*Shape, Share, Sustain*

Further analysis of evaluation forms and of the national programme

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| **Question 11:** **Which part of the session did you find most useful?**  | **Approximately 20% of respondents (n=22) cited breakout room discussions as most useful**

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| **Emerging Theme** | **Number of Respondents** |
| **Breakout Room Discussions** | 22 |
| **Specific project/ partnership insights (sharing experiences)** | 20 |
| **All Parts Were Useful** | 17 |
| **Evaluative Statement** | 16 |
| **Testing Platforms/ Online Tools** | 13 |
| **Pack Resource** | 9 |
| **Crib Sheet** | 7 |
| **Context and Overview** | 6 |
| **Blank** | 5 |
| **Practical Sessions** | 5 |
| **CLD Ethics**  | 3 |

*‘I enjoyed the whole session, it was great to have the overview, plus the insight in to specific pieces of work’**‘All was useful. Practical sessions were opportunity to practically reflect on the subject with colleagues in different areas’**‘The activities really helped challenge my thinking around evaluative writing and explore the different ways of using language to write an concise evaluative statement’* |
| **Question 12:** **Please tell us a little about what you learned from the session and/or what impact this will have on your practice?**  | **Approximately 40% of respondents (n=45) cited writing style as a key learning experience from the session**

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| **Emerging Themes (Key Learnings)** | **Emerging Themes (Impact)** |
| Writing Style | Reflecting on Practice |
| CLD Ethics | Putting Key Learnings into Practice |
| Shared Examples of Good Practice | Beneficial for Colleagues new to CLD |
| Digital Interactions/ Platforms and Tools  | Considerations for Mitigating Poverty |
| Refresher/ Reminder of approaches | Increased Confidence in Workplace |

*‘We have a learning partnership which looks at family learning, schools are very interested in outdoor learning right now, so both the set-up of the family learning and the outdoor project will specifically impact on our work’**‘I learned of different ways that breakout rooms can be used online. this is a good way of getting a group of people to focus on different tasks and being able to interact with participants in smaller groups’**‘Great range of evaluative words and difference between evaluative and descriptive writing. I will be able to write more effectively when doing evaluations’* |
| **Question 13:** **What could we do to improve future sessions like this?** |

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| **Suggestions for Change** |
| Facilitator in each of the Breakout Rooms |
| Jamboard software issues |
| Include Case Study examples |
| Thematic Workshops |
| Daytime session options |
| Zoom Challenges |
| Face to Face option (good - social aspects/ bad - hinders Scotland wide representation) |
| Include Voice of Family/Learner (what has been effective for them) |
| Crib Sheet copy for Breakout Rooms |
| Inclusion of Padlet software |
| More Creative alternatives to digital tools requiring cost |
| Email Resource Pack separately (not lost in email this way) |
| Review Group Sizes and Session times (e.g. break times inconsistent) |
| Check IT and tech related issues before starting session |
| More examples for Evaluation Statements |
| Follow-up Sessions |
| Good Practice Examples of CLD evaluation in practice |
| Run Sessions with Tutors and Volunteers |
| Shorter Slides |
| Summary of all Digital Platforms |

*‘It could be useful to have thematic workshops a little more frequently - these are good sessions’**‘Host more of them, always an excellent learning opportunity with CLD colleagues, thank you’**‘I always think that in person sessions are better however it was nice to connect with people from all over Scotland.’* |
| **Question 14:** **What other CLD practice areas or topics would you like the professional learning networks to focus on in the future?** |

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| **Suggestions – grouped by practice area or topic** |
| **Community development (6)**1. Enhancing community engagement, good practice examples, NSCE, Voice, Dialogue and Deliberation.
2. Consultation practices with a changing community landscape... how well do we know our post covid communities? Have our targeted demographic changed?
3. Empowerment Vs Managerialism, Is the practice in the field being nudged toward individualistic, neo-liberal "solutions" to systemic inequalities?
4. Good practice examples such as such effectively engaging young people in groups that might not that enticing (e.g Community Councils)
5. What ABCD is being develop with communities post covid? Have new assets been identified as a result of lockdown, how can CLD utilise these and build on these new assets??
6. ‘Place’ policy
 |
| **Adult learning (3)**1. Best Practice sharing on Adult Learning through Covid-19
2. Family Learning
3. Family Learning & ESOL focus
 |
| **Youth work (1)**1. Youth voice and creating platforms for young people to participate in decision making
 |
| **Equity (2)**1. CLD and poverty in rural areas
2. How to make our practice more inclusive for example, more racially inclusive, more LGBTQ+ awareness, more accessibility in terms of mental and physical abilities.
 |
| **Evaluation (7)**1. Meaningful evaluation and how it should improve future delivery
2. Evaluation – it’s use with communities
3. Further evaluation and engaging hard to reach families
4. How to get young people involved in evaluation
5. Collecting and presenting evidence
6. Building on how best to utilise information gained , transferring data / learning

all communication methods1. Inspections
 |
| **Digital (3)**1. IT Focused session.
2. More online engagement focus
3. Effective meetings online/ Creative ways to get feed back
 |
| **Health and wellbeing (2)**1. Mental health and well-being for staff
2. LAC, The Promise. Working with non-attenders in school/recovery from COVID. Alternative curriculum for class room avoiders.

**Partnerships (2)**1. Partnership working - what it is, good examples practice etc. Difference between this and collaborative working.
2. Collaborative or cross-sector working
 |
| **Other (8)**1. Volunteering
2. Supervision practice
3. Something on the CLD Standards Council to learn more.
4. Bridging the gap between Scottish Government statements on the intended role of CLD in the lives of citizens and communities and the implementation of CLD services on the ground
5. Funding
6. Looking at the CLD Regulations, in particular what is working well in other LAs and also Community Empowerment Act and again good examples across LAs.
7. Dealing with difficult members of the public
8. Active listening / mediation
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| **Not sure/any (13)**1. Not sure/any x 11
2. I would welcome a list of topics to choose from.
3. New to the CLD sector so any topics would be beneficial.
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| **Analysis of the SSS programme**  | Networks/Consortia planned 31 sessions in total. Grouped by topics covered:

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| **Areas of focus in SSS sessions** | **No. of sessions focused on this topic** |
| Poverty/equality | 1 |
| Parental engagement and/or Family Learning  | 4 |
| Adult learning/literacy/New Scots | 3 |
| Health and wellbeing | 1 |
| Staff wellbeing | 9 |
| CLD values/ethics/praxis | 3 |
| Youth work | 1 |
| Online practice | 2 |
| Evaluation | 4 |
| Third sector | 2 |
| Peer mentoring | 1 |
| **Total** | **31** |

**All sessions titles:****North**1. Family Learning/ Parental Engagement / Involvement in North Lanarkshire
2. A New Playpark for Rothes: Community and Local Authority Partnership
3. The Impact of Community Work – the why and how of writing this book.
4. Mitigating disadvantages for online/blending learning.
5. What is Parental Engagement? What is Family Learning?
6. Peer mentoring – Exploring potential

**South East and Central**1. Creative Consultations and Evaluation
2. Evaluative Writing
3. **Community Learning – How we contribute to reducing poverty**

**Tayside and Fife**1. Ethics in CLD
2. Evaluative Writing
3. Praxis Lunch: ’Yes, I’m a critically reflexive CLD practitioner… I just follow what Paulo Freire says’

**West**1. Critical Reflection using the CLD Values
2. East Dunbartonshire Parental Employability Scheme
3. East Dunbartonshire Voluntary Action COVID-19 response
4. Information on Third sector activity during pandemic
5. East Dunbartonshire – accredited Health Issues in Community course
6. Strengthening Youth Partnerships in Renfrewshire
7. Citizen Literacy Project: An update on online adult literacy resources to enable independent learning, tutor handbook and learner workbook
8. Online arts engagement during Lockdown

**South West**1. Adult Learning Supporting New Scots
2. Self-care – be healthy, be happy, be yourself
3. Introduction to Finding Inner Calm
4. Seated Tai Chi
5. Introduction to Pilates
6. Let’s get moving
7. Introduction to Finding Inner Calm
8. Seated Tai Chai
9. Intro to Pilates
10. Let's Get Moving
11. Family Learning in Early Years Education
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