

SMART

*Second Chance Schools Working with
Systematic Measurement of Outcomes*

www.edu-smart.eu



ORGANISATIONAL GUIDELINES

*Collated by
Gerard Griffin and Shane Cullinane
LCETB*



Co-funded by the
Erasmus+ Programme
of the European Union



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Contents

Section 1: Introduction to the Organisational Handbook	5
1.1 Background to the SMART Project and Project Partners.....	6
1.2 SMART Project Rationale.....	6
1.3 What is the purpose of this Organisational Handbook?.....	8
1.4 Essential concepts underpinning the Systematic Measurement of Soft Skills.....	8
1.5 Cultural Shifts within an Organisation.....	9
1.6 Reflective Practice within Education and Training Organisations.....	10
Section 2: The Logic Model	11
2.1 Introduction the Logical Model.....	12
2.2 What are the benefits of making a Logic Model?.....	12
2.3 How are Objectives and Efforts clarified?.....	13
2.4 How are Outcomes measured?.....	15
2.5 What Areas should be measured?.....	16
2.6 E-platform.....	17
2.6.1 What Measurement indicators should be used?.....	17
2.6.2 How is the Data collected?.....	18
2.6.3 Measurement method - Using a questionnaire.....	18
2.6.4 Who fills in the questionnaire? Choosing Respondents.....	19
2.6.5 Frequency and Reporting.....	19
2.6.6 How is the Data generated to be used in an Organisational Context?.....	20
2.7 Recommendations for an Organisation on the use of Data generated.....	21

Section 3: Supporting an Organisation to adopt the SMS and E-platform..... 23

3.1 Cultural shifts within an Organisation to support the Inclusion of SMS...	24
3.2 Impact of changes on Work Practices.....	24
3.3 Self-reflection within teaching & training to support the SMS.....	25
3.4 Impact of Reflective Practice on the Learning Environment.....	26
3.5 Development of Quality Indicators to support the SMS & E-Platform.....	27
3.6 Staff Training.....	28

Section 4: Conclusions & Recommendations..... 29

4.1 Challenges in implementing the SMS within 2nd Chance Educational Settings.....	30
4.2 Recommendations.....	30
Appendix 1.....	33
Appendix 2.....	34

Section 1

Introduction to the Organisational Handbook



1.1 Background to the SMART Project and Project Partners

These organisational guidelines are the outcome of a European wide project; SMART - Second Chance Schools Working with a Systematic Measurement of Outcomes). SMART was funded under the Erasmus + Programme, under Key Action 2, Strategic Partnership with a duration of 24 months - from September 2014 to July 2016. The project involved 7 partners from Denmark, Ireland, Sweden, Belgium, Italy and The Netherlands, representing University, Second chance schools, regional authorities and civil society organisations. The project adopted a transnational approach to all its developments in order to provide resources and supports that can enable organisations to realise the project aims. Background information on project partners can be found in Appendix 1. A key driver within the SMART project is that soft Skills as related to the emotional, social and personal development are related to the wider benefits of learning and therefore are more problematic in terms of measurement compared to hard outcomes such as progression, attendance and certification. The recognition of soft skills development must be seen in a similar light as to the hard skills that have been achieved by young people. This handbook seeks to address these challenges in conjunction with other outputs from the SMART project (www.edu-smart.eu).

1.2 SMART Project Rationale

In 2012 the Director General for Education and Culture (DGEAC) commissioned research (Preventing Early School Leaving in Europe- Lessons Learned from Second Chance Education, Ecorys 2013) into good practices in second chance education and its success factors with a view to identifying transferability to initial education and training. The study found that there was “strong potential” for initial education and training to learn lessons from second chance provision but that there are gaps in qualitative and quantitative measures of success to evidence the longer term effectiveness of provision designed to reduce Early School Leaving (ESL). Within this research it was recommended the development of a quality framework to underpin the active transfer of good practices from second chance education and to build the evidence base of long term impacts and outcomes of second chance education. These findings acted as a backdrop and guide to the SMART project.

As a result of a rapidly changing global economy and concerns about the EU ability to create a competitive workforce Member States are increasingly focused on education and training systems. Thus highlighting their role to perform better in preparing all learners to meet educational and training requirements and prepare young people for the workplace. As more responsibility is devolved to providers for curricula, methodologies and assessment, there is a greater onus on them to demonstrate effectiveness. This is particularly pertinent for providers of compensatory education such as second chance education and youth schemes responding to early school leaving (ESL) but where the use of informal and non-formal learning makes success factors less easy to measure. It is important that second chance education and training provision is delivering high quality training programmes that meets all quality assurance standards. The shift from defining standards based on teaching inputs to learning outcomes has a significant impact on quality assurance policies and practices.

The SMART project developed a quality framework, for use by providers of second chance education that addresses the gaps identified by DGEAC and enable providers to evidence their success factors, enhancing the quality and relevance of learning in education, training & youth work. Raising awareness of second chance methodology and validation of second chance learning can only be achieved through the establishment of a common framework of quality criteria, indicators and benchmarks that measures qualitative and quantitative data. The SMART project brings together good practices in quality monitoring and measuring including examples from existing second chance schemes within that already self-evaluate and adapts them to meet the needs of second chance education thus ensuring recognition, parity of esteem and value of informal and non-formal methods that are characteristics of second chance education.

What was clear within the SMART project was that educational organisations had a vast array of knowledge and information regarding students' academic progress through grading systems and other areas. Though clear information and knowledge gaps existed for organisations in relation to the development of the student's social and personal skills while being enrolled at the school/centre. That is why the SMART Measurement System was developed and its focus is on validating

the informal learning and the distance travelled by students within programmes.

1.3 What is the purpose of this Organisational Handbook?

The purpose of the handbook is to support and guide organisations in the implementation of a quality framework that includes methodologies and mechanisms which have two key aims;

1. The measurement of soft skills development in a coherent and structured manner within a Systematic Measurement System (SMS).
2. The identification of success factors at learner, teacher and Organisational level that is critical to ensuring success within second chance settings.

As stated this handbook compliments two other key outputs from within the SMART project, the Systematic Measurement System for Second Chance Education and the Teacher Training handbook, both of which are available at www.edu-smart.eu. It details how organisations can support the introduction of the measurement of soft skills in second chance educational settings. It explains the essential concepts and practices identified and designed in the SMART project. Also exploring how organisations can develop a quality framework system that measures the soft skills of learners. Key aspects of which are the culture of the organisation, the self-reflective practitioner, the logic model as an educational planning tool and finally the use of the E-platform as designed within the SMART project.

1.4 Essential Concepts underpinning the Systematic Measurement of Soft Skills

Theoretical frameworks can be useful platforms upon which to develop educational practises particularly when these practices are new or innovative as within the SMS. A number of key theories and concepts were discussed by project partners within the development phase of this project for the purpose of developing a soft skills quality framework and the SMS. From this process two key concepts were chosen as key theoretical underpinnings in the development of a soft skills framework. These are the impact of organisational culture and critical thinking within a reflective practice approach.

1.5 Cultural Shifts within an Organisation

Organisational culture is a system of shared assumptions, values and beliefs which govern how people behave in organisations. As shown below a large part of an organisations culture is hidden, beneath the surface. In most cases staff participate within organisational structures and processes without conscious awareness of the attitudes or values within which they work. Usually a 'burning platform' is needed before people realise that the traditional way of doing things is no longer adequate. Awareness of the need for change is achieved most effectively when the employees in an organisation comes under internal and external pressure. Organisational stress driven by the political, economic, social and legislative environments, as well as an internal appetite for change and the associated discomfort, usually trigger organisational change processes.

Adoption of a soft skills quality framework and eventual SMS within educational organisations will challenge the working culture of an organisation at multiple levels i.e learner, staff member, organisation. The validation of non-formal and formal learning will support an organisation to reflect and review its current quality assurance processes. Forcing a consideration and reflection of assumptions, beliefs and procedures and the method by which learning outcomes are measured.

For this purpose organisations require a changeable mind-set, reflective approaches evidenced within senior management and permeating across all staffing levels.

By change-able we mean we have the ability to adapt to or effect change. This is really important when you consider the impact that the inclusion of SMS has within second chance educational provision. The effect and impact of this theoretical approach as practised within SMART and the SMS development is further explored in Chapter 3.

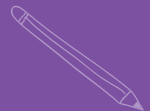


1.6 Reflective Practice within Education and Training Organisations

The second theoretical concept is that of reflective critical thinking as within educational development, theory and practice. A recognised essential attribute within the most successful educational settings at all levels. For teacher and frontline practitioners it is a highly regarded skill, recognised to have multiple benefits particularly those seeking to develop a supportive and positive learning environment. Many critical theorists working in the field of critical thinking have stated that critical reflection is an important human activity in which people recapture their learning experience. As an example, Donald Schön's 1983 book *The Reflective Practitioner* introduced concepts such as reflection-on-action and reflection-in-action which explain how professionals meet the challenges of their work with a kind of improvisation that is improved through practice. Further discussion of this concept within a soft skills quality framework and SMS development is outlined in Chapter 3.

Section 2

The Logic Model



2.1 Introduction the Logical Model

There are various mechanisms and tools available within educational planning and management however within the SMART project; the logic model was seen as the most appropriate for this task. In particular it is suited to the development of soft skills quality framework. A logic model (also known as a logical framework, theory of change, or program matrix) is a tool used by funders, managers, and evaluators of programmes to evaluate the effectiveness of a programme. It is also often used in educational planning and implementation. Logic models can be shown as graphical depictions of the logical relationships between the resources, activities, outputs and outcomes of a programme.

Within the logic model, an organisation is measuring its outcomes, though it first has to define the outcomes it wants to accomplish and how it wants to accomplish them. Then the organisation must develop a measurement system which enables it to keep track of the success of the intended outcomes. Later, the outcomes can be used for continued development of the organisation and/or as documentation of the efforts. The SMS directly addresses the measurement of outcomes as related to soft skill development.

2.2 What are the benefits of making a Logic Model?

The purpose of making a logic model in this context is that it can form the basis of an assessment system; though developing a logic model can create development and strengthen an organisation in itself:

- **Joint and focused overview**
The logic model will provide an overview of the organisation's work towards a common goal. By illustrating the work and strategy of the organisation, correlations are systemised and implicit understandings are clarified.
- **Reflection and improvement**
The logic model provides a common language and a common starting point for reflection and improvement. Working with the logic model gives rise for systematic discussions and clear communication regarding one's own practice.

It is important to reassess the logic model regularly, so that it clarifies the organisation's common objective and the step-by-step outcomes and the applied activities in the organisation.

The following key questions need to be addressed in order to be clear as to what is being measured and the functionality of these measurements.

1. How are objectives and efforts clarified?
2. How are outcomes measured?
3. What areas are to be measured?
4. How is the data to be collected?

2.3 How are Objectives and Efforts clarified?

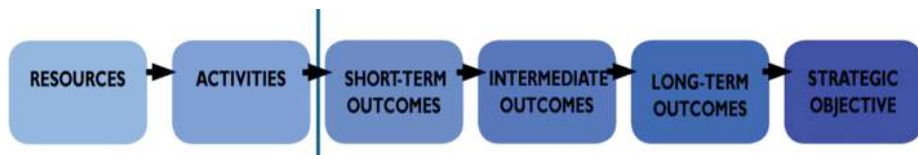
Objectives and efforts can be clarified by designing a **logic model**.

In other words, a logic model describes the outcomes a school/organisation wants to bring about for the students and what activities the school/centre undertakes in order to achieve the intended impacts and changes (outcomes). Thus, a logic model describes the relationship between theory and practice.

It describes:

- the purpose of the school/centre (the strategic objectives/impact)
- the school/centre intended outcomes for the target group (short-term, intermediate and long-term outcomes)
- the practice of the school/centre (activities and methods (efforts))

This can be illustrated in the model below:



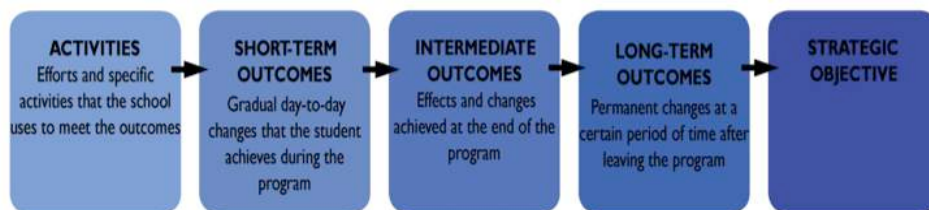
On the left of the line are the things that can be planned and monitored, and which can be adjusted or changed directly: this concerns **resources** and **activities**. Resources cover human, financial and organisational resources¹. Activities constitute everything the organisation does with the resources: these are approaches, methods and activities that are

¹ In the following, a mapping of resources is not included, but it is an element which an organisation may consider to look at if the outcomes do not match the intended results in certain areas.

initiated in order to create the intended results.

On the right of the line are the intended outcomes of the activities, which can only be adjusted or changed indirectly, as they are the outcomes that an organisation hopes to achieve by the means of certain activities: These are **short-term**, **intermediate**, and **long-term outcomes** as well as the overall **strategic objective(s)** of the organisation.

When making a logic model for an organisation, the organisation clarifies its ideas of the correlation between the activities it sets in motion and the intended outcomes and results of the activities.



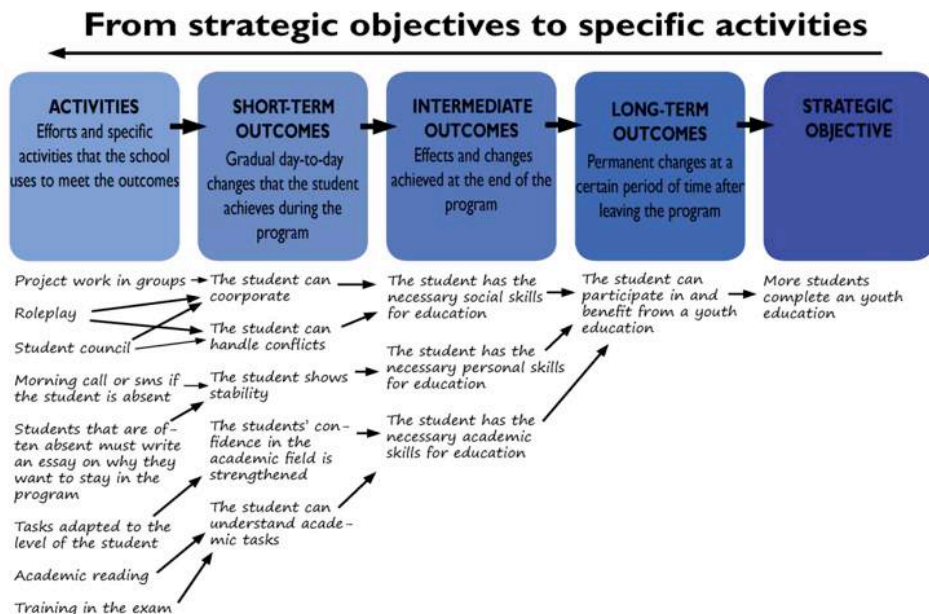
When making a logic model one uses the strategic objective(s) as a starting point: what is/are the overall goal(s) that we want to achieve? Hereafter, you work your way backwards in the model, from right to left.

Next, the organisation looks at the partial goals that have to be met in order to meet the overall goal(s), that is; the long-term, intermediate and short-term outcomes.

Lastly, the organisation describes the specific efforts the school/centre applies in order to achieve the short-term outcomes, that is; the activities.

By doing so, the organisation can design logical outcome chains from the overall objectives to the employees day-to-day tasks, with a description of the different partial goals/outcomes along the way.

To show what a logic model may look like, we have inserted a section of a logic model from one of the schools in the SMART project:



It should be kept in mind that a logic model is a simplification of reality. It cannot provide causal explanations of whether the outcomes can be attributed only to the efforts, but it can be used as an indication of this. It is also important to keep in mind that a logic model and systematic measurement of outcomes cannot stand alone nor replace the experiences and professionalism of the employees.

2.4 How are Outcomes measured?

Once the logic model is made and it is clear what the organisation wants to achieve and how, it is time to decide how to measure whether or not the intended outcomes has been achieved.

While the logic model is a mapping of the work of the school/centre, systematic measurement of outcomes is part of the documentation. All outcomes can be measured, short-term, intermediate and long-term outcomes can be measured, but the model introduced in the SMART school/centre project only measures the short-term outcomes.

The reason for focusing on the short-term outcomes is that it enhances the opportunity for the organisation to adjust approaches, methods or activities along the way – while the students still attend the school/programme, if the desired or expected outcomes do not occur. Also, other sources of data in the quality framework of the school/centre will often provide knowledge about the long-term outcomes. It could be e.g. statistics of how many students complete a youth education after having finished a programme.

2.5 What Areas should be measured?

The first step in this part of the process deals with deciding which of the short-term outcomes you want to measure and monitor. These are what are called the quality indicators.

It is not necessary and often not possible to measure every short-term outcome. The organisation should select what areas to measure on the grounds of an order of priority in the organisation. What does management want to know? What do the teachers want to gain more knowledge about?

Furthermore, in the selection, it is important to take into account the data which is already available through other sources and that you choose outcomes that are actually measurable.

There are numerous possible areas to look at when wanting to monitor and measure the students' development. This could be areas such as academic skills, level of drug abuse, attendance or progression into further education or securing a job. Which areas the school chooses to measure depends on the areas the school/centre is working with and also on which of these areas that are actually measurable for the individual school/centre. When choosing the areas to work with, it is important to choose those which the school/centre is prepared to work with and change if necessary, on the basis of the measurements. Thereby the measurements and the gathered information have the best chances of being used and making a difference.

2.6 E-platform

This section is about the development of a systematic measurement system and its use. A systematic measurement system sets out the processes and procedures for ongoing cyclical self-monitoring and self-evaluation of an organisation.

A systematic measurement system will often consist of measurements at different levels and of different kinds of indicators. However, the focus of the SMART project is especially on how to measure the progression of the students' social, emotional and personal skills.

2.6.1 What Measurement indicators should be used?

Some of the quality indicators may be so specific that it is possible to measure them directly, e.g. attendance. However, other indicators may prove to be difficult to assess, especially when wanting to measure social and personal competences. With these indicators you need to find measurements indicators.

Here is an example:

Quality indicator: the student can cooperate.

Measurement indicators showing that the student can cooperate could be: the student contributes to the group work. The student can take up different roles in the group work. The student takes responsibility for the group, the process, and the result. The student can submit to others.

By identifying measurement indicators, more words are put to the meaning of the chosen quality indicators which thus become unambiguous and specific. This will make it easier for the organisation to tell if the desired outcomes - the quality indicators - have been achieved. At the same time the organisation will develop a common language and understanding of the areas that it has chosen to measure and work with.

To help your organisation on its way in choosing its measurement indicators, SMART has developed a menu of pre-set quality indicators and measurement indicators - see below.

Once the organisation has identified its measurement indicators, it has made:

- A logic model for the organisation which describes and maps expectations of results and what the organisation does to achieve the results.
- A list of the quality indicators that the organisation wants to include in its systematic measurement of outcomes.
- The measurement indicators, which are the organisations definitions of its quality indicators and what to look for.

2.6.2 How is the Data collected?

When you want to measure development and want to be able to document your work, you need data. By making an assessment of the skills in question, you transform your knowledge into data.

This means that you go from having personal and implicit knowledge about the students to having explicit data (the measurements), that can be shared and the development can be monitored.

This means that after the organisation has determined what it wants to measure by means of the logic model, it needs to make decisions about the collection of data: It needs to determine how it will do the measuring, how often the measuring is done, who will be responsible for the measurements and how the collected data is summarised.

2.6.3 Measurement method - Using a questionnaire

The SMART project has chosen questionnaires as a way to collect quantitative data about the development of the student's personal and social skills. This tool has been chosen because it provides standardised data. Thus it can be used as a way to effectively benchmark and show progression from one measurement to the next – evidencing the learning that has taken place.

As mentioned above, in order to help the organisation in the process the SMART project has developed a menu of pre-set quality indicators and measurement indicators and put them into an E-platform. The organisation can use the E-platform to make its own questionnaire. The questionnaire is made by choosing between different categories of qualitative indicators. Each qualitative indicator has a number of related questions (the measurement indicators) that the organisation can choose from. The E-platform is found here: <http://52.38.131.123:8080/smstool/login>

2.6.4 Who fills in the Questionnaire? Choosing Respondents

The data in the questionnaire can be collected in many different ways, depending on the type of evidence the organisation is looking for and how it want to use it. This should be considered when deciding who is to assess the learning that has taken place – that is; to fill in the questionnaire. The respondents included in the data collecting will influence the kind of data the organisation gets and how the results can be used.

The SMART project does not recommend one group of respondents over another, but keep in mind that it is paramount that the data collection method stays the same each time the measuring is done over a school/centre period.

2.6.5 Frequency and reporting

The SMART project suggests that the school/centre measure the students' development at least three times during an academic programme because it will make it possible to measure the small steps in the development. The same questions are asked every time in order to monitor the progress of the students.

It is recommended to carry out a pre -, intermediate -, and post measurement:

- The first measurement takes place when the students have been enrolled in the programme for about a month. This measurement functions as a pre-measurement and provides evidence about the characteristics of the students and possible areas of focus.
- The second measurement takes place halfway through the programme. This measurement functions as an intermediate measurement, which shows the students' progression from the start of the program too halfway into the programme.
- The third measurement takes place when the programme is about to finish. This measurement functions as a post-measurement and benchmarked with the pre-measurement it provides evidence about the students' progress during the entire programme.

For the purpose of being able to use the collected data, larger school/centres or organisations may benefit from doing reports for different levels of the organisation: student, class and school/centre.

Now the organisation has developed:

- A logic model for the organisation which describes and maps expectations of results and what the organisation does to achieve the results
- A list of the quality indicators that the organisation wants to include in its systematic measurement of outcomes.
- The measurement indicators, which are the organisations definitions of its quality indicators and what to look for.
- A system for the collection of data

2.6.6 How is the Data generated to be used from an Organisational Context?

Before an organisation collects the data, it must plan how and when, and by whom, the collected data is put to use. The measurements provide an evidence-based benchmark for a continued educational improvement of the programmes and an enhanced opportunity of adapting to the needs of the target group.

The measurements can be used as a tool for dialogue, both between management, and the teachers and other employees, internally in the different departments/teams as well as between the teams of staff, and between teachers and students. They can also be used as a dialogue - and documentation tool by decision-makers and other stakeholders who act as the critical friend of the centre/school/centre.

It is very important to remember that the results of the measurements are a reflection of a process between the students, the teachers and the organisation. It is important to note that the results cannot and shall not be seen as an evaluation of the competences of the students, or of the skills of teachers or of the organisation. This means that decisions made on the basis of the results should take all levels into account, in a whole organisation approach.

2.7 Recommendations for an Organisation on the use of the Data generated

For the purpose of organisational development and achieving success for the students; the following steps should be taken, these steps will ensure that an approach is taken at all levels that ensure the best outcomes for the students is achieved.

1. On the basis of the pre-measurement, the organisation draws up success criteria. The success criteria reflect the school/centres/centres ambition within a specific quality indicator. Success criteria are typically quantitative in a questionnaire, either expressed as totals (e.g. 80 % must be good at co-operation) or as progress (e.g. 80 % must have improved their co-operative skills). This will require a huge amount of engagement between the organisation and the manager and teaching staff. It should not be imposed on teaching staff in a manner that creates disharmony within staff.
2. On the basis of the intermediate measurement, the organisation will be able to assess if it is on the right track when it comes to the success criteria, or if it needs to initiate efforts or changes in terms of the activities that support the quality indicators.
3. On the basis of the post measurement, the organisation determines if it has achieved the success criteria or if it needs to initiate efforts or changes in terms of the activities that support the quality indicators. If the gap between the results and the success criteria is too big, the school/centre may want to revise its logic model. If this is the case, consider whether the applied activities and methods may not have the desired effects or if external factors may have influenced the process.

Having agreed these decisions on how to put the knowledge obtained into use, the organisation will have to have made:

- A logic model for the organisation which describes the outcomes it wants to accomplish and by what methods
- A list of the quality indicators that the organisation want to include in its systematic measurement of outcomes
- A list of the measurement indicators, which are the organisation's definitions of its quality indicators and what to look for
- A clear mechanism for the collection of data

- A clear system for the use of the data generated.

When the organisation has made all of these steps, it has a complete system for the systematic measurement of outcomes concerning the development of the students' personal, emotional and social skills.

These measurements that have been generated can be used in conjunction with other information sources (such as academic measurements) in a combined quality framework to validate the overall progress of students on the programme. These measurements can be used to validate the informal /formal learning that is being achieved in the school/centre.

Section 3

**Supporting an
Organisation to
adopt the SMS
and E-platform**



3. Supporting an Organisation to adopt the SMS and E-platform

This section deals with supporting an organisation to adopt the SMS and E-platform and to incorporate the results of completing the SMS within work practises. Though what is essential in this is that the organisational culture has the flexibility and reflexivity to change and adopt the outcomes of the SMS process. An essential cog within this process is the organisations ability to understand and reflect upon its own culture in particular in relation to the validation of learning and the measurement of soft skills.

3.1 Cultural Shifts within an Organisation to support the Inclusion of SMS

Organisational culture has visible and invisible elements. Visible elements include: mission, strategy, goals, measures, work processes & procedures, skills, behaviours, and external relationships. Invisible or sub conscious elements of culture include; values, beliefs, perspectives, prejudices, fundamental assumption and fears. When introducing new measurement methodologies such as the SMS, an organisation will have to reflect upon and possibly revise some of elements detailed above. This creates challenges at many different levels (learner, teacher, management) so an organisational culture has to be fluid to allow for this change. The challenge for centres/schools is to identify elements of its culture that are serving the learning environment and those which are preventing the development and measurement of soft skills. The style of leadership within educational settings will have a significant impact on the implementation of the SMS. To be able to respond to a continuously changing environment, centres/schools need to understand their cultural preferences and biases and utilise the tools of SMS and SMART to navigate change in a supportive way. Therefore there must be a high level of commitment and agreement from within the organisation in order to effectively implement the SMS.

3.2 Impact of changes in Culture on Work Practices

It is really important that the organisation values the measurement of soft skills development as part of the overall workings of the centre/school. If this is the case, it will require a cultural shift in terms of accepting

the outcomes that have been developed for these young people as a result of validating the informal learning that has been documented and evidenced on the E-platform. Also the recognition of these soft skills that have been developed in these young people must be seen in a similar light as to the hard skills that have been achieved, such as certification outcomes etc.

The following examples are some possible organisational practices that would be revised as per the implementation of the SMS process:

- Recruit appropriate and competent staff that value soft skills development as a way of working with young people.
- To undertake annual appraisal with staff.
- Provide support to teachers/tutors through adequate support systems i.e mentoring, counselling sessions etc.
- Provide appropriate professional development opportunities for staff
- Provide appropriate guidance mechanisms.
- To allow time for team meetings on the timetable so that staff have the opportunity to reflect on the soft skills of the young people before completing the E-platform.
- Acknowledge the achievements of young people in this area.
- Such changes are interconnected to the ability of the organisational culture to respond. It is important to state that these are just examples and each organisation is at its own stage of development and hence the changes required will be unique to that specific organisation.

3.3 Self-reflection within teaching & training environments to support the SMS

The outcomes of following the logic model and utilising the SMS and E-platform result in a huge amount of feedback and data on the development of learners within a softs skills framework. Information relating to the emotional, social and personal development of learners and how the organsiation supports this development is now readily available. The benefits of this information can only be harnessed within a reflective approach as adopted at all organisational levels. Benefits

of critical reflection research has shown how deliberate and critical reflection contributes to excellence in teaching, and improved educational outcomes for all young people. This can be applied to non-formal and formal learning and to accredited and non accredited programmes. Critically reflective approaches encourage teachers to:

- regularly evaluate their approaches to teaching and learning.
- reflect upon their engagement and impact upon young people, particularly in relation to soft skills development.
- understand more about the positive impacts of high-quality effective pedagogies on young people's learning.
- become more aware of the importance of high-quality interactions, including strategic intervention and substantive conversations to maximise young people's learning.
- use action research approaches — e.g. drawing on alternative teaching strategies to help young people to learn when familiar methods fail.
- co-construct learning with young people and other partners so it is responsive to the young person's family and community.

3.4 Impact of Reflective Practice on the Learning Environment

The SMART project recognised that staff personal assumptions, values, beliefs and biases may affect decisions that they make about key learning environment factors. Theoretical approaches such as reflective thinking encourage the following processes in order to address challenges or barriers i.e reflecting, planning, interacting, monitoring and assessing. Some key components identified within the SMART project as per utilisation of the SMS are;

- understanding young people
- building partnerships
- establishing flexible learning environments
- creating contexts for learning

- exploring what young people learn.

Evidenced within SMART was that teachers in a school/centre setting hold multiple roles and see young people through various lenses and hence their personal and professional identities are continually evolving. Within a reflective culture staff would articulate, question, consider and debate their range of knowledges and in particular in relation to the data generated within the SMS and E-platform. It is at this point that the SMS data can play a significant role within quality assurance processes but critical is the ability of staff to reflect upon the outcomes of such measurements.

3.5 Development of Quality Indicators for Organisations to support the SMS and the E-platform

In Appendix 2, you will find a list of organisational quality indicators that have been developed by the project partners over the life of the project. These quality indicators best describes effective organisations that would ensure that the measurement of soft skills is embedded within workings of the organisations at many different levels. It is up to each organisation to determine which quality indicators areas are relevant to them. A quality framework for organisations should only consist of information and data that is possible to act upon, so the data collected should provide opportunity to improve the effectiveness of the SMS within an organisation.

However, measurement indicators have been documented (as per E-platform) to validate the quality indicators have been met for an organisation implementing the SMS. This is done by reviewing the relevant documentation to confirm that the developed quality indicators have been achieved within an organisation. This quality framework is a guide for organisations to begin to review the workings of the organisation that best supports the usage of soft skills development within second chance educational settings. These quality indicators have been developed through desk research and from the knowledge of partners within the SMART project, but these quality indicators, activities, methods and approaches haven't been tested yet in the field, but from research and general intellectual knowledge of partners, it was felt that at this stage, they represented what an effective organisation should look like if delivering an effective approach in measuring and

validating soft skills within an educational context.

3.6 Staff Training

As confirmed previously in the Staff Training Handbook, the teacher training module was developed as part of the SMART project; this teacher training module was developed in consultation with staff in second chance educational settings. From the teacher training module developed and implemented in this project, it was evident that when staff in second chance educational settings use the E-platform in validating the soft skills development of their students. They must be provided with continuous professional development before they commence using this model. This was strongly made clear in the review of the training events. Not alone do staff require training in the functionality of the E-platform, they must be brought through a process of critically evaluating of their own teaching methodologies and approaches. This requires time and space to do this in an environment that encourages this form of analysis at many different levels.



Section 4

Conclusions and Recommendations



Conclusions and Recommendations

It is important that from an organisational perspective that we identify the major challenges towards implementing the SMS model in second chance educational settings. In doing this, it will allow a range of organisations the opportunity to reflect on possible challenges (see 4.1 below) in a constructive manner that will allow them to improve their practice whether at operational level or within the teaching methodologies that are used in the classroom with regard to implementing the SMS. A set of recommendations (4.2) have been outlined below that would allow for the effective usage of these soft skills development framework within second chance educational settings.

4.1 Challenges in implementing the SMS within Second Chance Educational Settings

The following would be deemed to be the major challenges faced by organisations implementing the SMS within second chance educational settings:

- Overcoming the working culture of the organisation
- Budget for CPD
- Staffing working arrangements/contracts within the organisations
- Intellectual knowledge within staff to implement the SMS
- Valuing the evidence generated by the model at many levels within an organisation (management, staff and learner level)
- Staff attending the training programmes

4.2 Recommendations

The following are the list of recommendations that should ensure the inclusion of a soft skills development framework within an organisation.

Budget

A dedicated budget should be available for CPD; this budget should allow for specific training that has already been developed in the SMART project (<http://www.edu-smart.eu>). This is to be provided for management and staff to ensure understanding of the various processes involved in the validation of soft skills development for their students.

Organisational Staff Handbooks

A set of clear coherent policies need to be written within the organisation's staff handbook that clearly states that staff have a major role to play in relation to the development of soft skills for their students. The SMART Teacher training handbook should be used for the training of staff in the implementation of the SMS. All training documents and information on the use of the SMS is available <http://www.edu-smart.eu>.

Review Mechanisms

Ensure that procedures for reviewing the quality of teaching and learning in the classroom are in place, this will confirm whether critical thinking methodologies have been adopted by staff in the classroom. This should be part of the overall quality framework review processes that operate within the overall quality assurance system for the centre/school.

Communication Channels

Good communication channels must be developed between management and staff to ensure that there is a clear understanding as to the purpose of the soft skills development for students. This has to be communicated from those in leadership roles within the organisation.

Quality Indicators for Organisations

These quality indicators (contained in appendix 2) that have been developed for organisations should be seen as a guide for organisations to begin to review the workings of the organisation that best supports the use of the SMS within second chance educational provision. It is evidently clear that some of these quality indicators may take priority for some organisations rather than others. It will be up to each organisation to decide what best quality indicators would best represent that a soft

skills framework have been operationalised with their educational and training setting.

Parental Involvement

Parents need to be partners in relation to confirming that they see the improvements in the soft skills development of their children in order to affirm that this learning is operating outside the classroom. Schools/ Centres need to have developed processes within their quality frameworks to ensure that views of parents are documented and included.

Appropriate time for staff to use the SMS within their working day

There needs to be clear acceptance from an organisational perspective that staff would be allocated time to participate in team meetings, completing the E-platform and time for reflection as to the progress of the young people in their centres/schools with regard to soft skills development.

Logic Model Development

Having made a logic model for an organisation, it is important that the organisation has clarified the difference between efforts/activities and outcomes for the students. Thus, the organisation needs to clarify the things that can be controlled directly (the efforts) and the things that can only be controlled indirectly (the outcomes) in the organisation. It is important that poor outcomes achieved isn't the fault of any particular aspect of the centre/school, but must be seen in a whole organisational approach as to why the poor performance.

Appendix 1

Kobenhavns Kommunes Ungdomsskole / Copenhagen Youth School offers free leisure-time classes and full-time education for young people living in Copenhagen. Their field of work is to support and involve young people in educational activities and to assist young people at risk in transition from basic school to further education. Copenhagen Youth School was the lead partner in the SMART project.

EURICON provides a full-service concept to develop projects and networks that build sustainable European and EU regional partnerships and improve the quality of life of EU citizens.

Art 27 is inspired by the 27th article of the Universal Declaration of Human Rights, specialised in “edutainment” as a method to learn for life, through education (art & languages), exhibitions, heritage, fair trade and partnerships.

Esbjerg Kommune Ungdomsskole / Esbjerg Youth School offer free leisure-time classes and full-time education for young people living in Esbjerg. Our field of work is to support and involve young people in educational activities and to assist young people at risk in transition from basic school to further education.

Limerick and Clare Education and Training Board Youthreach O’Connell Avenue Further Education Campus provides education and training provision to early school leavers in the Limerick city region as part of the provision of Limerick and Clare Education and Training Board (LCETB).

CESIE is an European centre promoting higher education and research, which works for the development of innovation in educational, social, economical and cultural spheres, without lucrative purposes. It was founded in 2001 based on experiences of our inspirer, sociologist Danilo Dolci.

Appendix 2

Activities, methods and approaches	Quality indicators	Documentation (or monitoring and evaluation tool)
<p>The requirements of local, regional, national or European governments and bodies are met through suitable internal policies and procedures</p> <p>Suitable accounting procedures in place</p> <p>The objectives at the regional, EU level are achieved</p>	<p><i>The organisation meet the requirements and goals of the local, national and EU policies</i></p>	<p>The statute of the organisation corresponds to the requirements and objectives at local, national and EU levels</p> <p>The annual report of the organisation (if, any) remarks the objectives achieved</p> <p>The internal regulations are created and include the requirements of the of the local, national and EU policies</p>
<p>Recruitment/hiring of competent staff</p> <p>All staff undertake annual appraisal</p> <p>All staff undergo annual evaluation of performance</p> <p>The organisation supports the teachers/tutors through adequate support system, mentoring etc</p> <p>Provide appropriate professional development opportunities for staff</p>	<p><i>Effective Leadership and Management within the organisation</i></p>	<p>CV of the hired staff</p> <p>Number of annual evaluation questionnaire for staff</p> <p>Professional development programmes are conducted</p> <p>Teachers/tutors are supported by the supervisors through evaluation meetings, feedback provided</p>

Activities, methods and approaches	Quality indicators	Documentation (or monitoring and evaluation tool)
<p>Partnership with local partners (organisations, employers, etc.)</p> <p>Recognition of good employer engagement</p> <p>Learners have the opportunity to undergo practical experience in local organisations</p> <p>Provide visits to local training and education organisations, local authorities, etc</p> <p>Participation in networking meetings at local, national and EU level</p>	<p><i>Effective networking and partnerships with relevant bodies and groups</i></p>	<p>Partner agreements with collaborators and partners</p> <p>More partnerships are created, thus the organisation official database is enlarged</p> <p>Lists of attendance, certificates of the underwent practical experience</p> <p>Signature lists, evaluation of the meetings, visits to the partners and stakeholders</p>
<p>Feedback from young people and managers demonstrate high standards of teaching and learning</p> <p>Staff initially assess learners' starting points, assigns tasks and monitor their progress</p> <p>Frequent, detailed and accurate feedback from staff following assessment of their learning</p> <p>Each learner has a tutor and an individual development plan</p>	<p><i>High quality of teaching, tutoring, learning and assessment</i></p>	<p>Evaluation/Feedback questionnaires from the learners</p> <p>Pre-evaluation prior to learning experience of the learners is conducted by teachers/ tutors and available</p> <p>Individual learning plans are developed for each learner</p>

Activities, methods and approaches	Quality indicators	Documentation (or monitoring and evaluation tool)
<p>Ensure that conditions are given to all students for learning</p> <p>Organisations support the work of the teachers/tutors</p> <p>Venue is adapted for the learning needs and teaching</p> <p>Give the teachers opportunities and space to practice and train the SMS model</p>	<p><i>High quality of teaching, tutoring, learning and assessment</i></p>	<p>Organisational management is conducting evaluation and monitoring meetings with tutors to hear their feedback</p> <p>Evaluation questionnaires of tutors/teachers at the end of each year.</p>
<p>Tutors are following young people in the whole process of the experience</p>	<p><i>Support for Developing of Independent</i></p>	<p>All the documents from conducted on arrival, interim and final training (registration, signature lists, evaluation, etc.)</p>
<p>Allocate support staff to help learners find appropriate accommodation, open a bank account, any other needs</p> <p>Health care professionals are available to students</p> <p>On arrival and midterm trainings are provided for better integration</p>	<p><i>Living and empowerment of young people</i></p>	<p>Contracts/agreements signed with the learners that include all the conditions (ex. EVS contract)</p> <p>Evaluations of the learners/volunteers</p> <p>Documents on the accommodation (contracts with house owners), bank account documents, etc.</p>

Activities, methods and approaches	Quality indicators	Documentation (or monitoring and evaluation tool)
<p>Tutors/teachers are involved in the strategic planning of organisations</p> <p>Teachers/tutors are involved in all staff meetings</p> <p>They provide feedback to the management of the organisation regarding the planning</p>	<p><i>Teachers are involved in the decision making process of the organisation</i></p>	<p>Minutes of the staff meetings</p> <p>The changes based on the feedback of staff is taking into consideration</p>
<p>The young person is participating in the learning experiences involving the non-formal education</p> <p>Offer alternative pedagogical opportunities</p>	<p><i>The non-formal and formal approaches are integrated</i></p>	<p>Registered participation of the learner in the learning activity (registration lists, online registration, signature lists)</p>
<p>Level of the visibility of the Organisation is high</p> <p>Organisation is trustful and accountable among the partners</p>	<p><i>Reputation of the organisation is on good account</i></p>	<p>Number of followers, likes, subscriptions on the social media and number of visitors to the website</p> <p>Dissemination of the organization by partners on their websites, and other channels</p> <p>Requests from partners on collaboration are registered</p>

Activities, methods and approaches	Quality indicators	Documentation (or monitoring and evaluation tool)
<p>Young people are given excellent guidance on appropriate information to ensure that the individual learning plan meets their individual needs</p> <p>Progression of learners to education, training or work</p> <p>Young people become more responsible and task driven</p> <p>Increased level of tolerance and team work</p>	<p><i>Provide provision for young people with lack of basic qualifications and social skills</i></p>	<p>Individual learning plan for each learner is created and adapted to the needs</p> <p>The evaluations(interim and final) conducted by tutors on social skills are conducted and available</p> <p>The evaluation of the workload and results of the learner is conducted at the organisation level</p>

SMART Project Partner Information



ungdomsskolen

Copenhagen Youth School
www.ungdomsskolen.kk.dk
Denmark



Euricon
www.euricon.eu
The Netherlands



CESIE
www.cesie.org
Italy



Art 27
www.artikel27.eu
Belgium



Limerick and Clare Education and Training Board
www.limerickclare.etb.ie
Ireland



AALBORG UNIVERSITY

Aalborg University
www.aau.dk
Denmark



Esbjerg Ungdomsskole
www.esbu.dk
Denmark



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Second Chance Schools Working with Systematic Measurement of Outcomes


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