

Interim Evaluation

Main messages

Time to reflect



National Collaborative
Outreach Programme

Realist evaluation approach

Realist evaluation

Programme Theories

Headlines

Remember, this is a realist recipe. I recommend a pinch of salt but if you taste it and think it needs more, add more.



Mechanics of Explanation - CMOCs

- **Programme Theories** - “ascertain the rationale regarding the assumptions of stakeholders around how a programme works” (GHWY, 2018: 6) at onset of the initiative.
 - As such, the realist evaluation looks to assess how and why these programme theories achieve their respective aims (Marchal et al, 2018: 83).
- Aim to identify the underlying **generative mechanisms** that explain ‘how’ the outcomes were caused and the influence of context
 - **Mechanisms** = Refers to the underlying social or psychological drivers that cause the reasoning of actors
 - **Contexts** = institutional. Key as context(s) influences ‘reasoning’ and, secondly, generative mechanisms can only work **if circumstances are right**
 - **Outcomes** = Patterns of outcomes (intended or unintended)

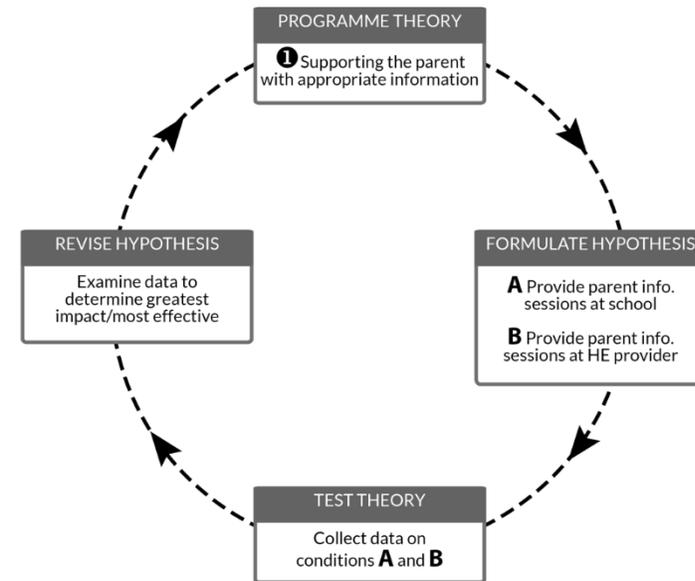
Marchal et al (2017)

Methods

Overall methodology for the realist evaluation involves three steps:

- 1) Initial programme theory development,
- 2) Theory validation
- 3) Theory consolidation and identification of lessons learned.

The methodology for the GHWY has used multiple data sources guided by the programme theories (insert visual of the table of activities)



Key findings (1)

Analysis of all data indicates that GHWY is making **significant progress** in engaging underrepresented groups of young people (and their wider communities) in terms of HE progression across West Yorkshire

Analysis of all programme theories emphasise the extensive nature of social, economic and cultural **barriers** that limit young people from progressing onto higher education.

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Key findings (2)

Institutionalised barriers are in place in schools and colleges. Those with lesser cultural knowledge of WP and progression have in turn impacted Higher Education Progression Officers ability to enhance WP provision and awareness.

Lack knowledge of the HE sector and the confidence to engage with it key barriers. Several young people note that confidence and knowledge-gain mechanisms become enhanced through more 'practical' experiences.

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Key findings (3)

GHWY analysis of the HEPO (Higher Education Progression Officer) emphasises the continued importance of having individuals in established WP roles in educational institutions across all wards. This enables relational and locally distinctive approaches to delivery, a hall mark of the GHWY NCOP.

Research with both HEPO staff and management emphasise the effectiveness of these roles in terms of introducing new WP (as well as enhancing existing WP). In particular, we see increases in raising the visibility of WP (and progression), which helps teachers.

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Key findings (4)

The analysis continuously notes the difficulty in reaching out to the wider community around the young person. This includes parents, schools and colleges, but also the space that young people inhabit, experience and have grown up with.

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Dynamic Learning Culture: NCOP

Helping underrepresented communities to progress to higher education is most effective through engaging multiple interventions in varying relevant spaces at different points in the student life-cycle. Interventions need to take a holistic, respectful and community-based approach. Further, by tailoring support in relation to the space that young people inhabit allows for a stronger culture of WP to take place in underrepresented communities.



Go Higher West Yorkshire Logic Model

Inputs	Outputs	Short-Med Term Outcomes	Long-Term Outcomes	Impact
<ul style="list-style-type: none"> • Parent support • Opportunities for stronger links with the school • Employer talks • Employability links • Work experience industry visits • Information about value of higher education • Information about the cost of higher education • Sustained CIAG • Support • Mentoring • Community • Positive role models • Campus visits • Campus tours • Teacher training • Peer support for trained teachers 	<ul style="list-style-type: none"> • More time () spent with practitioners who have a positive influence on young person • Improved information on the value of HE • Improved information on the cost of HE • Improved information on the range of jobs available in industry • Time spent () with adults who have confidence in students ability • Time spent () in young persons community (bringing HE to them) • More time () for parents/carers spent in challenging contexts/places • Teachers spend more time () investing in young people at individual level • Teachers have more time () spent with peers 	<ul style="list-style-type: none"> • Students better informed about higher education • Students have changed perceptions of higher education from _ to _ • Students have greater attention towards education • Parents have greater attention towards their children's education • Students show greater focus for progression to HE • Parents show greater focus for their children's progression to HE • Students show greater confidence to succeed in education • Teachers feel less isolated 	<ul style="list-style-type: none"> • Increased knowledge of _ • Increased confidence of/in _ • Students make more informed choices • Teachers have greater job satisfaction • Teachers have better work life balance 	<ul style="list-style-type: none"> • Change in young persons community culture towards HE aspirations • Increased progression to higher education for young people

Student inputs/outcomes

Parent inputs/outcomes

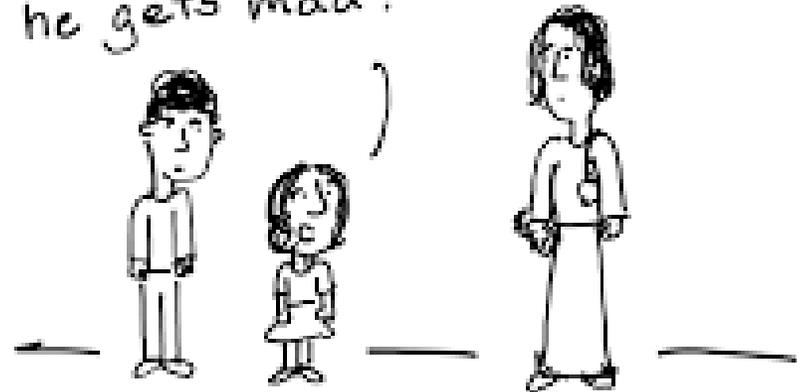
Teacher inputs/outcomes

Key messages and lessons learned from phase one to inform logic models

Creating a coherent LM requires in-depth knowledge of a programme's goals, components and environment—often drawn from multiple sources of information.

Developing a LM is a critical step for understanding of the contexts, mechanisms and outcomes (CMOs) and for identifying hypotheses/initial working theories of how a programme is intended to produce change

Mum. How come when you ask Henry to do something he does it? But when I ask, he gets mad?



Worked example at activity level

Context at macro,
micro and meso level,
societal,
organisational,
cultural and individual

Programme theory 9: dedicated progression staff in schools/colleges facilitate the delivery of outreach activity aimed at helping young people to make informed choices

Inputs

Deployment of HEPOs in schools/colleges
Which HEPO?/school?
Financial resources
££££
GHWY expertise
Concrete examples of shared resources via base camp?

Processes

Dates of staff meetings?
E.G depending on which example we pick – Katie/Bradford?
Mentoring and peer support – detail methods used/creative approaches?
Programme wide principle about working 'with not to' young people – detail in board papers/staff training/young researchers

Outputs

Skilled HEPOs – details of training completed?
Increased WP activity – details in school?
Bespoke delivery for young people in schools and colleges – detail an example

Outcomes

New spaces for WP activity – examples
Established cultural practice for WP in schools and colleges – which school/college
Established links between GHWY and schools and colleges – new relationships emerging?

Challenges:

Short term funding

Role of the 'relational and distinctive approach'

Blend demands of academic rigour and theory with practice

Sustainability