

Making IT Personal – Joining the DOTs: Evaluation Framework

Making IT Personal Draft Evaluation Framework.

1. Key questions

The Evaluation Framework seeks to explore the project's central propositions laid out in annexe 1.

2. Focus

The focus is on identifying effective modes of practice to support a Digital Engagement Scheme including identifying the benefits of informal learning approaches. It excludes an evaluation of the formal learning packages offered through providers. The evaluation report will inform the Barnsley MBC final project report to ESF.

3. Key elements of the research

The research conducted by NIACE will include a combination of quantitative assessment, qualitative action research and learner feedback. The action research will incorporate three research phases. Each phase will inform the development of subsequent phases. The initial pilot phase (to April 2010) will involve working with providers and Sero, primarily to establish ways of capturing information. The second phase, to August 2010, will develop and test approaches. The third phase, from September 2010 to June 2011 will refine and reassess revised methods. Sero will be involved in the collation of quantitative information, which will help inform the evaluation.

4. Time line

See below.

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MITP Evaluation of DOTs scheme: Timeline

Element	Completion
Phase 1: development of methods and initial trial	
Develop logic and evaluation framework	September 09
Agree initial framework at Steering Group	October 09
Milestone 1: logic/evaluation framework agreed at Steering group	October 09
Liaise with providers and SERO to establish appropriate data capture methods and information for pilot phase	Nov/Dec 2010
Develop reporting framework /key questions for informal learners in pilot phase	January 09
Agree appropriate feedback mechanism for DOTs in pilot phase with key stakeholder organisations	Jan/Feb 09
Agree appropriate format and questions for stakeholder organisations	Jan/Feb 09
Review existing research to identify success factors in digital mentoring approaches	December 09
Identify mechanisms for capturing and sharing information with UK ESF projects and transnational partners	January 09
Focus Groups and interviews with learners and mentors in pilot phase	March/April 2010
Prepare advice for stakeholder organisations about evaluation requirements for phase 2 related to : <ul style="list-style-type: none"> learners 	April 2010

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<ul style="list-style-type: none"> • DOTs • themselves 	
Milestone 2: data capture methods developed and agreed with partners	May 2010
Phase 2: first cycle of action research on DOTs methods with range of partners	
Seminar to share approaches with transnational partners	May 2010
On going collation of learner feedback	July 2010
On going collation of DOT feedback	July 2010
Provider feedback	July 2010
Seminar to: <ul style="list-style-type: none"> • share feedback from colleges; DOTs, stakeholders, learners? • inform interim report and • revise methods as appropriate 	September 2010
Revision of any research tools	Oct 2010
Milestone 3: reflection on first full cycle and methods revised/ interim report	October 2010
Phase 3: second cycle of action research	
Ongoing collation of learner feedback	May 2011
Ongoing collation of DOTs feedback	May 2011
Interviews with stakeholder organisations re practice	May 2010
Identification of effective practice models	June 2011
Preparation of final report	July 2011
Preparation and development of dissemination event (s)	Summer 2011

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<p>If.. Initial issue/ context</p>	<p>Then.. Rationale for intervention <i>MITP actions are in line with research and policy proposals in:</i></p>	<p>Then.. Action taken</p>	<p>Then.. Short-term outputs</p>	<p>Then.. Interim outcomes</p>	<p>Then.. Long-term objectives</p>
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<p>Milestone 4: Good practice models identified in final report</p>	<p>Summer 2011</p>
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If people are digitally excluded ¹ then informal learning approaches can address barriers to engagement. Once engaged learners can begin a journey to develop their skills.	Digital 20:20 Digital challenge	Engage digitally excluded learners via DOTs.	Learners from key target groups engaged in informal ICT learning.	Learners continue learning. Where appropriate they progress to more formal learning and gain qualifications.	Barriers to ICT learning addressed.
If people gain digital life skills they are more likely to become economically active and/or improve their quality of life.	'Digital Britain' National Digital Participation Strategy UK digital inclusion action plan Digital 20:20	Dots support learners to identify digital needs.	Informal interventions in a range of areas relevant to learners needs.	Learners develop digital life skills, and enhanced self esteem.	Learners gain employability skills and/or improve their quality of life.
If the right training and support programme are offered, people will value being DOTs	Evidence from mentoring programmes	Development of DOT multi level training, accreditation and support package	Development of training package including core learning materials Number of DOTs engaged Number of DOTs trained	Number of DOTs retained DOTs identify what's in it for them	Key characteristics of successful DOTs support programme identified
If some organisations are well suited to supporting DOTs then sustainable, good practice models can be developed and promoted	Making IT Personal Road Map	Development of models/ approaches to informal ICT learning	Engagement of organisations to develop DOTs support network Approach developed, piloted and embedded	Identification of elements comprising successful modes of practice linked to DOT roles in work and the community	Sustainable model built in the Y&H region

¹ Digital exclusion, will be defined during the pilot phase of the evaluation but a working definition is related to "people who do not use digital technologies, whether because they do not understand the benefits, lack the necessary confidence or skills, or.

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MITP Evaluation: timeline	2009	2009	2010	2010	2010	2010	2011	2011	2011
	June-Sept	Oct-Dec	Jan-Mar	Apr-June	Jul-Sept	Oct-Dec	Jan-Mar	Apr-Jun	July-Sept
Pilot Phase: development of methods and data required									
Develop logic and evaluation framework									
Agree initial framework at Steering Group									
Milestone 1: logic/evaluation framework agreed at Steering group									
Liaise with providers and SERO to establish approp data capture									
Review research to identify success factors in UK digtl mentoring									
Capturing/sharing info with UK ESF projs and transnat partners									
Focus Groups and interviews with learners and mentors in pilot phase									
Prepare advice for stakeholder orgs: eval requiremts for P1									
Milestone 2: data capture methods agreed with partners									
Phase 1: 1st cycle of action research on DOTs methods									
Seminar to share approaches with transnational partners									
On going collation of learner feedback									
On going collation of DOT feedback									
Provider feedback									
Seminar to share feedback from DOTs, Learners, organisations									
Revision of research tools									
Milestone 3: reflection on first cycle and methods/ interim report									
Phase 2: second cycle of action research									
Ongoing collation of learner feedback									
Ongoing collation of DOTs feedback									
Interviews with stakeholder organisations re practice									
Identification of effective practice models									
Preparation of final report									
Preparation and development of dissemination event (s)									
Milestone 4: Good practice models identified in final report									
NIACE Contribution to dissemination event									