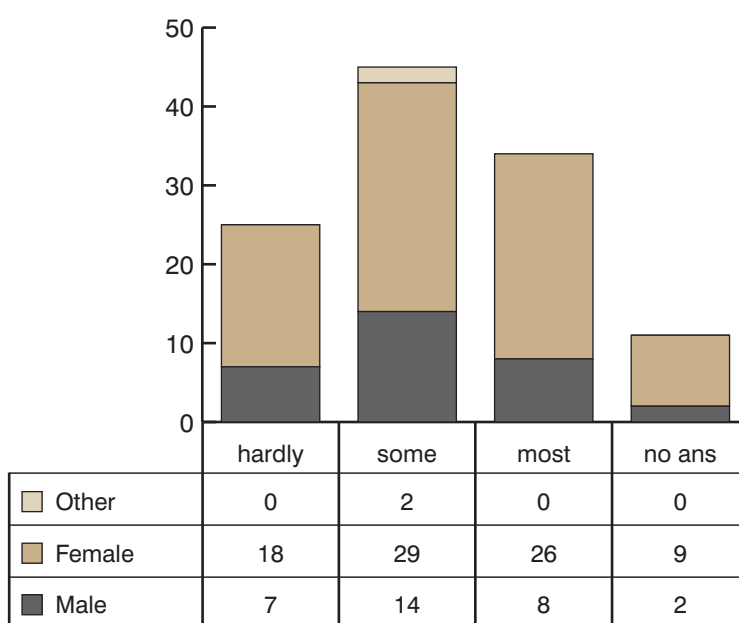


Inclusive by Gender Change

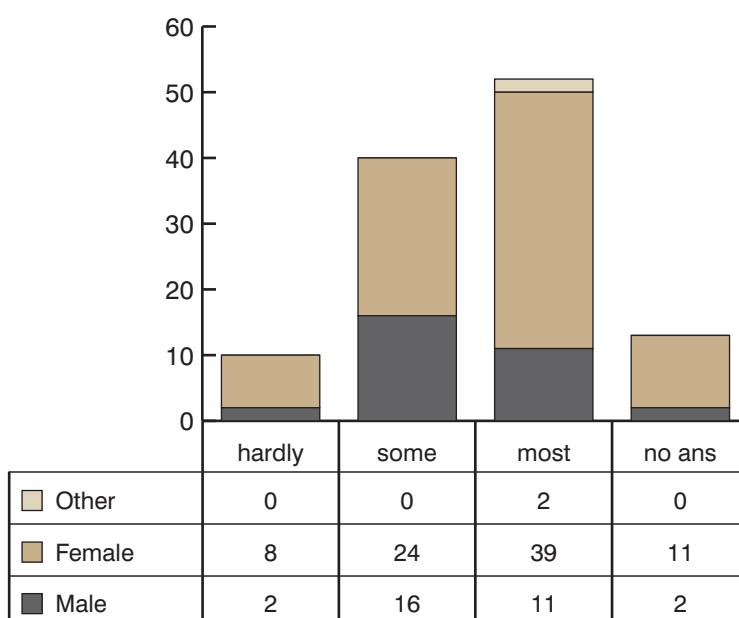


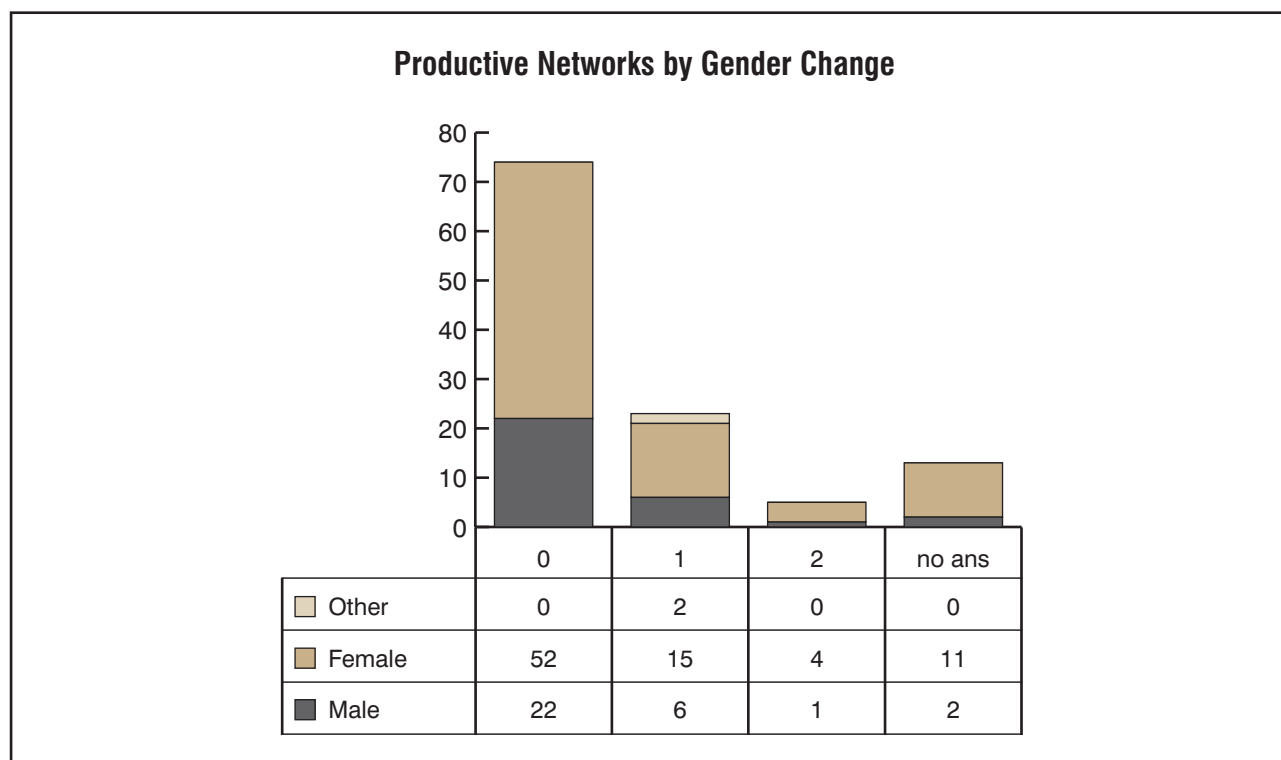
Productive Networks and Relationships: This category of indicators provided evidence of the largest amount of two levels of change through over 4% of the responses. Responses indicate a growth of 53% in the responses for ‘most of the time’ and a reduction of 60% in the responses for ‘hardly ever’.

Productive Networks by Gender Start



Productive Networks by Gender Now





The Instrument

The above analysis of the data provides information about the impact of CLD activity. Understanding whether or not the information is useful is a function of the validity and reliability of the instrument that gathers the data. Validity for this instrument is a matter to be reviewed on different levels:

Internal validity is a question of whether there is a causal relationship between the CLD activity and the outcomes.

Construct validity is a question of whether the instrument is measuring what we think it is measuring. In other words, are the indicators good representations for the outcomes? Do they operationalise the constructs of confidence, effective contributors, responsible citizens, and so forth?

External validity is a question of whether the results can be generalised to other persons, places or times.

This instrument does not contain a sufficient test for internal validity. Because the instrument was constructed under the assumption that there is a relationship between CLD activity and the outcomes, and because that relationship is considered to be causal, participants were continually prompted to remember that they are to be thinking about their participation in CLD activity and its impact as they responded. However, as described above in the constraints section, CLD activity is one of many factors and variables in a person's life that may have an impact on these outcomes. Therefore, the amount to which CLD can be credited or blamed for the positive or negative impact remains unclear. This instrument is insufficient to determine the exact nature of the relationship between CLD activity and the outcomes, and particularly whether that relationship is causal.

Construct validity was tested by a thorough review of the documents and information relating to this study, specifically *Delivering Change*, *HGIOCLD?2*, and the literature review related to these outcomes completed by The University of Edinburgh. In addition, the focus groups that were conducted prior to completing the development of the instrument for the pilot were aimed at exploring the ways in which various indicators operationalised the outcomes. These focus groups resulted in culling the indicators from more than 100 to the 76 that became part of the pilot instrument. This culling was based on information from the focus groups that some of the indicators were too general so that they applied to all of the outcomes and some being too vague so that they did not apply to any of the outcomes.

A review of the impact analysis presented above provides an additional analysis of the internal and construct validity by looking at the number of non-responses for each indicator and comparing those responses across all responses to find patterns of interest. This analysis suggests consistency of non-response patterns across all indicators except for the employment indicators for the End Outcomes. Non-responses are less than 9% across all Personal Development indicators and between 8% and 18% across all Community Capacity Building indicators. However, non-response was between 19% and 25% for End Outcome indicators related to employment. This suggests that these particular indicators, the measure, or both were not valid.

An analysis of the non-response that indicates more blank indicators at the end of the instrument than at the beginning would suggest that people got tired or bored with completing the instrument and simply didn't finish. However, the non-responses do not follow that pattern, which suggests that people who didn't fill in answers to indicators did so purposefully and not just through attrition.

Finally, there are some people who filled in all the demographic information but who did not fill in any answers, or only completed a few. This suggests some problem or difficulty with the indicators and the measure against each indicator, but there are not enough of these to indicate a problem with the internal or construct validity.

With respect to external validity, or whether the results could be generalised to other people, places and times, the conclusions and recommendations section of this report suggest changes to the instrument that would enhance its external validity as well as make the data more useful for analysis and understanding the impact of CLD activity. In order to understand how well the results could be generalised, it would be helpful to understand the representativeness of the sample against the population of CLD participants across all of Aberdeen and Aberdeenshire. This analysis was not part of this study, so whether the sample is representative or not is unknown. It is important to note that it wasn't intended for the sample to be representative of the entire population, but simply to be a subset of the population that could be adequately described by certain identifying characteristics.

The people who completed the survey were those who were made aware of the survey by workers committed to participation in the study. This could mean that the responses to the survey are skewed by the level of commitment of the worker. Again, this analysis was not part of this study, so this level of influence is unknown.

However, the sample size of 231 is a fairly substantial number of respondents and therefore is a good starting point to suggest external validity.

Feedback about the Instrument

People who completed the survey were asked for their perspectives about it – including the content and the form – by way of additional questions at the end of the survey and through interviews of participants after they completed the survey. In addition, CLD workers participated in a focus group where they shared what they had learned from the people who they had asked to complete the survey.

Responses to the additional questions contained at the end of the survey were as follows:

Topic	LIKE	Dislike	No answer
The help/guidance information provided	74	30	26
Length of time to complete	59	85	26
Being asked personal questions during registration (for example sexuality, faith)	18	67	26
Being asked about me	73	39	26
Being asked about my group	66	11	26
Being asked about my community	37	15	26
The language used	41	38	26
The scoring/answering system	15	48	26
Reflecting on the past	32	28	26
The Avante support	6	7	26
Local worker support	28	2	26

The responses for the top three things that would improve the survey were:

Topic	N	%*
More colour	98	42.4
Fewer questions	137	59.3
More detailed questions	71	30.7
Easier questions	122	52.8
Sound	31	13.4
Animation	36	15.6
Doing it with someone to support me (please state who in the Other box below)	23	10.0
Other:		
people did not answer any option	27	11.7
people entered less than three options.	17	7.4
*% is out of 231 people in the survey		

A total of six participants were interviewed after they completed the survey to ask what they thought about the instrument overall, the indicators, and the way in which the survey was constructed. These participants were all adult learners and they all completed the survey on-line.

All of those who were interviewed indicated that they really enjoyed completing the instrument as it gave them a good opportunity to reflect on their progress as a result of participating in CLD activity. They did not think it was difficult, though a couple of them indicated it was hard to think back on a time when they were not doing as well as they are now. While they all were concerned that it would take a long time, they were surprised that it didn't take more than '20 to 30 minutes'. However, when asked for suggestions for improving the survey, they all said to make it shorter. All of those interviewed indicated they were glad they had agreed to complete the survey.

A selection of CLD workers who disseminated the survey to participants for completion agreed to participate in a focus group to provide feedback about the survey on behalf of the participants. A total of 11 workers participated in the focus group. The results of this feedback session are as follows:

What worked:

1. Commitment from workers keen to have evidence of the impact of their work
2. The on-line version for a lot of CLD participants that come to Learning Centres where IT is commonly used and available; also those with access to IT facilities in community centres
3. The time it was 'open' was about right - possibly 8 weeks rather than 6
4. Participants of all ages really enjoyed self-reflection
5. Emphasis on confidentiality
6. Choice of on-line or paper
7. Updates and reminders were helpful for workers
8. Clear process for completion

What didn't work:

1. Employment related questions that didn't relate to older retired people
2. Many learners expressed a desire to have more support to complete
3. The scale and layout of the paper questionnaire was off-putting
4. Participants needed a stronger understanding at the outset as to what was in it for them

5. Some participants were keen to please the worker or made a strong assumption that they needed to say good things in order to secure funding – this was hard to dissuade
6. Some of the questions were considered irrelevant by participants
7. Annoyance at some of the registration questions – especially sexual orientation and faith
8. Some would have liked to skip questions – you could do this on the paper version but not on-line
9. Participants would have liked to have had a ‘score’ at the end of the task
10. Much of CLD is supported by p/t sessional staff so the workers briefings, while essential, meant that they then need to be the people that go and enthuse the sessional staff about the relevance and importance of the task – there was a mixed response to this. It would be good to get them involved in the same kind of briefings
11. The ‘one size fits all’ approach was not welcome with workers feeding back that some of the language used in the questions needed to be different for different audiences e.g. young people
12. There needs to be a clearer break between PD and CCB sections in order for clarity for those respondents who would have no interest in continuing into the CCB section
13. Too many questions
14. More options needed for scoring
15. Not all scoring headings worked for each question
16. The format was boring – needs colour, graphics, audio, movement, variety of formatting, ‘help bubbles’, stronger visuals that stimulate and retain attention
17. Easier to self-complete for those that are more confident and very problematic for those that have literacy needs
18. The categories used to describe the CLD activity wasn’t always recognised by those completing
19. The length of the introduction

Finally, unsolicited feedback was received from workers who posted paper copies of the survey to the consultants or the client for data input. This feedback suggested that a group of elderly participants were put off by the length of the introduction and the number and type of registration questions. They were offended by being asked about sexual orientation and almost did not go on to complete the survey because of this.

6.0 Conclusions

The research developed an instrument that was tested in order to establish its validity, to identify ways in which it offers reliable results, and to understand the impact of CLD activity in the pilot populations.

Scrutiny of the data results allowed us to test the instrument's validity and the reliability of findings. In effect, by asking questions of the data, analysing the answers and then asking questions of the answers we were able to then test the validity of the instrument itself.

So what did all this scrutiny and questioning tell us?

A total of 231 people took part in a study, which tested an instrument that had been developed with the support of workers in the field and subject to rigorous statistical analysis. Despite the difficulties of some aspects of the design of the instrument, they largely enjoyed the opportunity it provided them in terms of personal reflection. Their efforts were supported by managers and CLD workers across a range of settings and sectors, all of whom were keen to understand if their work made a difference to the lives of those they support and the communities in which they live.

The data supports their aspiration that it does.

Overall there is a positive distance travelled toward the defined outcomes by 22% of respondents who completed the personal development indicators. This means that CLD is supporting people to become more confident individuals, more effective contributors, responsible citizens and successful learners.

Equally, across a range of indicators, those involved in community capacity building provide evidence of improvement in how their groups function and the impact that this has on communities. Of those who completed the capacity building indicators, 22% indicate a positive distance travelled.

Even given the constraints of causality, this is a positive message.

These outcomes reflect not only those required of CLD in *Delivering Change* and *HGIOCLD?2*, they also set out the contribution that CLD can make to many areas set out in the Government's *National Performance Framework*; which is the bedrock of the groundbreaking November 2007 concordat between national and local government in Scotland. The study confirms that the instrument can assist in providing evidence that CLD is able to make a contribution of value to the education, skills, health and wellbeing of participants. It is tackling issues of inclusion, making a contribution to a fairer Scotland as well as supporting community cohesion, democratic participation and assisting people to enjoy the physical and environmental resources that Scotland has to offer.

The instrument also dovetails well with the Learning and Teaching Scotland and HMIE resources for improving schools and early years provision, *Journey to Excellence* as well as the capacities in young people being sought from Scotland's education system through *Curriculum for Excellence*.

The data that is available from this study is limited by a number of factors, most notably the difficulties presented by the lack of linkage between the outcomes and the inputs and processes. Equally the problems presented by the use of a measurement scale that is inadequate to provide a finer level of detail for reporting change merit mention. A more sensitive measurement scale would need to be addressed should there be any future use of the instrument. The Warwick Scale developed in 2006 by the University of Edinburgh for NHS Health Scotland to measure mental health wellbeing may offer some insights in this regard.

The findings of the pilot test indicate that the instrument does have merit for use in measuring the impact of CLD activity on outcomes. This is supported by the analysis of the data generated by completion of the instrument both in terms of what it can tell us about distance travelled and the patterns of responses.

CLD managers and workers are operating in an environment where they are keen to understand the impact of their work. They acknowledge that this tool focuses on outcomes in isolation from the nature and quantity of the resources used to deliver the activity (inputs), and makes no assessment of the approaches or processes used in any given setting. There is no hiding from the fact that this in effect provides the reader with information on outcomes without an understanding of the other elements that contributed to achieving these results for the participant population.

However, this study has been about the development of an instrument which supports national research into the outcomes of CLD activity. It was not about evaluation. Practice tools help that, they work with those involved in CLD activity, assisting them to gain an understanding of how to adapt approaches that will provide the best possible chance of achieving the desired outcomes. Such outcome based practice also enables a direct correlation to be drawn between the outputs (what was done and how) and inputs (the resources deployed).

Evaluation as part of good practice, enables stakeholders to consider, from different perspectives, whether such approaches work; and consequently what could be done differently in the future that would continue to achieve successful outcomes, or have more chance of achieving them in the future.

Such outcomes based practice is therefore essential. It has the best chance of providing a direct correlation between the CLD approaches and associated resources that deliver meaningful change. The practice that is adapted as a result of this information should flow through and be demonstrated in the results of national research, which will also support evidence of CLD outcomes.

To date there is little national research of this nature and the instrument that is the subject of this study seeks to support the establishment of a body of evidence in this field. While there is work to be done to further refine the instrument, the data that it can produce, suggests that were it to sit alongside a longitudinal research and more developed practice tools, CLD may be more able to evidence the impact of such work.

Research data flowing from the use of such an instrument would provide important trend analysis over time. This is largely absent for CLD, which given the body of research evidence that exists in parallel professions such as education, health and social work, gives cause for concern. Research in such fields is frequent, substantive and given considerable credence and CLD should be informed by the same rigour and given increased priority within government.

There are issues with this instrument around the participant's attribution of change to CLD as there are likely to be more factors that have an impact. However if this instrument is used alongside other research which demonstrates the relevance of different approaches on CLD outcomes, then these will complement and triangulate the findings of this instrument.

This instrument is designed to have validity for the general CLD participant population. As a self-completion tool it needs to be engaging and straightforward. Asking participants to comment on links to inputs and processes through the use of this tool would over-complicate and enlarge an already bulky instrument. It would also be in danger of asking questions which participants might find difficult to answer.

However, it is notable that participants in the test found the process of self-reflection a positive experience and workers noted that such processes are an important part of learning, noting a need to ensure that such skills development should be built into work with participants, particularly work with young people. The test of the tool also highlighted the need for support for respondents. CLD by its nature is in contact with and is required to prioritise the needs of those that are most disadvantaged. This includes those whose literacy skills can be poor, whose confidence is low and those for whom self-reflection would be unusual. The support of CLD workers for such participants can be important, and this is reflected in the feedback from workers in the test who highlighted the need to have the option of supporting study respondents. Given the additional needs related to equality and diversity among a range of the population, many of whom are the target groups for CLD engagement, it is essential that the tool, not only in the design of the content, but also its application, takes account of these needs.

The on-line nature of the tool proved to be both a barrier for some in this regard, while for others it worked extremely well. The substantial number of respondents completing on-line (64%) would indicate that further access to ICT among CLD participants may support a greater sample via this route. Given that 66% of the test population were adult learners, among whom some of those with the greatest literacy barriers might be encountered, this may support the use of the tool on-line.

The data gathered from this instrument would provide added value to complementary research into CLD outcomes and should reflect the use of more appropriate practice informed by research, the work of *HGIOCLD?2*, *LEAP (Learning, Evaluation and Planning)* and other practice tools, quality and evaluation-based frameworks and tools currently available or under development. There is a need to support the development of such practice tools with further and complementary research. This includes the work that is long overdue and recommended by the PIP project on the substantive and longitudinal study into CLD outcomes.

The data that this study provides is considerable. Time and resource constraints do not permit full and thorough analysis across all the demographic considerations. Those mentioned in this report provide the highlights for the purposes of establishing the validity of the instrument. It is acknowledged however that stakeholders in the pilot sites of Aberdeen and Aberdeenshire may wish further interrogation of the data for their own areas and across a more detailed set of indicators analysis. Given the considerable goodwill shown towards the study by both sites it would be helpful if an accommodation could be reached between the Government and the localities on how best to extract this information.

7.0 Recommendations

It is recommended that:

1. Government and stakeholders note, welcome and build on the support for the development of such an instrument among CLD managers, workers and participants.
2. All stakeholders
 - (a) note the strong feedback that participants enjoyed the process of self-reflection and the opportunity to build skills in this area;
 - (b) provide further opportunities to undertake such reflection.
3. Learning Connections, Aberdeen and Aberdeenshire undertake further analysis of the volume of data available from the test in order to maximise the available information for the two pilot sites.
4. Learning Connections, CLD managers and workers, promote understanding of the instrument as it develops as being of use as part of a series of activities that support evidence of CLD outcomes. The instrument should be complementary to work which seeks to demonstrate the relationship of inputs and processes to the outcomes of CLD.
5. Learning Connections and other stakeholders, including CLD Partnerships, note that despite the constraints of the study, the instrument appears to be a valid measure of CLD outcomes and as such should be further developed.
6. Learning Connections and associated stakeholders, including CLD Partnerships, acknowledge that this pilot suggests the instrument is a valid and interesting way of evidencing change and as such there is merit in supporting the further development of the instrument, subject to some improvements and complementary research (set out above and below).

7. The adapted instrument should be subject to further development with the inclusion of stakeholders and again be tested but on a national scale, with adjustments that include:
 - direct linkage to the SOAs, National Performance Framework indicators and targets
 - a more sensitive measurement scale, which will provide clearer information on the distance travelled
 - fewer questions
 - a longer lead-in period to promote understanding of the benefits by CLD participants and very local staff (including sessional staff)
 - varied language for different groupings
 - a longer period for completion
 - a longer period and additional resources for the analysis of the data across a range of demographic information
 - additional resources for the use of stronger graphic design and IT support to create a more stimulating experience for respondents
 - a facility for on-line respondents to have instant feedback from their completion
 - the options for worker support for those with literacy considerations
 - revised arrangements for the collection of demographic information.
8. Learning Connections undertake research that seeks to demonstrate the relationship between outcomes, inputs and processes, including the longitudinal study noted as under consideration in the brief for this research and recommended by the PIP group.
9. The research requirements highlighted for CLD as part of this study are raised with and supported by analytical services within the Government's Lifelong Learning Directorate.

Acknowledgements

This research would not have been possible without the input of a host of people too numerous to mention by name. The early stages of the study required the engagement of Community Learning and Development (CLD) practitioners across the country; and the sheer number of people willing to travel many miles to do so was an early indication of the scale of commitment that we encountered as we developed and tested the instrument that is the subject of this report.

Special mention must go to the workers and managers in Aberdeen City and Aberdeenshire who were willing participants in the test sites. Their enthusiasm, 'can-do' approach and willingness to work with us on the test goals were matched only by the warmth of welcome extended to consultants asking a lot of those that already carry considerable workloads. The fact that staffs across voluntary and statutory sectors were so willing to engage in the process was much appreciated and ensured that the test was able to reach a good spectrum of CLD participants. Thanks must also therefore go to the 231 people of all ages that took part in the test and brought the instrument to life.

A study of this nature benefits from those with an understanding of the task and of the field; we were fortunate to have had both in the research advisory group. Members proved immensely helpful and supportive from the outset and came into their own as the findings emerged.

The Avanté team that pulls together to deliver our research is also invaluable and complements the work of the consultancy team; this includes IT, statistical as well as office support staff.

Thank you all for your time and resources, your insights and your candour.

Carolyn Stenhouse
Director

Dr Kristin Von Wald
Senior Consultant

Avanté
2008

Appendices

Appendix One: The National Performance Framework and the Concordat between Scottish Government and Local Government

The Scottish Government has established a new partnership with local government. The terms of this partnership are set out in the Concordat agreed between the Scottish Government and CoSLA (the Convention of Scottish Local Authorities). This partnership is set within the context of a new performance framework which “will allow us more clearly and openly to demonstrate our performance as a government and sharpen the focus of all those responsible for public service delivery, in national and local government, for the benefit of the people of Scotland” (John Swinney MSP, Cabinet Secretary for Finance and Sustainable Growth, Foreword to the Scottish Budget Spending Review 2007).

The National Performance Framework can be accessed via this link <http://www.scotland.gov.uk/Publications/2007/11/13092240/0> to the Scottish Budget Spending Review 2007 (click on Chapter 8). This link also provides access to the Concordat.

Scottish Government’s Purpose: to focus the Government and public services on creating a more successful country, with opportunities for all of Scotland to flourish, through increasing sustainable economic growth.

High Level Targets

Indicator

GDP Growth
Productivity
Population Growth
Solidarity
Cohesion
Participation
Sustainability

National Outcomes

Target

To raise the growth rate to the UK level by 2011
To match the growth rate of small independent EU countries by 2017
To rank in the top quartile for productivity amongst our key trading partners of the OECD by 2017
To match average European (EU15) population growth over the period from 2007 to 2017, supported by increased healthy life expectancy in Scotland over this period
To increase overall income and the proportion of income earned by the three lowest three income declines as a group by 2017
To narrow the gap in participation between Scotland’s best and worst performing regions by 2017

To maintain our position on labour market participation as the top performing country in the UK and to close the gap with the top 5 OECD economies by 2017

To reduce emissions over the period to 2011.

To reduce emissions by 80% by 2050.

1. We live in a Scotland that is the most attractive place for doing business in Europe.
2. We realise our full economic potential with more and better employment opportunities for our people.
3. We are better educated, more skilled and more successful, renowned for our research and innovation.
4. Our young people are successful learners, confident individuals, effective contributors and responsible citizens.
5. Our children have the best start in life and are ready to succeed.
6. We live longer, healthier lives.
7. We have tackled the significant inequalities in Scottish society.
8. We have improved the life chances for children, young people and families at risk.
9. We live our lives safe from crime, disorder and danger.
10. We live in well-designed, sustainable places where we are able to access the amenities and services we need.
11. We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others.
12. We value and enjoy our built and natural environment and protect it and enhance it for future generations.
13. We take pride in a strong, fair and inclusive national identity.
14. We reduce the local and global environmental impact of our consumption and production.
15. Our public services are high quality, continually improving, efficient and responsive to local people's needs.

National Indicators and Targets

- Indicator 1:** At least halve the gap in total research and development spending compared with EU average by 2011
- Indicator 2:** Increase the business start-up rate
- Indicator 3:** Grow exports at a faster average rate than GDP
- Indicator 4:** Reduce the proportion of driver journeys delayed due to traffic congestion
- Indicator 5:** Increase the percentage of Scottish domiciled graduates from Scottish Higher Education Institutions in positive destinations
- Indicator 6:** Improve knowledge transfer from research activity in universities
- Indicator 7:** Increase the proportion of school leavers (from Scottish publicly funded schools) in positive and sustained destinations (FE, HE, employment or training)
- Indicator 8:** Increase the proportion of schools receiving positive inspection reports
- Indicator 9:** Increase the overall proportion of area child protection committees receiving positive inspection reports
- Indicator 10:** Decrease the proportion of individuals living in poverty
- Indicator 11:** 60% of school children in primary 1 will have no signs of dental disease by 2010
- Indicator 12:** Increase the proportion of pre-school centres receiving positive inspection reports
- Indicator 13:** Increase the social economy turnover
- Indicator 14:** Reduce the rate of increase in the proportion of children with their Body Mass Index outwith a healthy range by 2018
- Indicator 15:** Increase the average score of adults on the Warwick-Edinburgh Mental Well-being Scale by 2011
- Indicator 16:** Increase healthy life expectancy at birth in the most deprived areas
- Indicator 17:** Reduce the percentage of the adult population who smoke to 22% by 2010
- Indicator 18:** Reduce alcohol related hospital admissions by 2011

- Indicator 19:** Achieve annual milestones for reducing inpatient or day case waiting times culminating in the delivery of an 18 week referral to treatment time from December 2011
- Indicator 20:** Reduce proportion of people aged 65 and over admitted as emergency inpatients 2 or more times in a single year
- Indicator 21:** Reduce mortality from coronary heart disease among the under 75s in deprived areas
- Indicator 22:** All unintentionally homeless households will be entitled to settled accommodation by 2012
- Indicator 23:** Reduce overall reconviction rates by 2 percentage points by 2011
- Indicator 24:** Reduce overall crime victimisation rates by 2 percentage points by 2011
- Indicator 25:** Increase the percentage of criminal cases dealt with within 26 weeks by 3 percentage points by 2011
- Indicator 26:** Increase the percentage of people aged 65 and over with high levels of care needs who are cared for at home
- Indicator 27:** Increase the rate of new house building
- Indicator 28:** Increase the percentage of adults who rate their neighbourhood as a good place to live
- Indicator 29:** Decrease the estimated number of problem drug users in Scotland by 2011
- Indicator 30:** Reduce number of working age people with severe literacy and numeracy problems
- Indicator 31:** Increase positive public perception of the general crime rate in the local area
- Indicator 32:** Reduce overall ecological footprint
- Indicator 33:** Increase to 95% the proportion of protected nature sites in favourable condition
- Indicator 34:** Improve the state of Scotland's Historic Buildings, monuments and environment
- Indicator 35:** Biodiversity: increase the index of abundance of terrestrial breeding birds
- Indicator 36:** Increase the proportion of journeys to work made by public or active transport
- Indicator 37:** Increase the proportion of adults making one or more visits to the outdoors per week
- Indicator 38:** 50% of electricity generated in Scotland to come from renewable sources by 2020 (interim target of 31% by 2011)

Indicator 39: Reduce to 1.32 million tonnes waste sent to landfill by 2010

Indicator 40: Increase to 70% key commercial fish stocks at full reproductive capacity and harvested sustainably by 2015

Indicator 41: Improve people's perceptions, attitudes and awareness of Scotland's reputation

Indicator 42: Improve public sector efficiency through the generation of 2% cash releasing efficiency savings per annum

Indicator 43: Improve people's perceptions of the quality of public services delivered

Indicator 44: Improve the quality of healthcare experience

Indicator 45: Reduce the number of Scottish public bodies by 25% by 2011

Appendix Two: Instrument

Community Learning and Development Participant Survey: Guidance

Further help and guidance on completing the survey

What's it all about?

You will have been asked to take part in this pilot study by someone who knows you as a participant in some form of community activity.

Lots of different organisations support what you have heard described as 'community learning and development'. This is a way of working with and supporting communities to increase the skills, confidence, networks and resources that people need to tackle problems and grasp opportunities. This survey is part of a range of measures underway to try and evidence what kind of impact community learning and development makes to individuals, groups and communities.

That means we would like to know from you the difference that taking part in community activity makes to your life. We are also interested in your views on ways in which the activity may have made a difference to how your group works (if you come together as a community group) and also your views on how the activity might make a difference to community life. We value what you have to say.

This is a pilot study as we are hoping to learn lessons from this that tell us whether asking these kinds of questions give us information that is of value. It is then possible that this survey will be used across the country.

Confidentiality

Very importantly you will not be identified as part of this study. We are asking for information about you that helps us to know generally about all of the people who took part, but we aren't asking for your name or any other information that can identify you. Workers who have asked you to complete the survey will never see your individual response. We won't know who you are once you've completed it and we won't seek to identify individual responses in any way or share the individual responses with anyone involved.

What if you take part in more than one activity?

We know that the kind of activities that people take part in are very wide-ranging and couldn't possibly be listed here. But they tend to fall under three main headings and we'd like to know which one you are thinking of when you are answering the questions and the nature of your involvement. We cover this later.

If you are involved in more than one kind of activity pick the one that you know best and keep that in your mind when you are answering the questions. Decide on your answers based on a general picture that reflects your overall and most commonly held view. Try to think if you are just feeling bad or good today and then think how you feel most often before answering.

Group work and individual work

If you take part in something that is specifically about your own individual learning (for example taking part in a class or working with a tutor), you may find that some of the questions don't seem to apply to you and you will be able to skip these and move forward in the survey.

The questions that talk about 'our group/organisation' are designed for those whose goal is achieved by working together in a community group (for example a tenant's organisation or a self help group or a youth group). Some of these groups will be very informal while others will have constitutions and be very organised. We are interested to hear from you about both.

What do we mean by community?

When we say community, what we mean is a geographic community (for example, a whole town or just one block of flats), or it may be a community of people who all share the same interest (for example, carers or parents).

The activity and change

Each question is posed as a statement. It's important that you base your answers – as much as you can – on what you think the contribution of the activity has been to the change that you are describing in the statement.

Think about how things might have changed

For each statement, try to think about how you feel now and also about whether that is different to when you started taking part in the activity you have in mind. This may be some time ago or it may be fairly recently, but we're interested to see if things have changed for you. Mark your responses for the Past and for Now against the measure you think most applies for each statement.

Many thanks for your participation in this pilot study.

The following 6 points were those you saw when you first came to this on-line survey

1. We would like to know from you the difference that taking part in community activity makes to your life, your group (if you come together as a community group) and also your views on how the activity might make a difference to community life. This is a pilot study as we are hoping to learn lessons from this that tell us whether asking these kinds of questions gives us information that is of value. It is then possible that this survey will be used across the country.
2. At no point will you be personally identified as part of this study.
3. If you are involved in more than one kind of activity pick the one that you know best and keep that in your mind when you are answering the questions. Decide on your answers based on your overall and most frequently held view.
4. It's important that you base your answers - as much as you can – on what you think the contribution of the activity has been to the change that you are describing in the statement.
5. Try to think about how you feel now and also about whether that is different to when you started taking part in the activity you have in mind. This may be some time ago or it may be fairly recently, but we're interested to see if things have changed for you.
6. You can leave the survey at any stage and return later by revisiting the website address; you can then continue from where you left off. Please note: you can go back to previous questions by clicking on the Previous Page button at the bottom of the page – do not use the Back arrow button that you usually use on the internet. You can then review answers you've already supplied and can change them if you need to.

If you require assistance in completing this survey please contact Kris Von Wald or Carolyn Stenhouse on 0131 272 2728 or you can email Kris.

Avanté Consulting

Community Learning and Development Participant Survey

Aberdeen and Aberdeenshire Pilot

Question 1:

Please tell us your response to each of the following statements – selecting one option for where you are now and where you were when you started taking part in the CLD activity:

	When I started			Now		
	Hardly ever	Some of the time	Most of the time	Hardly ever	Some of the time	Most of the time
I am comfortable meeting new people						
I am confident asking questions						
I am comfortable discussing things with people in positions of authority (bank manager, doctors etc.)						
I am comfortable answering questions when asked						

Question 2:

Please tell us your response to each of the following statements – selecting one option for where you are now and where you were when you started taking part in the CLD activity:

	When I started			Now		
	Hardly ever	Some of the time	Most of the time	Hardly ever	Some of the time	Most of the time
I generally feel positive about me						
I know I am good at certain things						
I can manage my personal finances and shopping myself						
I am comfortable agreeing decisions with others						

Question 3:

Please tell us your response to each of the following statements – selecting one option for where you are now and where you were when you started taking part in the CLD activity:

	When I started			Now		
	Hardly ever	Some of the time	Most of the time	Hardly ever	Some of the time	Most of the time
I am comfortable defending my position in a discussion						
I adjust my behaviour once I have considered the needs of others						
I plan and organise						
I share my resources						

Question 4:

Please tell us your response to each of the following statements – selecting one option for where you are now and where you were when you started taking part in the CLD activity:

	When I started			Now		
	Hardly ever	Some of the time	Most of the time	Hardly ever	Some of the time	Most of the time
I resolve problems and conflict						
I am comfortable speaking up in a group or meeting						
I like to be included and involved						
I find out what's going on in the world and/or around where I live						

Question 5:

Please tell us your response to each of the following statements – selecting one option for where you are now and where you were when you started taking part in the CLD activity:

	When I started			Now		
	Hardly ever	Some of the time	Most of the time	Hardly ever	Some of the time	Most of the time
I like to discuss the issues that affect me and those around me						
I work with others to try and address some of the issues that affect me and those around me						
I consider the needs of those who have different life circumstances to me						
I think my opinion matters to others						

Question 6:

Please tell us your response to each of the following statements – selecting one option for where you are now and where you were when you started taking part in the CLD activity:

	When I started			Now		
	Hardly ever	Some of the time	Most of the time	Hardly ever	Some of the time	Most of the time
I like learning new things						
I know what it is I want to learn						
I have tried out different ways of learning new things						
I know how I learn best						

Question 7:

Please tell us your response to each of the following statements – selecting one option for where you are now and where you were when you started taking part in the CLD activity:

	When I started			Now		
	Hardly ever	Some of the time	Most of the time	Hardly ever	Some of the time	Most of the time
I like talking about what I've learned						
I have been able to show and use what I've learned						
I use technology (like computers and mobile phones) to get, store and give information						
I am physically healthy						

Question 8:

Please tell us your response to each of the following statements – selecting one option for where you are now and where you were when you started taking part in the CLD activity:

	When I started			Now		
	Hardly ever	Some of the time	Most of the time	Hardly ever	Some of the time	Most of the time
I have a general feeling of wellbeing						
I do not participate in activities that harm my health, such as smoking, drinking, drugs						
I vote in elections						
I have gained formal or informal qualifications						

Question 9:

Please tell us your response to each of the following statements – selecting one option for where you are now and where you were when you started taking part in the CLD activity:

	When I started			Now		
	Hardly ever	Some of the time	Most of the time	Hardly ever	Some of the time	Most of the time
I am in a job or in training						
I think my job is a good one for me						
I feel better about working						
My income is improving						

You will find the next set of statements most relevant if you take part in the activity that you are thinking of as part of a group. So for example if you are a member of a community group that is tackling something of common interest and of community benefit then you should continue.

However, if you have answered the first set of questions as an individual taking part in a learning activity specifically designed for your own individual needs then the following questions will not apply to you and you should click on Not Applicable then click on the Next Page button to complete the survey at this point.

Questions relating to groups are not applicable to me ☐

Question 10:

Please tell us your response to each of the following statements – selecting one option for where you are now and where you were when you started taking part in the CLD activity:

	When I started			Now		
	Hardly ever	Some of the time	Most of the time	Hardly ever	Some of the time	Most of the time
People in our community use a variety of sources of information to find out about things that affect our community (<i>see below for a definition of community for these statements</i>)						
People in our community are able to use information to get things done that improve things in our community						
People in our community understand how statutory bodies make decisions						
People in our community are able to speak up for themselves						

What do we mean by community? When we say community, what we mean is a geographic community (for example, a whole town or just one block of flats), or it may be a community of people who all share the same interest (for example, carers or parents).

Question 11:

Please tell us your response to each of the following statements – selecting one option for where you are now and where you were when you started taking part in the CLD activity:

	When I started			Now		
	Hardly ever	Some of the time	Most of the time	Hardly ever	Some of the time	Most of the time
People in our community know how to present information on their circumstances						
People in our community are good at organising things						
People in our community are good at working with each other						
People in our community are able to use what they have learned in other situations						

Question 12:

Please tell us your response to each of the following statements – selecting one option for where you are now and where you were when you started taking part in the CLD activity:

	When I started			Now		
	Hardly ever	Some of the time	Most of the time	Hardly ever	Some of the time	Most of the time
People in our community can identify the things that have helped bring about positive changes in our community						
People in our community believe that they have a role to play in achieving change						
People in our community feel that they have been able to bring about some change						
People in our community know how to make connections between groups in the community						

Question 13:

Please tell us your response to each of the following statements – selecting one option for where you are now and where you were when you started taking part in the CLD activity:

	When I started			Now		
	Hardly ever	Some of the time	Most of the time	Hardly ever	Some of the time	Most of the time
People in our community work well with others						
People in our community can work out any problems together						
People in our community are able to identify the issues they share with others						
Our group/organisation can access different resources to work on issues that matter to us						

Question 14:

Please tell us your response to each of the following statements – selecting one option for where you are now and where you were when you started taking part in the CLD activity:

	When I started			Now		
	Hardly ever	Some of the time	Most of the time	Hardly ever	Some of the time	Most of the time
Our group/organisation feels that our opinion matters to those that take decisions which affect our community						
Our group/organisation is recognised as being able to articulate the issues that matter to our community						
Our group/organisation is able to change public and other agency decisions on things that adversely affect our community						
Our group/organisation is recognised as having an important contribution to make in addressing issues that affect our community						

Question 15:

Please tell us your response to each of the following statements – selecting one option for where you are now and where you were when you started taking part in the CLD activity:

	When I started			Now		
	Hardly ever	Some of the time	Most of the time	Hardly ever	Some of the time	Most of the time
Our group/organisation has access to buildings and facilities in our community for us to meet together and engage in activities						
Our group/organisation has access to staff and volunteers (our own or others) to support our work						
Our group/organisation owns property or other assets (such as vehicles or equipment) that are used directly or indirectly to meet community need						
Our group/organisation uses community profiles, needs assessments and/or stakeholder consultations to inform our work						

Question 16:

Please tell us your response to each of the following statements – selecting one option for where you are now and where you were when you started taking part in the CLD activity:

	When I started			Now		
	Hardly ever	Some of the time	Most of the time	Hardly ever	Some of the time	Most of the time
Our group/organisation uses a plan for our work						
Our group/organisation uses structures to hold us accountable for what we do (for example constitution, memorandum and articles of association or group guidelines)						
Our group/organisation is well run by those in positions of responsibility such as committee members						
Our group/organisation is good at managing and supporting staff and volunteers						

Question 17:

Please tell us your response to each of the following statements – selecting one option for where you are now and where you were when you started taking part in the CLD activity:

	When I started			Now		
	Hardly ever	Some of the time	Most of the time	Hardly ever	Some of the time	Most of the time
Our group/organisation has productive and effective ways of communicating						
Our group/organisation has good systems to manage and account for our money and other resources						
Our group/organisation evaluates our work so that we can learn from it and adapt for the future						
Our group/organisation knows about people in our community from different cultures, backgrounds and those with different beliefs or life experience						

Question 18:

Please tell us your response to each of the following statements – selecting one option for where you are now and where you were when you started taking part in the CLD activity:

	When I started			Now		
	Hardly ever	Some of the time	Most of the time	Hardly ever	Some of the time	Most of the time
Our group/organisation adapts our work to take account of people in our community from different cultures or backgrounds and those with different beliefs or life experience						
People with different cultures, experiences, abilities and backgrounds are encouraged to participate in our community group/organisation						
Our group/organisation benefits from the involvement of those with differing abilities, beliefs, backgrounds and life experience						
Our group/organisation knows about other relevant groups that have similar interests or issues to ours						

Question 19:

Please tell us your response to each of the following statements – selecting one option for where you are now and where you were when you started taking part in the CLD activity:

	When I started			Now		
	Hardly ever	Some of the time	Most of the time	Hardly ever	Some of the time	Most of the time
Our group/organisation maintains links and shares information with other groups						
Our group/organisation takes part in relevant networks and partnerships						
Our group/organisation knows about what's happening with others operating in our field						
Our group/organisation has links with other groups that represent people who have different experiences, abilities, backgrounds and beliefs						

Question 20:

You're almost finished, we'd just like to ask you three more brief questions.

Please tell us how you completed this survey from the following list of options:

- ☐ On my own
- ☐ With the assistance of a worker that I know with me throughout
- ☐ With the assistance of a worker that I know only helping to clarify things at the start or occasionally
- ☐ With the assistance of a friend or family member
- ☐ With the assistance of someone else (Please state who and briefly state the nature of the support)

Question 21:

Please indicate the top 3 things that you most liked and disliked about completing this survey:

	Like	Dislike
The help/guidance information provided		
Length of time to complete		
Being asked about me		
Being asked about my group		
Being asked about my community		
The language used		
The scoring/answering system		
Reflecting on the past		
The Avante support		
Local worker support		

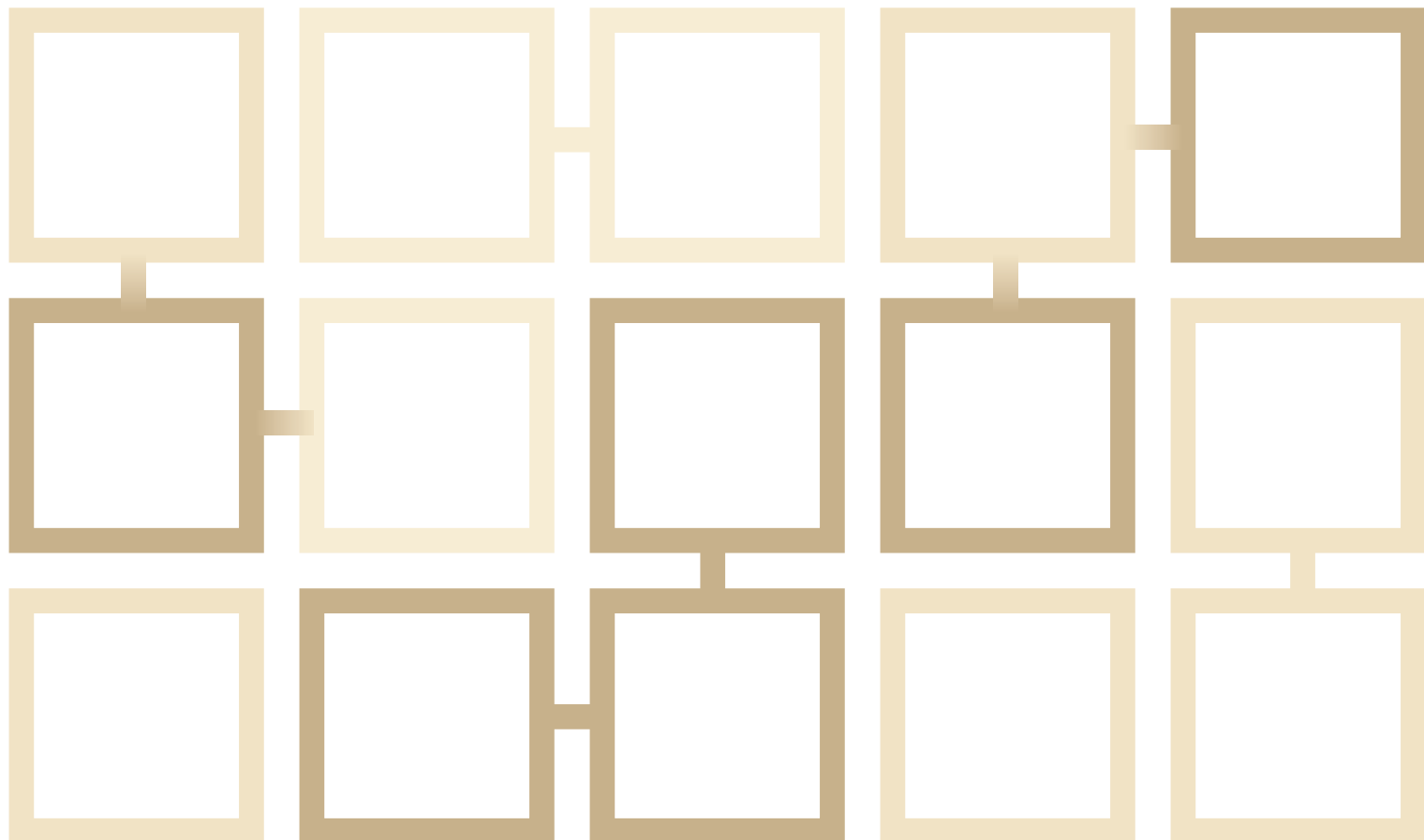
Question 22:

Please tick the top 3 things that you think would improve this survey:

Please tick 3 things

<input type="checkbox"/>	More colour	<input type="checkbox"/>	Sound
<input type="checkbox"/>	Fewer questions	<input type="checkbox"/>	Animation
<input type="checkbox"/>	More detailed questions	<input type="checkbox"/>	Doing it with someone to support me (please state who in the other box below)
<input type="checkbox"/>	Easier questions	<input type="checkbox"/>	Other:

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