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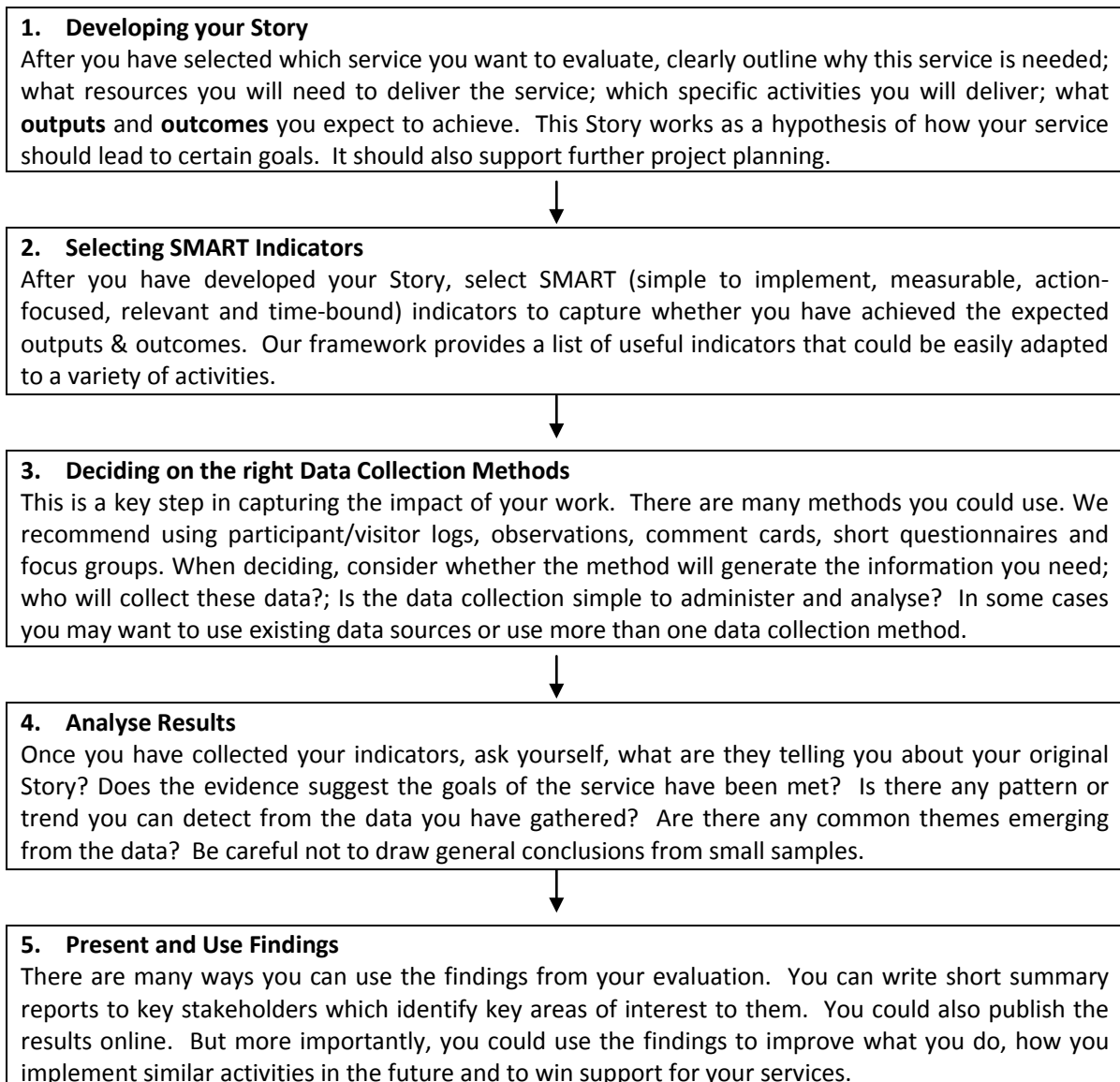
This document provides a summary of ENTITLE's Impact Assessment Framework. This framework is aimed at helping library professionals capture the impact of learning services on users. For the full version of the framework please visit: <http://www.entitlelll.eu/>.

1. What does it do?

ENTITLE's Impact Assessment Framework provides you with a tool to help you:

- Analyse your work and tell stories about its impact on individuals and communities;
- Talk to policy-makers, funders and colleagues about libraries and learning in a language you all share and understand;
- Plan and implement learning services.

The following chart summarises the key aspects of this framework:



2. First Step: Develop your Story

In order to get a view of the full range of impact that a library service has on users, we recommend developing a *Story* that describes

- NEEDS: Why is this service needed and who needs it?;
- INPUTS AND ACTIVITIES: What resources are needed to meet this need and what activities will you implement to deliver this service;
- OUTPUTS AND OUTCOMES: What you expect to achieve.

This Story becomes your hypothesis of how your service will deliver a series of outputs and outcomes. It can also be used to support more detailed project planning.

[Template 1](#) provides some guidance on how to complete this Story, potential sources of information, and recommendations on the type of outputs and outcomes that are of policy and programme relevance to Library Learning Services across Europe.

3. Selecting Smart Indicators

Indicators are used to measure, simplify and articulate your Story. Indicators could be descriptive (measuring the current state e.g. how would you rate your level of spoken English), performance based (linked to targets or benchmarks e.g. improvement in fluency) or efficiency based (for example, a cost-benefit ratio). The choice of indicators depends on the aims and context of the particular service being evaluated, but any good indicator should be SMART: Simple to implement, Measurable, Action-focused, Relevant and Time-bound. You could have indicators for each element of your story. In here, we focus on output and outcome indicators.

- **Examples of Outputs Indicators** include:
 - Number of people involved in activities, with demographic profile information
 - Library membership numbers and profile of members
 - Records and minutes of meetings

ENTITLE has identified the following two output indicators as relevant for Library Learning Services across Europe:

- Number of unique users who participated during the year in learning services/activities provided by public libraries which were designed to enable people to improve their skills in one of or more aspects of ICT use.
 - Number of unique users who participated during the year in learning services/activities provided by public libraries which were designed to increase their interest in reading and/or to improve their reading abilities.
- When selecting **outcome indicators**, you will need to ask yourself: ***“What change would I observe that would tell me that there has been some progress towards achieving the outcome?”*** You can go to our [Question Bank \(Appendix 1\)](#) for useful examples of generic indicators that have been used by some organisations in the past. You will need to adapt them for your own activities and target users.

4. Deciding how to collect the indicators

There are a number of ways indicators can be collected. If you are collecting this information yourself, we recommend the methods listed below as they tend to be easy to administer and analyse:

- Keeping your own records of users and participants (e.g., visitor or participant logs with their name and unique identifiers such as their postcode and age);
- Create questions to put onto a questionnaire that we ask people to complete at the beginning and end of sessions. ([Click here for a sample questionnaire](#)). Alternatively, you could use an existing questionnaire and add a few questions. This will avoid the dreaded “survey fatigue” and increase the chances of receiving a good response rate. ([Click here for a short case study describing how an existing survey was adapted to seek evidence of learning outcomes from an ICT activity](#)).
- Ask people to write their general comments about the activities they experienced on a card and analyse these to see if they provide any evidence about learning outcomes;
- Conduct one-to-one interviews or focus groups;
- Observe how participants behave during the activities and make judgments about their learning.

5. Analysing the data

Analysis of the data you collect will reveal whether the “story” you mapped out actually happened. That is, it will allow you to test your hypothesis. The approach to analysis will vary according to the type of tool you have used and the type of data you have collected. The following are useful tips to keep in mind when analysing the data you collect:

- Always link your analysis to your original Story. What is the data telling you about whether and how you have achieved your outputs and outcomes? Do you have evidence that your activity has effected change on users?
- To analyse numerical data from a large number of questionnaire, you need to count how many people have provided a certain answer that shows evidence of learning and express this number as a percentage of the total e.g. 64% of respondents said they had learnt something about the local history.
- For a more detailed understanding of how the experience may have impacted different types of users, you will need to group the data into categories depending on what you are trying to find out or who the programme is targeted to.
- To make sense of open-ended and qualitative data (e.g. comment cards), you may need to highlight themes or “code” peoples’ responses. Coding and other forms of qualitative analysis should always be done with the objectives or needs in mind, so that when looking for themes, you structure your analysis around the key issues your service is trying to address.

[Template 2](#) provides you with some examples of how to link your outputs and outcomes to an indicator, data collection methods and results. [Click here for a short case study illustrating how this link was made to assess the impact of a teenage reading group.](#)

6. Presenting and Using Findings

There are a number of ways you can present your findings. If you are writing a report, remember to keep it concise and always use the style and language that is appealing and easy to understand to your audience. Your case will be far stronger if you can clearly show the robust nature of the process you have used as this enables you to talk accurately and confidently about your findings.

[Template 3](#) provides you with a suggested report structure.

A published report should not be the end of your dissemination efforts. Use your findings to improve what you do, to inform the development of the Story of other projects, and to win support for your services. [Click here for a short case study on how to advocate effectively for your services.](#)

Template 1: Developing Your Story

Elements of the Story	Description and Sources of Information:	Your Story:
NEEDS	Describe here the problem(s) the service is attempting to solve or the issue(s) it is addressing. Specify the needs of your community that led your library to design this service. The focus here is on 'broad' problem or issue, who you should be targeting and the reasons for your service's approach. You could use existing national and local research and data on the particular issue you are dealing with. Alternatively, you could commission specific research projects to scope the needs of the communities you serve	
INPUTS	Describe here the resources which could enable service effectiveness. This may include funding, potential partners, networks, staff and volunteers, time, facilities, equipment, and supplies. (You should also make note of barriers, which might include attitudes, lack of resources, policies, laws, geography). You will need to use your own budget and business planning data and information to complete some of this work.	
ACTIVITIES	Describe here the processes, techniques, events and actions of the services e.g. promotional campaigns, education or training programmes, building of partnerships, producing materials, etc. ENTITLE has developed a typology of learning services addressing ICT and Reading needs CLICK HERE FOR MORE INFORMATION	
OUTPUTS	List here the expected direct results of the programme activities, described in terms of the size and/or scope e.g. number of classes taught, meetings held, or materials produced and distributed; programme participation rates and demography; or hours of each type of service provided.	<p>ENTITLE has agreed on two key outputs of common interest to Library Services across Europe:</p> <ul style="list-style-type: none"> • Number of people participating in ICT learning activities • Number of people participating in Reading activities

OUTCOMES	<p>These are specific changes in the attitudes, behaviours, knowledge, skills and enjoyment of end-users that we expect to result from our services. This should be expressed at an individual level. Click here for a full list of Learning Outcomes relevant to Library Learning Services (Appendix 2).</p> <p>Good practice suggests that learning services should aim to achieve a limited number of outcomes. ENTITLE has agreed on key Outcomes for Library Learning Services dealing with ICT and Reading that are of common policy relevance across Europe (see next column).</p>	<p>You could select from this list a targeted number of outcomes that you want to achieve as part of your service:</p> <p>Knowledge and Understanding: This includes knowing about something; deepening Understanding about something; Learning facts or information, Making sense of something</p> <p>Skills: Knowing how to do something; Being able to do new things</p> <p>Attitudes: Feelings and Perceptions about something (e.g., reading and ICT); Attitudes in relation to an activity (e.g., reading and ICT).</p>
IMPACT	<p>Describe here wider community, and/or societal changes expected to result from your services, which might include improved conditions, increased capacity, and/or changes in the policy arena. They should be a logical aggregation of the outputs and outcomes you expect to achieve.</p>	

Template 2: Collecting data

Selected Output or Outcome	Indicator	Data Collection Method	Results
<i>e.g., Outcome: Increased ICT skills</i>	A score of 3 or above on the following statement: "I learned a new ICT skill today" where 1 is strongly disagree and 5 is strongly agree	Question on post-course survey of all participants (paper questionnaire)	On average, the 25 participants rated their agreement as 3.4 indicating that the activity was successful in increasing ICT skills for participants.
<i>e.g., Output: Number of people participating in Reading activities</i>	Number of unique users who participated in learning services to increase their interest in reading	Participant Log	100 people participated in these activities in the past year. Of those, 50 participated in the same activity more than once.

Template 3: Recommended structure for a report

Section	Suggested Content
Executive Summary	Most policymakers and Library colleagues have very busy schedules. The Executive Summary may be the only part of your report they will read. Use this section to highlight your key messages: Why is this report relevant to your reader? What specific services are you providing? What did you accomplish? What is needed to improve or continue this service?
Context for your organisation, services and your users	Describe your organisation, team and service? Who are your main users? How long have you been providing the service?
Purpose and description of the activity	Why is this service needed? Who needs and who uses these services? Why? What are the objectives of the service? What resources and activities did you implement to deliver this service?
Evaluation Method you used and why	How and when did you collect your data – days, times etc.? Who did you collect it from? Why did you choose a particular data collection method? Did you pilot your tool first and were any changes made? Did anything alter or affect your collection process?
Findings	How will you display your findings – as text or will you include a table or graph? What did you find and how did you analyse it? Did you find evidence of delivering your outputs and outcomes? Did you find out what you expected to find?
Conclusions	Can you relate your findings to your original story? Can you link your findings to other policies in the organisation, mission statements or local / regional / national policies and strategies? What does it tell you about your users? Lessons learned? What would you do differently and how? Does the service need additional investment?

Case Study on Data Collection: Trish Botten from Warwickshire Libraries describes how an existing survey was adapted to seek evidence of learning outcomes.

“Library staff in Warwickshire, England, complete a form that records the type of help given (e-mail, internet) when we provide learner support to users in IT zones.

For the pilot, we adapted the existing IT survey to record if the user felt that the help or advice given to them had benefited their learning. The following single question was added:

XXX LIBRARY BRANCH

We are doing a survey this week on how people use our IT, could I ask you one quick question?

No. 5 How has using the computer in the library helped you to ‘learn’?

Thank you for your help

This single question enabled us to collect evidence of the outcomes of learning from using the computers in the libraries, for example:

It has made me more confident in my word processing skills
Lillington Library.

Helping me to get a job and learn how to search the Internet. Am using the Internet for jobs which I can't do at home. I can print letters of application here, whereas I have to do it by hand at home.
Warwick Library

I come here to practise. I am just using the computer. The computer is now an accessory for living.
Leamington Library.

The research confirmed that learners receive significant learning benefits from access to IT facilities in the library IT zones. Improving an existing survey was relatively simple and had an identifiable impact on finding evidence of learning”.

Case Study on Data Collection and Analysis: Fiona Williams, from Poole Libraries, describes a focus group and questionnaire used with a teenage reading group

“We developed a questionnaire based on the Generic Learning Outcomes (GLOs) that would help us to answer the question – “can we demonstrate the link between reading and learning?” The research was conducted with a Year 10 reading group from a local girl’s school who chose to read *Massive* by Julia Bell. The book confronts the issues around eating disorders and presents a bleak view of family life and obsession. Poole wanted to use a book with difficult issues in it to provoke discussion and develop themes.

We based the five questions on the GLOs. The reading group was asked to complete the questionnaire and then they discussed the book. This was videoed.

The questionnaire was straightforward to analyse using the GLOs and evidence of all the GLOs, apart from creativity, were found. Sometimes statements would match to different outcomes than the one linked to the question. This raised the issue of how useful it was to match questions to outcomes. It also demonstrates the importance of the coding exercise which was used effectively to analyse the statements: the “marker” pen approach to analysing proved to be very useful, especially to people who were not used to doing this. It is a straightforward easy to use technique.

Although the video was more challenging to analyse, key statements were written from the comments made by the students and analysed using the highlighter pen approach and the GLOs. A different emphasis was found in the statements made by the students on the video than in the questionnaire – a result of issues being discussed and the group developing their ideas and thoughts together. The outcome most matched was attitudes and values, whilst the knowledge and understanding GLO was most matched from the questionnaire.

Having two methods was useful as the focus group seemed to develop the statements they had made in the questionnaires. Identifying the learning outcomes from both the video and the questionnaire demonstrated that there could be a link between reading and learning.

"I have had an insight into a completely different way of living"

I have learnt about challenges between mother and daughter and made me appreciate mine.”

Blank questionnaire from the Reading Group, Poole Central Library

Name:

Inspiring Learning Project

Questionnaire – Teen Reading Group – *Massive*, Julia Bell

Please read the following questions and give your immediate quick responses to the following questions.

1) What have you learnt from reading the book?

2) What has the book added or confirmed about your understanding why people might develop eating disorders?

3) How did the book make you feel?

4) Who / what has the most influence over your behaviour and how you look?

5) What do you think you've gained and can gain from a reading group?

Case Study on Disseminating Findings:

We at Warwickshire developed a Lifelong Learning Strategy, *Opportunities for a Lifetime*. Part of our strategy was to change the culture within our Directorate by developing ourselves as a learning organisation and taking ownership of our role as learning providers and facilitators in the community. It was also, crucially, about influencing how our County Councillors, as our key partners in learning, see us.

We involved some councillors in the process of developing our Strategy... We presented two committee reports seeking decisions at the development and consultation stages of the Strategy.

We invited councillors to a lively, interactive afternoon about lifelong learning. We used 'learning snapshots' to show how we make a difference to learners of all ages, abilities and backgrounds.

Councillors

- tested out the Libraries' People's Network computers;
- discussed results of evaluation findings
- watched a *Babies Need Books* Video;
- passed around a fossil and made up a poem about it (see below)
- selected an artist for an activity by searching the County Arts database;
- guessed who won the Carnegie & Greenaway Awards with the Schools Library Service;
- filled in a learning styles questionnaire;
- tracked down streets and landmarks on the NOF digitisation project *Windows on Warwickshire* with County Record Staff volunteers;
- found out how to start a library reading group;
- handled archaeological objects;
- discovered the breadth of Trading Standards consumer education programmes.

We succeeded in raising our profile and in showing how we contribute to lifelong learning. Councillors now acknowledge that lifelong learning has to be a joined-up process involving all Council Departments. Our learning services and resources are highlighted in the draft Area Community Learning Plans.